



Arizona State Board of Education

REVISED AGENDA **NOTICE OF PUBLIC MEETING**

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Boards will hold a meeting, open to the public, on **Monday, March 23, 2015, at 9:00 AM at the Arizona Department of Education, Room 122**, 1535 W. Jefferson, Phoenix, AZ 85007. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://www.azed.gov/state-board-education/agenda-items/>

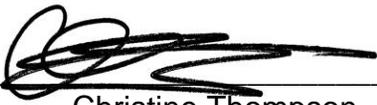
Pursuant to A.R.S. §38-431.02 (H), the Board may discuss and take action concerning any matter listed on the agenda.

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

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

DATED AND POSTED this 20th day of March, 2015.

Arizona State Board of Education

By: 
Christine Thompson
Executive Director
(602) 542-5057

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Monday, March 23, 2015

9:00 AM

Arizona Department of Education, Room 122

1535 W. Jefferson, Phoenix, AZ 85007

9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE,
AND ROLL CALL

**PRESENTATION BY THE OFFICE OF THE GOVERNOR AND
DISCUSSION REGARDING THE GOVERNOR'S EDUCATION AGENDA**

1. BUSINESS REPORTS

A. President's Report

1. Teacher and Principal Evaluation Task Force Appointments

B. Superintendent's Report

C. Board Member Reports

D. Executive Director's Report

1. Update regarding Move On When Reading
2. Update regarding State Board of Education as a separate budget unit
3. Status of State Board of Education outstanding requests to or expected agenda items from the Department of Education including:
 - (a) December 8, 2014 and January 26, 2015 requests for presentation regarding the status of Indian education
 - (b) Arts standards revisions awaiting State Board of Education approval to open public review, pursuant to the May 19, 2014, State Board of Education adopted process for the development and adoption of academic content standards
4. Department of Education policy regarding staff presentations to the State Board of Education

2. CONSENT AGENDA

A. Consideration to approve Arizona State Board of Education minutes for:

1. January 23, 2015 - Regular Meeting
2. February 13, 2015 - Special Meeting
3. February 13, 2015 - Executive Session

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- B. Consideration to approve the following contract abstracts:
 - 1. ~~USDA Child Nutrition Programs~~
 - 2. National School Lunch Program
 - 3. Cartwright School District Migrant Education Program
 - 4. Peoria Unified School District Student Artwork Competition
 - 5. National Title I Distinguished School Awards
 - 6. Migrant Education Summer School Program Allocations
 - 7. Mathematics and Science Partnership Program

- C. Consideration to approve transfer of funds from Governor's Commission on Service and Volunteerism to the Arizona Department of Education for payment related to AmeriCorps Vista Volunteer Placement Program, pursuant to A.R.S. § 15-204

- D. Consideration to approve additional monies for teacher compensation for Fiscal Year 2015-2016 to districts that have submitted Statements of Assurance, pursuant to A.R.S. § 15-952 and A.R.S. § 15-537

- E. Consideration to accept voluntary surrender of the teaching certificates held by the following:
 - 1. Bert Ford
 - 2. William Franklin Poulson

- F. Consideration to permanently revoke any and all teaching certificates held by for following, pursuant to A.R.S. § 15-550:
 - 1. Kyle Curtis Deberry
 - 2. David Gerald Depuydt

- G. Consideration to approve the Interagency Service Agreement between the Arizona Department of Health Services and the Arizona Department of Education (ADE) pursuant to A.R.S. § 35-148(A) for coordinated administration of the Youth Risk Behavior Survey (YRBS) and the Youth Tobacco Survey (YTS)

- H. Consideration to approve capital transportation adjustments for small school districts, pursuant to A.R.S. § 15-963

- I. Consideration to approve the extension of the Arizona Carl D. Perkins Grant FY 2016

- J. Consideration to approve the Move on When Reading (MOWR) LEA literacy plans which have been reviewed for release of K-3 Reading Base Support funds

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- K. Consideration to accept and approve Special Education Advisory Panel (SEAP) Annual Report for FY 2013-2014
 - L. Consideration to approve receipt of \$100,000 for the Enhanced Assessment Grant and authorize expenditures in accordance with the terms of the award
 - M. Consideration to approve the appointment of Brett W. Johnson of Snell & Wilmer to provide legal services for Arizona State Board of Education (Board) employees Christine M. Thompson and Sabrina Vazquez in connection with the dispute regarding the Department of Education's authority over Board employees, including the issue of who may terminate Board employees, in accordance with the terms of appointment as outlined by the Office of the Attorney General.
3. CALL TO THE PUBLIC: This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.
4. GENERAL SESSION
- A. Presentation and discussion regarding legislative affairs. The Board may take action to support, oppose or remain neutral on specific legislative proposals
 - B. Presentation and discussion regarding AzMERIT implementation, timeline for the approval of AzMERIT standard setting, and consideration of the proposed AzMERIT performance level names and policy level descriptors
 - C. Presentation and discussion regarding the Arizona High School Equivalency Assessment and consideration to issue a Request for Information (RFI) regarding additional assessments

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- D. Presentation, discussion and consideration regarding state school accountability determinations, including:
 - 1. 2013-2014 accountability determinations, pursuant to A.R.S. § 15-241, for schools providing Arizona Online Instruction (AOI) and schools with insufficient data
 - 2. Proposed accountability criteria to identify schools and school districts for school years 2014-2015 and 2015-2016 that demonstrate a below average level of performance, as contemplated in SB1289

- E. Presentation, discussion and consideration to determine noncompliance with laws applicable to English language learners, pursuant to A.R.S. § 15-756.08 (J) for Tuba City Unified School District

- F. Presentation, discussion and consideration to approve the participation of the following school districts in the accounting responsibility program, pursuant to A.R.S. § 15-914.01:
 - 1. Somerton Elementary School District
 - 2. Casa Grande Union High School District
 - 3. Toltec Elementary School District

- G. Presentation, discussion and consideration to approve the recommendation of the Chief Procurement Officer to award the contract for a new assessment tool for Early Childhood Education. Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to review confidential information and/or for discussion or consultation for legal advice

- H. Presentation, discussion and consideration to initiate rulemaking procedures for proposed amendments to Board rules R7-2-616 and R7-2-621 regarding reciprocal certificates

- I. Presentation, discussion and consideration to initiate rulemaking procedures for proposed amendments to Board rule R7-2-615 regarding Bilingual Endorsements, English as a Second Language (ESL) Endorsements, and Structured English Immersion (SEI) Endorsements

- J. Presentation, discussion and consideration to initiate rulemaking procedures for proposed amendments to Board rule R7-2-615 regarding Early Childhood Endorsement

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- K. Presentation, discussion and consideration to approve and authorize the agreement between the Department of Education and the U.S. Department of Agriculture to operate the Child Nutrition Programs (National School Lunch, School Breakfast, Special Milk, USDA Foods, Child and Adult Care Food Program, Summer Food Service Program) in accordance with the federally stipulated reimbursement formulas and other USDA and Federal regulations, pursuant to ARS § 15-1152 and 1153.

- L. Board comments and future meeting dates. The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary

EXECUTIVE SUMMARY

Issue: Contract Abstracts

Action/Discussion Item

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

**SUMMARY OF ATTACHED
 STATE BOARD CONTRACTS**

#	TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
1.	USDA Child Nutrition Program	Allocates administrative monies for the Child Nutrition Programs for FY15				
2.	National School Lunch Program Grant	Provide funding for equipment assistance to school food authorities to participate in the National School Lunch Program	Not to exceed \$817,805	US Department of Agriculture	May 1, 2014 through September 30, 2016	Mary Szafranski
3.	Cartwright Elementary District Migrant Education Program	To increase funding to provide additional identification and recruitment for eligible migrant students	Not to exceed \$10,250	Title I, Part C of the No Child Left Behind Act of 2001, Education of Migratory Children	Effective upon approval by the SBE through June 30, 2015	Christopher Dickinson

EXECUTIVE SUMMARY

#	TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
4.	Peoria Unified School District, Cactus High School Artwork Competition	In recognition of excellence in student artistry as determined by the ADE annual Student Artwork Competition	Not to exceed \$500	Title IA, Section 1001, (2), (3), (8); Section 1119 No Child Left Behind Act	Between March 1, 2015 and June 30, 2015	Nancy Konitzer
5.	National Title I Distinguished School Awards Grant	Allows the use of Title I funds to reward participating schools for exemplary performance and designates them as Distinguished Schools.	Not to exceed \$10,000	ESEA Sec 1117(b)	Effective upon approval by the SBE and shall terminate on September 30, 2016	Robert Gold
6.	Migrant Education Program (MEP) Summer School	Allow the use of funds to operate MEP funded summer school programs	Not to exceed \$702,205	Title I, Part C No Child Left Behind Act of 2001	Effective upon approval by SBE and shall terminate on August 31, 2015	Christopher Dickenson

EXECUTIVE SUMMARY

#	TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
7.	Mathematics and Science Program Subgrant awards	To provide funds to LEAs who's poverty level rate is at least 35% Free and Reduced lunch program student participation (as defined by Title 1 Section 114 of the NCLB Act) for the purpose of increasing academic achievement of students in mathematics and science	Not to exceed \$2,000,000	No Child Left Behind Act of 2001, P.L. 107110, under Title II	Effective immediately upon SBE approval and shall terminate on June 15, 2016	Suzi Mast Carol Lippert

Recommendation to the Board

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

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the Arizona Department of Education and the United States Department of Agriculture to award the National School Lunch Program Equipment Grant
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Action/Discussion Item

Contract Abstract

Background and Discussion

The Agriculture Appropriations Act of 2013 authorized grants to State agencies (SA) for providing equipment assistance to school food authorities (SFA) participating in the National School Lunch Program (NSLP). Arizona has been selected to receive funding in the amount of \$817,805.

These funds will be available through a competitive grant process. Priority will be given to high need schools where 50% or more of the student population are eligible to receive free or reduced-price meals. Priority will also be given to schools that did not previously receive funds from either the 2010 USDA or 2009 ARRA Equipment Grant.

These funds will make a significant impact in schools, allowing the purchase of equipment capital (>\$5,000) helpful to serve healthier meals, meet the new nutritional standards with emphasis on more fresh fruits and vegetables in school meals, improve food safety and expand accessibility to food services.

Contract Amount

Arizona has been selected to receive funding in the amount of \$817,805.

Source of Funds

Fiscal Year (FY) 2014 Agriculture Appropriations Act, Public Law 113-46.

Responsible Unit at the Department of Education

Health and Nutrition Services

Cara Peczkowski, School Nutrition Programs Co-Director

Mary Szafranski, Associate Superintendent

Dates of Contract

May 1, 2014 thru September 30, 2016.

Contact Information:

Cara Peczkowski, School Nutrition Programs Co-Director

Mary Szafranski, Associate Superintendent

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:

NSLP Equipment Grant 2015 Awardees and Amounts

Agua Fria Union High School District	\$37,705.55
Antelope Union High School District	\$31,438.14
Blue Ridge Unified District	\$75,140.76
Chino Valley Unified District	\$87,496.18
Deer Valley Unified District	\$85,134.19
Flowing Wells Unified District	\$60,316.45
Fort Thomas Unified District	\$21,891.94
Isaac Elementary District	\$95,202.52
Mayer Unified School District	\$21,036.98
McNeal Elementary School District	\$11,580.67
Miami Unified District	\$17,498.59
Paramount Education Studies, Inc.	\$26,298.80
Payson Unified District	\$12,248.62
Quartzsite Elementary District	\$6,638.02
Sierra Vista Unified District	\$28,732.20
St. Mary's Roman Catholic High School	\$17,048.12
StarShine Academy	\$15,136.90
Valley Union High School District	\$31,995.15
Vernon Elementary District	\$5,724.95
Wellton Elementary District	\$26,273.00
Willcox Unified District	\$26,776.63
Yuma Union High School District	\$76,710.30

Previous Contract History

None of the awarded schools have previously been awarded funds from the NSLP Equipment Grant.

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

The awarded school entities serve students in low socio-economic areas with a history of high participation in the National School Lunch Program.

Method of Determining Contract Amount(s)

The Arizona Department of Education has utilized an evaluation process and scoring rubric that complies with the requirements of the grant and has been approved by the United States Department of Agriculture.

EXECUTIVE SUMMARY

Evaluation Plan

Schools are to follow their own procurement processes. Grant is issued through the Arizona Department of Education Grants Management System. Documents are reviewed prior to funds being released.

Recommendation to the Board

It is recommended that the Board approve the contract between the Arizona Department of Education Health and Nutrition Division and awardees listed for the NSLP Equipment Grant 2015 for funds to purchase kitchen equipment as described in these materials.

Awardee Name	Arizona Department of Education
FNS Federal Agreement No.	NSLP-14-AZ-02

FOOD NUTRITION SERVICE

GENERAL TERMS AND CONDITIONS

Upon execution of this document, an award to the Arizona Department of Education (ADE) in the amount of **\$817,805** is made under the authority of the fiscal year (FY) 2014 Agriculture Appropriations Act, Public Law 113-46. The ADE accepts this award for the purpose described in the submitted proposal.

1. Purpose: Agency hereby awards **\$817,805** to support the ADE on this project.

(a) Funding Goals: In order to make the most effective use of the NSLP Equipment Assistance Grant funds SAs must include, as a focus area, equipment that improves the quality of school meals. Additional focus areas may include:

- Equipment that improves the safety of food served in the school meal programs
- Equipment that improves the overall energy efficiency of the school food service operations
- Equipment used to improve or expand participation in the NSLP and/or School Breakfast Program

(b) Grant Awards: These NSLP Equipment Assistance Grant funds will be allocated based on your SA's administrative expense allocation for FY 2014. SAs must award these grants via a competitive grant process to SFAs giving priority to high need schools (e.g., schools in underserved areas, schools with limited access to other resources, and age of food service equipment) where 50 percent or more of the enrolled students are eligible for free or reduced price meals. In addition, SFAs must give priority to schools that did not receive a previous NSLP Equipment Assistance Grant award (e.g., ARRA and the FY 2010 and FY 2013 Agriculture Appropriations Act).

The competitive grant process developed by the SA must be fair and equitable. SAs making these awards are expected to follow the same laws, regulations, principles, procedures, and practices in awarding the FY 2014 NSLP Equipment Assistance Grant funds as they do with other competitive grant funds.

Competitive Application Process

SAs must may use the same competitive application process used for the funds provided by the FY 2013 Agriculture Appropriations Act or develop a new full and open competitive application process using the criteria below as outlined:

Awardee Name	Arizona Department of Education
FNS Federal Agreement No.	NSLP-14-AZ-02

- Priority must be given to schools in which 50 percent or more of the students are eligible for free or reduce-priced meals
- Grants must be based on documented need for equipment assistance in schools participating in the NSLP

2. **Catalog of Federal Domestic Assistance Number:** The Catalog of Federal Domestic Assistance Number for this project is: **10.579.**

3. **Performance Period:** This agreement is effective from **May 1, 2014 through September 30, 2016.** All agreement funds must be obligated and all program activities under the agreement (other than activities related to the close out of the agreement) must be completed **by September 30, 2016.** The closeout of the agreement must occur within 90 days of the expiration date **December 30, 2016,** and all obligations incurred under the agreement must be liquidated by this date.

Award/Award Timeline: State agencies (SA) are required to complete the entire award process by the end of FY 2015 (September 30, 2015), including solicitation and obligation. Furthermore, school food authorities (SFA) must complete their procurement and expenditure activities by the end of FY 2016 (September 30, 2016). SAs must follow all standard policies and procedures to award these grants to the SFAs.

4. **Amendments/Revisions:** The Grantee may request an amendment or revision to the agreement, including the proposal, in writing at any time during the duration of the agreement. Prior approval is required, as stated in 7 CFR 3016.30, for any revision of the scope or objectives of the project, or changes in key personnel, such as the project director. All amendments or revision must be submitted in writing to:

Tim Thole, Senior Program Specialist
 USDA FNS Western Region Office
 90 Seventh Street, Room 10-100
 San Francisco, CA 94103

5. **Programmatic changes:** The Recipient shall obtain prior approval for any change to the scope of objectives of the approved project, key personnel, or transfer of substantive programmatic work to another party.

6. **Financial Status Reports:** The Recipient is required to electronically enter the quarterly and final financial status report (SF-425) into the FNS, Food Programs Reporting System (FPRS). This report must be certified by the grantee's chief fiscal officer or an officer of comparable rank. Included with the terms and conditions are instructions on how to obtain access and enter data into FPRS. This report must be entered within 30 days after the close of each quarter. The Final

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Financial Report must be entered into FPRS within 90 days of the expiration of the grant agreement. This report must also be certified by the grantee’s chief fiscal officer or an officer of comparable rank.

7. Quarterly Progress Reports: Progress reports must be sent to FNS 30 days following the end of each quarterly period. These reports should cover the preceding quarterly period of activity. A final report identifying the accomplishments of the project is due 90 days after the end date of this Agreement. At a minimum, progress reports should include the following information:

- A narrative description of project progress, tasks completed, and roadblocks or problems;
- Reasons why goals and objectives were not met, if appropriate, particularly at predefined go/no-go decision points, and justification of decision to proceed;
- Discuss the budget impact and/or costs associated with in this reporting period;
- List key activities planned for the next report period;
- Findings or activities which may require changes in schedule, accomplishments, or costs, particularly those changes which may impact the grantee’s ability to utilize grant funds within the specified time period;
- Other pertinent information including, when appropriate, analysis and explanation of cost overruns;
- Types of equipment purchased;
- Accomplishments and challenges in expenditure activities;
- Impact on the school food service operation of purchased equipment;
- Reason(s) for any unliquidated funds;
- Potential return of equipment;
- Report on the total amount and percentage of administrative costs expended as compared to the total amount allowable for administrative costs; and
- Any unique aspects that you would like to share.

The Grantee must report immediately any problems, delays, or adverse conditions that impair the Grantee’s ability to meet the grant objectives. The notification must include information on action taken or contemplated in response to the problem.

Materials developed with funding from this Agreement must be submitted in an electronic format (preferably Microsoft Word). **One hard copy** of developed materials must also be submitted at the end of the performance period.

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The Grantee is strongly encouraged to submit the Quarterly Progress Report and associated documentation and attachments via electronic mail to Tim Thole, Senior Program Specialist, (e-mail address: Tim.Thole@fns.usda.gov). If the ADE wishes to send a hard copy, an original shall be sent to:

Tim Thole, Senior Program Specialist
 USDA FNS Western Region Office
 90 Seventh Street, Room 10-100
 San Francisco, CA 94103

8. Office of Management and Budget (OMB) and USDA Guidance: This Federal financial assistance award is subject to rules and regulations related to the Grantee’s organizational entity type as noted below.

Government-wide Regulations

- 2 CFR Part 25: “Universal Identifier and Central Locator Contractor Registration”
- 2 CFR Part 170: “Reporting Sub-award and Executive Compensation Information”
- 2 CFR Part 175: “Award Term for Trafficking in Persons”
- 2 CFR Part 180: “OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-Procurement)”
- 2 CFR Part 417: “Office of the Chief Financial Officer: Department of Agriculture Implementation of OMB Guidance on Non-Procurement Debarment and Suspension”
- 2 CFR, Part 215 – Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations
- OMB Circular A-102, Grants and Cooperative Agreements with State and Local Governments
- 41 U.S.C. Section 22 “Interest of Member of Congress”

Cost Principles

- 2 CFR, Subtitle A, Chapter II, Part 225 - States, Local, and Indian Tribal Governments
- 2 CFR, Subtitle A, Chapter II, Part 220 – Institutions of Higher Education, Hospitals
- 2 CFR, Subtitle A, Chapter II, Part 230 - Non-Profit Organizations

USDA Regulations

- 7 CFR Part 15: “Nondiscrimination”
- 7 CFR Part 3015: “Uniform Federal Assistance Regulations”
- 7 CFR Part 3016: “Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments”
- 7 CFR Part 3018: “New Restrictions on Lobbying”

Awardee Name	Arizona Department of Education
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- 7 CFR Part 3019: “Uniform Administrative Requirements for Grants and Cooperative Agreements with Institutions of Higher Education, Hospitals, and other Non-Profit Organizations”
- 7 CFR Part 3021: “Government-wide Requirements for Drug-Free Workplace (Financial Assistance)”
- 7 CFR Part 3052: “Audits of State, Local Governments, and Non-Profit Organizations”
- Freedom of Information Act (FOIA). Public access to Federal Financial Assistance records shall not be limited, except when such records must be kept confidential and would have been excepted from disclosure pursuant to the “Freedom of Information” regulation (5 U.S.C. 552)

9. Intangible Property:

- a. The recipient may copyright any work that is subject to copyright and was developed, or for which ownership was purchased, under the award. The FNS reserves a royalty-free, nonexclusive, and irrevocable right to reproduce, publish or otherwise use these materials for federal purposes and to authorize others to do so (see 2 CFR Part 215.36, Intangible Property).

"Federal purposes" include the use of award products in activities or programs undertaken by the Federal Government, in response to a governmental request, or as otherwise required by federal law. However, the federal government's use of copyrighted materials is not intended to interfere with or disadvantage the recipient or assignee in the sale and distribution of the award product.

The FNS may request copies of an award product for non-profit use. These copies will be provided at the cost of reproduction and shipping, and no royalties or other fees will be charged.

- b. The FNS has the right to:
1. obtain, reproduce, publish or otherwise use the data first produced under an award; and
 2. authorize others to receive, reproduce, publish, or otherwise use such data for Federal purposes.
- c. In addition, in response to a Freedom of Information Act (FOIA) request for research data relating to published research findings produced under an award that were used by

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the Federal Government in developing an agency action that has the force and effect of law, the FNS shall request, and the recipient shall provide within a reasonable time, the research data so that they can be made available to the public through the procedures established under the FOIA. If the FNS obtains the research data solely in response to a FOIA request, FNS may charge the requester a reasonable fee equaling the full incremental cost of obtaining the research data. This fee should reflect costs incurred by the agency, the recipient, and applicable subrecipients. This fee is in addition to any fees the agency may assess under the FOIA (5 U.S.C. 552(a)(4)(A)). For additional information and definition of terms, please see 2 CFR Part 215.36(d), Intangible Property.

- d. Title to intangible property acquired under an award or subaward vests upon acquisition in the recipient. The recipient shall use that property for the originally authorized purpose and shall not encumber the property without FNS approval. The FNS reserves the right to determine the disposition of the intangible property when it is no longer needed for the originally authorized purpose.

10. Equipment:

Equipment is defined as tangible, nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. The purchase of equipment not included in the approved project budget is allowable only if it is specifically approved beforehand by the recipient and there is documentation to support that the purchase is necessary and reasonable to carry out project activities.

Equipment records must be maintained that include the description of the equipment, the serial number or other identification number, the source of equipment, the title holder, the acquisition date, the cost of the equipment, the location, use, and condition of the equipment, and any ultimate disposition data including the date of disposal and the sale price of the equipment. A physical inventory of the equipment must be taken and the results reconciled with the equipment records at least once every two years. The grantee will share the results of this inventory. A Tangible Personal Property Report, SF-428, must be submitted at award close-out to report the status of the equipment, if requested. The grantee will follow the Agency’s equipment disposition guidance and procedures. Equipment disposition procedures are found at 7 CFR Part 3016.32(e)(1-3).

In expending FNS award funds for equipment and products, Grantees and sub-grantees will comply with the Buy American Act, 41 U.S.C. 10a-c.

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11. **Sub-grantee's compliance:** The Grantee will ensure that sub-grantee's are in compliance with applicable Federal administrative requirements and cost principles. No funds shall be provided to an eligible collaborator or contractor before such an agreement is signed by all parties.
12. **Suspension/Debarment:** The Grantee agrees to ensure that all sub-Grantees are neither excluded nor disqualified under the Suspension and Debarment rules found at 7 CFR sec. 3017.300 by doing any one of the following:
 - a. Checking the System for Awards Management (SAM). This information can be found at www.sam.gov.
 - b. Collecting a certification that the entity is neither excluded nor disqualified. Because a Federal certification form is no longer available, the Grantee or sub-Grantee electing this must devise its own.
 - c. Including a clause to this effect in the sub-grant agreement and in any procurement contract expected to equal or exceed \$25,000, awarded by the Grantee or a sub-Grantee under its grant or sub-grant.
13. **Nondiscrimination:** The Grantee will comply with following the nondiscrimination statutes and regulations, other related regulations and any USDA nondiscrimination directives:
 - a. Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d- *et seq.*) and USDA regulations at 7 CFR Part 15, Nondiscrimination, an Department of Justice regulations at 28 CFR Part 42, Non discrimination; Equal Employment Opportunity: Policies And Procedures;
 - b. Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 *et seq.*) and USDA regulations at 7 CFR Part 15a, Education Programs or Activities Receiving or Benefiting from Federal Financial Assistance;
 - c. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 1681 *et seq.*) and USDA regulations at 7 CFR Part 15a, Education Programs or Activities Receiving or Benefiting or Benefiting from Federal Financial Assistance, and Department of Justice regulations at 28 CFR Part 41, Implementation of Executive Order 12250, Nondiscrimination On the Basis of Handicap In Federally Assisted Programs; and
 - d. Age Discrimination Act of 1975 (42 U.S.C. 6101 *et seq.*) The Grantee assures that it will immediately take any measures necessary to effectuate the requirements in these laws,

Awardee Name	Arizona Department of Education
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regulations and directives. The Grantee gives this assurance in consideration of and for the purpose of obtaining the funds provided under this agreement.

- e. The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination on the basis of disability in employment (Title I), state and local government services (Title II), places of public accommodation and commercial facilities (Title III). (42 U.S.C. 12101-12213).

The following nondiscrimination statement shall be included, in full, on all materials that are produced by the grant recipient for public information, public education, or public distribution.

“In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights; Room, 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.”

The <GRANTEE> will require any sub-Grantees or contractors to comply with the requirements of this agreement and ensure that USDA FNS has access to any sub-Grantees or contractors for purposes of evaluating, monitoring or reviewing other operations or records as they relate to this grant. When entering into a sub-grant, the Grantee shall ensure that the sub-Grantee’s agreement contains any clause required by Federal Statute or Executive Order and their implementing regulations.

- 14. USDA/FNS acknowledgement:** Unless otherwise advised by USDA FNS, the <GRANTEE> will acknowledge the support of USDA FNS whenever publicizing the work under this grant. To this end, the Grantee must include in any publication resulting from work performed under this grant an acknowledgment in substantially the form set below:

“This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture. The contents of this publication do not necessarily reflect the view or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.”

- 15. Liabilities:** The Grantee may not seek any financial recourse from USDA FNS as a result of any liabilities the Grantee might incur for bodily injury or personal property damage resulting from

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negligent acts, errors, or omissions of the Grantee, their officers, agents or employees, or if applicable its sub-Grantees or their officers, agents, or employees, in performing this agreement. Liabilities of the United States are governed by the Federal Tort Claims Act, 28 U.S.C. 2671 *et seq.*

16. Funding: USDA FNS will provide funds to the Grantee in the amount stated on the Grant/Cooperative Agreement Form FNS-529, Box 10, as specified in the grant award letter, for use in accordance with this agreement. Funds will be provided through the Letter of Credit process, upon receipt of a properly executed Cooperative Agreement.

17. Noncompliance: As provided in sections 7 CFR 3016.43 and 3016.44, USDA/FNS may unilaterally terminate this grant agreement or recover, withhold, or cancel payment of up to 100 percent of the funds made available under the agreement if the Grantee fails to comply with any term of the agreement. USDA/FNS will consider failure to comply with the reporting requirements of this agreement to be a material failure to comply with the agreement and a basis for termination. If USDA or FNS decides to take action against the Grantee for noncompliance under the grant agreement, USDA or FNS will provide the recipient written notice of the basis for its determination.

In the event that an award is suspended and corrective action is not taken within 90 days of the effective date, the FNS may issue a notice of termination. No costs that are incurred during the suspension period or after the effective date of termination will be allowable, except those that are specifically authorized by the suspension or termination notice or those that, in the opinion of the FNS, could not have been reasonably avoided.

Within 30 days of the termination date, the recipient shall furnish to the FNS a summary of progress achieved under the award, an itemized accounting of charges incurred against award funds and cost sharing prior to the effective date of the suspension or termination, and a separate accounting and justification for any costs that may have been incurred after this date.

18. Federal Conviction or Tax Delinquent Status: Compliance with sections 738 and 739 of the Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act, 2012 (P.L. 112-55): Corporate Felony Convictions and Corporate Federal Tax Delinquencies

This award is subject to the provisions contained in the Department of Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act, 2012, P.L. No. 112-55, Division A, Sections 738 and 739 regarding corporate felony convictions and corporate federal tax delinquencies. Accordingly, by accepting this award the recipient acknowledges that it: (1) does not have a tax delinquency,

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meaning that it is not subject to any unpaid Federal tax liability that has been assessed, for which all judicial and administrative remedies have been exhausted or have lapsed, and that is not being paid in a timely manner pursuant to an agreement with the authority responsible for collecting the tax liability, and (2) has not been convicted (or had an officer or agent acting on its behalf convicted) of a felony criminal violation under any Federal law within 24 months preceding the award, unless a suspending and debarring official of the United States Department of Agriculture has considered suspension or debarment of the recipient corporation, or such officer or agent, based on these convictions and/or tax delinquencies and determined that suspension or debarment is not necessary to protect the interests of the Government. If the recipient fails to comply with these provisions, the United States Department of Agriculture, Food and Nutrition Service, will annul this agreement and may recover any funds the recipient has expended in violation of sections 738 and 739.

Appendix A – Award Term for Trafficking in Persons (2 CFR Part 175)

Appendix B – Reporting Sub-awards and Executive Compensation (2 CFR Part 170)

Appendix A – Award Term for Trafficking in Persons (2 CFR Part 175)

Trafficking Victims Protection Act 2000 as detailed in 2 CFR Part 175

This part establishes a Government-wide award term for grants and cooperative agreements to implement the requirement in paragraph (g) of section 106 of the Trafficking Victims Protection Act of 2000 (TVPA), as amended (22 U.S.C. 7104(g)).

- a. Provisions applicable to a recipient that is a private entity.
 - 1. You as the recipient, your employees, sub-recipients under this award, and sub-recipients’ employees may not—
 - i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect;
 - ii. Procure a commercial sex act during the period of time that the award is in effect; or
 - iii. Use forced labor in the performance of the award or sub-awards under the award.
 - 2. We as the Federal awarding agency may unilaterally terminate this award, without penalty, if you or a sub-recipient that is a private entity —
 - i. Is determined to have violated a prohibition in paragraph a.1 of this award term; or
 - ii. Has an employee who is determined by the agency official authorized to terminate the award to have violated a prohibition in paragraph a.1 of this award term through conduct that is either—

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- A. Associated with performance under this award; or
 - B. Imputed to you or the sub-recipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 2 CFR part 180, “OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement),” as implemented by our agency at 7 CFR 3017.
- b. Provision applicable to a recipient other than a private entity. We as the Federal awarding agency may unilaterally terminate this award, without penalty, if a sub-recipient that is a private entity—
- 1. Is determined to have violated an applicable prohibition in paragraph a.1 of this award term; or
 - 2. Has an employee who is determined by the agency official authorized to terminate the award to have violated an applicable prohibition in paragraph a.1 of this award term through conduct that is either—
 - i. Associated with performance under this award; or
 - ii. Imputed to the sub-recipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 2 CFR part 180, “OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement),” as implemented by our agency at 7 CFR 3017.
- c. Provisions applicable to any recipient.
- 1. You must inform us immediately of any information you receive from any source alleging a violation of a prohibition in paragraph a.1 of this award term.
 - 2. Our right to terminate unilaterally that is described in paragraph a.2 or b of this section:
 - i. Implements section 106(g) of the Trafficking Victims Protection Act of 2000 (TVPA), as amended (22 U.S.C. 7104(g)), and
 - ii. Is in addition to all other remedies for noncompliance that are available to us under this award.
 - 3. You must include the requirements of paragraph a.1 of this award term in any sub-award you make to a private entity.
- d. Definitions. For purposes of this award term:
- 1. “Employee” means either:
 - i. An individual employed by you or a sub-recipient who is engaged in the performance of the project or program under this award; or
 - ii. Another person engaged in the performance of the project or program under this award and not compensated by you including, but not limited to, a volunteer or individual

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whose services are contributed by a third party as an in-kind contribution toward cost sharing or matching requirements.

2. “Forced labor” means labor obtained by any of the following methods: the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.
3. “Private entity:”
 - i. Means any entity other than a State, local government, Indian tribe, or foreign public entity, as those terms are defined in 2 CFR 175.25.
 - ii. Includes:
 - A. A non-profit organization, including any non-profit institution of higher education, hospital, or tribal organization other than one included in the definition of Indian tribe at 2 CFR 175.25(b).
 - B. A for-profit organization.
4. “Severe forms of trafficking in persons,” “commercial sex act,” and “coercion” have the meanings given at section 103 of the TVPA, as amended (22 U.S.C. 7102).

Appendix B – Reporting Sub-awards and Executive Compensation (2 CFR Part 170)

I. Reporting Sub-awards and Executive Compensation

a. Reporting first-tier sub-awards

1. *Applicability.* Unless you are exempt as provided in paragraph d. of this award term, you must report each action that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111–5) for a sub-award to an entity (see definitions in paragraph e. of this award term).

2. Where and when to report.

- i. You must report each obligating action described in paragraph a.1. of this award term to <http://www.fsrs.gov>.
- ii. For sub-award information, report no later than the end of the month following the month in which the obligation was made. (For example, if the obligation was made on November 7, 2010, the obligation must be reported by no later than December 31, 2010.)

3. *What to report.* You must report the information about each obligating action that the submission instructions posted at <http://www.fsrs.gov> specify.

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b. Reporting Total Compensation of Recipient Executives.

1. *Applicability and what to report.* You must report total compensation for each of your five most highly compensated executives for the preceding completed fiscal year, if—

i. the total Federal funding authorized to date under this award is \$25,000 or more;

ii. in the preceding fiscal year, you received—

(A) 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and sub-awards); and

(B) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and sub-awards); and

iii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at <http://www.sec.gov/answers/excomp.htm>.)

2. *Where and when to report.* You must report executive total compensation described in paragraph b.1. of this award term:

i. As part of your registration profile at <http://www.ccr.gov>.

ii. By the end of the month following the month in which this award is made, and annually thereafter.

c. Reporting of Total Compensation of Sub-recipient Executives.

1. *Applicability and what to report.* Unless you are exempt as provided in paragraph d. of this award term, for each first-tier sub-recipient under this award, you shall report the names and total compensation of each of the sub-recipient's five most highly compensated executives for the sub-recipient's preceding completed fiscal year, if—

i. in the sub-recipient's preceding fiscal year, the sub-recipient received—

(A) 80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and sub-awards); and

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(B) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts), and Federal financial assistance subject to the Transparency Act (and sub-awards); and

ii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at <http://www.sec.gov/answers/excomp.htm>)

2. *Where and when to report.* You must report sub-recipient executive total compensation described in paragraph c.1. of this award term:

i. To the recipient.

ii. By the end of the month following the month during which you make the sub-award. For example, if a sub-award is obligated on any date during the month of October of a given year (*i.e.*, between October 1 and 31), you must report any required compensation information of the sub-recipient by November 30 of that year.

d. *Exemptions*

If, in the previous tax year, you had gross income, from all sources, under \$300,000, you are exempt from the requirements to report:

i. Sub-awards,

and

ii. The total compensation of the five most highly compensated executives of any sub-recipient.

e. *Definitions.* For purposes of this award term:

1. *Entity* means all of the following, as defined in 2 CFR part 25:

i. A Governmental organization, which is a State, local government, or Indian tribe;

ii. A foreign public entity;

iii. A domestic or foreign nonprofit organization;

iv. A domestic or foreign for-profit organization;

v. A Federal agency, but only as a sub-recipient under an award or sub-award to a non-Federal entity.

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2. *Executive* means officers, managing partners, or any other employees in management positions.

3. *Sub-award*:

i. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible sub-recipient.

ii. The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. __ .210 of the attachment to OMB Circular A-133, “Audits of States, Local Governments, and Non-Profit Organizations”).

iii. A sub-award may be provided through any legal agreement, including an agreement that you or a sub-recipient considers a contract.

4. *Sub-recipient* means an entity that:

i. Receives a sub-award from you (the recipient) under this award; and

ii. Is accountable to you for the use of the Federal funds provided by the sub-award.

5. *Total compensation* means the cash and noncash dollar value earned by the executive during the recipient's or sub-recipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):

i. *Salary and bonus*.

ii. *Awards of stock, stock options, and stock appreciation rights*. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.

iii. *Earnings for services under non-equity incentive plans*. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.

iv. *Change in pension value*. This is the change in present value of defined benefit and actuarial pension plans.

v. *Above-market earnings on deferred compensation which is not tax-qualified*.

vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds \$10,000.

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NSLP Equipment Grant 2015 Awardees

Agua Fria Union High School District
Antelope Union High School District
Blue Ridge Unified District
Chino Valley Unified District
Deer Valley Unified District
Flowing Wells Unified District
Fort Thomas Unified District
Isaac Elementary District
Mayer Unified School District
McNeal Elementary District
Miami Unified District
Paramount Education Studies Inc.
Payson Unified District
Quartzsite Elementary District
St. Mary's Roman Catholic High School
StarShine Academy
Valley Union High School District
Vernon Elementary District
Wellton Elementary District
Willcox Unified District
Yuma Union High School District

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract with Cartwright Elementary District for funding services to eligible migrant students and identification and recruitment activities.
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Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

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

Purpose of the Contract: To increase funding to the LEA to provide for additional Identification and Recruitment activities to identify eligible migrant students. We believe that there are migrant families throughout West Phoenix area that have not yet been identified and who could benefit from the MEP program.

Name of Contracting Party(ies)

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

Contract Amount

\$10,250

Source of Funds

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

Index No.: 42138

Contact Information:

(Christopher Dickinson, Education Program Specialist)
(Leah Landrum Taylor, Director of Special Projects)

EXECUTIVE SUMMARY

Responsible Unit at the Department of Education

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

Dates of Contract

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

Previous Contract History

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

Increasing funding to the LEAs to provide for additional Identification and Recruitment activities to identify eligible migrant students.

Method of Determining Contract Amount(s)

The method in determining funds is based on the need from the LEA. The LEA applies for a Mini-Grant, which provides a detailed description on how they will use their funds, how it supports the LEAs Service Delivery Plan, and how the program will be measured and evaluated. ADE evaluates the application on a needs basis. Funds provided will allow the Cartwright School District to increase funding to provide for additional Identification and Recruitment activities to identify eligible migrant students as well as provide services to eligible migrant students.

Evaluation Plan

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

Recommendation to the Board

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

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract with Peoria Unified School District (Cactus High School) for \$500.00 as grand prize award in annual Arizona Department of Education's Student Artwork Competition

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

This grant award of \$500.00 is for the art department at Cactus High School in support of supplemental resources and supplies in recognition of the program's excellence as showcased in the artwork of this year's Student Artwork Competition's grand prize winner, Sofia Garcia.

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:

the Peoria Unified School District, Cactus High School in recognition of excellence in student artistry as determined by the Arizona Department of Education's annual Student Artwork Competition.

Contract Amount: \$500.00

Source of Funds Authorizing Legislation: No Child Left Behind, Title IA, Section 1001, (2), (3), (8); Section 1119

Index No.: 51701

Responsible Unit at the Department of Education:

Title I/Arts Education

Dates of Contract - One check in the amount of \$500 shall be authorized to be cut and sent to Peoria Unified School District between March 1, 2015 and June 30, 2015.

Previous Contract History - None. Grants may be awarded annually to the school(s) which supported any determined Grand Prize Winners

Number Affected (Students, Teachers, Public, as appropriate): 2 art educators, 340 students enrolled in visual arts classes at Cactus High School

Contact Information: *(footer on Page 1 only)*

Nancy Konitzer, Deputy Associate Superintendent, Title I; Lynn Tuttle, Director of Arts Education

Robert Gold, Associate Superintendent, Highly Effective Schools

EXECUTIVE SUMMARY

Method of Determining Contract Amount(s)

The annual Student Artwork Competition is a call for student artwork, grades Kindergarten – 12th grade, from schools across the state. All entries are judged by a panel of arts educators, artists and Departmental staff following the judging criteria laid out in the competition guidelines sent to all schools.

Judging criteria and process:

All entries in all divisions will be judged by a separate panel of qualified judges on or about December 3, 2014 based on the following criteria: Originality (30 points); Artistic Quality (30 points); Effective Use of Color/Value (20 Points); Clever Approach to Theme (20 points). Up to two (2) Entries with the highest scores in all categories will be deemed Grand Prize winners. The four (4) Entries with the next highest scores in their respective category will be deemed First Prize winners. The four (4) Entries with the next highest scores in their respective category will be deemed Second Prize winners. The four (4) entries with the next highest scores in their respective category will be deemed Third Prize Winners. In the event of a tie, an additional, “tie-breaking” judge will determine the winner(s) based on the criteria listed.

A grand prize winner(s) who best meets the criteria may be selected by the judges from all the artwork entered. If awarded, the grand prize winner receives \$500 in cash (supplied by a sponsor of the competition, Doxa Central LLC) and the grand prize winner’s school receives \$500 to provide supplemental arts supplies to the school’s arts program. One such winner was selected this year and this contract abstract supports the funding for supplemental arts supplies awarded to the school – Cactus High School.

Evaluation Plan

The Student Artwork Competition is annually reviewed by the Superintendent’s Arts and Culture Advisory Group for suggested changes to format, criteria and judging process.

A brief final report will be requested from Cactus High School to outline how the funds were spent in support of the school’s visual arts program.

Recommendation to the Board

It is recommended that the Board approve \$500 to Peoria Unified School District (Cactus High School) as described in these materials.

EXECUTIVE SUMMARY

Issue: Consider approval for Grant of \$5,000 per school for National Title I Distinguished School Awards.

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

Public Law 107-110 allows the use of Title I funds to reward participating schools for exemplary performance and designates them as Distinguished Schools. These 5,000 dollar grants are awarded to a high poverty Title I school in each of two categories that have demonstrated sustained academic achievement, exemplary instruction, and collaboration strategies on behalf of their students.

The ADE Research and Evaluation Unit prepared a list of schools that are designated as either High Performing or High Progress Reward Schools. For the Distinguished School Category 1 – Exceptional Student Performance - the criteria are: high academic performance for two consecutive years by scoring above the state average in reading and mathematics on the AIMS test, have a poverty rate of 35% or higher, and an enrollment of 100 or more students.. For the Distinguished School Category 2 - High Progress in Closing the Achievement Gap – the criteria are: significant increases in academic achievement for subgroup comparisons, have a poverty rate of 35% or higher, and have an enrollment of 100 or more students.

This year 52 schools were invited to apply for Distinguished School designation; 32 of those schools submitted written applications. A review panel consisting of federal programs directors, school administrators, ADE program specialists, and Committee of Practitioners members scored the applications and selected 6 for on-site observations. A team from the Title I office then visited the schools, interviewed the school staff, and verified that all students have access to effective instructional strategies and that all students, particularly educationally disadvantaged students, are making significant progress toward achieving Arizona's Academic Standards. McClintock High School in the Tempe Union High School District is recognized as the Category I School, demonstrating Exceptional Student Performance for 2 or more years; Ed Pastor Elementary School in the Gadsden Elementary School District is recognized as the Category 2 School, demonstrating High Progress in Closing the Achievement Gap.

Contact Information: Highly Effective Schools / Title I
Division Director Robert Gold
Program Contact: Nancy Konitzer or Don Dolin 602.542-4877 or don.dolin@azed.gov

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:

McClintock High School CTDS #07-05-13-092
Tempe Union High School District
1830 East Del Rio Drive, Tempe Arizona 85283
Derek Hoffland 480-752-8625

Ed Pastor Elementary School CTDS # 14-04-32-109
Gadsden Elementary School District
985 N. 6th Avenue P.O. Box 6870 San Luis, Arizona 85350
Abby Pemberton
928-627-6983

Contract Amount \$5,000 each

Total not to exceed \$10,000

Source of Funds Authorizing Legislation: ESEA Sec 1117(b)

Index No.: 51701

Responsible Unit at the Department of Education Highly Effective Schools / Title I
Division Director Nancy Konitzer 602-542-7470
Program Contact Don Dolin 602-542-4877 or don.dolin@azed.gov

Dates of Contract This agreement shall take effect when approved by the Board and shall terminate on September 30, 2016

Previous Contract History This award program has been in operation for over 15 years. In 2013 ADE recognized schools from the Humboldt Elementary and Lake Havasu Unified Districts.

Number Affected - over 2500 Students and Teachers

EXECUTIVE SUMMARY

Method of Determining Contract Amount(s) The award \$5,000 for each school was determined by the ESEA Committee of Practitioners, the advisory body described in ESEA Sec. 1903.

Evaluation Plan N/A – This is recognition award and the evaluation was done prior to the award given.

Recommendation to the Board

It is recommended that the Board approve the awards as described in these materials.

Responsible Unit at Department of Education:

Division Director: _____

EXECUTIVE SUMMARY

Issue: Consideration to approve the 2015 Migrant Education Program Summer School Program Allocations

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

Background: The Migrant Education Program (MEP) is a federally funded, state-operated program under the No Child Left Behind Act (NCLB) that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers. In Arizona, the program delivers services primarily through local educational agencies (LEAs) that design programs to meet the unserved needs of children residing in their area.

Purpose of the Contract: Summer school programs are an important supplemental education component that assists migrant students in closing their educational gaps that are a result of their migratory lifestyle. Supplemental Migrant Program allocations to Local Education Agencies are for summer school programs, which are provided on an annual basis.

Contact Information:
(Christopher Dickinson, Education Program Specialist)
(Leah Landrum Taylor, Director of Special Projects)

EXECUTIVE SUMMARY

Name of Contracting Party(ies)

LEA	Summer School Amount Requested
Avondale Elementary School District	\$25,000.00
Buckeye Union High School District	\$640.00
Chandler Unified	\$30,000.00
Coolidge Unified School District	\$61,968.00
Douglas Unified School District	\$36,176.00
Gadsden Elementary School District	\$64,131.00
Glendale Elementary School District	\$16,904.00
Hyder Elementary School District	\$8,000.00
Marana Unified School District	\$5,500.00
Mesa Public Schools	\$31,000.00
PPEP, Inc.	\$12,840.00
Queen Creek Unified School District	\$105,000.00
Somerton Elementary School District	\$30,293.00
Stanfield Elementary	\$6,000.00
Wenden / Salome Consolidated	\$9,300.00
Willcox Unified School District	\$61,998.18
Yuma Elementary School District	\$197,453.89
TOTAL	\$702,204.07

Contract Amount

\$702,204.07

Source of Funds

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

Index No.: 42138

Responsible Unit at the Department of Education

Associate Superintendent:
 Interim State Migrant Director:
 Program Contact:

Leah Landrum Taylor
 Mary Frances Haluska
 Christopher Dickinson

EXECUTIVE SUMMARY

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on August 31, 2015

Previous Contract History

As in previous years, all LEAs administering a regular Migrant Education Program project this school year were given an opportunity to apply for uncommitted Federal Migrant Program Year 2014 funds to implement summer school programs to benefit Migrant Education Program eligible students. These summer school programs begin in late May 2015 and end no later than August 31, 2015.

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

The number of students to be served statewide is estimated to exceed 2,132.

Method of Determining Contract Amount(s)

The listed LEAs have requested funds to operate an MEP funded summer school program to meet the unique needs of migratory students. The Arizona Department of Education Migrant Program has approved funding levels requested by the individual LEAs.

Evaluation Plan

An assessment of LEA summer school programs will be conducted during Cycle monitoring visits by department MEP staff.

Recommendation to the Board

It is recommended that the Board approve the Migrant Summer School Allocations to LEAs contained in attachment.

EXECUTIVE SUMMARY

Issue: 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

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 names of **5** eligible local educational agencies (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
Sunnyside Unified School District		\$ 295,161
Isaac School District		\$ 254,058
Crane Elementary School District		\$ 301,647
Flowing Wells Unified School District		\$ 303,019
Gilbert Unified School District		\$ 499,676
Total:		\$ 1,653,561
Estimated Impact of MATHEMATICS AND SCIENCE PARTNERSHIPS Awards		
LEAs	Teachers	Students
9	240	15,900

Contract Amount:

Total not to exceed \$2,000,000

Each local educational agency that submitted a MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Subgrant Application has developed a **15** 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.

EXECUTIVE SUMMARY

Source of Funds:

Authorizing Legislation: *No Child Left Behind Act of 2001*, P.L. 107-110, under Title II, Part B.

Index No.(s): 42362

Responsible Unit at Department of Education:

HIGH ACADEMIC STANDARDS FOR STUDENTS DIVISION

Associate Superintendent: Carol Lippert

Deputy Associate Superintendent: Sarah Galetti

Dates of Contract:

Subgrant Awards shall become effective on March 23, 2015 and shall terminate on June 15, 2016.

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: Consideration to accept and approve transfer of \$8000.00 from the Governor's Commission on Service and Volunteerism to ADE for payment of a Vista volunteer with AmeriCorps.

Action/Discussion Item

Information Item

Background and Discussion

Through a collaborative partnership with the Governor's Commission on Service and Volunteerism and AmeriCorps, ADE will provide high quality resources to parents, students and schools effecting the implementation of the Education and Career Action Plan (ECAP). The overarching goal of ECAP is to engage students in a quality planning process for goal setting and decision making that assists them in becoming contributing, self-sufficient citizens. The ECAP includes:

- a student's plan of current coursework,
- identification of career aspirations,
- post-secondary planning relevant to career goals,
- extended learning opportunities, both within school and within the community, designed to support individual academic and career goals

The ECAP process contributes to stronger goal setting skills, increased motivation to attend school, and increased academic self-efficacy resulting in more engaged learners who are better prepared for post-secondary opportunities.

The Vista volunteer will assist ADE in developing informational, resource and promotional products which support the ECAP components specified by the Arizona State Board Rule on February 25, 2008. As per the M.O.A., the Vista volunteer will work explicitly for ECAP, within the Highly Effective Teachers and Leaders division of ADE, from February 2015 until February 2016. Resources will be available in variety of communication mediums, such as printed materials posted in our CMS; webinar presentations; creation of ECAP publications for parents and students, and creation of promotional ECAP materials to be used by schools and community organizations.

Upon Board approval, The Governor's Commission on Service and Volunteerism will pay the \$8000.00 fee associated with the Vista volunteer placement. ADE will be responsible for "in kind" contributions only. No direct funding will be sourced from ADE.

Recommendation to the Board

It is recommended that the board accept and approve the transfer of funds from the Governor's Commission on Service and Volunteerism to ADE for payment of the Vista Volunteer from AmeriCorps.

Contact Information:

Maxine Daly, Deputy Associate Superintendent, College and Career Readiness, Highly Effective Teachers and Leaders Division
Cecelia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders Division

EXECUTIVE SUMMARY

Issue: Consideration to Approve Additional Monies for Teacher Compensation for the Fiscal Year 2015-2016 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. (a) & (b) specifies that if a local governing board is requesting continuing approval, the local governing board shall: 1) provide evidence that “the school district’s teacher performance evaluation system meets the standards recommended by the state board”, and 2) the persons evaluating teachers for retention decisions meet the minimum qualifications for evaluators recommended by the state board as prescribed in A.R.S. §15-537”.

To provide this evidence to the State Board, the ADE asked districts requesting continuing approval to submit Statements of Assurance attesting the conditions of A.R.S. §15.952 and A.R.S. §15.537.

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

Recommendation to the Board

It is recommended that the Board approve additional monies for teacher compensation for the fiscal year 2015-2016 relating to A.R.S. § 15-952 and 15-537 grant approval to the local governing boards seeking continuous approval for 2015 – 2016 as listed in **Attachment A**.

Contact Information:

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

CTDS	County	Name	Received
010307000	Apache	Alpine Elementary District	1/30/2015
010306000	Apache	Concho Elementary	1/30/2015
010220000	Apache	Ganado Unified	2/28/2015
010323000	Apache	McNary Elementary	1/30/2015
010210000	Apache	Round Valley Unified District	1/30/2015
010218000	Apache	Sanders Unified District	1/30/2015
010201000	Apache	St Johns Unified District	1/30/2015
010309000	Apache	Vernon Elementary District	1/30/2015
020342000	Cochise	Apache Elementary	2/28/2015
020453000	Cochise	Ash Creek Elementary District	1/30/2015
020209000	Cochise	Benson Unified School District	2/28/2015
020202000	Cochise	Bisbee Unified District	1/30/2015
020214000	Cochise	Bowie Unified District	1/30/2015
020326000	Cochise	Cochise Elementary District	2/28/2015
020345000	Cochise	Double Adobe Elementary District	1/30/2015
020227000	Cochise	Douglas Unified Elementary District	2/28/2015
020412000	Cochise	Elfrida Elementary District	1/30/2015
020355000	Cochise	McNeal Elementary District	1/30/2015
020349000	Cochise	Palominas Elementary District	1/30/2015
020422000	Cochise	Pearce Elementary District	1/30/2015
020364000	Cochise	Pomerene Elementary District	1/30/2015
020218000	Cochise	San Simon Unified	1/30/2015
020268000	Cochise	Sierra Vista Unified District	1/30/2015
020221000	Cochise	St David Unified District	1/30/2015
020201000	Cochise	Tombstone Unified District	1/30/2015
020213000	Cochise	Willcox Unified School District	1/30/2015
030199000	Coconino	Coconino County Regional Accommodation SD	1/30/2015
030204000	Coconino	Grand Canyon Unified District	2/28/2015
030310000	Coconino	Maine Consolidated School	2/28/2015
030202000	Coconino	Williams Unified District	1/30/2015
040149000	Gila	Gila County Regional	1/30/2015
040201000	Gila	Globe Unified	2/28/2015
040241000	Gila	Hayden-Winkelman Unified District	1/30/2015
040240000	Gila	Miami Unified	1/30/2015
040210000	Gila	Payson Unified District	1/30/2015
040312000	Gila	Pine Strawberry Elementary District	1/30/2015
040220000	Gila	San Carlos Unified	1/30/2015
040305000	Gila	Young Elementary District	2/28/2015
50316000	Graham	Bonita Elementary District	1/30/2015
050207000	Graham	Ft Thomas Unified District	2/28/2015
050802001	Graham	Gila Institute for Technology	1/30/2015
050199000	Graham	Graham County Special Services	1/30/2015
050201000	Graham	Safford Unified District	1/30/2015
050305000	Graham	Solomon Elementary School District	1/30/2015
050204000	Graham	Thatcher Unified District	1/30/2015
060218000	Greenlee	Morenci Unified District	2/28/2015

150426000	La Paz	Bouse Elementary District	1/30/2015
150227000	La Paz	Parker Unified School District	1/30/2015
150404000	La Paz	Quartzsite Elementary District	1/30/2015
150430000	La Paz	Salome Consolidated Elementary District	1/30/2015
150419000	LaPaz	Wenden Elementary	1/30/2015
070516000	Maricopa	Agua Fria Union High School	1/30/2015
070363000	Maricopa	Aguila Elementary District	1/30/2015
070447000	Maricopa	Arlington Elementary District	1/30/2015
070444000	Maricopa	Avondale Elementary District	1/30/2015
070431000	Maricopa	Balsz Elementary District	1/30/2015
070433000	Maricopa	Buckeye Elementary District	1/30/2015
070483000	Maricopa	Cartwright Elementary	1/30/2015
070293000	Maricopa	Cave Creek Unified District	1/30/2015
070280000	Maricopa	Chandler Unified District	2/28/2015
070297000	Maricopa	Deer Valley Unified	2/28/2015
	Maricopa	East Valley Institute of Technology (EVIT)	1/30/2015
070224000	Maricopa	Gila Bend Unified District	1/30/2015
070260000	Maricopa	Higley Unified School District	1/30/2015
070405000	Maricopa	Isaac Elementary	2/28/2015
070428000	Maricopa	Kyrene Elementary	1/30/2015
070459000	Maricopa	Laveen Elementary District	1/30/2015
070425000	Maricopa	Liberty Elementary	2/28/2015
070479000	Maricopa	Litchfield Elementary District	1/30/2015
070465000	Maricopa	Littleton Elementary District	1/30/2015
070199000	Maricopa	Maricopa County Regional District	1/30/2015
070204000	Maricopa	Mesa Unified District	1/30/2015
070386000	Maricopa	Mobile Elementary District	1/30/2015
070375000	Maricopa	Morristown Elementary District	1/30/2015
070421000	Maricopa	Murphy Elementary District	1/30/2015
070381000	Maricopa	Nadaburg Unified School District	1/30/2015
070408000	Maricopa	Osborn Elementary District	1/30/2015
070394000	Maricopa	Paloma School District	1/30/2015
070269000	Maricopa	Paradise Valley Unified District	1/30/2015
070492000	Maricopa	Pendergast Elementary District	1/30/2015
070211000	Maricopa	Peoria Unified School District	1/30/2015
070401000	Maricopa	Phoenix Elementary District	1/30/2015
070510000	Maricopa	Phoenix Union High School District	1/30/2015
070402000	Maricopa	Riverside Elementary District	1/30/2015
070466000	Maricopa	Roosevelt Elementary District	1/30/2015
070290000	Maricopa	Saddle Mountain Unified School District	2/28/2015
070371000	Maricopa	Sentinel Elementary District	1/30/2015
070403000	Maricopa	Tempe Elementary School District	1/30/2015
070513000	Maricopa	Tempe Union High School District	2/28/2015
070417000	Maricopa	Tolleson Elementary District	1/30/2015
070514000	Maricopa	Tolleson Union High School District	2/28/2015
070462000	Maricopa	Union Elementary District	1/30/2015
070406000	Maricopa	Washington Elementary School District	1/30/2015

070209000	Maricopa	Wickenburg Unified District	1/30/2015
080214000	Mohave	Colorado City Unified District	1/30/2015
080502000	Mohave	Colorado River Union High School District	2/28/2015
080220000	Mohave	Kingman Unified School District	1/30/2015
080201000	Mohave	Lake Havasu Unified District	1/30/2015
080209000	Mohave	Littlefield Unified District	1/30/2015
080416000	Mohave	Mohave Valley Elementary District	2/28/2015
080306000	Mohave	Owens-Whitney Elementary District	1/30/2015
080412000	Mohave	Topock Elementary District	1/30/2015
080313000	Mohave	Yucca Elementary District	1/30/2015
090232000	Navajo	Blue Ridge Unified District	1/30/2015
90225000	Navajo	Cedar Unified District	1/30/2015
090206000	Navajo	Heber-Overgaard Unified District	1/30/2015
090203000	Navajo	Holbrook Unified District	1/30/2015
090202000	Navajo	Joseph City Unified District	1/30/2015
090227000	Navajo	Kayenta Unified District	1/30/2015
090199000	Navajo	Navajo County Accommodation District	1/30/2015
090204000	Navajo	Pinon Unified District	1/30/2015
090220000	Navajo	Whiteriver Unified School District	1/30/2015
090201000	Navajo	Winslow Unified School District	1/30/2015
100351000	Pima	Altar Valley Elementary District	1/30/2015
100210000	Pima	Amphitheater Unified District	2/28/2015
100240000	Pima	Baboquivari Unified District	2/28/2015
100216000	Pima	Catalina Foothills Unified District	1/30/2015
100206000	Pima	Marana Unified District	1/30/2015
100100000	Pima	Pima Accommodation District	1/30/2015
100811000	Pima	Pima County JTED	1/30/2015
100230000	Pima	Sahuarita Unified District	1/30/2015
10033500	Pima	San Fernando Elementary District	1/30/2015
100213000	Pima	Tanque Verde Unified District	1/30/2015
100201000	Pima	Tucson Unified District	2/28/2015
100220000	Pima	Vail Unified District	2/28/2015
110404000	Pinal	Casa Grande Elementary District	1/30/2015
110502000	Pinal	Casa Grande Union High School District	1/30/2015
110801000	Pinal	Central Arizona Valley Inst. of Technology	1/30/2015
110221000	Pinal	Coolidge Unified District	1/30/2015
110411000	Pinal	Eloy Unified District	2/28/2015
110344000	Pinal	J O Combs Unified School District	2/28/2015
110208000	Pinal	Mammoth-San Manuel Unified District	1/30/2015
110220000	Pinal	Maricopa Unified School District	1/30/2015
110100000	Pinal	Mary C O'Brien Accommodation District	1/30/2015
110302000	Pinal	Oracle Elementary District	1/30/2015
110433000	Pinal	Picacho Elementary District	1/30/2015
110203000	Pinal	Ray Unified District	1/30/2015
110405000	Pinal	Red Rock Elementary District	2/28/2015
110418000	Pinal	Sacaton Elementary District	1/30/2015
110540000	Pinal	Santa Cruz Valley Union High School District	1/30/2105

110424000	Pinal	Stanfield Elementary District	1/30/2015
110215000	Pinal	Superior Unified School District	1/30/2105
110422000	Pinal	Toltec Elementary District	1/30/2015
120201000	Santa Cruz	Nogales Unified District	1/30/2015
120328000	Santa Cruz	Santa Cruz Elementary District	2/28/2015
120235000	Santa Cruz	Santa Cruz Valley Unified District	2/28/2015
130231000	Yavapai	Ash Fork Unified District	1/30/2015
130220000	Yavapai	Bagdad Unified District	1/30/2015
130251000	Yavapai	Chino Valley Unified District	1/30/2015
130406000	Yavapai	Cottonwood-Oak Creek Elementary District	1/30/2015
130335000	Yavapai	Hillside Elementary District	1/30/2015
130222000	Yavapai	Humboldt Unified District	1/30/2015
130243000	Yavapai	Mayer Unified School District	1/30/2015
130201000	Yavapai	Prescott Unified District	1/30/2015
130209000	Yavapai	Sedona-Oak Creek Joint Unified District	1/30/2015
130240000	Yavapai	Seligman Unified District	1/30/2015
130315000	Yavapai	Skull Valley Elementary District	1/30/2015
140550000	Yuma	Antelope Union High School District	2/28/2015
140413000	Yuma	Crane Elementary District	1/30/2015
140416000	Yuma	Hyder Elementary District	1/30/2015
140411000	Yuma	Somerton Elementary District	1/30/2015
140401000	Yuma	Yuma Elementary District	1/30/2015
140570000	Yuma	Yuma Union High School District	1/30/2015

EXECUTIVE SUMMARY

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

Action/Discussion Item

Background and Discussion

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

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

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

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

Rule violation:

R7-2-1308 - Unprofessional and Immoral Conduct

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

Recommendation to the Board

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

Contact Information:

*Charles Easaw, Chief Investigator
State Board of Education*

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of William Franklin Poulson, C-2011-098

Action/Discussion Item

Information Item

Background and Discussion

William F. Poulson held a Provisional Career Technical Education, Business & Marketing Certificate which expired on October 21, 2014.

Mr. Poulson was a high school teacher and the assistant football coach in the Show Low District (the "District") from 2009 through 2012. On or about March of 2011, Mr. Poulson allegedly began a romantic relationship with a 17-year old female student.

On November 30, 2011, the State Board of Education (the "Board") Investigative Unit received notification that Mr. Poulson was being investigated by Show Low Police Department on suspicion of sexual abuse and that the District had placed him on administrative leave on November 10, 2011. Mr. Poulson resigned in December 2011. No criminal charges were filed.

During the Board investigation, Mr. Poulson was informed that a complaint would be filed against his teaching certification.

Mr. Poulson chose to voluntarily surrender his certificate. On November 10, 2014, the Board received Mr. Poulson's notarized affidavit in which he surrendered his certificate.

Arizona Revised Statutes §15-203 (B) (5) provides that the State Board of Education may impose disciplinary action after the suspension or expiration of a certificate.

Possible Rule violations:

R7-2-1308. Unprofessional and Immoral Conduct

B (12) "Engage in sexual activity, a romantic relationship, or dating of a pupil or child".

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of William Franklin Poulson's teaching certificate and that all states and territories be notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Revocation of Certificate for Kyle Curtis Deberry, C-2013-093.

Action/Discussion Item

Information Item

Background and Discussion

Kyle Curtis Deberry holds a Substitute certificate valid from July 12, 2012 through July 12, 2018.

On August 6, 2014, in the Maricopa County Superior Court, Kyle C. Deberry pled guilty to one count of Child Abuse with Sexual Intent, a dangerous crime against children. This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrants the immediate and permanent revocation of his Arizona teaching certificate.

Possible Rule violations:

R7-2-1308. Unprofessional and Immoral Conduct

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

(B) 11. Make any sexual advance towards a pupil or child, either verbal, written or physical;

12. Engage in sexual activity, a romantic relationship, or dating of a pupil or child.

Recommendation to the Board

That pursuant to A.R.S. § 15-550, the State Board of Education permanently revoke any and all teaching certificates held by **Kyle Curtis Deberry**, and that all states and territories be so notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Revocation of Certificate for David Gerald Depuydt, C-2013-089.

Action/Discussion Item

Information Item

Background and Discussion

David Gerald Depuydt holds a Standard Secondary Education certificate valid from June 3, 2013 through June 3, 2019.

On September 26, 2014, in the Maricopa County Superior Court, David G. Depuydt pled guilty to two counts of Sexual Conduct with a Minor and two counts of Attempted Sexual Conduct with a Minor, dangerous crimes against children. These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate.

Possible Rule violations:

R7-2-1308. Unprofessional and Immoral Conduct

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

(B) 11. Make any sexual advance towards a pupil or child, either verbal, written or physical;

12. Engage in sexual activity, a romantic relationship, or dating of a pupil or child.

Recommendation to the Board

That pursuant to A.R.S. § 15-550, the State Board of Education permanently revoke any and all teaching certificates held by **David G. Depuydt**, and that all states and territories be so notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration to Approve the Interagency Service Agreement between the Arizona Department of Health Services and the Arizona Department of Education.

Action/Discussion Item

Information Item

Background and Discussion

On August 26, 2013, the Arizona State Board of Education approved acceptance of grant funding from the U.S. Centers for Disease Control and Prevention for the administration of the Youth Risk Behavior Survey (YRBS) in a sample of Arizona high schools in 2015 and 2017. The Arizona Department of Health Services (ADHS) provides additional financial support for the YRBS administration and for the coordinated administration of the Youth Tobacco Survey (YTS) in a sample of Arizona middle schools. These survey data are used to inform programs and to write grant applications by schools/districts, the Arizona Department of Education, ADHS, and other state and local agencies and stakeholders. The ADHS financial contribution through this ISA is \$119,754 for 2015.

Recommendation to the Board

It is recommended that the Board approve the ISA with ADHS for administration of the YRBS and the YTS.

Contact Information:

Jean Ajamie, Director, School Safety and Prevention
Robert Gold, Associate Superintendent, Highly Effective Schools

EXECUTIVE SUMMARY

Issue: Approval for the attached Small School Districts to receive the indicated 2015 state aid and budget capacity due to the Capital Transportation Adjustment for Small School Districts pursuant to 15-963

Action/Discussion Item

Information Item

Background and Discussion

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

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

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

Recommendation to the Board

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

Contact Information:

Chelsea Jemison, School Finance Financial Analyst
Lyle Friesen, School Finance Director

EXECUTIVE SUMMARY

Issue: Consideration to approve the extension of the Arizona Carl D. Perkins State Plan and Funding-FY2016.

Action/Discussion Item

Information Item

Background and Discussion

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), 20 U.S.C. 2301 et seq., as amended by Public Law 109-270, was scheduled to end September 30, 2013. Continued funding was authorized by the Office of Career, Technical, and Adult Education (OCTAE) under a Continuing Resolution for state FY15. Congress is not expected to reauthorize or replace the Act for at least another year. Therefore, OCTAE is requesting that states that wish to continue participation under the Act submit a request to extend their current plan due to the absence of Congressional action.

The extension request is being made under the provisions of Section 422(a) of the General Education Provisions Act (GEPA) which allows for an automatic authorization of an appropriation for one additional Federal fiscal year.

A formal letter requesting an extension is required as one of the items required under the guidance contained in the attached December 22, 2014 Program Memorandum.

No formal amendments will be made to the current Arizona State Plan. An updated budget for 2015-2016 will be submitted once the notification of the grant award is received along with the new Performance Measures targets and updates.

Review and Recommendation of State Board Committee

Not applicable.

Recommendation to the Board

It is recommended that the Board approve the submission of the Arizona State Plan extension request letter for the current Carl D. Perkins plan and funding for the period July 1, 2015 through September 30, 2016.

Contact Information:

Jeanne Roberts, Deputy Associate Superintendent, Career and Technical Education
Robert Gold, Associate Superintendent, Highly Effective Schools

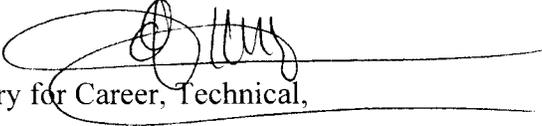


UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

DEC 22 2014

PROGRAM MEMORANDUM—FY 2015

TO: State Directors of Career and Technical Education

FROM: Johan E. Uvin 
Acting Assistant Secretary for Career, Technical,
and Adult Education

SUBJECT: Guidance for the Submission of State Plan Revisions, Budgets, and
Performance Levels for Program Year Nine Perkins IV Grant Awards -
OMB Approval Number: 1830-0029

I am pleased to provide our office's requirements for each eligible agency to receive a program year nine grant award under Title I of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), 20 U.S.C. 2301 et seq., as amended by Public Law 109-270. The Administration requested funding for Perkins IV grants for Federal Fiscal Year (FY) 2015. We expect that funds for program year nine grant awards under Title I of Perkins IV will become available, as in previous years, beginning July 1, 2015.

Requirements for Extending Perkins IV Five-Year State Plans

This office has determined that each eligible agency that wishes to extend its Five-Year State Plan must submit the following items to our office for approval before receiving a program year nine Perkins IV grant award:

- Request to Extend State Plan. Each eligible agency must submit a brief cover letter, indicating that it wishes to extend its Perkins IV State plan and transmitting the items listed below. This request must be in writing and signed by a State official who is authorized to act on behalf of the eligible agency.
- Revisions to the State Plan. Each eligible agency must submit any revisions to its State plan that the State determines necessary. In view of the fact that most States submitted their Five-Year State plans in 2008, we strongly recommend that each eligible agency review and submit, at a minimum, an update to Item II.A.2 of its Five-Year State Plan, which describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance. As you know, "career and technical education" is defined in Section 3(5) of Perkins IV, as "organized activities that— . . . (B) include

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competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general *employability skills*, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.” We are particularly interested in the employability skills that your State’s career and technical education program and activities will provide to your State’s students.

The Department believes that updated information from your State on employability skills will assist in our implementation of the Perkins IV program and help us align it to the Job-Driven Training Initiative, as detailed in the July 2014 report, Ready to Work: Job-Driven Training and American Opportunity. This report was provided to your State on July 30, 2014, and can be accessed on the Perkins Collaborative Resource Network (PCRN), along with other resources, at the following link: <http://cte.ed.gov/>. The July 2014 report redoubles our nation’s efforts to ensure that career and technical education programs are not only open to all Americans but are also part of pathways to well-paying, middle class jobs. We also recommend that your State review its activities under Title I of Perkins IV and determine whether other revisions may be necessary.

- Updated Budget. Each eligible agency will need to submit a budget for program year nine for Title I of Perkins IV. In the absence of a Federal FY 2015 appropriation, we request that your State use your program year eight allocation as the basis for your program year nine budget. Once Congress has appropriated Federal FY 2015 funds for Perkins IV, our office will issue an estimated allocation table and request a revised program year nine budget from any State with a change in its allocation.
- State Proposed Performance Levels. Each eligible agency will need to submit proposed performance levels for each of the core indicators of performance described in section 113(b) of Perkins IV for program year nine.

Proposed performance levels must take into account the following factors described in section 113(b)(3)(A)(vi) of Perkins IV:

- (I) how the levels of performance involved compare with the State-adjusted levels of performance established for other States, taking into account factors including the characteristics of participants when the participants entered the program and the services or instruction to be provided; and
- (II) the extent to which such levels of performance promote continuous improvement on the indicators of performance by such State.

Your State’s proposed performance levels should be submitted via the electronic submission site within the Perkins State Plan Submission Website described below. The Perkins Regional Accountability Specialists (RASs) will schedule conversations with States to discuss their proposed levels as the State Plan revision process proceeds. After

your State reaches an agreement with the Secretary on your State's final agreed-upon adjusted performance levels (FAUPL) for the ninth program year, you will be asked to confirm/attest to these levels through the Perkins State Plan Submission Website.

Please note that your performance levels are not final until this office has approved your levels and incorporated them into your Perkins IV State Plan, which in the past this office has done at the time that we issued your State's July 1 Perkins IV Grant Award Notification (GAN).

Submission Deadline, Signature, and Address

Each eligible agency must submit its State plan extension request, revisions, if any, and program year nine budget, and proposed performance levels to this office by close of business on Wednesday, April 1, 2015. Your State should upload these items to the Perkins State Plan Website beginning on Monday, February 23, 2015. Information on the Website address, along with dates and times for training for the Website submission process, will be transmitted under separate cover in mid to late January 2015.

Please note that you must submit a hard copy of an original signature on the request for extension and any additional documentation bearing an original signature within five working days of your State's Website submission to the following address:

Edward R. Smith, Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U. S. Department of Education
Potomac Center Plaza
550 12th Street, SW, Room 11060
Washington, DC 20202-7241

Please feel free to contact your Perkins Program Administration Liaison (PAL) or Regional Accountability Specialist (RAS) if you have questions regarding your submission. A State-by-State listing of these staff members is available on the Perkins Collaborative Resource Network (PCRN) at <http://cte.ed.gov/contact.cfm>.

As a final note, during the upcoming year, we hope that you will engage in joint planning, to the fullest extent possible, with the State individuals responsible for implementing the newly-reauthorized Workforce Innovation and Opportunity Act (WIOA). We believe that WIOA presents a unique opportunity for your State to align its education, workforce development, and economic development systems to meet its workforce needs.

We look forward to continuing to work with you to improve career and technical education for young people and adults throughout our nation.

EXECUTIVE SUMMARY

Issue: Consideration to approve local education agencies' Move On When Reading Literacy Plans which have been reviewed for release of K-3 Reading Base Support funds.

Action/Discussion Item

Information Item

Background and Discussion

Move on When Reading (MOWR)

Arizona Revised Statute § 15-701 (A)(2) prohibits a student from being promoted from the third grade if the student obtains a score on the reading portion of the statewide assessment that demonstrates the student's reading falls far below (FFB) the third grade level. The law requires local education agencies (LEAs) to offer 3rd grade students who score FFB on the statewide assessment at least one of the intervention and remediation strategies listed in statute.

A student is exempted from the retention requirement if 1) they are an English Language Learner who has received less than two years of English instruction or 2) they have a disability and their Individual Education Plan (IEP) team agrees promotion is appropriate.

The law specifies that a student may be promoted from 3rd grade if data on the statewide reading assessment is not available by the beginning of the school year. Students promoted due to delayed assessment data which subsequently shows the student should have been retained must be provided intervention strategies and supports under the law.

Literacy Plans

Arizona Revised Statute § 15-211(A), requires the 448 LEAs that provide instruction in grades K-3 to annually submit a comprehensive literacy plan by October 1. LEAs with a letter grade of "C" or lower and any LEA with more than 10% of their students which score FFB on the statewide assessment are required to have their literacy plans approved by the Board in order to receive K-3 reading base support funding.

In June 2012, the Board approved the procedures by which literacy plans would be submitted, reviewed and approved, thus allowing distribution of funds to those LEAs.

Eight reviewers with expertise in K-3 literacy have been trained and are in the process of reviewing submitted LEA literacy plans. Each month, the Board will receive a list of LEA plans deemed to contain sufficient criteria for Board approval.

Contact Information:

Sherry Zeeb, Director of K-3 Reading, State Board of Education
Sabrina Vazquez, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

2014-2015 Literacy Plans:

After reviewing the majority of the required MOWR Literacy Plans, most plans were found to be comprehensive and well developed. LEAs have been open to guidance provided by MOWR Specialists reviewing their plan. Many sites are eager to obtain support that will help them improve their literacy instruction. On the whole, Arizona's LEAs are striving to improve the reading proficiency of their students and Arizona has seen steady growth in 3rd grade reading proficiency in recent years. With continued effort and commitment to providing high quality, comprehensive, strategic and purposeful reading instruction, Arizona's student population will gain solid academic reading skills needed for the 21st Century. State Board staff, in collaboration with the Department, will continue to support LEAs on their journey to increase student reading success.

2014-2015 School Year:

To date: 99.9% of LEAs have submitted MOWR Literacy Plans

- 404 – “A, B, C & D” Schools (already funded)
- 27 – LEA plans are pending approval
- 2 – LEAs waiting for review

Recommendation to the Board

It is recommended that the Board approve the Move On When Reading LEA literacy plans below. These plans have been reviewed for release of K-3 Reading Base Support funds, as listed in the item.

LEA Entity ID	LEA Name
78830	Accelerated Learning Charter School, Inc.
6378	Arizona Academy of Science And Technology, Inc. - Sub needs Reviewer
91958	Arizona Autism Charter School
4171	Bowie Unified District
81097	Bradley Academy of Excellence, Inc. - submitted Jan. 14th
91934	CASA Academy - - Sub needs reviewer
88321	Desert Star Community School, Inc.
91939	Eagle South Mountain Charter, Inc.

EXECUTIVE SUMMARY

91938	EAGLE South Mountain Charter, Inc.
81050	Edkey, Inc. - Sequoia School for the Deaf and Hard of Hearing
91277	Empower College Prep
79973	Founding Fathers Academies, Inc
92596	Franklin Phonetic Primary School, Inc.
4303	Friendly House, Inc.
4194	Grand Canyon Unified District
79926	Lifelong Learning
79548	Montessori House, Inc. - SUBMITTED Jan 9th
92374	Noah Webster Schools-Pima - Needs Reviewer
79881	Nosotros, Inc
4373	Owens School District
4275	Palo Verde Elementary District
4460	Patagonia Elementary District
90273	Phoenix Collegiate Academy - Submitted
4210	San Carlos Unified District
85807	StarShine Academy
90287	The Odyssey Preparatory Academy, Inc.
4394	Whiteriver Unified District

EXECUTIVE SUMMARY

Issue: Special Education Advisory Panel, 2013-2014 Annual Report for consideration

Action/Discussion Item

Information Item

Background and Discussion

Membership of the State Advisory Panel on Special Education (SEAP) changed with the December 3, 2004 reauthorization of IDEA 20 U.S.C. §1400 *et seq.* The Individuals With Disabilities Education Act (IDEA) requires a membership composed of individuals involved in or concerned with the education of children with disabilities and enumerates individuals who can fulfill the required roles. 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 in other categories also fill the criteria for a parent of a child with a disability to allow compliance with federal guidelines.

Review and Recommendation of State Board Committee

Recommendation to the Board

It is recommended that the State Board approve the Special Education Advisory Panel FY2013/2014 annual report as discuss in these material.

Contact Information:

Angela Denning, Deputy Associate Superintendent
Robert Gold, Associate Superintendent

EXECUTIVE SUMMARY

**Special Education Advisory Panel
Annual Report FY 2013 - 2014**

The Special Education Advisory Panel (SEAP) duties:

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

During the 2013-2014 SEAP year, the panel held 5 public meetings with a quorum. This Annual Report briefly summarizes key points from the meetings. Further detail about any topic can be found in the meeting minutes posted at <http://www.azed.gov/special-education/seap/>.

Meeting Summaries

September 17, 2013

Welcoming of new members to the panel. Review of the Orientation Process.

John Copenhaver, Director of Technical Assistance for Excellence in Special Education (TAESE) updated the Panel regarding his opinions of current regional and national hot topics.

Issue 1: State Systemic Improvement Plan (SSIP)

This is emerging out of the Office of Special Education Programs (OSEP). The indicators under the State Performance Plan (SPP) have changed. Instead of 20 indicators in Part B of IDEA there will be 17 indicators. This hasn't been formally adopted yet, but if it is approved, there will be a new Indicator 17, the State Systemic Improvement Plan.]

- Arizona and Maryland are piloting the new program.
- Annual Performance Plan (APR) indicators have been modified.
- First SSIP due February 2015.
- Role of the Advisory Panel is yet to be determined.

EXECUTIVE SUMMARY

Issue 2: Common Core Standards

- 47 states involved
- How will this impact services for children with disabilities?
- Special education staff and parents will need information and training on this shift.

Issue 3: Sequestration Cuts

- Forced Cuts; 5 – 10% cuts at the State Education Agency level
- Head Start cut by \$669 million
- IDEA cut by \$973 million

Issue 4: Results Driven Accountability (RDA)

- Last year, the Office of Special Education Programs (OSEP) began talking and asking stakeholder input regarding Results Driven Accountability (RDA).
- OSEP is developing a results-oriented accountability process.
- There will be more attention paid to the results indicators.

Issue 5: Fiscal Accountability

- Part of the general supervision responsibility
- All states will receive an OSEP fiscal monitoring to establish a fiscal baseline.
- Many states have reduced state special education funding and have asked for waivers from OSEP.

Issue 6: Elementary Secondary Education Act (ESEA) Waivers

- “No Child Left Behind” is left behind. NCLB is a dying acronym. States have been allowed to submit ESEA waivers that (if approved) excuse them from NCLB requirements, but establishes new accountability requirements.
- When ESEA is reauthorized, federal accountability standards will apply.

Issue 7: School Climate and Safe Schools and Bullying

- Incidents throughout the United States where children bullied directly or become victims of cyber bullying.
- The number one issue with the Office of Civil Rights is complaints relating to school climate.

Issue 8: Virtual Special Education

- The Individuals with Disabilities Education Act (IDEA) was last reauthorized in 2004. Virtual education was not an issue in 2004. The current regulations are silent on the issue.
- Advancements in technology have outpaced the IDEA regulations.

EXECUTIVE SUMMARY

Issue 9: Autism

- Number of children with Autism increases every year.
- Autism is going from a low to a high incidence.

Issue 10: Mental Health

- Our country does a fairly good job in addressing the needs of students with physical and health care needs. There is more stigmatization in relation to individuals with mental health needs.

There are growing numbers of students with mental health problems and a need for services.

Assessment update

Select Students in AZ will be taking PARC

The PARCC Consortium has created an Accommodations and Accessibilities features document

At this time AZ has not adopted Science Standards so there is no need to develop an assessment

Discussion of Sequestration

According to John Copenhaver, Director of Technical Assistance for Excellence in Special Education:

Forced Cuts; 5 – 10% cuts at the State Education Agency level

Head Start cut by \$669 million

IDEA cut by \$973 million

Accountability

Reviewed ESEA waiver

Members expressed concerns regarding teacher evaluation given Results Driven Accountability (RDA)

Member reports from the field noted the following concerns from stakeholder groups:

Teacher Evaluations

Common Core

Autism

Transition data from Parent Information Network to Raising Special Kids for SEAP

Support and professional development for fiscal responsibility for charter school

Integrating equipment provided by Vocational Rehabilitation in the classroom; need for parent resources and guidance.

Better collaboration for transition meetings from Part B to Part C of IDEA.

Parents Rights Trainings

Students moving from public to private school in a sample population are showing an

EXECUTIVE SUMMARY

academic delay for skills and knowledge.
Concern about ESA funded schools that do not meet ADE approval.
Use of ESA funds
Need for higher accountability and less funds spent on Special Education Officials.
Need for recreation facilities designed for individuals with disabilities that schools can refer to other than DDD funded programs.
Confusion for parents in understanding the purpose of the section of the IEP for supplemental supports and services vs. related services section.

November 19, 2013

Certification Update:

Changes that go into effect Dec. 2, 2013 ADE will:

ADE will repeal the psychologist intern and the Speech Language Technician Certificate

Early Childhood Special Education Certificate begins

ADE will is putting a moratorium on Speech Language Technician Certificate

The Mild/Moderate and severe/profound certification changes

The mild/moderate and severe/profound certification changes were also approved by the State Board. Arizona will move from a categorical certification to one that is more focused on level of severity. More details are coming regarding these changes

ESS Recruitment staff have been working hard to get Related Service Providers into AZ.

ECSE Update: Nicol Russell, the new Director, ADE, Early Childhood Special Education (ECSE).

ECSE has been working on:

- getting the new Early Childhood Special Education Certificate adopted
- building collaboration around Autism

There will be a new ECSE newsletter on the ADE ECSE website in December.

EXECUTIVE SUMMARY

Dispute Resolution Report Update:

Reviewed the information that will appear in the State Performance Plan/Annual Performance Report (SPP/APR) regarding complaints, mediation, Due Process. The two major areas of complaint are Related Services and Evaluation/Eligibility each representing 13% of complaints.

Assessment Update:

Reviewed the Partnership for Assessment of Readiness for College and Careers (PARCC) activities. The panel was provided a document that outlined the embedded accommodations that will be available for the upcoming PARCC field test. PARCC test items are included on the ADE website. Teachers and students have tested the test and discovered some bugs and other items that needed to be corrected.

Updated the Panel on the National Center and State Collaborative (NCSC) Arizona teachers are part of the national test item review

State Director Update:

Reviewed attending the National Association of State Directors of Special Education (NASDE) conference.

Relevant topics included, online schools, Tele-therapy for Speech and OT.

Reviewed the 2013 ADE Transition conference

State Director reviewed the Focus Grants available through ADE focusing on closing the Achievement gap

Arizona is currently in the process of being monitored for the Elementary and Secondary Education Act (ESEA) waiver. It was delayed due to the government shut-down.

Panel members asked about conference participants and asked if parents could attend the conference. They asked that ESS consider creating a parent/student-specific training with Raising Special Kids.

There was a loss of quorum so member reports from the field were tabled.

January 21, 2014

Meeting Summary: January 21, 2014

Update on Safe Schools, there is not enough funding to provide supports, through a competitive process there are 104 School Resource officers and Juvenile Probation officers in schools. The USDOE Safe and Supportive Schools grant for high schools was discussed and explained.

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The Panel invited Sarah Gamble, Special Education Director at Primavera Online High School to speak about providing Special Education and Related Service provision in an Online School setting.

Ms. De Vries, the New Director of State Initiatives, reviewed the process to become an ADE approved Private Day School. Based on Panel concerns, ESS will consider increasing the rigor within the Private Day Schools application and monitoring process.

Assessment Update

PARCC national pilot and the impact on AZ schools.

Arizona is also registered for the NCSC pilot

AIMS-A remains unchanged, the testing window closes 2/15/14

Certification updated on recruitment efforts for teachers, related service providers and tools available to districts and charters.

ECSE updated that the website is under construction, the newsletter is coming, and the cohort 3, just finished STAR Autism training.

The Panel reviewed the Annual Activities SEAP Report. The following changes were made by the Panel:

Report from Dispute Resolution was moved from September to November.

Parent Training Centers Presentation moved from January to September.

Open Meeting Law moved from May to September

The 2012-2013 Annual report was discussed and approved.

There were no member reports from the field.

March 4, 2014

Presentation from the Southwest Autism Research and Resource Center (SARRC) by Megan Bailey and Brad Herron regarding all the programs, supports and services available to students and their families in AZ.

Early Childhood department of ADE presented on the Arizona State Early Childhood Autism Project (AzSECAP) and the STAR Autism trainings from ADE, jointly they served 26 teams across AZ.

Assessment reviewed how students with Disabilities perform in AZ compared to non-disabled peers on reading and math assessments.

Carrie Giovannone, Deputy Associate Superintendent, Research & Evaluation reviewed the Arizona definition of an "Alternative School" as well as statistics and the general profile of an Alternative school in the State. There are currently 184 of which 119 are charter and 65 are district operated, ~2.8% of Arizona school aged children attend an

EXECUTIVE SUMMARY

Alternative School. The panel was informed of changes of the definition of an Alternative School in Arizona and the requirements for them, based on 2/24/14 legislation.

Ms. Yencarelli from the ADE Tucson Office reviewed for the panel APR data for FFY 2006 through FFY 2012, reviewing trends, changes, and targets.

ADE Retention and Recruitment updated the panel on the pending certification regulations, feedback from the field.

The panel discussed upcoming membership changes, vacancies and expiring terms for panel positions.

May 2014

Meeting was cancelled by the membership.

June 17, 2014

Members from the ADE Post School Outcomes group reviewed data regarding graduation, post school outcomes, how data is collected and changes that will be coming in the Summer of 2015. Everyone Counts is a new initiative regarding PSO from the ADE for data collection, it is moving from a sample data pool to all districts/charters having to report PSO data.

The State Performance Plan (SPP) was reviewed and presented by the ADE. The panel membership spent a significant amount of time reviewing data and provided recommended targets regarding data points and indicators for FFY 2013 through FFY2018. The panel had questions regarding attendance/withdrawal trends in online learning schools.

ESS/ADE stated they would collect data and present it at a future meeting.

Leanne Murrillo-Panel Vice Chair reviewed current membership status, vacancies, needs and the application process for joining the panel. Members were asked to help with recruitment.

The panel advised ESS/ADE to explore other options to expand the Transition Conference to include regional trainings, web conferencing, and target audiences at schools. ESS will share with the Panel the brainstorming to implement for the following year for further discussion.

The Panel reviewed and approved the tentative calendar of activities for the 2014-2015 year.

EXECUTIVE SUMMARY

Member reports from the field expressed concerns regarding:

- Certification requirements changing coming 1/2016 requiring additional coursework and the current challenges schools face finding staff.
- Parent members expressed concerns about connecting with agencies, getting support, information and participation and would like help in improving systems. Similarly members expressed concern about lack of communication and cohesiveness between agencies. The struggles of getting them to connect, work together, and integrate services to support children.
- Assistive Technology, access to technology, access to training for technology.
- Teacher and school understanding of students with Emotional Disabilities, best practices, supports and methodologies.
- Concerns regarding the administration of AIMS-A for schools it is new to and how to get support, training and information.
- Child find processes, birth to early child hood transitions

EXECUTIVE SUMMARY

2013-2014 Panel Membership

PARENTS OF CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Kristina Blackledge	9/01/13	6/30/16
David Kendall Grant	10/01/12	6/30/14
Amanda Heyser	9/01/11	6/30/14
Kimberly A. Peaslee	7/01/12	6/30/15
Lisa Soeby	9/01/13	6/30/16
Christopher Tiffany	10/01/12	6/30/15
Nancy K. Williams*	7/01/12	6/30/15
INDIVIDUALS WITH DISABILITIES		
Ashley Hafner	10/01/12	6/30/15
Leanne Murrillo	9/01/11	6/30/14
TEACHERS		
Lara Bruner*	9/01/13	6/30/16
REPRESENTATIVES OF INSTITUTIONS OF HIGHER LEARNING THAT PREPARE SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL		
Vacant (2/28/14)	7/01/13	6/30/16
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.)		
M. Diane Bruening, Ed.D.	7/01/12	6/30/15
ADMINISTRATORS OF PROGRAMS FOR CHILDREN WITH DISABILITIES		
Robert Hill*	7/01/12	6/30/15
REPRESENTATIVES OF STATE AGENCIES INVOLVED IN THE FINANCING OR DELIVERY OF RELATED SERVICES TO CHILDREN WITH DISABILITIES		
Edward O'Neill	10/01/12	6/30/14

EXECUTIVE SUMMARY

**REPRESENTATIVE OF PUBLIC CHARTER
SCHOOLS**

Susan Douglas 7/01/11 6/30/14

REPRESENTATIVE OF PRIVATE SCHOOLS

Vacant 7/01/13 6/30/16

**REPRESENTATIVES OF A VOCATIONAL,
COMMUNITY, OR BUSINESS
ORGANIZATION CONCERNED WITH THE
PROVISION OF TRANSITION SERVICES TO
CHILDREN WITH DISABILITIES**

Laura Schweers 7/01/13 6/30/16

**REPRESENTATIVE FROM THE STATE
CHILD WELFARE AGENCY RESPONSIBLE
FOR FOSTER CARE**

Patricia L. Carey* 10/01/12 06/30/15

**REPRESENTATIVE FROM THE STATE
JUVENILE DETENTION AGENCY**

Vacant 7/01/13 6/30/16

**REPRESENTATIVE FROM THE STATE
ADULT CORRECTIONS AGENCY**

Gena Garland 09/01/13 6/30/14

EXECUTIVE SUMMARY

Issue: Consideration to receive a total of \$100,000 through June 2017 for the Enhanced Assessment Grant

Action/Discussion Item

Information Item

Background and Discussion

On April 22, 2013 ADE presented to SBE that Arizona partnered with 10 other states led by North Carolina to collaborate on the development of a kindergarten developmental inventory (KDI) within a larger K-3 formative assessment. This work is being funded by an Enhanced Assessment Grant awarded by the US Department of Education. The primary purpose of the assessment will be to guide instruction and give teachers and students a meaningful tool to adjust teaching and learning to meet or exceed standards across multiple domains of development. The assessment will gather a variety of data (e.g. observations, conversations, work samples, tasks) from multiple sources.

At this time, ADE is working in collaboration with other states as part of a K-3 Formative Assessment group to create a tool that allows parents, teachers and administrators to understand the extent of a child's learning and development as they enter kindergarten and throughout the ensuing school years to provide instruction that will lead to the child's academic success. The tool that is developed or adopted will align with the *Arizona Early Learning Standards* and *Arizona's College and Career Ready Standards* for kindergarten through grade 3, cover all essential domains of school readiness (physical and motor development, social and emotional development, approaches to learning, language development and cognitive development) and will be reliable and valid for its intended use.##

Over the past several months, in collaboration with North Carolina Department of Education and the 10 state partners, Arizona has been engaged in a process to rank constructs and identify what skills and knowledge are essential at the kindergarten level. Several Arizona educators have participated in this review of the constructs providing valuable insight. As a next step, researchers from the K-3 Formative Assessment team will be coming to Arizona to work directly with selected kindergarten teachers in February. This will allow Arizona teachers to have first-hand interaction with the test tasks and provide feedback. The purpose of this first pilot in March is to include teachers in the validation of test tasks and data collection processes. As a Tier 2 state, Arizona is entitled to receive a total \$100,000 through June 2017 to support ADE and teachers during the pilot, cognitive labs and field tests.

Recommendation to the Board

It is recommended that the Board approve receipt of \$100,000 through June 2017 for the Enhanced Grant and authorizes expenditures in accordance with the terms of the award (ARS § 15-204).

Contact Information:

Leila Williams, Associate Superintendent High Quality Assessment, Accountability and Adult Education

EXECUTIVE SUMMARY

Issue: Consideration to approve the appointment of Brett W. Johnson of Snell & Wilmer to provide legal services for Arizona State Board of Education (Board) employees Christine M. Thompson and Sabrina Vazquez in connection with the dispute regarding the Department of Education's authority over Board employees, including the issue of who may terminate Board employees, in accordance with the terms of appointment as outlined by the Office of the Attorney General.

Action/Discussion Item

Information Item

Background and Discussion

The Office of the Attorney General has approved, pending formal Board approval, the appointment of Brett W. Johnson of Snell & Wilmer to provide legal services for Board employees Christine M. Thompson and Sabrina Vazquez in connection with the dispute regarding the Department of Education's authority over Board employees, including the issue of who may terminate Board employees.

Attached is the appointment letter from the Office of the Attorney General.

Recommendation to the Board

It is recommended that the Board approve the appointment of Brett W. Johnson of Snell & Wilmer to provide legal services for Board employees Christine M. Thompson and Sabrina Vazquez in connection with the dispute regarding the Department of Education's authority over Board employees, including the issue of who may terminate Board employees, in accordance with the terms of appointment as outlined by the Office of the Attorney General.

Contact Information:

Leslie Cooper, Education Unit Chief, Office of the Attorney General



MARK BRNOVICH
ATTORNEY GENERAL

OFFICE OF THE ARIZONA ATTORNEY GENERAL
CIVIL DIVISION/EDUCATION AND HEALTH SECTION

LESLIE KYMAN COOPER
ASSISTANT ATTORNEY GENERAL
DIRECT: (602) 542-8349
LESLIE.COOPER@AZAG.GOV

March 11, 2015

VIA E-MAIL

Brett W. Johnson, Esq.
Snell & Wilmer
One Arizona Center
400 East Van Buren St., Suite 1900
Phoenix, AZ 85004-2202
bwjohnson@swlaw.com

Re: Legal Services for Arizona Board of Education employees Christine M. Thompson and Sabrina Vasquez in connection with the dispute regarding the Arizona Department of Education's authority over Board of Education employees, including the issue of who can terminate employees of the Board.

Dear Mr. Johnson:

We understand that the Arizona Board of Education (the "Board") wishes to approve the retention of you to represent Christine M. Thompson (Executive Director) and Sabrina Vasquez (Deputy Director) (collectively, the "Board employees") with regard to the above-referenced matter. We further understand that you have acted as counsel to the Board Employees in connection with this dispute because of the exigencies of the situation.

We understand that you have employment law experience, knowledge of state government, and were available and willing to handle their representation on an emergency/expedited basis. We understand that your firm will charge the following hourly rates for work on this matter, and furthermore, that your firm's work on this matter will be capped at a total of \$10,000.00.

Personnel

Hourly Rate

Partner
Associate

not to exceed \$350.00
not to exceed \$205.00

Brett Johnson, Esq.
Re: Legal Services
Page 2 of 2

This Office approves this appointment, subject to all of the following terms and conditions. First, the scope of your appointment is limited to representation of the Board Employees in matters pertaining to the scope of the Superintendent of Public Instruction's and the Department of Education's authority over Board employees, including the authority to terminate employees of the Board. Your authority extends only to providing advice in connection with this dispute. It does not extend to representation in any litigation.

This appointment is contingent upon formal approval by the Board of Education. The Board of Education will be responsible for paying your fees. Please send billing statements via email to Board of Education President Greg Miller, at GMiller@ChallengeCharterSchool.net.

Sincerely yours,



Leslie Kyman Cooper
Education Unit Chief
Education and Health Section

LKC/mig

cc: Greg Miller, President, Arizona State Board of Education
GMiller@ChallengeCharterSchool.net

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EXECUTIVE SUMMARY

Issue: AzMERIT Update and Upcoming Policy Decisions

Action/Discussion Item

Information Item

Background and Discussion

On November 3, 2014, the Board adopted AzMERIT as the statewide assessment to measure the Arizona English language arts and mathematics standards. The Department will provide an update on the implementation of AzMERIT. See attached PowerPoint.

The Department will brief the Board on two policy decisions that will require Board action as required by ARS §15-741: development of Performance Level Descriptors (PLDs) for AzMERIT and the AzMERIT Standard Setting.

AzMERIT results will be reported using performance levels. PLDs describe the typical skills and knowledge a student demonstrates in each performance level for each grade/subject test. PLDs will be included in AzMERIT reporting to provide teachers, parents/guardians, and students a clearer understanding of the student's mastery of the standards. The development of PLDs begins with Board approved performance level names and policy definitions.

Due to the relatively short test length, AzMERIT should have no more than four performance levels. ADE is recommending that the four levels are simply numbered (Level 1, Level 2, Level 3, and Level 4), rather than named, with two levels below passing/proficient and two passing levels.

Each of these four levels requires a policy definition that describes the Board's expectations for rigor and complexity at each Performance level. These policy definitions are short statements that are applicable across grade level and content.

ADE is recommending the following AzMERIT Policy Definitions:

Level 4 - Students performing at this level demonstrate **thorough understanding of and ability to apply** the content knowledge and skills needed to be on track towards college and career readiness as specified in Arizona's College and Career Ready Standards.

Level 3 - Students performing at this level demonstrate **adequate understanding of and ability to apply** the content knowledge and skills needed to be on track towards college and career readiness as specified in Arizona's College and Career Ready Standards.

Contact Information:

Irene Hunting, Deputy Associate Superintendent for Assessment

Leila Williams, Associate Superintendent for High Quality Assessments and Adult Education

EXECUTIVE SUMMARY

Level 2 - Students performing at this level demonstrate **partial understanding of and ability to apply** the content knowledge and skills needed to be on track towards college and career readiness as specified in Arizona's College and Career Ready Standards.

Level 1 - Students performing at this level demonstrate **minimal understanding of and ability to apply** the content knowledge and skills needed to be on track towards college and career readiness as specified in Arizona's College and Career Ready Standards.

The Board approved policy definitions will inform the threshold PLDs. The threshold PLDs will inform Standard Setting. Standard Setting establishes cut scores for each of the performance levels using data from the first administration of the test. The AzMERIT Standard Setting Committee will be comprised of Arizona educators and will meet July 13 – 17, 2015.

ADE and the test vendor will provide a standard setting report and recommended cut-scores to the Board as early as July 27. The Board may approve or revise the recommended cut-scores at their regular August meeting or an earlier special meeting. AzMERIT score reporting will follow Board approval of the cut scores with results available approximately 8 weeks after Board approval of the cut scores.

Recommendation to the Board

It is recommended that the Board approve the four AzMERIT performance level names and policy level descriptors listed above.

It is recommended that the Board establish a timeline for the approval of AzMERIT Standard Setting so that a reporting timeline can be established and published.



AzMERIT

Arizona's Statewide Achievement Assessment
for English Language Arts and Mathematics

AzMERIT Update

State Board of Education

March 23, 2015

- Test Development Progress
 - Test Blueprints developed (Nov.)
 - All test items reviewed and approved by Arizona educators (Dec.)
 - All test forms approved (Jan.)
 - Paper-based tests printed (Feb./Mar.)
 - Computer-based tests final UAT (Mar.)

- Technology Progress
 - Technology Requirements (Nov.)
 - Technology Readiness Results (Dec.)
 - Technology Instructional Videos (started Dec. and ongoing)
 - Selection of Computer-Based Testing (Jan.)
 - Secure AzMERIT Browser available (Jan.)
 - AIR Help Desk opens (Jan.)
 - TIDE system opens (Jan.)
 - TIDE and Test Administrator User Guides published (Jan.)

- Test Administration Progress
 - Testing Windows, Sessions, and Schedule established (Nov.)
 - Calculator Guidance published (Dec.)
 - End-of-Course Guidance published (Jan.)
 - Accommodations Guidance published (Jan.)
 - Writing Rubrics published (Jan.)
 - Test Coordinator Training (Jan.)
 - Sample Tests and Guide to Sample Tests (Feb.)
 - ADE upload of initial student enrollments (Feb.)
 - LEAs and schools able to revise/update student enrollments (Mar.)
 - Testing Manuals published (Mar.)

- Communication Progress
 - Regular email updates (started Nov. and ongoing)
 - Parent Letter announcing AzMERIT (Nov.)
 - Revised video, Q and A, and *The Basics* (Nov.)
 - Dedicated email (AzMERIT@azed.gov) (Nov.)
 - AzMERIT informational presentation (Nov.)
 - RSS feed (Nov.)
 - Understanding Blueprint and Test Structure presentation (Jan.)
 - Writing Rubrics presentation (Jan.)
 - Understanding Accommodation Guidance presentation (Jan.)
 - AzMERIT Road Show (Jan.)
 - Parent Brochures (Mar.)

- Psychometric Progress
 - Technical Advisory Committee met in February and approved plans for
 - Scaling and Equating
 - Vertical Linking
 - Linking to Other Assessment Scales
 - Performance Level Descriptor Development
 - Standard Setting
 - Mode Comparability
 - Technical Reporting

- Upcoming SBE approvals
 - Performance Level Descriptors – policy definitions (March)
 - Standard Setting Cut Score recommendations (August)



AzMERIT

Arizona's Statewide Achievement Assessment
for English Language Arts and Mathematics

AzMERIT

Performance Level Descriptors (PLDs)

- AzMERIT is required to have at least 3 performance levels (per ESEA)
- ADE is recommending that AzMERIT have 4 Performance Levels
 - 2 passing levels and 2 levels below passing
 - Familiar to educators, students, and families
 - Supported psychometrically

- Each performance level needs a name, a policy definition, and content description
 - Names for each level should be chosen with care. Neutral names avoid over interpretation of more descriptive names.
 - Policy definitions are not specifically linked to content but make clear the desired rigor for each performance level.
 - Arizona educators will develop the content descriptions based on the policy definitions.

- ADE's recommended performance level names
 - Level 4 – highest level
 - Level 3 – first passing level
 - Level 2 – highest non-passing level
 - Level 1 – lowest level

- ADE's recommended policy definition
 - Level 4
Students performing at this level demonstrate **thorough understanding of and ability to apply** the content knowledge and skills needed to be on track towards college and career readiness as specified in Arizona's College and Career Ready Standards.

- ADE's recommended policy definitions
 - Level 3
Students performing at this level demonstrate **adequate understanding of and ability to apply** the content knowledge and skills needed to be on track towards college and career readiness as specified in Arizona's College and Career Ready Standards.

- ADE's recommended policy definitions
 - Level 2
Students performing at this level demonstrate **partial understanding of and ability to apply** the content knowledge and skills needed to be on track towards college and career readiness as specified in Arizona's College and Career Ready Standards.

- ADE's recommended policy definitions
 - Level 1
Students performing at this level demonstrate **minimal understanding of and ability to apply** the content knowledge and skills needed to be on track towards college and career readiness as specified in Arizona's College and Career Ready Standards.

- After Board approves policy definitions, AzMERIT Threshold PLDs to be developed
 - Threshold PLDs describe the skills and abilities that students must demonstrate for each of the performance levels.
 - Threshold PLDs are used in Standard Setting.

- Draft AzMERIT Threshold PLDs will be developed based on the Board approved AzMERIT Policy Definitions.
- Draft AzMERIT Threshold PLDs will also be informed by PLDs for other College and Career Ready assessments.
- Higher Ed will be included in the development of PLDs for Algebra II and ELA 11.
- Arizona educators will finalize and endorse the AzMERIT Threshold PLDs.



AzMERIT

Arizona's Statewide Achievement Assessment
for English Language Arts and Mathematics

AzMERIT

Standard Setting

- Standard Setting is the process used to establish cut scores.
- Arizona educators will serve on the Standard Setting committee.
- AzMERIT Standard Setting is scheduled for July 13-17, 2015.

- The results from the Standard Setting Committee and ADE's recommended cut scores will be made available to the Board as early as July 27.
- The Board must adopt AzMERIT cut scores.
- AzMERIT results and reports will be available approximately 8 weeks after the Board adopts cut scores.

EXECUTIVE SUMMARY

Issue: High School Equivalency Testing in Arizona

Action/Discussion Item

Information Item

Background and Discussion

According to the U.S. Census American Community Survey (2009-2013), in Arizona there are currently almost 725,000 adults 18 and older who lack a high school diploma. The need for both an education system and a testing system to help these adults earn a secondary diploma and become more productive citizens is critically important for Arizona's economic recovery and growth.

In January 2014, the Arizona State Board of Education awarded the contract for the Arizona High School Equivalency Assessment to GED Testing Services, LLC. As a result, the new, computer-based 2014 GED Test was implemented as the only assessment used to award high school equivalency diplomas in Arizona, replacing the 2002 GED version of the test used prior to 2014.

The 2014 GED Test has had an impact in Arizona and nationally. In Arizona, the numbers below are 2014 outcomes compared to previous outcomes.

- Reduction in participation: 2,249 HSE diplomas issued in 2014 compared with approximately 13,000 per year in 2011 and 2012
- Pass rate: 63% in 2014 compared with 76% in 2012
- Cost to examinees: \$140 for complete test compared to a range of \$75 - \$125

Current data for 2015 indicates greater participation and higher pass rate, but still well below previous year.

As it awarded the contract in January 2014, the Board reiterated its commitment to providing choice to those seeking an Arizona High School Equivalency Diploma. The Board requested that the Arizona Department of Education issue a new RFP the following year to identify any additional rigorous tests aligned to Arizona's adult education academic standards, with the intention of providing options for Arizona adults as they seek to obtain an Arizona High School Equivalency Diploma.

The Arizona Department of Education is authorized under A.R.S. 15-232, 15-702 and R7-2-307 to award an Arizona High School Equivalency Diploma to a candidate who passes a high school equivalency test adopted by the State Board of Education.

Recommendation to the Board

It is recommended that the Arizona State Board of Education allow the Arizona Department of Education to conduct a *Request for Information (RFI)* process prior to issuing a new RFP for HSE assessments to determine the status and qualifications of current vendors and the parity of rigor of their assessments.

Contact Information:

Sheryl Hart, Deputy Associate Superintendent, Adult Education Services
Leila Williams, Associate Superintendent

HSE Testing in Arizona

- **FACT... Almost 725,000 adults in AZ lack a secondary diploma** *(Source: U.S. Census American Community Survey, 2009-2013)*
- **January 2014... New GED computer-based test implemented**
- **Impact of 2014 GED Testing:**

Outcome	2014	Comparison
Reduction in participation	2,249 diplomas	~13,000 diplomas in 2011 and 2012
Reduction in pass rate	63%	76% in 2012
Increase in cost to examinees	\$140	Range of \$75-125 through 2013

EXECUTIVE SUMMARY

Issue: Presentation, discussion, and consideration regarding 2013-2014 accountability determinations for schools with pending labels

Action/Discussion Item

Information Item

Background and Discussion

This presentation to the Arizona State Board of Education is regarding schools with pending accountability determinations in the 2014 A-F Letter Grade Accountability System. A.R.S. §15-241 describes duties and responsibilities related to public school accountability. The law requires annual achievement profiles for each public school and school district to be compiled by ADE, which are then used to determine a school/district classification using letter grading criteria subject to final adoption by the State Board of Education.

Arizona committed to “ensure that all schools are held accountable and receive necessary support under a parallel and/or supplemental system” in its conditional ESEA flexibility approval for the 2014-2015 school year. In May 2014, the Board adopted criteria for the 2014 A-F Letter Grade Accountability System which allowed the Department to assign labels as well as delay 2014 accountability determinations for online schools and schools with insufficient data in order to develop and pilot distinct methodology based on 2013-2014 student achievement results.

ADE has developed a differentiated recognition, accountability, and support system for schools identified as “Not Rated” in prior years (Principle 2.A in Arizona’s ESEA Flexibility Request (p. 45)) by collaborating with stakeholders and piloting methodology to fairly and efficiently include these schools in the state system.

In order to assign accountability determinations to these schools with “Pending” accountability determinations for the 2013-2014 school year, the Department requests action from the Board at the February meeting.

Recommendation to the Board

The Board adopt criteria as described respective to Arizona Online Instruction schools and schools with insufficient data so ADE may assign schools with pending labels retroactive accountability determinations for the 2013-2014 school year based on 2013-2014 student achievement data under the A-F Letter Grade Accountability System.

Contact Information:

Dr. Yovhane Metcalfe, Chief Accountability Officer
Dr. Leila Williams, Associate Superintendent

MEMORANDUM

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: ACCOUNTABILITY & ASSESSMENTS DIVISION

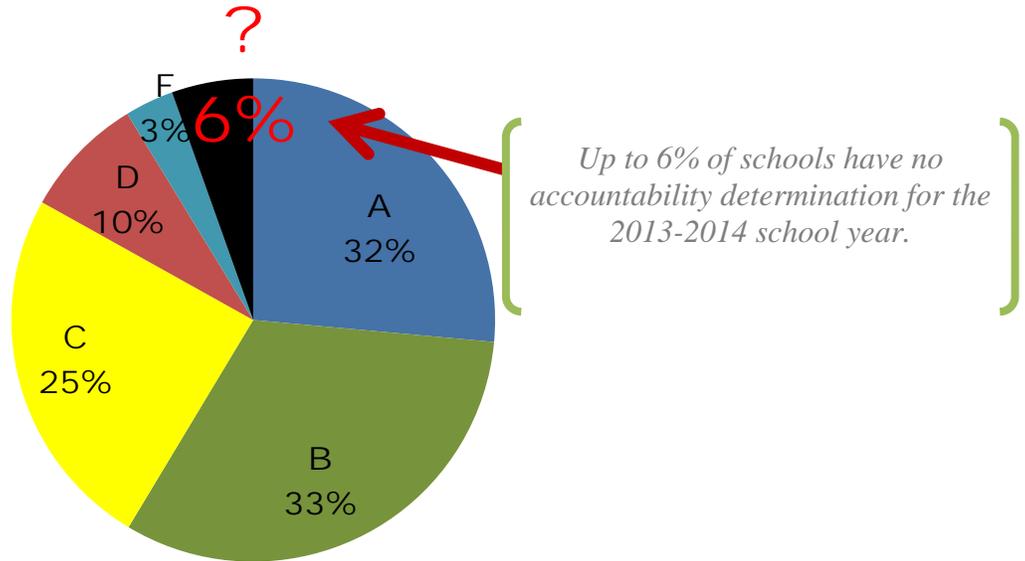
SUBJECT: PRESENTATION, DISCUSSION, AND CONSIDERATION REGARDING 2013-2014
ACCOUNTABILITY DETERMINATIONS FOR SCHOOLS WITH PENDING LABELS

DATE: MARCH 9, 2015

This memorandum provides information underlying the recommendation to adopt new criteria for 2013-2014 accountability determinations for all schools with pending achievement profiles. Under authority described in ARS 15-241, the Department of Education has developed methodologies designed to ensure all school types can be included in the state's accountability system in a fair and efficient manner. Adoption of these recommendations satisfies the conditional flexibility from No Child Left Behind by allowing Arizona to use its own system of differentiation, recognition, and support for all schools. Upon final adoption by the State Board of Education, schools with pending labels will be assigned accountability determinations for the 2013-2014 school year based on 2013-2014 student achievement data.



2013-2014 A-F Grades



Arizona Online Instruction Schools (AOI)

In the Spring of 2013, the State Board of Education took the first step toward recognizing the unique nature of the K-12 distance learning option by amending the “full academic year” (FAY) definition to address extent of instructional exposure rather than calendar days enrolled. In the 2012-2013 school year, less than a quarter of these schools authorized to provide online instruction were included in the A-F Letter Grade Accountability System, which primarily utilizes data from FAY students only. By evaluating student FAY status based on number of minutes of instruction, the AOI FAY definition aligned with the statutory requirements under ARS 15-808 and addressed the student mobility issues unique to online education.

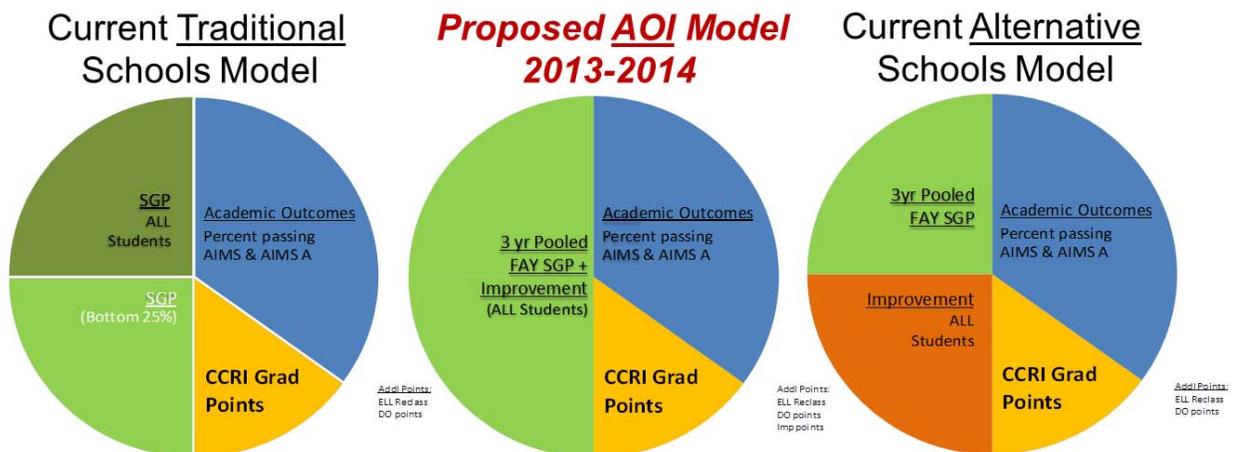
While most brick and mortar schools evaluated in the A-F Letter Grade Accountability System serve mainly FAY students, only 25% of students enrolled at an AOI qualified as FAY. Based on national research as well as input from AOI operators statewide, students choose online instruction for a variety of reasons:

- Credit recovery (e.g., remedial mathematics, remedial English, etc.)
- Credit acceleration (e.g., Physical education, health, etc.)
- Local-level requirements for graduation
- Temporary or permanent preference for online instruction
- Other reasons such as health, environment, etc.



Unlike extremely small schools or schools with very few test records, most online schools provide instruction to students on an “as needed” basis and may have student achievement results which can be aggregated to produce an accountability determination. In prior years, the nature of this data produced letter grade determinations based on a small portion of the students who received instruction and/or were tested at the online school.

Since December of 2013, ADE has documented almost two dozen meetings specific to AOI accountability with external stakeholders in order to vet various methodologies which could fairly capture and reflect their unique data. ADE worked with schools which received A-F letter grades in prior years as well as those which were not rated in prior years. In the end, AOI operators advocated an accountability determination which addressed their dual enrolled students, high student mobility, and emphasis on growth. In order to ensure the accountability system was fairly applied to AOI schools for the 2013-2014 school year, only measures which were available to all schools are utilized in this recommendation. Importantly, this new model reinforces Arizona’s position as a pioneer in not only school choice but also accountability systems specific to the unique educational options available to students. The proposed model establishes the basis for comparability and accountability for K-12 online education and holds AOI schools to the same expectations for student achievement and growth as all other brick and mortar schools in Arizona.



The final recommendation addressed the following measurement and policy concerns posed by AOI schools and national leaders in K-12 distance learning:

- **Low test participation rates** – AOI providers expend vast resources in order to proctor tests in-person for students across the state; however, students may not re-test for multiple schools for school accountability purposes only.



- **Graduation rate accountability** – The mandatory increase of graduation rate within the 2014 A-F system advantaged the majority of high schools; however, this same measurement change had an extremely negative impact on this particular group of schools even when all other performance measures such as student growth remained constant.
- **Letter grade based on marginal amount of data** – “Full academic year” students have been the foundation for accountability in order to give schools reasonable opportunity to instruct students on what is traditionally a full course load; an AOI letter grade based on FAY students only minimizes the amount of student achievement data which can be included and ignores the nature of the instruction AOIs provide to the majority of students who access online classes on an “as needed” or part-time basis.
- **Distinction between AOI “program” and AOI “school”** – A clear distinction exists between a “program” used to administer online instruction to students enrolled in district schools where the students are included in the accountability system for the brick and mortar school and the LEA versus an operating AOI “school” which openly recruits and enrolls students in order to generate tuition from the state and/or other LEAs.
- **Accountability for non-FAY student achievement** – The nature of online instruction and the different educational opportunities online schools can offer today’s students requires some accountability for academic outcomes regardless of the intention of enrolling for a full course load or just a particular set of courses.
- **Greater percentage of students who scored non-proficient in the prior year** – Many students may favor the self-paced nature and relatively isolated environment in order to receive remedial instruction in core content such as Reading and/or Mathematics. Consequently, AOI schools enroll a higher percentage of students who have not passed their last grade level assessment.
- **More recognition for academic growth and substantive gains** – Based on individual student needs, students gain the remediation and/or instruction they need in order to grow toward proficiency; the choice to re-enroll in a traditional campus environment upon completion contributes to the high student mobility rates at AOI schools.

If adopted, the methodology specific to AOI schools would be applied to all distance learning schools using the Department’s School Finance designation of a distance learning program. Schools which qualify for the “alternative school” label would maintain the alternative label in order to identify its unique purpose, but the AOI methodology would determine the A through F label for all AOI schools. The AOI methodology mimics the alternative schools model in multiple ways that advantage the AOI schools due to the emphasis on growth and academic re-enrollment (persistence); therefore, the recommendation includes the application of the 2013-2014 alternative schools letter grading scale which is based on school performance in prior years.



Table 1. *Proposed letter grading scale for 2013-2014 AOI school accountability*

Letter Grades	Scale (ALT)
A-DL	167+
B-DL	132-166
C-DL	97-131
D-DL	0-96

**Note: DL = Distance Learning*

All schools – alternative, traditional, and AOI – must have valid student enrollment, student achievement scores, and student growth data in order to receive an A-F letter grade. Regardless of instructional modality, ADE only uses data based on student enrollment which generates funding for a school. Almost two years of research and collaboration with AOI schools has justified the need to apply a statistical model representative of their unique data. The proposed methodology adjusts existing measures and calculations within the state’s 2013-2014 accountability system in order to control for the unique nature of online instruction and other external factors which unduly impact this subgroup of schools.

Recommendation

Assign 2013-2014 A-F Letter Grades, as proposed by the Department of Education’s Accountability Unit, for all AOI schools with pending labels using methodology and measures specific to online learning and instruction and within the parameters set by ARS 15-241 and Arizona’s 2015 ESEA flexibility request.

Measure of Academic Progress (MAP)

For schools that do not meet the criteria for an accountability determination under the state’s standard A-F Letter Grade Accountability System, ADE must use substitute criteria to ensure accountability for student outcomes in the 2013-2014 school year. The Department began researching different methods of accountability for schools with extremely insufficient student achievement data by creating of a cross-divisional committee tasked with piloting various methodologies and surveying the field for input on the development of a new system that would not increase schools’ administrative burden. The Department created the MAP system to apply to:

1. Schools with less than 30 test records in the last three years OR
2. Brick and mortar schools that did not receive an A-F Letter Grade OR
3. Schools where at least 95% of students are enrolled no more than half-time



In compliance with the conditions of Arizona’s 2015 ESEA Waiver, Arizona has been developing and piloting the MAP system. If adopted, schools which do not meet criteria for accountability determinations under the A-F Letter Grade system – or for which the A-F substantive appeals committee deems necessary – will demonstrate the quality of their academic program in a qualitative manner. The proposed recommendation for Measure of Academic Progress mirrors a component of the Arizona State Board for Charter Schools Academic Performance Dashboard (Demonstration of Sufficient Progress [DSP]). In order to reduce administrative burden for charter schools, the achievement profile determined by the Arizona State Board for Charter Schools (ASBCS) will be utilized by the Department.

Academic Program Introduction

- Provide a brief description of the school’s history and mission.

Professional Development

- Demonstrate your school’s professional development plan is appropriate and robust.
- Demonstrate your school’s teachers are appropriately evaluated and qualified to teach and meet state and federal guidelines for teaching in their content areas.

Curriculum

- Describe the process used to create and implement a school curriculum aligned to Arizona’s College and Career Ready Standards.
- Describe any systematic processes used and evidence that is collected for monitoring and evaluating implementation of the curriculum in the classroom.

Instruction

- Describe the system used to monitor the integration of Arizona’s College and Career Ready Standards into instruction, including what evidence is collected to ensure alignment to Arizona’s College and Career Ready Standards and support for students not at grade level standard.

Assessment

- How does the school use student performance data to monitor the progress of its students, especially underperforming students, during the year and to plan for teaching and learning?

The increased collaboration and communication among the ASBCS and the Department allows schools to focus more attention and resources on student achievement. To streamline accountability systems and reduce the administrative burden on schools, the Department developed MAP as a truncated version of the DSP that adequately covers content universal to all schools. For all schools that did not receive a 2014 A-F letter grade or ASBCS Dashboard, the following process will be applied:



1. ADE will notify schools with no A-F grade of the use of MAP or the ASBCS Dashboard – ADE will coordinate Dashboard/DSP label with ASBCS.
2. ADE will verify and provide all data within the Department related to student achievement and student outcomes for a MAP label.
3. Schools submit narrative on their school’s history and mission, professional development, instruction, curriculum, and assessment areas.
4. ADE Accountability will identify qualified education practitioners to review and evaluate schools’ submissions to ADE. MAP reviewers must have applied experience in K-12 school administration or other leadership roles.
5. Each of the four areas will be independently evaluated then aggregated for a final MAP Label (see below). Reviewers’ ratings will be confirmed and assigned by ADE Accountability.

Table 2. *Proposed MAP accountability ratings for schools with insufficient data*

A-F equivalent	ASBCS label	ADE MAP label
A	Exceeds Standard	Exceeds Standard
B	Meets Standard	Meets Standard
C	Approaches Standard	Approaches Standard
D	Falls Far Below	Falls Far Below

ADE worked with district and charter schools as well as the ASBCS in finalizing the MAP data collection tool. School and district personnel offered comments on multiple drafts to ensure that MAP was a fair and successful accountability method for schools which lacked the quantitative data required in any A-F accountability formula. Despite a low response rate, ADE also collected survey data from schools for a two month period which resulted in an overall agreement for MAP’s purpose, methodology, and expectation. Because the MAP system, as it relates to charter schools, depends on a cooperative and communicative relationship with the ASBCS, the ADE will closely monitor the alignment between MAP and ASBCS standards used for charter school accountability.

Recommendation



Adopt and implement the MAP system for 2013-2014 accountability determinations in order to evaluate schools with insufficient data and currently pending labels as recommended by ADE.



EXECUTIVE SUMMARY

Issue: Presentation, discussion, and consideration regarding criteria to identify schools with “below average” level of performance during the 2014-2015 and 2015-2016 school years

Action/Discussion Item

Information Item

Background and Discussion

This presentation to the Arizona State Board of Education is regarding the transition of the state system to hold all schools accountable for student achievement and academic outcomes, and the Department’s mandate to identify and support “below average” schools.

In December 2014, the State Board of Education voted to pursue legislation to allow for at least a 2-year transition period for statewide accountability measures, in order to allow for baseline data to be collected and for the Board to consider modifications to statewide accountability systems. SB 1289, “schools; letter classification; transition process,” currently being considered by the legislature, requires the Department of Education, subject to approval by the Board, to “develop criteria to identify schools and school districts for school years 2014-2015 and 2015-2016 that demonstrate a below average level of performance.”

Arizona will continue to “ensure that all schools are held accountable and receive necessary support under a parallel and/or supplemental system” as described in its conditional ESEA flexibility approval for the 2014-2015 school year. By March 31, 2015, ADE will submit an application to request ESEA flexibility through the 2014-2015 and 2015-2016 school years. Arizona’s application describes methodology to differentiate, identify, and support schools throughout the state during the transition to new assessments without the issuance of an A-F letter grade used in prior years under A.R.S. 15-241. In order to receive continued flexibility from No Child Left Behind Act of 2001, Arizona must outline a plan to track and report school progress in order to *Reward* schools with high progress or performance, *Focus* on schools demonstrating need, and ensure the lowest performing schools are a top *Priority* for receiving support.

ADE has developed a differentiated recognition, accountability, and support system for schools which accounts for the transition to a new assessment and identifies schools with “below average” performance based on several measures. Without issuing a letter grade during the 2014-2015 and 2015-2016 school years, the Department will continue to track and report school progress as described.

Recommendation to the Board

This item is informational only.

Contact Information:

Dr. Yovhane Metcalfe, Chief Accountability Officer
Dr. Leila Williams, Associate Superintendent

Arizona's Accountability Transition Plan

School Year	August	October-November	December	January	February	March	June	July	
2014-2015	Year 1 of new Assessment aligned to Arizona standards								
					Pending SB1289 approval, suspend A-F for FY15 and FY16	Request ESEA Waiver with updated criteria, current priority & focus schools			Begin reporting available 2014-2015 data ASAP
				Identify criteria for Reward, Focus, & Priority; also "below average" (state)					
2015-2016	Development of Arizona's new state accountability system								
	Continue ESEA flexibility (waiver status to be determined?); A-F hiatus	2014-2015 student achievement data available	Submit revised accountability legislation	Submit required waiver amendment (waiver status to be determined?);	<u>PILOT</u> Reward, Focus, & Priority (also below average) criteria statewide on 14-15 data (informational purposes)			Public report of 2015-2016 data; Apply Reward, Focus, & Priority (also below average) criteria statewide on 15-16 data	<u>PILOT</u> new state accountability system based on 2015-2016 data (informational purposes)
2016-2017	First year of Implementation of Arizona's Revised State Accountability System								
	Begin Year 1 of implementation for newly identified Focus & Priority schools						Apply Reward, Focus, & Priority criteria statewide on 16-17 data	Issue 2017 Accountability determinations based on 2016-2017 data	

EXECUTIVE SUMMARY

Issue: Pursuant to Arizona Revised Statutes (A.R.S.) § 15-756.08-(J) referral to the Arizona State Board of Education for noncompliance with state and federal laws applicable to English language learners (ELLs) for a finding of noncompliance.

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to Arizona Revised Statutes A.R.S. § 15-756.08 (J), the Arizona Department of Education (ADE) is required to report school districts or charter schools that are not in compliance with state and federal laws applicable to English language learners (ELLs) to the State Board of Education (SBE) for a finding of noncompliance.

The Arizona Department of Education, Office of English Language Acquisition Services (OELAS), has set forth specific criteria used during monitoring reviews to determine whether a district or charter should be reported to the SBE for a finding of noncompliance. The compliance criteria requires a review of the following items: (1) district/charter's proper implementation of the Structured English Immersion (SEI) Models; (2) district/charter's reclassification rate of ELLs (number of students exiting the program); and (3) district/charter's passing rate for students who have exited the program within two years (Fluent English Proficient (FEP) students) on Arizona's Instrument to Measure Standards (AIMS) in reading.

In the 2013-2014 school year, ADE completed an on-site monitoring review of Tuba City Unified School District's (TCUSD) ELL program on April 2-4, 2014 and found TCUSD out of compliance. The required corrective action letter was sent on April 30, 2014. This letter included notification of the requirement to refer noncompliant districts or charters to the State Board. TCUSD submitted a Corrective Action Plan on June 10, 2014.

In the 2014-2015 school year, ADE completed a follow-up, on-site review of Tuba City Unified School District's ELL program on September 24-26, 2014. After careful review and analysis of the data captured per A.R.S. §15-756.08 (J), on December 3, 2014, TCUSD was issued a letter of noncompliance. The letter included notice that TCUSD was being referred by the Arizona Department of Education to the SBE for a finding of noncompliance. TCUSD is required to submit a Corrective Action Plan to ADE/OELAS by March 3, 2015.

Included in the materials is a timeline outlining monitoring visits, findings, and technical assistance provided to Tuba City Unified.

Contact Information:

Jordan Ellel, Assistant Attorney General, Attorney General's Office
Kelly A. Koenig, Deputy Associate Superintendent, Office of English Language Acquisition Services
Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

Review and Recommendation of State Board Committee

Not Applicable

Recommendation to the Board

It is recommended that the Board find, for the reasons stated in ADE's letter of noncompliance dated December 3, 2014, that TCUSD is noncompliant with the laws pertaining to ELLs, thereby barring the District from receiving any monies from the Arizona Structured English Immersion Fund established by A.R.S. § 15-756.04 for ELLs and from reducing the monies spent on its ELL programs despite the loss of monies caused by its noncompliance. As required by law, ADE shall monitor TCUSD to ensure that the District does not reduce the amount of monies spent on its ELL programs. TCUSD shall be entitled to receive monies from the Arizona Structured English Immersion Fund only upon confirmation to the Board by ADE that TCUSD has come into compliance with the laws pertaining to ELLs.



State of Arizona
Department of Education

April 30, 2014

Dr. Harold Begay, Superintendent
Tuba City Unified School District
67 East Fir Street
Tuba City, Arizona 86045

Dear Superintendent Begay:

RE: On-Site Monitoring of State Education Programs for English Language Learners

Per Arizona Revised Statutes A.R.S. § 15-756.08, the Arizona Department of Education (ADE) is required to perform an evaluation of Tuba City Unified School District's (TCUSD) English language learner (ELL) program through an on-site monitoring visit. It is the responsibility of the local education agency (LEA) to provide services as required by A.R.S. § 15-751 *et seq.* to students identified as English language learners.

This on-site review of the ELL programs at Tuba City Unified School District was conducted on April 2-4, 2014. Thank you for your hospitality and cooperation during our visit.

Based upon the monitoring visit, ADE is advising you that **corrective action** is needed. The series of steps required to resolve the corrective action is stated below.

The monitoring team has listed the **corrective action that needs to be addressed**. **The items that will be required in your Corrective Action Plan have been noted in bold form.**

FILE REVIEW

NCLB 3302a PARENTAL NOTIFICATION AND CONSENT FORM

"(a) IN GENERAL. Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program..."

In the files observed, ADE monitors noted the following:

- Parental Notification and Consent Forms were sent to parents in the spring prior to the 2013-2014 school year.
- Parent signatures were not evident for the majority of the files reviewed.
 - Three attempts to secure the parent signatures were not evident.

It is the expectation that Tuba City Unified School District will review and revise its procedures to ensure that Parental Notification and Consent Forms are sent home to parents/guardians within thirty (30) days of the beginning of the school year. Three attempts at securing the required signatures must be documented on a copy in the file. It is recommended that procedures include personnel responsible at each site to oversee this requirement.

STATE BOARD RULE R2-306 (I)(1)

I. Evaluation of FEP students after exit from ELL programs.

1. The LEA shall monitor exited students based on the criteria provided in this Section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing and mathematics skills and mastery of academic content areas, including science and social studies. The criteria shall be grade-appropriate and uniform throughout the LEA, and upon request, is subject to Board review. Students who are not making satisfactory progress shall, with parent consent, be provided compensatory instruction or shall be re-enrolled in an ELL program. A WICP describing the compensatory instruction provided shall be maintained in the students' ELL files.

In the files reviewed, the ADE monitors noted no evidence of the use of the Two-Year Monitoring Form to monitor the progress of ELLs reclassified in the previous two school years.

It is the expectation that TCUSD will review and revise its procedures to ensure that the academic progress of reclassified ELLs is monitored for the two years following reclassification and that this completed documentation is placed in the cumulative file. The two-year monitoring of a FEP student begins the school year after the ELL attains a proficient AZELLA score.

MODEL IMPLEMENTATION REVIEW

A.R.S. § 15-751-757

SEI Models, AZ English Language Learners Task Force

"The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English Language Development (ELD)."

SEI Classroom Observations

The ADE monitors observed three SEI classrooms and noted the following:

- The SEI classroom at the elementary school was missing time in writing. Additionally, the Oral Conversation part of the Oral Conversation/Vocabulary time allocation was identified for only 15 minutes.
- Middle school students were only receiving instruction in Reading and Writing. Additionally, ADE monitors noted that not all ELLs were enrolled in these classes.
- The high school allocated two SEI blocks. The ADE monitor observing this classroom could not document which time allocation was being explicitly taught.

Based on these observations, the pedagogy of grammar, oral language, and their connection to reading and writing were missing for ELLs. Language structure and grammar are foundational and pre-requisites in English Language Development (ELD). The explicit teaching of these skills will ensure that students at all proficiency levels will continue to develop their communication skills, both orally and in written form. High expectations in these SEI classrooms will allow English language learners to be well-prepared for the mainstream classroom.

It is the expectation that all students who are classified as English language learners will receive four (4) hours of English Language Development (ELD) daily as defined in the Structured English Immersion (SEI) Models.

- **These blocks require sixty minutes of Oral English/Conversation and Vocabulary, sixty minutes of Reading, sixty minutes of Writing, and sixty minutes of Grammar instruction.**
 - **It is the expectation that time allocations will be 60 minutes in length. If a time allocation must be split for scheduling reasons, the time allocation should be no less than 30 minutes in length. The other 30 minutes of this time allocation should be completed upon returning from the scheduled break.**

Individual Language Learner Plan (ILLP) Classroom Observations

While conducting ILLP classroom observations, the following was noted by ADE monitors:

- Sixty percent (60%) of ILLPs were missing for ELLs identified as receiving program services through the mainstream classroom.
 - Of particular concern was the intermediate school, where no ILLPs were found.
- Required Documentation forms with parent, teacher, and administrator signatures were missing completely.
- Eighty percent (80%) of Attachment A documentation did not have specific ELP Standards/Performance Indicators listed.
- None of the mainstream classrooms utilizing ILLPs had an ELP Standard/Performance Indicator in either their lesson plan or evident in the classroom.
- Finally, ADE monitors noted the lack of completion of Attachment B in sixty percent (60%) of the ILLPs reviewed.
 - Attachment B should provide assessment data to show either improvement or recommendations for change if the ELL is falling further behind. This documentation should be completed after the end of each quarter.

It is the expectation TCUSD will review and revise its procedures regarding the accurate completion and use of ILLPs for English language learners.

- **When ELL numbers warrant, ILLPs must be completed for all ELLs.**
- **Parent, teacher, and administrator signatures must be secured within the 30 day timeframe on the Required Documentation page.**
- **The recommended three (3) to five (5) ELP Standards/Performance Indicators will be included on Attachment A.**
- **The ILLPs shall be reviewed quarterly (at a minimum) and possibly revised to reflect the ELP Standards/Performance Indicators used for differentiating instruction for English language learners.**
- **Middle and high school teachers will be responsible for only one time allocation. If a teacher is responsible for more than one time allocation, the student's schedule must reflect that number of classes with that teacher.**
- **Attachment B will be completed quarterly with assessment information to document how the ELL is progressing.**

English Language Proficiency (ELP) Standards

The English Language Proficiency (ELP) Standards drive the instruction for the English language learners in an SEI classroom. ADE monitors noted the following:

- Sixty seven percent (67%) of the SEI classrooms observed did not have ELP Standards/Performance Indicators driving the instruction.
 - Vocabulary standards were missing from the Oral English Conversation and Vocabulary time allocation.
 - ELP Standards/Performance Indicators did not match the instruction.
- None of the ILLP classrooms observed had evidence of an ELP Standard/Performance Indicator either in their lesson plans or evident somewhere in the classroom.

It is the expectation that SEI classrooms will use the ELP Standards/Performance Indicators to drive the instruction for English language learners.

ELP Standards/Performance Indicators from Attachment A will be used for mainstream teachers utilizing ILLPs to differentiate instruction for ELLs. Documentation in a teacher's lesson plan or elsewhere in the classroom is required.

Grouping

A.R.S. § 15-751-757

SEI Models, AZ English Language Learners Task Force

"Structured English Immersion Classroom" - means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores."

"The primary determinant of the appropriate student group for SEI Classrooms is the English proficiency level of the students."

ADE monitors noted that the number of ELLs identified at different grade levels in the four schools observed required that Tuba City Unified School District create SEI classrooms. For example:

- At 5th and 6th grades, 5th grade identified 19 ELLs and 6th grade identified 19 ELLs.
- At 7th and 8th grades, 7th grade identified 29 ELLs and 8th grade identified 15 ELLs.
 - Although an SEI classroom was created for two time allocations, it must be stated that not all students identified as ELL were scheduled into these classrooms. Additionally, these students did not receive instruction for the other two time allocations.
- At the high school level, 24 students were identified in grades 9-11.
 - Although two blocks were identified as SEI, not all identified ELLs were scheduled into these classrooms. Additionally, the monitors were unable to determine which time allocations were being addressed.

It is the expectation that Tuba City Unified School District administration will review the district's ELL numbers to ensure the correct placement of the ELLs according to the SEI Models. SEI classrooms with four (4) hours of ELD must be created and documented when ELL numbers exceed 20 in a three-grade span.

Questions about groupings shall be referred to the Office of English Language Acquisition Services (OELAS). It must be stated that any exception must be requested through ADE/OELAS and granted prior to the 2014-2015 school year. These exceptions will only apply to the year for which they are requested.

RECOMMENDATIONS

The following recommendation was made to the school administration at the exit interview and is hereby emphasized in written form:

- Explicit, focused professional development training is offered to SEI classroom teachers, especially in the areas of Oral English Conversation and Vocabulary and Grammar.
- ADE/OELAS extends the offer to provide technical assistance and ELP Standards training.

A.R.S. § 15-756.08(J)

“In conducting follow-up evaluation, if the department finds that the school district or charter school is not in compliance with state and federal laws applicable to English language learners, the department shall refer the school district or charter school to the state board of education for a finding of non-compliance...”

Additionally, the following information was noted and reviewed by ADE officials at the exit interview with LEA administration on April 4, 2014: A.R.S. § 15-756.08(J) requires that ADE report to the State Board of Education those LEAs that receive a non-compliant status by ADE as a result of on-site follow-up evaluations by ADE officials in the year after a corrective action plan is implemented. To determine non-compliance the following programmatic and student achievement related criteria will be reviewed:

- Structured English Immersion (SEI) Model Compliance
[Mandatory component of compliance criteria]
- Student performance data to include:
 - District reclassification rate
 - Arizona’s Instrument to Measure Standards (AIMS) passing rate in reading for students who have exited the program within two years (FEP2 Students)

CORRECTIVE ACTION

- Your Corrective Action Plan is due to ADE within sixty (**60**) days after the issuance of this monitoring report and must address the issues outlined in this letter.
- A Corrective Action Plan template is available on the ADE website (<http://www.ade.az.gov/oelas>).
- ADE will review the Corrective Action Plan and may require necessary changes.
- Within thirty (**30**) days after receiving a corrective action plan back from ADE, the LEA shall begin implementing the measures set forth in the corrective action plan.

Although there are changes to make in the implementation of the LEA’s current program, those improvements will result in improved record management and greater student success. Please contact Keith Snyder, Director of Monitoring/Title III, at 602-364-2167 or keith.snyder@azed.gov if you have questions or concerns.

Respectfully,

Kelly A. Koenig, Deputy Associate Superintendent
Office of English Language Acquisition Services
Arizona Department of Education

Cc: Marilyn Atcitty, Director of Curriculum, Instruction and Assessment
Rosie Jones, ELL Coordinator

TUBA CITY UNIFIED SCHOOL DISTRICT SUMMARY

LEGAL REQUIREMENTS	2014 NON-COMPLIANCE FINDINGS	2015 NON-COMPLIANCE FINDINGS
<p>NCLB SEC. 3302a PARENTAL NOTIFICATION AND CONSENT FORM</p> <p><i>“(a) IN GENERAL. Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, such program...”</i></p>	<ul style="list-style-type: none"> • The Parental Notification and Consent Forms were not sent home within statutory requirements. • Parent Notification and Consent forms were not evident for the majority of the files reviewed. 	<ul style="list-style-type: none"> • Parent signatures on the Parent Notification and Consent forms were not evident for three of the four schools visited.
<p>ARIZONA ADMINISTRATIVE CODE R7-2-306(I)(1) Evaluation of FEP students after exit from ELL programs</p> <p><i>The LEA shall monitor exited students based on the criteria provided in this section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing, and mathematics skills and mastery of academic content areas, including science and social studies. The criteria shall be grade-appropriate and uniform throughout the LEA, and upon request, is subject to board review. Students who are not making satisfactory progress shall, with parent consent, be provided compensatory instruction or shall be re-enrolled in an ELL program. A WICP describing the compensatory instruction provided shall be maintained in the student’ ELL files.</i></p>	<ul style="list-style-type: none"> • ADE monitors noted no evidence of the use of the Two-Year Monitoring Form to monitor the progress of ELLs reclassified in the previous two school years. 	<ul style="list-style-type: none"> • ADE monitors noted inconsistent use of the Two-Year Monitoring Form to monitor the progress of ELLs reclassified in the previous two school years.

LEGAL REQUIREMENTS	2014 NON-COMPLIANCE FINDINGS	2015 NON-COMPLIANCE FINDINGS
<p>A.R.S. § 15-751-757 Structured English Immersion Models of the Arizona English Language Learners Task Force <i>The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English Language Development (ELD).</i> <i>Each of these discrete sections of ELD is based on specific categories of language instruction based on the skills identified by the ELL Proficiency Standards... "Structured English Immersion Classroom" - means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores.</i> <i>...Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary Schools or Middle and High School as appropriate for each ELL. All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement).</i> <i>Teachers must be highly qualified:</i> <i>K- 6 teachers - elementary content as defined by federal NCLB Act of 2001.</i> <i>7-8 middle grade teachers - Language Arts or English as defined by federal NCLB Act of 2001.</i> <i>9-12 teachers - English as defined by the federal NCLB Act of 2001.</i> <i>...they (teachers) must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.H).</i></p>	<ul style="list-style-type: none"> • In reviewing classroom schedules and during classroom observations, it was determined that not all ELLs were receiving four hours of English language development (ELD). <ul style="list-style-type: none"> ○ SEI classrooms at the elementary school were missing time in writing and Oral Conversation/Vocabulary. Middle school students were only receiving instruction in Reading and Writing. Additionally, not all ELLs were enrolled in these classes. ○ The high school allocated two SEI blocks. The ADE monitors observing this classroom could not document which time allocation was being explicitly taught. • Sixty percent (60%) of the ILLPs were missing for ELLs identified as receiving program services through the mainstream classroom. <ul style="list-style-type: none"> ○ No ILLPs were found at the Intermediate school. • Required documentation forms with parent, teacher, and administrator signatures were missing completely. • Eighty percent (80%) of Attachment A documentation did not have specific ELP Standards/Performance Indicators listed. • Sixty seven percent (67%) of the SEI classrooms observed did not have ELP Standards/Performance Indicators driving the instruction. • None of the mainstream classrooms utilizing ILLPs had an ELP Standard/Performance Indicator in either their lesson plan or evident in the classroom. 	<ul style="list-style-type: none"> • The SEI classroom at the intermediate school identified reading, science and an enrich and reteach time for the day. No time was allocated for Oral Conversation/Vocabulary, Grammar or Writing. There were no lesson plans provided. • Although the Junior High allocated four hours of ELD, some ELLs were not enrolled in these classes as evidenced by student schedules. Students at the lower proficiency levels were not receiving an explicit hour of grammar. • The high school allocated two SEI blocks. ADE monitors noted that not all ELLs were enrolled in these classes. • Required documentation forms with parent, teacher and administrator signatures were missing at three of the four schools. • Ninety-one percent (91%) of the Attachment A documents reviewed did not identify ELP Standards/Performance Indicators or were incorrectly sighted. • The SEI classrooms observed did not have ELP Standards/Performance Indicators driving the instruction. • None of the mainstream classrooms utilizing ILLPs had an ELP Standard/Performance Indicator in either their lesson plan or evident in the classroom.

LEGAL REQUIREMENTS	2014 NON-COMPLIANCE FINDINGS	2015 NON-COMPLIANCE FINDINGS
<p>A.R.S. § 15-751-757 - Grouping Structured English Immersion Models of the Arizona English Language Learners Task Force <i>“Structured English Immersion Classroom” – means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores.”</i></p> <p><i>“The primary determinant of the appropriate student group for SEI classrooms is the English proficiency level of students.”</i></p>	<ul style="list-style-type: none"> • ADE monitors noted that the number of ELLs identified at different grade levels in the four schools observed required Tuba City to create SEI classrooms. <ul style="list-style-type: none"> ○ Although an SEI classroom was created for two time allocations, not all students identified as ELL were scheduled into these classrooms. Additionally, these students did not receive instruction for the other two time allocations. ○ At the high school level, two blocks were identified as SEI, but not all identified ELLs were scheduled into these classrooms. Additionally, ADE monitors were unable to determine which time allocation was being addressed. 	<ul style="list-style-type: none"> • ADE monitors noted that the number of ELLs identified at different grade levels in the four schools observed required that Tuba City create SEI classrooms. <ul style="list-style-type: none"> ○ Although four time allocations were identified, not all ELLs were receiving the four hours. Additionally, students at the lower proficiency levels were not receiving an explicit hour of grammar. ○ At the high school level, two blocks were identified as SEI, but not all identified ELLs were scheduled into these classrooms.

LEGAL REQUIREMENTS	2014 NON-COMPLIANCE FINDINGS	2015 NON-COMPLIANCE FINDINGS
<p>ADE STATUTORY REQUIREMENTS A.R.S. § 15-756.08 Monitoring; corrective action plan <i>(E) Within sixty days following the issuance of the department's report, the school district or charter school receiving the report shall prepare and submit to the department a corrective action plan, in a manner prescribed by the state board of education, that sets forth steps that will be taken to correct the deficiencies, if any, noted in the department's report</i> <i>(F) Within thirty days after receiving a school district's or charter school's corrective action plan, the department shall review the corrective action plan and may require changes to the corrective action plan.</i> <i>(G) After the department has reviewed a school district's or charter school's corrective action plan and made any changes the department deems necessary, the department shall return the corrective action plan to the school district or charter school.</i> <i>(H) Within thirty days after receiving a corrective action plan back from the department, the school district or charter school shall begin implementing the measures set forth in the corrective in the corrective action plan.</i> <i>(I) The department shall conduct a follow-up evaluation, of the school district or charter school within one year after the department returned the corrective action plan to the school district or charter school.</i></p>	<ul style="list-style-type: none"> • ADE's 45-day Corrective Action Letter was sent to Tuba City Unified administration on April 30, 2014. • Tuba City Unified School District submitted their Corrective Action Plan to ADE on June 10, 2014. • Tuba City Unified School District was notified that their Corrective Action Plan was approved by ADE July 28, 2014. 	<ul style="list-style-type: none"> • ADE's 45-day Corrective Action Letter was sent Tuba City Unified administration on December 3, 2014. The Corrective Action Plan from Tuba Unified School District must be submitted to ADE by March 3, 2015.
<p>ADE/OELAS Assistance</p> <ul style="list-style-type: none"> • On May 8, 2014, an OELAS Education Program Specialist coordinated a technical assistance with Tuba City's ELL Coordinator and a Phoenix school district to walk-through SEI and ILLP compliant classrooms. This assistance allowed the Tuba City ELL Coordinator with the opportunity to engage with the principal and teachers regarding instruction for ELLs. • On June 16, 2014, an OELAS Education Program Specialist contacted district administration spoke to the ELL Coordinator and offered assistance. Based on this conversation, the ELL Coordinator was to meet with the principals to discuss their needs. • Throughout the summer, one OELAS Education Program Specialist provided ongoing technical assistance via telephone to assist the ELL Coordinator with any and all questions regarding their upcoming monitoring. • An OELAS Education Program Specialist contacted the ELL Coordinator to invite Tuba City teachers to attend two different webinars, one on SEI classroom compliance and one on ILLP classroom compliance. No one from this district attended either webinar that was provided on September 10 and 11, 2014. 		

English Language Learner Monitoring SY 2013-2014
Proposed Resolution of Noncompliance Findings
Under ARS §15-756.08

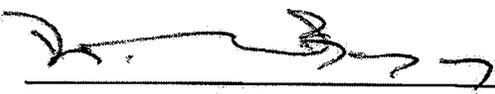
Date: June 10, 2014

LEA: Tuba City Unified School District

ELL Program Coordinator: Rosie Jones

Instructions: Please review the LEA's Corrective Action Letter. Return this form and the LEA's Corrective Action Plan to ADE with all applicable documentation that supports the resolution of noncompliant item(s) indicated on your Corrective Action Plan.

The LEA certifies that all corrective action items listed in the attachment have been or will be implemented according to dates indicated on the Corrective Action Plan.



Signature of authorized agent
(Required)

July 25, 2014

Date

(928) 283-1027

Telephone number

Dr. Harold Begay, Superintendent of Tuba City Unified School

Print name and title of authorized agent

Please return all required forms and documentation to the following address:

Attention: Keith Snyder
Arizona Department of Education
Office of English Language Acquisition Services
1535 West Jefferson Street, Bin 31
Phoenix, Arizona 85007
Phone: 602-542-0753
Fax: 602-542-3050
Email: Keith.Snyder@azed.gov

CORRECTIVE ACTION PLAN

LEA: Tuba City Unified School District #15

DATE: May 10, 2014

TITLE AND NUMBER OF SECTION(S) IN CORRECTIVE ACTION ITEMS:

Item to be completed	What and How (Use action verbs like "develop", "disseminate" or "train")	Person Responsible	Completion Date	Evidence	ADE Only
CLB 302A	PARENTAL NOTIFICATION AND CONSENT FORM: ACCORDING TO NCLB 3302A, THE PARENTAL NOTIFICATION AND CONSENT FORM WILL BE SENT HOME WITHIN THE 30 DAY TIME NCLB TIMELINE. THE THREE ATTEMPTS WILL BE DOCUMENTED ON THE COPY IN THE ELL FILE.	-SCHOOL SECRETARY -ELL TEACHERS -ELL COORDINATOR -PRINCIPAL	SEPTEMBER 30, 2014	SIGNED DOCUMENT FILED IN CUMULATIVE FOLDERS	
DATE CARD RULE 2-306 (I)(1)	Two-Year Monitoring Form is completed yearly for students who reclassified.	-Principals -Secretaries at each site -ELL coordinator	JULY 2014	RECORDED IN CUM FOLDERS	
SEI MODELS, ENGLISH LANGUAGE LEARNERS SK FORCE	SEI CLASSROOM INSTRUCTION: SEI classroom will adhere to 60 minutes in length for Oral English/Conversation, Vocabulary, Reading, Writing, and Grammar. One time allocation may be split if there is a scheduling conflict. <ul style="list-style-type: none"> ELP Standards/Performance Indicators will be included in lesson plans for teachers in SEI classrooms. 	-PRINCIPAL -ELL COORDINATOR -ELL TEACHER(S)	AUGUST 2014	MASTER SCHEDULE REFLECT ELA CLASSES FOR ENGLISH, READING, WRITING AND GRAMMAR INSTRUCTION FOR 4 HOURS	

CORRECTIVE ACTION PLAN

INDIVIDUAL LANGUAGE LEARNER (ILLP): ALL ILLPS WILL BE REVIEWED, AND REVISED QUARTERLY. "ATTACHMENT B" WILL BE COMPLETED QUARTERLY.	-PRINCIPALS -ELL COORDINATOR -ELL TEACHERS	QUARTERLY REVIEW & REVISE	FILE SIGNED DOCUMENT: ILLP, ATTACHMENT A & B
<ul style="list-style-type: none"> • ILLPs will be completed for all ELLs based on the grouping template approved by ADE. • An ELP Standard/PI from Attachment A will be included in the mainstream classroom teacher's lesson plans utilizing the ILLPs. 			
<ul style="list-style-type: none"> • Tuba City Unified District worked with ADE/OELAS on grouping for all schools. Approved exceptions are on file at ADE/OELAS 	PRINCIPAL -ELL COORDINATOR -ELL TEACHERS	SEPT. 30 2014	

Please return completed form to the ADE Office of English Language Acquisition Services

DUE BACK TO ADE WITHIN 60 CALENDAR DAYS OF RECEIPT OF MONITORING REPORT



Arizona State Board of Education

1535 W. Jefferson St., Bin 11
Phoenix, Arizona 85007
(602) 542-5057
FAX (602) 542-3046
www.azed.gov/state-board-education
stateboardinbox@azed.gov

VIA FAX AND CERTIFIED MAIL

January 20, 2015

Harold Begay, Superintendent
Tuba City Unified School District
North Main Street
Tuba City, Arizona 86045

RE: Noncompliance of State Education Programs for English Language Learners

Dear Superintendent Begay:

The State Board of Education is in receipt of the November 28, 2014 letter from the Arizona Department of Education, Office of English Language Acquisition Services (OELAS) determining that Tuba City Unified School District is in noncompliance with the programmatic requirements for English Language Learners. Pursuant to the November 28th letter and A.R.S. § 15-756.08(J), the State Board of Education will be reviewing the referral of Tuba City Unified School District for a finding of noncompliance at its regular monthly meeting to be held on February 23, 2015, at 9:00 a.m. at the Arizona Department of Education Building, 1535 West Jefferson, Room 122, Phoenix, Arizona.

If the Board finds that Tuba City Unified School District is in non-compliance, the Board may take appropriate enforcement action including, but not limited to, Tuba City Unified School District becoming ineligible to receive any monies from the Arizona SEI fund established pursuant to A.R.S. § 15-756.04.

Please notify the Board if a representative from Tuba City Unified School District will attend this meeting. You may contact the Board office at (602) 542-5057.

Sincerely,

Thomas Tyree, President
Arizona State Board of Education



Arizona State Board of Education

1535 W. Jefferson St., Bin 11
Phoenix, Arizona 85007
(602) 542-5057
FAX (602) 542-3046
www.azed.gov/state-board-education
stateboardinbox@azed.gov

VIA FAX AND CERTIFIED MAIL

March 9, 2015

Dr. Harold Begay, Superintendent
Tuba City Unified School District
67 East Fir Street
Tuba City, Arizona 86045

RE: Noncompliance of State Education Programs for English Language Learners

Dear Superintendent Begay:

The State Board of Education is in receipt of the November 28, 2014 letter from the Arizona Department of Education, Office of English Language Acquisition Services (OELAS) determining that Tuba City Unified School District is in noncompliance with the programmatic requirements for English Language Learners. Pursuant to the November 28th letter and A.R.S. § 15-756.08(J), the State Board of Education will be reviewing the referral of Tuba City Unified School District for a finding of noncompliance at its regular monthly meeting to be held on March 23, 2015, at 9:00 a.m. at the Arizona Department of Education Building, 1535 West Jefferson, Room 122, Phoenix, Arizona.

If the Board finds that Tuba City Unified School District is in non-compliance, the Board may take appropriate enforcement action including, but not limited to, Tuba City Unified School District becoming ineligible to receive any monies from the Arizona SEI fund established pursuant to A.R.S. § 15-756.04.

Please notify the Board if a representative from Tuba City Unified School District will attend this meeting. You may contact the Board office at (602) 542-5057.

Sincerely,

A handwritten signature in black ink, appearing to read "Gregory A. Miller".

Gregory A. Miller, President
Arizona State Board of Education

EXECUTIVE SUMMARY

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

Action/Discussion Item

Information Item

Background and Discussion

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

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

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

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

To assume accounting responsibility, a school district shall notify the county treasurer and the county school superintendent of its intention before March 1 of the fiscal year preceding the fiscal year of implementation. The Somerton Elementary School District has done so.

Recommendation to the Board

Approve Somerton School District to assume accounting responsibility for the fiscal year beginning July 1, 2015.



Somerton School District No.11

"Children, Our Priority-Personal Best, Our Goal"

343 N. Carlisle Avenue • P.O. Box 3200 • Somerton, AZ. 85350-3200

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February 4, 2015

Greg Miller, President
State Board of Education
1535 West Jefferson Street, Bin 11
Phoenix, Arizona 85007

The Somerton Elementary School District requests the State Board of Education approve the district's application to assume accounting responsibility as permitted by ARS 15-914.01.

The Governing Board approved the request on November 6, 2014. The Arizona Auditor General was requested to complete an evaluation to recommend approval or denial of accounting responsibility on November 11, 2014. The district shall notify the County Treasurer and County School Superintendent by March 1, 2015 upon approval.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Cabrera".

Jerry Cabrera
Director of Personnel/Special Projects

Enc. Plan of Accounting Responsibility

Administration: *Laura Noel, Ed.D, Superintendent*

Governing Board: *Araceli Juarez, President • Lorena Zendejas, Clerk • Carlos Gonzalez • Fernando Villegas • Leticia Yepez*



Plan of Accounting Responsibility

Somerton Elementary School District #11

Plan of Accounting Responsibility

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Plan of Accounting Responsibility

Administrative Summary

The Somerton Elementary School District's financial records have been audited by independent certified public accounting firms and the District is currently in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR). These audits include a review of the District's internal controls that were implemented to help ensure that all District resources are safeguarded. The District has consistently received unmodified auditor opinions for each of the years audited. An unmodified auditor's opinion is the best outcome that a school District can receive as a result of an independent financial audit performed in accordance with Generally Accepted Government Auditing Standards. In conjunction with the audit reports, the District also applied for and received awards for excellence in financial reporting from the Arizona Association of School Business Officials International and the Government Finance Officer's Association each year.

The policies and procedures that are implemented in the Somerton Elementary School District have been derived over the years with assistance from the information that can be found in the Uniform System of Financial Records (USFR). The USFR was developed by the Office of the Auditor General and the Arizona Department of Education pursuant to Arizona Revised Statutes (A.R.S) 15-271. The USFR prescribes the minimum internal control policies and procedures to be used by Arizona School Districts for accounting, financial reporting, budgeting, attendance reporting, and various other compliance requirements. These policies and procedures are in conformity with generally accepted practices and federal and state laws. In addition to the USFR, the Arizona Administrative Code generated by the Secretary of State prescribes additional policies and procedures that the District must follow for various other activities, such as procurement of goods and services.

The requirements of the USFR are based on the Arizona Constitution; Arizona Revised Statutes; Arizona Attorney General Opinions; the Codification of Governmental Accounting and Financial Reporting Standards, published by the Governmental Accounting Standards Board; Financial Accounting for Local and State School Systems, issued by the United States Department of Education, Office of Educational Research and Improvement; relevant sections of the Code of Federal Regulations; and other federal requirements.

The District has used the USFR and the Arizona Administrative Code to develop the procedures that are currently in place. The following plan describes the internal controls (policies and procedures) that are currently in place in the Somerton Elementary School District, with the exception of the warrant security, generation and distribution process. The warrant security, generation and distribution process will be the only new procedures that will be implemented as a result of recommendation to allow Somerton Elementary School District to participate in the Accounting Responsibility Program from the State Board of Education.

The following sections of the accounting responsibility plan detail the accounting and administrative controls designed to achieve compliance with the USFR as required by A.R.S.15-941.01as noted below.

15-914.01. Accounting Responsibility: definition

- A. School districts may apply to the state board of education to assume accounting responsibility.
- B. A school district applying to the state board of education to assume accounting responsibility shall develop and file with the department of education an accounting responsibility plan and document in the plan:
 - 1. Administrative and internal accounting controls designed to achieve compliance with the uniform system of financial records and the objectives of this section including:
 - a) Procedures for approving, preparing and signing, vouchers and warrants.
 - b) Procedures to ensure verification of administrators' and teachers' certification records with the department of education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services.
 - c) Procedures to account for all revenues, including allocation of certain revenues to funds.
 - d) Procedures for reconciling the accounting records monthly to the county treasurer.
 - 2. A compilation of resources required to implement accounting responsibility, including, at a minimum, personnel, training and equipment, and comprehensive analysis of the budgetary implications of accounting responsibility for the school district and county treasurer.

Vouchers and Warrants

The Governing Board has implemented the following policies to comply with statutory requirements and maintain adequate internal controls over budgets and expenditures.

Non-Payroll Expenditures

Policies

1. All District expenditures are approved by the governing board (A.R.S. 15-321.G).
2. The governing board does not authorize expenditures from levy funds (Maintenance and Operation, Additional Assistance and Adjacent Ways Funds) or federal and state grant funds in excess of the adopted budgets.
3. The governing board does not authorize expenditures from cash-controlled funds unless sufficient cash is available in the funds. Cash-controlled funds are all funds other than levy funds.(A.R.S. 15-304)
4. School District warrants not presented for payment one year after issuance have no further force of effect. Therefore, the District appropriately adjusts the records of the fund upon which such a warrant was drawn (A.R.S. 15-999).
5. The School District Procurement Rules of the Arizona Administrative Code adopted by the State Board of Education in accordance with A.R.S. 15-213 are followed by the District.
6. Purchase orders are prepared for all District expenditures except for exempted items such as salaries and related costs.
7. Blanket purchase orders are used for purchases of a recurring nature. Blanket purchase orders indicate a definite time period covered and a specified expenditure limit.
8. Receiving reports are prepared for all goods and services received. The date of receipt, quantity received and signature of the recipient is noted on the receiving report.
9. Vendor invoices are recorded by invoice number and original invoices are cancelled when paid in order to prevent duplicate payment.
10. Warrants are never made payable to cash or "bearer" and are completed prior to signature.
11. Credits received from vendors are processed as a reduction on a subsequent invoice for those vendors with which the District routinely transacts business or a refund check will be requested from those vendors from which the District does not routinely order.

Calendar Year End

A Form 1099 is prepared by the District for the District's vendors and distributed to them by January 31. Appropriate year-end reports are generated and used to balance to 1099's and reports required to be filed with the Federal and State Government.

Fiscal Year End

The District has established policies and procedures to ensure that non-payroll expenditures are recorded in the correct fiscal year.

Non-Payroll Expenditures Procedures

The following table indicates the procedures that are performed and the personnel required to complete the process of procuring goods and services for the District. Duties are adequately segregated among employees so that no individual performs all processes of the cycle. Additionally, District management independent of the expenditure function reviews expenditure transactions to ensure that expenditures are made in compliance with the District's established policies and procedures.

Performed by	Procedure
School site or department	1. Prepares an online requisition information on the requisition includes description of items being purchased, the per unit costs, quantities and the account code(s) to be charged. Submits for approval to principal/supervisor.
Site Principal/Department Supervisor	2. Reviews the amounts are within the District's budget limits, account codes are correct, approves and forwards online.
Technology Dept/Fed Programs Dept	3. If items listed are being paid out of federal/state fund or is of a technology nature, requisition is reviewed to determine appropriate expenditures
Purchasing Clerk	4. Receives requisition, verifies all information, if the total dollar amount requisitioned results in the need for procurement in accordance with Governing Board policies or the Arizona Administrative Code, the requisition is held until proper
Accounting Specialists	5. Reviews the purchase requisitions to determine that the purchases are appropriate District expenditures, amounts and account codes are correct. After review, approves and forwards to Business
Business Manager	6. Reviews the purchase requisitions to determine that the purchases are appropriate District expenditures, the amounts are within the District's budget limit amounts and account codes are correct. After review, approves and forwards to Accounting Specialist for purchase order processing.
Accounting Specialists	7. After final approval from Business Manager, process requisitions into purchase orders. Electronically forwards specific copies of PO to vendor, site secretary, etc.

Receiving	<p>8. a. All items are delivered directly to requesting site or technology department if items are of a technology nature.</p> <p>b. Site inspects goods received for visible damage in the carrier's presence. Damaged goods are not accepted.</p> <p>c. Counts to determine the quantity received is quantity ordered.</p> <p>d. Completes the receiving report, indicating the date signature of employee receiving the goods. The quantity received is recorded next to the description of each item.</p> <p>e. Submits the completed receiving report to the District Office, with shipping documents such as packing slips.</p> <p>f. Property control items are tagged by the warehouse and/or Technology Dept. Tag record is sent to the Purchasing Clerk who inputs into the fixed asset system.</p>
Accounts Payable Specialist	<p>9. Compares the receiving report with copy of the purchase order on file. Notes on the purchase order items satisfactory received and clearly indicates status of the purchase order. Attaches receiving report to copy of the purchase order and requisition, and files alphabetically in the vendor file until receipt of invoice.</p>
Accounts Payable Specialist	<p>10. a. Receives vendor's invoice and records date of receipt on invoice. Matches invoice with filed purchase order and receiving documents.</p> <p>b. Review vendor's invoice for mathematical accuracy.</p> <p>c. Compares terms, quantities, and prices on the purchase order, vendor's invoice, and receiving report. Difference or open credit memos are resolved before payment is made. If a partial shipment was received, the vendor is paid only for the good received.</p> <p>d. Attaches the invoice to copy of the purchase order, requisition, <u>receiving report, and shipping documents.</u></p>
Accounts Payable Specialist	<p>11. a. Receives the supply of blank warrant stock from the printer.</p> <p>b. Examines the warrant stock to ensure that the complete order has been received.</p>
Accounts Payable Specialist	<p>12. a. Examines the approved voucher to determine the number of warrants needed.</p> <p>b. Notifies Accounts Payable Specialist warrants are ready to be printed.</p>

Payroll Specialist	<p>13. a. Records the beginning and ending numbers of the warrants issued in a warrant control log.</p> <p>b. Retains unused warrants for storage in the safe.</p> <p>c. Compares voucher cover sheet totals to the totals recorded on the warrant register to ensure agreement.</p> <p>d. Compares the warrant payee and amount to the payee and amount recorded on the voucher on a test basis to ensure agreement.</p> <p>e. Investigates and resolves any differences. Initials and dates the voucher and warrant register to indicate evidence review.</p>
District Receptionist	<p>14. a. Prepares warrants for distribution after stamping all invoices with appropriate pay date and check number.</p> <p>b. Returns original invoices to Accounts Payable Specialist for filing.</p>
Business Manger	<p>15. a. Receives spoiled warrants from the Accounts Payable Specialist, ensures that the word "VOID" is on the face of the warrant and "VOID" over the signature block.</p> <p>b. Files the voided warrants in numerical sequence. c. Appropriately records the voided warrants in the financial accounting system.</p>
Accounts Payable Specialist	<p>16. Sends the warrant files via appropriate File Transfer software to the County Treasurer for appropriate recording of the warrants as outstanding warrant at the Treasurer's Office.</p>
Accounts Payable Specialist	<p>17. Posts accounts payable data to the general ledger.</p>

Payroll Expenditures

Policies

The following policies have been implemented to comply with statutory requirements and to help establish effective internal control over payroll.

1. The Governing Board has established written payroll policies and procedures which are included in the District's Governing Board Policy Manual and are available to District employees.
2. The Governing Board approves all District positions and the salary and wage schedule for certified and classified employees. Changes in personnel are provided to the Governing Board as a part of the regularly scheduled monthly Governing Board Meeting.
3. The District has established a delayed payroll system. This type of system allows time for payroll adjustments to be made before payment to help ensure that employees receive only the amount of wages they have earned.
4. The District has established policies and procedures for recording payroll expenses in the correct fiscal year.
5. The District has established a system to account for the accrual and use of vacation, and general leave for all eligible employees. Policies governing leave include prescribed accrual rates for specified years of services, maximum amounts allowed to be accrued, and disposition of accrued time upon termination of employment.

Payroll Expenditure Procedures

The District maintains payroll records for all personnel at the District Office. The records provide the support for payroll expenditures and account distribution, and serve as a basis for preparing payroll vouchers and reports. In order to provide support and information for preparing payrolls documents, individual employee files include at least the following documents.

1. Employment application (HR File)
2. Employment Contract or Notice of Appointment (NOA)
3. Personnel Action Request Form (PAR)- For employees not on contract or for changes to current employees, the District prepares and retains a personnel action request form to document employment terms.
4. Certification Records, if applicable (HR File).
5. Employment Eligibility Verification {Forms 1-9, HR File}
6. Employee's Federal and State Withholding Allowance Certificates {W-4 and A-4 forms}
7. Voluntary and Mandatory Deduction Authorizations
8. Arizona State Retirement Plan Application
9. Leave Form

General Payroll Processing

1. The District prepares the appropriate written documentation of changes in payroll such as employment, terminations, and rate changes.
2. Attendance records (i.e., individual time sheets, absence reports) are prepared for each employee subject to the Fair Labor Standards Act for each pay period, approved by the employee's supervisor, and submitted to payroll department on a weekly basis. The attendance and leave records are used by the payroll department to update vacation and general leave balances. Supervisors are required to approve all overtime hours.
3. The payroll records are updated from attendance records and withholding and deduction authorization forms.
4. Segregation of duties in payroll processing is maintained. The same employee is not assigned responsibility for voucher preparation and warrant distribution.
5. Prior to the beginning of the fiscal year, Board-approved salaries are input into the District salary detailed worksheet (i.e., contract pay, number of pays selected, voluntary deductions). Employees from the previous year are carried over to the new year and provide salary increases, if any. New employees are added.
6. Payroll reports (i.e., salary gross, deductions register) are printed from the accounting system to balance against payroll's salary detailed worksheet. This information is obtained, and subsequently adjusted when PAR's, docks, or any other adjustments are provided by the personnel department.
7. The docking report is generated by accounting system if any employee should be docked based on absences entered. Payroll department verifies that leave plan plans and attendance has been set up correctly prior to docking.
8. District classified employees time-slips are audited by payroll department on a weekly basis. Adjustments are made to leave and/or pay records for time missed.
9. Once payroll department has balanced each pay period, balancing reports, along with backup documentation, are then forwarded to Business Manager for final approval.

Payroll-Related Expenses

1. Written policies and procedures for the payment of employer payroll-related expenses such as retirement contributions, social security, Medicare and voluntary deductions have been developed.
2. The required quarterly and annual reports are prepared and reconciled to the payroll warrant registers and general ledger by the payroll department, with final approval by Business Manager.
3. Business Manager makes periodic reviews of reports to ensure the payments are correct and timely.

Calendar Year End

A Form W-2 (Wage and Tax Statement) is prepared by the District for the District's employees, and distributed to them by January 31. Appropriate year-end reports are generated and used to balance to W-2's and reports required to be filed with the Federal and State Government.

Fiscal Year End

The District has established policies and procedures to ensure that payroll and payroll- related expenditures are recorded in the correct fiscal year. All pay periods are processed by June 30. Any earned wages (i.e., stipends) submitted after June 30, are processed for payment during encumbrance period.

Personnel and Payroll Processing

The following table indicates the detailed procedures that are performed and the personnel required to complete the assigned task for Somerton Elementary School District.

Performed by	Procedure
Personnel Department	1. Hires employees and maintains personnel files in accordance with District policies.
Personnel Department	2. Follow procedures to ensure verification of administrator's and teacher's certification records with the Department of Education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services is addressed in the "Verification of Administrative and Teaching Certification; section of this Accounting responsibility Plan.
Personnel Department	3. Provides the payroll department with contract, notice of appointments, required documentation for payroll setup, changes are forwarded to payroll through personnel action request form.
Personnel Department	4. For employees scheduled to work greater than 20 hours per week and more than 19 weeks per year, assists employees to register online with <u>Arizona State Retirement System</u> .
Payroll Specialist	5. Prepares a balancing worksheet from information obtained by the Personnel Department. The worksheet includes all employees contract and NOA amounts to be paid by each pay date depending pay option selected (if applicable). This worksheet is updated throughout the year to employees contract because of termination dock new hires, etc.

Performed by		Procedure
Administrators, Principals and Supervisors	6.	Verifies absence reports and classified employees time slips. Once verified, approves signed time slips and absence reports.
Administrators, Principals and Supervisors	7.	Submits signed time sheets and additional pay for certified teaching staff (i.e., stipends, etc.) to the payroll department on a weekly basis.
Administrators, Principals and Supervisors	8.	Submits absence reports signed by the employee and supervisor to the payroll office for processing against available leave or to be docked against the current pay if leave is not available..
Payroll Specialist	9.	Receives all payroll documentation from schools and departments and separates depending upon action required (i.e., time sheets absence reports, stipends, etc.).
Payroll Specialist	10.	Ensures appropriate approval has been received for overtime and employee absences.
Payroll Specialist	11.	Inputs information from time sheets and absence reports into the payroll system.
Payroll Specialist	12.	Balance payroll to the previous payroll.
Business Manager	13.	Reviews payroll and reconciliation of the current payroll to the previous payroll.
Business Manager	14.	Authorizes payroll to run the actual payroll.
Accounts Payable Specialist	15.	a. Receives the supply of blank warrant stock from the printer. b. Examines the warrant stock to ensure that the complete order has been received.
Payroll Specialist	16.	a. Examines the approved voucher to determine the number of warrants needed. b. Notifies Accounts Payable Specialist warrants are ready to be printed.

Performed by	Procedure
Accounts Payable Specialist	17. a. Records the beginning and ending numbers of the warrants issued in a warrant control log. b. Retains unused warrants for storage in the safe. c. Compares voucher cover sheet totals to the totals recorded on the warrant register to ensure agreement. d. Compares the warrant payee and amount to the payee and amount recorded on the voucher supplement on a test basis to ensure agreement. e. Investigates and resolves any differences. Initials and dates the voucher supplement and warrant register to indicate evidence review. f. Marks incorrect or spoiled warrants as "VOID" on the warrant and forwards them to the Business Manger for recording in the warrant log. g. After auditing, forwards to District Receptionist for distribution preparation.
District Receptionist	18. Prepares warrants and sends to schools and departments for distribution.
Business Manger	19. a. Receives spoiled warrants from the Accounts Payable Specialist, ensures that the word "VOID" is on the face of the warrant and "VOID" over the signature block. b. Files the voided warrants in numerical sequence. c. Appropriately records the voided warrants in the financial accounting system.
Payroll Specialist	20. Sends the warrant files via appropriate File Transfer software to the County Treasurer for appropriate recording of the warrants as outstanding warrant at the Treasurer's Office.
Accounts Payable Specialist	21. Delivers payroll tax, direct deposit and State Retirement warrants to the bank for electronic withdrawal. Returns validated receipts to the Payroll Specialist.
Payroll Specialist	22. Posts payroll data to the general ledger.
Payroll Specialist	23. Prepares quarterly and annual payroll reports.

Revenues and Revenue Allocation

The Governing Board had implemented the following policies to comply with statutory requirements and to provide adequate internal control over cash and the recording of revenue.

Cash Handling Policies

1. Cash-handling and record-keeping functions are segregated among employees to safeguard cash.
2. Cash is adequately safeguarded, promptly recorded, and accurately classified.
3. Employees handling significant amounts of cash are adequately insured by the Arizona Risk Trust.
4. Pre-numbered and numerically controlled cash receipt forms are prepared in duplicate for each cash payment received.
5. Checks, warrants, drafts, and money orders are restrictively endorsed to the credit of the District immediately upon receipt.
6. Cash receipts are deposited intact daily, when significant, otherwise at least weekly.
7. A validated deposit is retained for each bank deposit. A validated treasurer's receipt is retained for each deposit with the county treasurer.
8. Bank accounts prescribed by Arizona Revised Statutes (A.R.S.) have been authorized by the governing board. A list of authorized check signers designated by the governing board for each bank account is kept current.
9. Cash disbursements from authorized bank accounts are made with pre-numbered and numerically controlled checks.
10. Checks are properly completed before issuance, and are never made payable to cash or bearer. Void checks are so stamped to prevent reuse and numerically filed with other canceled checks.
11. Unused checks are physically safeguarded and access to them is limited to authorized personnel.
12. Access to signature stamps for checks is safeguarded limited.
13. Revolving accounts for minor disbursements have been established by checks drawn on the Maintenance and Operation (M&O) Fund. The accounts are authorized by the governing board and maintained on an imprest basis.
14. Written bank reconciliation is prepared monthly for each checking account. An employee who is not responsible for handling cash or issuing checks prepares the bank reconciliation on a monthly basis. The Business Manager reviews and approves all reconciliation.

Revenue Procedures

District revenues may be derived from local, county, state, and federal sources, and may be received directly by the District or by the county treasurer on behalf of the District.

Monies received by the District must ultimately be deposited with the county treasurer. Food services sales, gifts and donations, and proceeds from the sale or lease of school property are examples of monies received directly by the District. These receipts are either remitted directly to the county treasurer (currently through county school superintendent's office) on a weekly basis or deposited into the Food Service Fund clearing account, as applicable. Monies in these accounts are remitted to the county treasurer at least monthly.

The following procedures are followed by the District for the various monies received directly by the District.

Performed by		Procedure
<i>Miscellaneous Receipts</i>		<i>Examples include facility rent, school fees and donations, fees.</i>
District Receptionist	1.	Receives cash, check, warrants and supporting documentation; counts and inspects such cash receipts for correct amounts, payees and endorsements.
District Receptionist	2.	Records the date of receipt on supporting documentation.
District Receptionist	3.	Reviews supporting documentation for mathematical accuracy and completeness and reconciles it to supporting documentation. If cash receipts do not agree with supporting documentation, resolves the difference. Documents review on the supporting documentation and initials.
District Receptionist	4.	Prepares a three-part pre-numbered cash receipt form for the amount received. Issues the original to the payer attaches copy 1 to the supporting documentation and retains copy 2 in numeric file.
Accounts Payable Specialist	5.	Prepares treasurer's receipt from supporting documentation including account codes and submits to the County Treasurer, on a weekly basis.
Accounts Payable Specialist	6.	Prepares treasurer's receipt from supporting documentation including account codes and submits to the County Treasurer, on a weekly basis. Submits to Business Manager for posting.

Performed by		Procedure
<i>Food Services Receipts</i>		
Cafeteria Cashier	1.	Collects cash and checks from staff and/or other guests.
	2.	Daily, after lunch, balances cash drawer (along with another food service emp) to the activity report produced by the automated system.
	3.	Completes deposit ticket and daily tally sheet (initialed by both emp), prepares bag with deposit ticket and money in a pre-numbered bag and sealed.

Performed by		Procedure
	4.	Delivers deposit bag to District Office daily.
District Receptionist	5.	Records in daily log: bag #, amount, delivered by. Sealed bag is placed in safe.
Accounts Payable Specialist	6.	At the end of each week, transports deposits to the bank.
District Receptionist	7.	At month end, reconciles the bank statement for Food Services Fund clearing account to the District's records.
Food Service Director	8.	Prepares and submits treasurer's receipts with backup documentation to district office.
Accounts Payable Specialist	9.	Runs monthly report from district's records to balance with documentation submitted by Food Service Director. Once balanced, check is processed and submitted for signatures (two authorized signers) to accompany treasurer's receipt.

Performed by		Procedures
<i>Student Activity Receipts</i>		
Site Secretary	1.	Receives cash, checks, warrants and supporting documentation; counts and inspects such cash receipts for correct amounts, payees, and endorsements; restrictively endorses checks and warrants. Compares amount to the amount indicated by the sponsor as noted on their cash deposit report.
Site Secretary	2.	Records the date of receipt on supporting documentation.
Site Secretary	3.	Reviews supporting documentation for mathematical accuracy and completeness. If cash do not agree with supporting documentation, resolves the differences. Documents review on the supporting documentation and initials.
Site Secretary (2)	4.	Completes tally sheet to designate appropriate student activity project. Initials and dates.
Site Secretary (2)	5.	Completes the deposit slip and prepares deposit to the bank.
Site Secretary	6.	Delivers deposit to District Office.
District Receptionist	7.	Records in daily log: bag #, amount, delivered by. Sealed bag is placed in safe. Based on supporting documentation, credits deposit to the appropriate student activity account in student activity account.
Accounts Payable Specialist	8.	At the end of each week, transports deposits to the bank.
Accounts Payable Specialist	9.	Prepares monthly student activities reports indicating revenues and expenditures and submits to the site secretary for reconciliation with site records; generates monthly student activities report to the Governing Board.

The following procedures are followed by the District when we receive a validated Treasurers Receipt from the County Treasurer

Performed by		Procedure
Business Manager	1.	Receives the validated Treasurers Receipt from the County Treasurer. Verifies that the amount recorded on the validated Treasurers Receipt agrees to the amount submitted by the District.
Business Manager	2.	Verifies that the amount recorded on the validated Treasurers Receipt agrees to the amount posted to the accounting records for deposits made by the District.
Business Manager	3.	Contacts the County Treasurer and resolves differences when the amount recorded on the validated Treasurers Receipt does not agree with the amount recorded on the supporting documentation.
Business Manager	4.	Prepares journal entry, if necessary.
Business Manager	5.	For deposits made by other entities for the District, records the revenue in the District's accounting records.
Business Manager	6.	Apportions revenues to the appropriate funds of the District based on the source of the revenue. The District uses the formulas provided in the USFR for apportionment of State and County Equalization, Property Taxes and Interest on Pooled Investment.
Business Manager	7.	Attaches District's copy of the Deposit Transmittal or Treasurer's Receipt and supporting documentation to the validated Treasurer's Receipt and files by Treasurer's Receipt number or Deposit Transmittal number, as applicable.
Business Manager	8.	Performs periodic reviews of the documentation in addition to the review or completion of the monthly reconciliation to the County Treasurers Report.

Reconciliation to the County Treasurer

Because the Somerton Elementary School District will be assuming the accounting responsibility program pursuant to AR.S. §15-914.01 we will be required to reconcile our records of cash balances by fund to the County Treasurer's records monthly and at fiscal year - end. These procedures are necessary for the accurate record keeping.

District Policies for Reconciliation to the County Treasurer

1. The Business Manager will reconcile the District's general ledger to the County Treasurer's Report. The Treasurer's Report shows beginning balances for the month, total receipts, total transfers in and out, total disbursements and ending balances for the month for each account the Treasurer maintains.

Business Manager shall ensure no warrants are older than one year as part of the reconciliation.

2. The Superintendent will review the reconciliation on a monthly basis.

The Reconciliation procedures are as follows:

The District obtains the Treasurer's Report of the previous month-end account balances, the Treasurer's paid warrants listing, outstanding warrants listing and the District's general ledger.

The District will compare each fund's ending cash balances from the District's general ledger to the Treasurer's account ending cash balance according to the Treasurer's report of the previous month- end account balances. If these amounts do not agree, individual revenue, expenditure (expense) and transfer transactions are examined. Differences are resolved, and the reasons for the differences will be documented.

Revenue Differences

Revenue amounts recorded by the County Treasurer and the District may differ due to one or more of the following reasons. The District will use various procedures to identify revenue differences, such as examining validated Treasurer's Receipts and journal entries. Some of the reasons for differences are described below.

1. Timing differences may result from revenues being recorded by the County School Superintendent or County Treasurer in one month and Recorded by the District in another month. An example of a timing difference is when interest on pooled investments and tax apportionment is recorded by the County School Superintendent or County Treasurer but not by the District.
2. Transfers or journal entries may be omitted or not recorded correctly by the County Treasurer or the District.
3. Misclassifications of revenues may occur as a result of the County Treasurer posting to an incorrect fund, or the District posting to an incorrect fund.
4. Clerical or mathematical errors may be made by one of the entities.

Expenditure Differences

The expenditure (expense) amounts recorded by the County Treasurer and the District may differ because of one or more of the following reasons. District may use various procedures to identify differences such as examining the District's files of expenditures, outstanding warrant listings and journal entries. Some of the reasons for the differences are described below.

1. The County Treasurer may pay interest on registered warrants that has not been recorded by the District.
2. The County Treasurer may pay stopped warrants that have not been included in the District's total expenditures.
3. The County Treasurer may make debt service payments that are not recorded by the District.
4. Transfers or journal entries may be omitted or not recorded correctly by one of the entities.
5. Misclassifications of expenditures (expenses) may occur as a result of the County Treasurer posting to an incorrect District or fund, or the District posting to an incorrect fund.
6. Clerical or mathematical errors may be made by one of the entities.

The District will notify the County Treasurer of errors in the County Treasurer's records discovered during the reconciliation process by forwarding a copy of the District's correcting journal entries.

The following table indicates the procedures that will actually be performed by the District to reconcile our records to the County Treasurer's records.

Performed by		Procedure
Business Manager	1.	<p>Receives the Treasurer's Report and inputs the following information into the reconciliation worksheet.</p> <ol style="list-style-type: none"> a. From the Treasurer's Report, enters the total ending cash balance for each fund in separate columns. b. Subtracts outstanding warrants from the cash balances in a. above to determine the Treasurer's cash balance that should equal the District's cash balance. c. Totals the District's cash balances that comprise the County Treasurer's Fund and subtracts the total from the total determined in b. above (i.e., the County Treasurer combines many of the District's funds into single County Treasurer's Fund. For example, all of the District's Federal and State Funds are combined into one single Treasurer's Fund)
Business Manager	2.	<ol style="list-style-type: none"> a. If the County Treasurer and District cash balances do not agree, compare total revenues, expenditures, transfers and journals for the month as reported on the District's general ledger to the amount reported on the Treasurer's Report. b. Investigate differences and take appropriate action. See the list above for some reasons why difference may occur. c. Lists each difference, including amount, description, and action taken (i.e., journal entry, revenue entry, etc.) on the reconciliation.

		d. If the Country Treasurer and District cash balances agree, signs reconciliation and submits to the Superintendent for review.
Business Manager	3.	Prepares a warrant by warrant comparison between the District's general ledger and the County Treasurer's Report.
Business Manager	4.	Prepares necessary journal entries to balance to the County Treasurer's Report and submit file transfer to the County Treasurer, if necessary.
Business Manager	5.	Submits journal entries and reconciliation to the Superintendent for approval.
Superintendent	6.	Receives reconciliation and journal entries and approves both as indicated by signature.
Superintendent	7.	Returns reconciliation to Business Manager.
Business Manager	8.	Files the reconciliation by month.

Verification of Administrator and Teaching Certification

1. When an offer of employment is being made for a certified personnel position, the type of certification possessed is determined. If appropriate for the position for which the candidate is being employed, a contract is issued.
2. ADE certificates are continuously being recorded into the district accounting records.
3. Approximately six months prior to the expiration date of certificates, staff members are sent an email in regards to their certificate expiring and includes ADE's website for requirements and appropriate applications.
4. Should staff member not possess the appropriate certificate for their position, but does possess, at minimum, a substitute certificate, such staff member would be allowed to report to work and be compensated at long-term substitute pay until such time as the correct certificate has been secured. Contract pay in such situations would be paid retroactive to the valid date of the required certificate. However, if staff member does not possess the appropriate certificate for their position and does not have another certificate, he/she will not be allowed to work. Current staff members are encouraged to apply for a substitute certificate in order to permit them to work at long-term substitute pay.
5. Notification is provided to the payroll office by the District Superintendent indicating the rate of pay a staff member should receive if the individual does not have appropriate certification for the position for which they were hired.
6. The Superintendent's Office at the District maintains copies of the certificates in employee personnel files, records new certificates into the district's accounting records, and the original certificates are returned to the employees.

Resources Needed to Implement the Accounting Responsibility Program

The potential need for additional resources that would be required to implement the Accounting Responsibility Program has dramatically decreased since the program was first authorized by the State Legislature. The law requires the personnel, training, equipment and budgetary implications be included in the accounting responsibility plan.

The financial accounting software and equipment that would be required to effectively run the accounting responsibility program is currently in place and is being used in our current operations. The Somerton Elementary School District currently performs all functions in relation to the financial operations of the District with the exception of reconciling the District's reports directly to the County Treasurer and the printing of warrants. This includes the filing of Federal, State and Retirement reports, making withholding deposits, generating quarter and year- end reports, including employee W- 2's and 1099's.

The District currently reconciles to the County School Superintendent's records which will no longer be necessary if the Accounting Responsibility Program is approved. In addition, the need to drive to the County School Superintendent's Office in Yuma to deliver signed vouchers and receive printed warrants would be eliminated. Based on our current procedures and processes, it is anticipated that, if anything, less clerical time will be needed to perform the same functions that the District currently incurs.



State of Arizona
Department of Education

February 19, 2015

Diane M. Douglas, Superintendent
Arizona Department of Education

Dear Superintendent Douglas and State Board of Education:

The Somerton Elementary School District No.11 has requested the State Board of Education approve the district's application to assume accounting responsibility as permitted by ARS 15-914.01. This statute requires review by both the Auditor General of Arizona and the Department of Education, as well as approval by the State Board of Education.

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

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

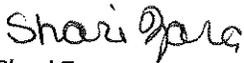
2. A compilation of resources required to implement accounting responsibility, including, at a minimum, personnel, training and equipment, and a comprehensive analysis of the budgetary implications of accounting responsibility for the school district and the county treasurer."

The Department of Education reviewed Somerton School District No.11 Plan of Accounting Responsibility and also contacted the Yuma County Superintendent's office to seek their input.

The Somerton School District Plan of Accounting Responsibility does seem to be in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR) and the Yuma County

Superintendent's office acknowledged they do not have any concerns with Somerton School District to assume accounting responsibility as permitted by ARS 15-914.01.

Sincerely,


Shari Zara
Deputy Superintendent





DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

January 8, 2015

RECEIVED

JAN 21 2015

ARIZONA STATE BOARD OF EDUCATION

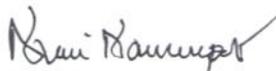
Thomas Tyree, President
Arizona State Board of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Dear Mr. Tyree:

Somerton Elementary School District No. 11 has applied to participate in the accounting responsibility program. Consequently, we evaluated the District following the procedures in Arizona Revised Statutes §15-914.01. We noted no significant accounting or financial reporting deficiencies that would impair the District's ability to participate in the program. Therefore, we recommend that the District be approved to participate in the accounting responsibility program beginning in fiscal year 2016.

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

Sincerely,


Debbie Davenport
Auditor General

cc: The Honorable Diane Douglas, Superintendent of Public Instruction
Ms. Stacey Morley, Executive Director of Policy Development and Government Relations
Arizona Department of Education
Ms. Christine Thompson, Executive Director
Arizona State Board of Education
Dr. Laura Noel, Superintendent
Ms. Melissa Porchas, Business Manager
Somerton Elementary School District No. 11

EXECUTIVE SUMMARY

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

Action/Discussion Item

Information Item

Background and Discussion

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

A school district applying to the State Board of Education to assume accounting responsibility shall develop and file with the Department of Education an accounting responsibility plan. The Casa Grande Union High School District has done so.

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

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

To assume accounting responsibility, a school district shall notify the county treasurer and the county school superintendent of its intention before March 1 of the fiscal year preceding the fiscal year of implementation. The Casa Grande Union High School District has done so.

Recommendation to the Board

Consideration to approve Casa Grande UHSD to assume accounting responsibility for the fiscal year beginning July 1, 2015.

Casa Grande Union High School District #82



Plan of Accounting Responsibility

Submitted to the State Board of Education

October 15, 2014

Casa Grande Union High School District
Plan of Accounting Responsibility
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Plan of Accounting Responsibility

Administrative Summary

The Casa Grande Union High School District's financial records have been audited by independent certified public accounting firms and the District is currently in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR). These audits include a review of the District's internal controls that were implemented to help ensure that all District resources are safeguarded. The District has consistently received unqualified auditor opinions for each of the years audited. An unqualified auditor's opinion is the best outcome that a school District can receive as a result of an independent financial audit performed in accordance with Generally Accepted Government Auditing Standards. In conjunction with the audit reports, the District also applied for and received awards for excellence in financial reporting from the Arizona Association of School Business Officials International and the Government Finance Officer's Association each year since 1989.

The policies and procedures that are implemented in the Casa Grande Union High School District have been derived over the years with assistance from the information that can be found in the Uniform System of Financial Records (USFR). The USFR was developed by the Office of the Auditor General and the Arizona Department of Education pursuant to Arizona Revised Statutes (A.R.S) 15-271. The USFR prescribes the minimum internal control policies and procedures to be used by Arizona School Districts for accounting, financial reporting, budgeting, attendance reporting, and various other compliance requirements. These policies and procedures are in conformity with generally accepted practices and federal and state laws. In addition to the USFR, the Arizona Administrative Code generated by the Secretary of State prescribes additional policies and procedures that the District must follow for various other activities, such as procurement of goods and services.

The requirements of the USFR are based on the Arizona Constitution; Arizona Revised Statutes; Arizona Attorney General Opinions; the Codification of Governmental Accounting and Financial Reporting Standards, published by the Governmental Accounting Standards Board; Financial Accounting for Local and State School Systems, issued by the United States Department of Education, Office of Educational Research and Improvement; relevant sections of the Code of Federal Regulations; and other federal requirements.

The District has used the USFR and the Arizona Administrative Code to develop the procedures that are currently in place. The following plan describes the internal controls (policies and procedures) that are currently in place in the Casa Grande Union High School District, with the exception of the warrant security, generation and distribution process. The warrant security, generation and distribution process will be the only new procedures that will be implemented as a result of recommendation to allow Casa Grande Union High School District to participate in the Accounting Responsibility Program from the State Board of Education.

The following sections of the accounting responsibility plan detail the accounting and administrative controls designed to achieve compliance with the USFR as required by A.R.S. 15-941.01 as noted below.

15-914.01. Accounting Responsibility: definition

- A. School districts may apply to the state board of education to assume accounting responsibility.
- B. A school district applying to the state board of education to assume accounting responsibility shall develop and file with the department of education an accounting responsibility plan and document in the plan:
 - 1. Administrative and internal accounting controls designed to achieve compliance with the uniform system of financial records and the objectives of this section including:
 - a) Procedures for approving, preparing and signing, vouchers and warrants.
 - b) Procedures to ensure verification of administrators' and teachers' certification records with the department of education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services.
 - c) Procedures to account for all revenues, including allocation of certain revenues to funds.
 - d) Procedures for reconciling the accounting records monthly to the county treasurer.
 - 2. A compilation of resources required to implement accounting responsibility, including, at a minimum, personnel, training and equipment, and comprehensive analysis of the budgetary implications of accounting responsibility for the school district and county treasurer.

Vouchers and Warrants

The Governing Board has implemented the following policies to comply with statutory requirements and maintain adequate internal controls over budgets and expenditures.

Non-Payroll Expenditures

Policies

1. All District expenditures are approved by the governing board (A.R.S. 15-321.G).
2. The governing board does not authorize expenditures from levy funds (Maintenance and Operation, Additional Assistance, and Adjacent Ways Funds) or federal and state grant funds in excess of the adopted budgets.
3. The governing board does not authorize expenditures from cash-controlled funds unless sufficient cash is available in the funds. Cash-controlled funds are all funds other than levy funds. (A.R.S. 15-304)
4. School District warrants not presented for payment one year after issuance have no further force of effect. Therefore, the District appropriately adjusts the records of the fund upon which such a warrant was drawn (A.R.S. 15-999).
5. The School District Procurement Rules of the Arizona Administrative Code adopted by the State Board of Education in accordance with A.R.S. 15-213 are followed by the District.
6. Purchase orders are prepared for all District expenditures except for exempted items such as salaries and related costs.
7. Blanket purchase orders are used for purchases of a recurring nature. Blanket purchase orders indicate a definite time period covered and a specified expenditure limit.
8. Receiving reports are prepared for all goods and services received. The date of receipt, quantity received and signature of the recipient is noted on the receiving report.
9. Vendor invoices are recorded by invoice number and original invoices are cancelled when paid in order to prevent duplicate payment.
10. Warrants are never made payable to cash or "bearer" and are completed prior to signature.
11. Credits received from vendors are processed as a reduction on a subsequent invoice for those vendors with which the District routinely transacts business or a refund check will be requested from those vendors from which the District does not routinely order.

Calendar Year End

A Form 1099 is prepared by the District for the District's vendors, and distributed to them by January 31. Appropriate year-end reports are generated and used to balance to 1099's and reports required to be filed with the Federal and State Government.

Fiscal Year End

The District has established policies and procedures to ensure that non-payroll expenditures are recorded in the correct fiscal year.

Non-Payroll Expenditures Procedures

The following table indicates the procedures that are performed and the personnel required to complete the process of procuring goods and services for the District. Duties are adequately segregated among employees so that no individual performs all processes of the cycle. Additionally, District management independent of the expenditure function reviews expenditure transactions to ensure that expenditures are made in compliance with the District’s established policies and procedures.

Performed by		Procedure
School site or department	1.	Prepares an online requisition, which is signed and dated by the principal/department supervisor authorized to approve the purchase. Information on the requisition includes the per unit costs, quantities and the account code(s) to be charged.
School or department secretary	2.	Forwards online requisition to the District office and prints a copy for their file.
Purchasing Clerk	3.	Receives requisition, verifies all information for propriety. If the total dollar amount requisitioned results in the need to competitively bid in accordance with Governing Board policy or the Arizona Administrative Code, the requisition is forwarded to the Finance Director to be processed.
Purchasing Clerk	4.	Inputs requisition information in the purchase order generation portion of the District’s automated accounting system.
Accounting Supervisor	5.	Reviews the purchase requisitions to determine that the purchases are appropriate District expenditures, the amounts are within the District’s budget limits and account codes are correct. Approves the generation of purchase orders in the computer system.
Purchasing Clerk	6.	Notification is received from the Accounting Supervisor that requisitions are approved. Prints purchase orders for final review. Orders are forwarded to the Finance Director to be initialed.
Finance Director	7.	Initials review of Purchased Orders and returns to the District Purchasing Clerk.
Purchasing Clerk	8.	Receives approved purchase order and distributes copies to vendor, requisitioner, Accounts Payable Clerk and file. Receiving at the warehouse access electronically.
Receiving	9.	<ul style="list-style-type: none"> a. Receives copy of purchase order without quantities. b. Inspects goods received for visible damage in the carrier’s presence. Damaged goods are not accepted. c. Counts, weights, or measures the goods, as applicable, to determine the quantity received. d. Completes the receiving report, indicating the date received, quantity received, condition of goods, and

		<p>signature of employee receiving the goods. The quantity received is recorded next to the description of each item.</p> <p>e. Delivers good to the requisitioner</p> <p>f. Submits the completed receiving report to the District Office, with shipping documents such as bills of lading or freight bills attached.</p> <p>g. Property control items are tagged by the warehouse. Tag record is sent to the Accounting Supervisor who inputs into the fixed asset system.</p>
Accounts Payable Clerk	10.	<p>Compares the receiving report with copy of the purchase order on file. Notes on the purchase order items satisfactory received and clearly indicates status of the purchase order. Attaches receiving report with shipping documents to copy of the purchase order and requisition, and files alphabetically in the vendor file until receipt of invoice</p>

Accounts Payable Clerk	11.	<p>Receives vendor's invoice and records date of receipt on invoice. Matches invoice with filed purchase order and receiving documents.</p>
Accounts Payable Clerk	12.	<p>a. Reviews vendor's invoice for mathematical accuracy, indicating evidence of such review on the invoice.</p> <p>b. Compares terms, quantities, and prices on the purchase order, vendor's invoice, and receiving report. Differences or open credit memos are resolved before payment is made. If a partial shipment was received, the vendor is paid only for the goods received.</p> <p>c. Attaches the invoice to copy of the purchase order, requisition, receiving report, and shipping documents.</p> <p>d. Prepares an expenditure voucher which consists of a voucher cover sheet and voucher supplement (in duplicate). Classifies expenditures by fund programs, function, object, and unit codes prescribed by the Chart of Accounts.</p> <p>e. Totals voucher supplement expenditures by fund and compares these totals to the voucher cover sheet fund totals to ensure that fund totals agree.</p> <p>f. Forwards original voucher and supporting documentation to the Accounting Supervisor.</p>
Accounting Supervisor	13.	<p>a. Reviews invoices and compares amounts and account codes to the voucher detail report.</p> <p>b. Verifies cash controlled accounts have sufficient balance and budget accounts have not exceeded budget.</p> <p>c. Verifies that the voucher cover sheet is supported by and agrees to the voucher supplement.</p> <p>d. Reviews the voucher and initials it to indicate approval.</p> <p>e. Forwards voucher cover sheet and voucher detail to Finance Director.</p>

Finance Director	14.	<ul style="list-style-type: none"> a. Reviews voucher detail for reasonable and signs indicating final approval. b. Submits voucher to Governing Board for ratification.
Warrant Control and Printing		
Accounts Payable Clerk	15.	<ul style="list-style-type: none"> a. Receives the supply of pre-numbered warrant stock from the printer. b. Examines the warrant stock to ensure that the complete order has been received. c. Records the beginning and ending numbers of the warrants, date received, and initials in a warrant control log
Accounts Payable Clerk	16.	<ul style="list-style-type: none"> a. Examines the approved voucher to determine the number of warrants needed. b. Requests the warrant to be delivered to the Accounting Supervisor.
Accounts Payable Clerk	17.	<ul style="list-style-type: none"> a. Records the beginning and ending numbers of the warrants issued in a warrant control log. Warrants are issued to the Accounting Supervisor in numerical sequence to facilitate numerical control. b. Distributes the warrants to the Accounting Supervisor for warrant preparation.
Accounting Supervisor	18.	<ul style="list-style-type: none"> a. Initials and dates the warrant control log upon receipt of the warrants and prepares warrants. b. Submits printed warrants and warrant reports to the Accounts Payable Clerk and listing of warrants printed to the Accounts Payable Clerk for recording. c. Unused warrants are retained for storage in the safe.
Finance Director	19.	Verifies printed check numbers on warrant listing and returned checks to determine all warrants have been properly accounted for in the warrant log.
Accounts Payable Clerk	20.	<ul style="list-style-type: none"> a. Compares the warrant to warrant register on a test basis to ensure that the warrant number, vendor name, amount account codes are correct. b. Compares voucher cover sheet totals to the totals recorded on the warrant register to ensure agreement. c. Compares the warrant payee and amount to the payee and amount recorded on the voucher. d. Investigates and resolves any differences. Initials and dates the voucher supplement and warrant register to indicate evidence on review. e. Marks incorrect or spoiled warrants as "VOID" on the warrant and forwards them to the Accounting Supervisor for recording in the warrant log. f. Attaches warrant register to voucher, files voucher by voucher number, and mails warrants to vendors.
Accounting Supervisor	21.	<ul style="list-style-type: none"> a. Receives spoiled warrants from the accounts payable clerk, ensures that the word "VOID" is on the face of the

		warrant and VOID over the signature block. b. Files the voided warrants in numerical sequences. c. Appropriately records the voided warrant in the financial accounting system.
Finance Director	22.	Sends the warrant file via appropriate File Transfer software to the County Treasurer for appropriate recording of the warrants as outstanding warrant at the Treasurer's Office.

Payroll Expenditures

Policies

The following policies have been implemented to comply with statutory requirements and to help establish effective internal control over payroll.

1. The Governing Board has established written payroll policies and procedures which are included in the District's Governing Board Policy Manual and are available to District employees.
2. The Governing Board approves all District positions and the salary and wage schedule for certified and classified employees prior to wages being paid. Changes in personnel are provided to the Governing Board as a part of the regularly scheduled monthly Governing Board Meeting.
3. The District has established a delayed payroll system. This type of system allows time for payroll adjustments to be made before payment to help ensure that employees receive only the amount of wages they have earned.
4. The District has established policies and procedures for recording payroll expenses in the correct fiscal year.
5. The District has established a system to account for the accrual and use of vacation, personal, sick, and flex time for all employees. Policies governing leave include prescribed accrual rates for specified years of services, maximum amounts allowed to be accrued, and disposition of accrued time upon termination of employment.

Payroll Expenditure Procedures

The District maintains payroll records for all personnel at the District Office. The records provide the support for payroll expenditures and account distribution, and serve as a basis for preparing payroll vouchers and reports. In order to provide support and information for preparing payrolls documents, individual employee files include at least the following documents.

1. Employment application
2. Employment Contract or Letter of Intent
3. Employee Addendum - For employees not on contract or for changes to current employees, the District prepares and retains a personnel recommendation form to document employment terms.
4. Certification Records, if applicable.
5. Employment Eligibility Verification (Forms I-9)
6. Employee's Federal and State Withholding Allowance Certificates (W-4 and A-4 forms)
7. Voluntary and Mandatory Deduction Authorizations
8. Arizona State Retirement Plan Application
9. Leave Forms

10. Direct Deposit Authorizations
11. Employee Evaluations

General Payroll Processing

1. The District prepares the appropriate written documentation of changes in payroll such as employment, terminations, and rate changes.
2. Attendance records (i.e., individual time sheets, records or time clock punches) are prepared for each employee subject to the Fair Labor Standards Act for each pay period, approved by the employee's supervisor, and retained to support the payroll. The attendance and leave records are used by the payroll department to update vacation, sick, and personal leave balances. Supervisors are required to approve all overtime hours.
3. The payroll records are updated from attendance records and withholding and deduction authorization forms.
4. Segregation of duties in payroll processing is maintained. The same employee is not assigned responsibility for voucher preparation and warrant distribution.
5. Prior to the beginning of the fiscal year, Board-approved salaries are input into the District salary detailed worksheet. Employees from the previous year are carried over to the new year and provide salary increases, if any. New employees are added through contracts by the personnel office.
6. A balance-of-contract report listing from the accounting system is prepared by the payroll office which includes all employees, their contract pay and number of pay dates selected. This information is obtained, and subsequently adjusted when necessary, from the salary detail worksheets, contracts and provided by the personnel department.
7. The Accounting Supervisor or personnel department notifies the payroll department if any employee should be docked.
8. District time clocks for classified employees are polled on a bi-weekly basis. Reports are prepared to determine if all classified employees have punched the clock appropriately. Adjustments are made to leave and/or pay records for time missed.
9. On a bi-weekly basis, the paper cards signed by the employee's supervisor are submitted to the District's payroll system for processing pay.
10. In order to balance the first payroll of the fiscal year, the gross salaries reported on the pre-processed payroll prior to any additional pay (e.g., time slips, committee, etc.) or adjustments (e.g., docks) are compared to the balance of contract worksheet salaries scheduled to be paid. Adjustments are made if necessary. Other pay and adjustments are then added to the payroll system.

Payroll-Related Expenses

1. Written policies and procedures for the payment of employer payroll-related expenses such as retirement contributions, social security, Medicare, unemployment taxes and voluntary deductions have been developed.
2. The required quarterly and annual reports are prepared and reconciled to the payroll warrant registers and general ledger by the Accounting Supervisor.
3. Accounting Supervisor makes periodic reviews of reports to ensure the payments are correct and timely.

Calendar Year End

A Form W-2 (Wage and Tax Statement) is prepared by the District for the District's employees, and distributed to them by January 31. Appropriate year-end reports are generated and used to balance to W-2's and reports required to be filed with the Federal and State Government.

Fiscal Year End

The District has established policies and procedures to ensure that payroll and payroll- related expenditures are recorded in the correct fiscal year. If the normal payroll cycle does not end on June 30, we make an adjusting entry to include the amount of accrued payroll and payroll- related expenditures (i.e., earned but not paid) in the correct year. This adjustment would include the balance of contract payments due at June 30, if necessary.

Personnel and Payroll Processing

The following table indicates the detailed procedures that are performed and the personnel required to complete the assigned task for Casa Grande Union High School District.

Performed by	Procedure
Personnel Department	1. Hires employees and maintains personnel files in accordance with District policies.
Personnel Department	2. Follows procedures to ensure verification of administrator's and teacher's certification records with the Department of Education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services is addressed in the "Verification by Administrative and Teaching Certification" section of this Accounting Responsibility Plan.
Personnel Department	3. Provides the payroll department with worksheets containing amounts for contracts and letters of intent. Pay changes are forwarded to payroll.
Payroll Clerk	4. For employees scheduled to work greater than 20 hour per week and more than 19 weeks per year, sends the applicable retirement forms directly to the Arizona State Retirement System.
Payroll Clerk	5. Prepares a Balance of Contract (BOC) worksheet from information obtained by the Personnel Department. The BOC worksheet includes all contract employees, contract amounts and amounts to be paid by each pay date depending whether a 22 or 26 pay option was selected. This report is updated throughout the year based on changes to employee contracts because of termination, additional contract pay (professional growth), docks and new hires.
Administrators, Principals and Supervisors	6. Submits signed time sheet for substitute teachers and additional pay for certified teaching staff (i.e., committee work, extra-pay, etc.) to the payroll department.

Performed by		Procedure
Administrators, Principals and Supervisors	7.	Submits absence reports signed by the employee and supervisor to the payroll office for processing against available leave or to be docked against the current pay if available leave is not available.
Administrators, Principals and Supervisors	8.	Verifies missing punches with applicable employees, makes appropriate edits on the time clock and approves certified absences through the automated absence system.
Payroll Clerk	9.	Receives all payroll inputs from schools and departments and separates depending upon action required (e.g., time sheets to be input, etc.).
Payroll Clerk	10.	Ensures appropriate approval has been received for overtime and employee absences.
Payroll Clerk	11.	Inputs information from time sheets into the payroll system. Generates absence reports for certified teachers and enters into the payroll system.
Accounting Supervisor	12.	Balance payroll to the previous payroll.
Accounting Supervisor	13.	Reviews payroll and reconciliation of the current payroll to the previous payroll.
Accounting Supervisor	14.	Authorizes payroll to run the actual payroll.
Accounts Payable Clerk	15.	<ul style="list-style-type: none"> a. Receives the supply of pre-numbered warrant stock from the printer. b. Examines the warrant stock to ensure that the complete order has been received. c. Records the beginning and ending numbers of the warrant date received, and initials in a warrant control log.
Payroll Clerk	16.	<ul style="list-style-type: none"> a. Examines the approved voucher to determine the number of warrants needed. b. Requests the warrants from the Accounting Supervisor
Payroll Clerk	17.	<ul style="list-style-type: none"> a. Records the beginning and ending numbers of the warrants issued in a warrant control log. Warrants are issued to the Accounting Supervisor in numerical sequence to facilitate numerical control. b. Distributes the warrants to the Accounting Supervisor for warrant preparation.
Accounting Supervisor	18.	<ul style="list-style-type: none"> a. Initials and dates the warrant control log upon receipt of the warrants and prepares warrants. b. Submits printed warrants and warrant reports and listing of Warrants printed to the Payroll Clerk for recording. c. Retains unused warrants for storage in the safe.

Performed by		Procedure
Accounting Supervisor	19.	Verifies printed check numbers on warrant listing and returned checks to determine all warrants have been properly accounted for in the warrant log.
Payroll Clerk	20.	<ul style="list-style-type: none"> a. Compares the warrants to the warrant register on a test basis to ensure that the warrant number, vendor name, amount and account codes are correct. b. Compares voucher cover sheet totals to the totals recorded on the warrant register to ensure agreement. c. Compares the warrant payee and amount to the payee and amount recorded on the voucher supplement on a test basis to ensure agreement. d. Investigates and resolves any differences. Initials and dates the voucher supplement and warrant register to indicate evidence review. e. Marks incorrect or spoiled warrants as "VOID" on the warrant and forwards them to the Accounting Supervisor for recording in the warrant log. f. Attaches warrant register to voucher, files voucher by voucher number, and sends warrant to schools and departments for distribution.
Accounting Supervisor	21.	<ul style="list-style-type: none"> a. Receives spoiled warrants from the Payroll Clerk, ensures that the word "VOID" is on the face of the warrant and "VOID" over the signature block. b. Files the voided warrants in numerical sequence. c. Appropriately records the voided warrants in the financial accounting system.
Finance Director	22.	Sends the warrant files via appropriate File Transfer software to the County Treasurer for appropriate recording of the warrants as outstanding warrant at the Treasurer's Office.
Accounting Supervisor	23.	Delivers payroll tax, direct deposit and State Retirement warrants to the bank. Returns validated receipts to the Payroll Clerk.
Accounting Supervisor	24.	Makes tax transfer to deposit State and Federal taxes from the bank to the respective government agency.
Accounting Supervisor	25.	Posts payroll data to the general ledger.
Accounting Supervisor	26.	Prepares quarterly and annual payroll reports.

Revenues and Revenue Allocation

The Governing Board had implemented the following policies to comply with statutory requirements and to provide adequate internal control over cash and the recording of revenue.

Cash Handling Policies

1. Cash-handling and record-keeping functions are segregated among employees to safeguard cash.
2. Cash is adequately safeguarded, promptly recorded, and accurately classified.
3. Employees handling significant amounts of cash are adequately insured by the Arizona Risk Trust.
4. Pre-numbered and numerically controlled cash receipt forms are prepared in duplicate for each cash payment received.
5. Checks, warrants, drafts, and money orders are restrictively endorsed to the credit of the District immediately upon receipt.
6. Cash receipts are deposited intact daily, when significant, otherwise at least weekly.
7. A validated deposit is retained for each bank deposit. A validated treasurer's receipt is retained for each deposit with the county treasurer.
8. Bank accounts prescribed by Arizona Revised Statutes (A.R.S.) have been authorized by the governing board. A list of authorized check signers designated by the governing board for each bank account is kept current. Whenever an account is determined to be inactivate, it is closed promptly.
9. Cash disbursements from authorized bank accounts are made with pre-numbered and numerically controlled checks. Each check is marked "void after certain period" to reduce loss exposure and ensure prompt cashing by payee.
10. Checks are properly completed before issuance, and are never made payable to cash or bearer. Void checks are so stamped to prevent reuse and numerically filed with other canceled checks.
11. Unused checks are physically safeguarded and access to them is limited to authorized personnel.
12. Access to electronic signature files for checks is safeguarded by password and access to the password is limited to the employees who do not have access to the blank checks.
13. Revolving accounts for minor disbursements have been established by checks drawn on the Maintenance and Operational (M&O) Fund. The accounts are authorized by the governing board and maintained on an imprest basis.
14. Written bank reconciliation is prepared monthly for each checking account. An employee who is not responsible for handling cash or issuing checks prepares the bank reconciliation on a monthly basis. The Accounting Supervisor reviews and approves all reconciliation.

Revenue Procedures

District revenues may be derived from local, county, state, and federal sources, and may be received directly by the District or by the county treasurer on behalf of the District.

Monies received by the District must ultimately be deposited with the county treasurer. Food services sales, gifts and donations, and proceeds from the sale or lease of school property are examples of monies received directly by the District. These receipts are either remitted directly to the county treasurer upon receipt or deposited into the Food Service Fund clearing account, as applicable. Monies in these accounts are remitted to the county treasurer at least monthly.

The following procedures are followed by the District for the various monies received directly by the District.

Performed by		Procedure
<i>Miscellaneous Receipts</i>		<i>Examples include facility rent, tower lease and donations.</i>
Accounts Payable Clerk	1.	Receives cash, check, warrants and supporting documentation; counts and inspects such cash receipts for correct amounts, payees, and endorsements; restrictively endorses checks and warrants.
Accounts Payable Clerk	2.	Records the date of receipt on supporting documentation.
Accounts Payable Clerk	3.	Reviews supporting documentation for mathematical accuracy and completeness and reconciles it to accompanying cash receipts. If cash receipts do not agree with supporting documentation, resolves the difference. Documents review on the supporting documentation and initials.
Accounts Payable Clerk	4.	Prepares a two-part pre-numbered cash receipt form for the amount received. Issues the original to the payer, attaches copy 1 to the supporting documentation, and retains copy 2 in numeric file.
Accounts Payable Clerk	5.	Submits deposits to Accounting Supervisor with supporting documentation.
Accounting Supervisor	6.	Prepares treasurer's receipt from supporting documentation including account codes and submits to the County Treasurer
Accounting Supervisor	7.	Prepares deposit for delivery to the County Treasurer.

Performed by		Procedure
<i>Food Services Receipts</i>		
Cafeteria Cashier	1.	Collects cash and checks from students and parents for credit to student accounts.
	2.	After breakfast and lunch, balances cash drawer to the activity report produced by the automated system.
	3.	Places cash, checks, activity report and daily summary report (i.e., balancing report) in a locked bag and gives it to the District Courier for delivery to the food services office.

Performed by		Procedure
District Courier	4.	Delivers money bags from schools to the Food Services Office daily.
Food Service Accounting Clerk	5.	Opens bags and verifies the amounts and balances to the individual daily summary reports.
Food Service Accounting Clerk	6.	Combines each receipt for all schools and prepares one deposit to go to the bank in a sealed deposit bag.
Food Service Accounting Clerk	7.	Forwards copy of deposit slip to the Payroll Clerk at the District Office for recording.
Food Service Accounting Clerk	8.	At the end of each day, transports deposit to the bank.
Payroll Clerk	9.	At month end, reconciles the bank statement for the Food Services Fund clearing account to the District's records.
Accounting Supervisor	10.	Prepares a check payable to the County Treasurer to deposit the total of the month's receipts with the treasurer, signs the check, and forwards check and reconciliation to the Finance Director for review and signature.
Finance Director	12.	Signs check to the County Treasurer and returns to the Accounting Supervisor for transmittal to the County Treasurer.
Accounting Supervisor	13.	Prepares Treasurer's receipt with applicable account codes and sends receipt and check to the County Treasurer.

Performed by		Procedures
<i>Student Activity Receipts</i>		
Bookstore Manager	1.	Receives cash, checks, warrants, and supporting documentation; counts and inspects such cash receipts for correct amounts, payees, and endorsements; restrictively endorses checks and warrants. Compares amount to the amount indicated by the sponsor as noted on their cash deposit report.
Bookstore Manager	2.	Records the date of receipt on supporting documentation.
Bookstore Manager	3.	Reviews supporting documentation for mathematical accuracy and completeness and reconciles it to accompanying cash receipts. If cash receipts do not agree with supporting documentation, resolves the differences. Documents review on the supporting documentation and initials.
Bookstore Manager	4.	Prepares a two-part pre-numbered cash receipt form for the amount received. Issues the original to the sponsor, attaches copy 1 to the supporting documentation, and copy 2 for file.
Bookstore Manager	5.	Completes the deposit slip and prepares deposit to the bank. Submits to the Principal for review.
Site Secretary	7.	Delivers deposit to the bank.
Bookstore Manager	8.	Based on supporting documentation, credits deposit to the appropriate student activity account.
Bookstore Manager	9.	Prepares monthly student activities reports indicating revenues and expenditures and submits to the Accounting Supervisor and to the appropriate sponsor.
Accounting Supervisor	10.	Completes the bank reconciliation and generates monthly student activities report to the Governing Board.

The following procedures are followed by the District when we receive a validated Treasurer's Receipt from the County Treasurer.

Performed by		Procedure
Accounting Supervisor	1.	Receives the validated Treasurer's Receipt from the County Treasurer. If the deposit was made by the District, records the date received and the validated Treasurer's Receipt number in the District's "Voucher Posting Journal Entry" log.
Accounting Supervisor	2.	Verifies that the amount recorded on the validated Treasurer's Receipt agrees to the amount posted to the accounting records for deposits made by the District.
Accounting Supervisor	3.	Compares validated Treasurer's Receipt to supporting documentation on file if applicable (e.g., reimbursement claims) for deposits made by entities other than the District.
Accounting Supervisor	4.	Contacts the County Treasurer and resolves differences when the amount recorded on the validated Treasurer's Receipt does not agree with the amount recorded on the supporting documentation or the amount posted to the accounting records.
Accounting Supervisor	5.	Prepares journal entry if necessary.
Accounting Supervisor	6.	Initials and dates validated Treasurer's Receipt to indicate review.
Accounting Supervisor	7.	For deposits made by other entities for the District, records the revenue in the District's accounting records.
Accounting Supervisor	8.	Apportions revenues to the appropriate funds of the District based on the source of the revenue. The District uses the formulas provided in the USFR for apportionment of State and County Equalization, Property Taxes and Interest on Pooled Investment.
Accounting Supervisor	9.	Attaches District's copy of the Deposit Transmittal or Treasurer's Receipt and supporting documentation to the validated Treasurer's Receipt and files by Treasurer's Receipt number or Deposit Transmittal number, as applicable.
Accounting Supervisor	10.	Performs periodic reviews of the documentation in addition to the review or completion of the monthly reconciliation to the County Treasurer's Report.

Reconciliation to the County Treasurer

Because the Casa Grande Union High School District will be assuming the accounting responsibility program pursuant to AR.S. §15-914.01 we will be required to reconcile our records of cash balances by fund to the County Treasurer's records monthly and at fiscal year – end. These procedures are necessary for the accurate record keeping.

District Policies for Reconciliation to the County Treasurer

1. The Accounting Supervisor will reconcile the District's general ledger to the County Treasurer's

Report. The Treasurer's Report shows beginning balances for the month, total receipts, total transfers in and out, total disbursements and the ending balances for the month for each account the Treasurer maintains.

Accounting Supervisor shall ensure no warrants are older than one year as part of the reconciliation.

2. The Finance Director will review the reconciliation on a monthly basis.

The Reconciliation procedures are as follows:

The District obtains the Treasurer's Report of the previous month-end account balances, the Treasurer's paid warrants listing, outstanding warrants listing and the District's general ledger.

The District will compare each fund's ending cash balances from the District's general ledger to the Treasurer's account ending cash balance according to the Treasurer's report of the previous month-end account balances. If these amounts do not agree, individual revenue, expenditure (expense) and transfer transactions are examined. Differences are resolved, and the reasons for the differences will be documented.

Revenue Differences

Revenue amounts recorded by the County Treasurer and the District may differ due to one or more of the following reasons. The District will use various procedures to identify revenue differences, such as examining validated Treasurer's Receipts and journal entries. Some of the reasons for differences are described below.

1. Timing differences may result from revenues being recorded by the County School Superintendent or County Treasurer in one month and Recorded by the District in another month. An example of a timing difference is when interest on pooled investments and tax apportionment is recorded by the County School Superintendent or County Treasurer but not by the District.
2. Transfers or journal entries may be omitted or not recorded correctly by the County Treasurer or the District.
3. Misclassifications of revenues may occur as a result of the County Treasurer posting to an incorrect District or fund, or the District posting to an incorrect fund.
4. Clerical or mathematical errors may be made by one of the entities.

Expenditure Differences

The expenditure (expense) amounts recorded by the County Treasurer and the District may differ because of one or more of the following reasons. District may use various procedures to identify differences such as examining the District's files of expenditures, outstanding warrant listings, and journal entries. Some of the reasons for the differences are described below.

1. The County Treasurer may pay interest on registered warrants that has not been recorded by the District.
2. The County Treasurer may pay stopped warrants that have not been included in the District's total

expenditures.

3. The County Treasurer may make debt service payments that are not recorded by the District.
4. Transfers or journal entries may be omitted or not recorded correctly by one of the entities.
5. Misclassifications of expenditures (expenses) may occur as a result of the County Treasurer posting to an incorrect District or fund, or the District posting to an incorrect fund.
6. Clerical or mathematical errors may be made by one of the entities.

The District will notify the County Treasurer of errors in the County Treasurer’s records discovered during the reconciliation process by forwarding a copy of the District’s correcting journal entries.

The following table indicates the procedures that will actually be performed by the District to reconcile our records to the County Treasurer’s records.

Performed by		Procedure
Accounting Supervisor	1.	Receives the Treasurer’s Report and inputs the following information into the reconciliation worksheet.
		a. From the Treasurer’s Report, enters the total ending cash balance for each fund in separate columns.
		b. Subtracts outstanding warrants from the cash balances in a. above to determine the Treasurer’s cash balance that should equal the District’s cash balance.
		c. Totals the District’s cash balances that comprise the County Treasurer’s Fund and subtracts the total from the total determined in b. above (i.e., the County Treasurer combines many of the District’s funds into single County Treasurer’s Fund. For example, all of the District’s Federal and State Funds are combined into one single Treasurer’s Fund)
Accounting Supervisor	2.	If a difference results in number 1 .c. above, perform the following procedure.
		a. Compare total revenues for the month as reported on the District’s general ledger to the amount reported on the Treasurer’s Report.
		b. Investigate differences when the total revenues do not agree and take appropriate action. See the list above for some reasons why revenues may not agree.
		c. Lists each difference, including amount, description, and action taken (e.g., journal entry, revenue entry, etc.) on the reconciliation.
		d. If the County Treasurer and District cash balances agree, signs reconciliation and submits to the Business Services Supervisor or Administrative Services Manager for review , depending on who completed the reconciliation.
		e. If the County Treasurer and District cash balances do not agree, potential expenditure differences are

		investigated.
Accounting Supervisor	3.	Compare total expenditures for the month as reported on the District's general ledger to the amount reported on the Treasurer's report.
		a. Total expenditures on the District's general ledger should equal total disbursements per the County Treasurer's report plus total outstanding warrants generated in the current month less warrants paid in the current month that were outstanding from prior month.
		b. Investigate differences when the total expenditures do not agree and take appropriate action. See the list above for some reasons why expenditures may not agree.
		c. Lists each difference, including amount, description, and action taken (e.g., journal entry, revenue entry, etc.) on the reconciliation.
		d. If the County Treasurer and District cash balances agree, signs reconciliation and submits to the Business Services Supervisor or Administrative Services Manager for review, depending on who completed the reconciliation.
		e. If the County Treasurer and District cash balances do not agree, transfers and journal entries are investigated to ensure appropriate recording by both entities.
Accounting Supervisor	4.	Compares transfers and journal entries to ensure appropriate recording by both entities.
		a. If the County Treasurer and District cash balances agree, signs reconciliation and submits to the Business Services Supervisor or Administrative Services Manager for review, depending on who completed the reconciliation.
		b. If the County Treasurer and District cash balances do not agree, individual warrants are examined for differences.
Accounting Supervisor	5.	Prepares a warrant by warrant comparison between the District's general ledger and the County Treasurer's Report.
Accounting Supervisor	6.	Prepares necessary journal entries to balance to the County Treasurer's Report and submit file transfer to the County Treasurer, if necessary
Accounting Supervisor	7.	Submits journal entries and reconciliation to the Finance Director for approval.
Finance Director	8.	Receives reconciliation and journal entries and approves both as indicated by signature.
Finance Director	9.	Returns reconciliation to Accounting Supervisor.
Accounting Supervisor	10.	Files the reconciliation by month.

Verification of Administrator and Teaching Certification

1. When an offer of employment is being made for a certified personnel position, the type of certification possessed is determined. If appropriate for the position for which the candidate is being employed, a contract is issued. Otherwise, documents are prepared to request a substitute certificate. Once obtained, a contract is issued.
2. After the beginning of each school year, the certificates of the new certified employees, as well as renewed certificates of continuing staff are logged into the District's master file.
3. The District's master file is then sorted by various expiration dates, the overall current calendar year, July 1, and dates other than July 1.
4. Approximately six months prior to the expiration date of certificates, staff are sent a reminder memorandum and appropriate forms specific to their certificates to either renew or reapply for certification. The renewal and/or reapplication process is handled through the Superintendent's Office in the District.
5. In the event that renewed and/or new certificates have not been submitted to the Superintendent's Office in the District prior to the expiration of the current certificate or prior to the beginning of the contract year, follow up telephone calls are made to staff.
6. Should an individual not possess the appropriate certificate for their position, but does possess, at minimum, a substitute certificate, such person would be allowed to report to work and be compensated at long-term substitute pay until such time as the correct certificate has been secured. Contract pay in such situations would be paid retroactive to the valid date of the required certificate. However, if an individual does not possess the appropriate certificate for their position and does not have another certificate, he/she will not be allowed to work. Individuals are encouraged to apply for a substitute certificate in order to permit them to work at long-term substitute pay.
7. Notification is provided to the payroll office by the District Superintendent indicating the rate of pay individuals should receive if the individual does not have appropriate certification for the position for which they were hired.
8. The Superintendent's Office at the District maintains copies of the certificates in employee personnel files, enters the new expiration dates in the certificate dates in the certificate master file, and the original certificates are returned to the employees.

Resources Needed to Implement the Accounting Responsibility Program

The potential need for additional resources that would be required to implement the Accounting Responsibility Program has dramatically decreased since the program was first authorized by the State Legislature. The law requires the personnel, training, equipment and budgetary implications be included in the accounting responsibility plan.

The financial accounting software and equipment that would be required to effectively run the accounting responsibility program is currently in place and is being used in our current operations. The Casa Grande Union High School District currently performs all functions in relation to the financial operations of the District with the exception of reconciling the District's reports directly to the County Treasurer and the printing of warrants. This includes the filing of Federal, State and Retirement reports, making withholding deposits, generating quarter and year- end reports, including employee W – 2's and 1099's.

The District currently reconciles to the County School Superintendent's records which will no longer be necessary once the Accounting Responsibility Program is approved. In addition, the need to drive to the County School Superintendent's Office in Florence to deliver signed vouchers and receive printed warrants would be eliminated. Based on our current procedures and processes, it is anticipated that, if anything, less clerical time will be needed to perform the same functions that the District currently incurs.

Focus Areas for Compliance

Procurement – after the fact Purchase Order (PO)

A PO is required before any purchase or any cost is incurred; should the purchase exceed the PO a revised PO is required to the proper amount. The only exception is a declaration of emergency by the Superintendent or Governing Board for an immediate need as defined by ACC Rule 7-2-1056.

COMPLIANCE Any purchase made without a PO or amounts exceeding the PO will be denied payment. This leaves the following options: the individual may return the purchase and repurchase after the PO has been issued; the individual may choose to donate the item to the District; the individual may take the item for their personal use since they have personally paid for the item. An appeal may be filed with the Governing Board explaining the reason for the failure to obtain a PO prior to the purchase of an item and asking the Governing Board to approve the payment.

Mileage – no prior approval

Obtaining mileage reimbursement requires a PO to be in place prior to travel. Per District Governing Board policy, only the Superintendent may approve the use of a personal vehicle for business travel. PO will only be issued after the Office the Superintendent provides written approval. COMPLIANCE Any mileage submission without a valid PO will be denied.

Credit Card – no PO, missing receipts

The district has entrusted specific individuals with District credit cards. Except in emergency circumstances, all purchases using District credit cards require a PO prior to the purchase being made using the credit card. The original receipt should be sent promptly to the Business Office, with a copy retained by the purchaser. This allows the reconciliation of the credit card bill upon arrival and timely payment. COMPLIANCE A purchase made with a District credit card without a PO will be denied and the individual will be required to reimburse the District for the cost of the unauthorized purchase. Delayed and missing receipts will be brought to the attention of the supervising administrator for possible corrective action. All staff with a credit card must complete training with Business Services and sign the training documents. If compliance problems persist, the employee may lose his or her privilege to use a District credit card and/or the employee may be disciplined.

Staff compensation – working without approval

Some employees begin to perform duties and submit time slips for work outside the scope of their job description because they may have performed a duty, activity, or task in the past. Each year every contract and additional duty is approved by the Governing Board and then renewed by Human Resources. Human Resources will then provide that approval to Payroll. COMPLIANCE Time slips submitted for work that has not been approved by the Governing Board and processed by Human Resources will be brought to the attention of the supervising administrator with the requirement of a written correction to the employee prior to payment. A second infraction by the same employee will result in the time slip being given to the Superintendent and may result in disciplinary action or termination.

TOLTEC SCHOOL DISTRICT NO. 22

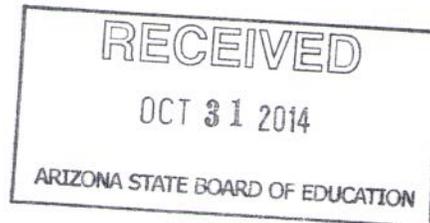
3315 NORTH TOLTEC ROAD

ELOY, AZ 85231

PH. 520-466-2360 FAX 520-466-2398

October 15, 2014

Thomas Tyree, President
State Board of Education
1535 West Jefferson Street, Bin 11
Phoenix, Arizona 85007



The Toltec School District requests the State Board of Education approve the district's application to assume accounting responsibility as permitted by ARS 15-914.01.

The Governing Board approved the request on July 9, 2014. The Arizona Auditor General was requested to complete an evaluation to recommend approval or denial of accounting responsibility on August 14, 2014. The district shall notify the county treasure and the county school superintendent by March 1, 2015 upon approval.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Bryan Mc Cleney".

Bryan Mc Cleney, Ph.D.
Superintendent

Enc. Plan of Accounting Responsibility



State of Arizona
Department of Education

March 2, 2015

Diane M. Douglas, Superintendent
Arizona Department of Education

Dear Superintendent Douglas and State Board of Education:

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

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

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

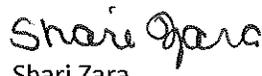
2. A compilation of resources required to implement accounting responsibility, including, at a minimum, personnel, training and equipment, and a comprehensive analysis of the budgetary implications of accounting responsibility for the school district and the county treasurer."

The Department of Education reviewed Casa Grande Union High School District Plan of Accounting Responsibility and also contacted the Pinal County Superintendent's office to seek their input.

The Casa Grande Union High School District Plan of Accounting Responsibility when reviewed does seem to be in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR).

However, the Pinal County Superintendent's office has concerns regarding the possibility of Casa Grande Union High School District joining the Accounting Responsibility. Attached is Pinal County School Offices' letter of concern of Casa Grande Union High School District to assume Accounting Responsibility as permitted by ARS 15-914.01.

Sincerely,


Shari Zara
Deputy Superintendent

Encl.



November 20, 2014

Dear Superintendent Broussard:

The Fiscal Services Team of the Pinal County School Office ESA has concerns regarding the possibility of Toltec Elementary and Casa Grande Union High School districts joining the Accounting Responsibility Program.

It has been the responsibility of the County School Superintendent to oversee fiscal functions of the school district and to ensure school districts remain fiscally sound. To this end, we have concerns regarding these districts in the following areas:

TOLTEC:

1. Fiscal year close-outs are not completed in a timely manner. Usually completed between the months of December and February of the following fiscal year.
2. Monthly reconciliation to the CSS not completed on a monthly basis.
3. District processes an overabundance of journal entries that are incorrect for several reasons. (improper use of transfer in and transfer out codes, transferring expenses to cash controlled funds that do not have sufficient cash availability, out of balance j/e's)
4. District does not address unapproved grant applications in a timely manner. District has had grant funds with a large negative cash balance at fiscal year-end due to projects not being approved.
5. District does not submit reimbursement requests to ADE regularly (sometimes not at all) which creates high negative cash balances throughout the year. Fiscal year 1314 had a total of 11 projects with only one project receiving revenue.
6. For the last few years the district has had up to four completion reports that were not addressed and therefore not approved until anywhere from January to April of the following fiscal year. As of today, the district has not submitted any of their FY 14 completion reports for approval.
7. District does not address ADE requests on completion reports to return monies and/or negative balances that ADE is not releasing funds for due to the district not doing something on their side to receive reimbursement.
8. Up until the district had the board approve the elimination of support documentation being sent with vouchers sent to county, our office found several mistakes on a/p vouchers. The district was constantly paying something different than what appeared on the vendor invoice.
9. District continues to have a high volume of warrants that become "stale". These warrants are both accounts payable and payroll warrants that range from \$1.00 to as much as \$102,000.00. These warrants were payable to employees, vendors, State Compensation, Workers Compensation, Life Insurance Companies and ASBAIT health insurance. There have been times when the status of the warrants become stale the district actually provides the warrants to us for the void process because they were "found" in a drawer at the district office and other times they do not have the physical check. With just what our office has voided in the last year there has been over \$137,000 in budget capacity the district lost out on from 2012-2014.
10. School district budgets have been submitted to the county school office either right at deadline or past the deadline for the past several years. These budgets have had errors that could have been caught and corrected before the deadlines had they been submitted earlier to the county

school office. When budgets are incorrect, tax rates can be set incorrectly and budget capacities can be over/under stated.

11. Annual Financial Reports are received late or right at deadline which makes it difficult for the county school office to assist if there are errors.
12. When setting the tax rate, the forms and communications are at the very last minute and all other school district's information is held up while waiting for this district to submit their information so all information can be compiled and turned in to PTOC/BOS.
13. Consortium agreements are not submitted in a timely manner, therefore, holding up execution of the entire agreement for all other school districts.

CASA GRANDE:

1. Fiscal year close-outs are not completed in a timely manner.
2. District does not submit for reimbursement for their IGA's throughout the year. This is a concern because if not submitted the district may lose out of these funds.
3. FY 12 Title I funding was in jeopardy as the district did not submit for approval until a year later on July 26, 2013. Thus creating an emergency on the FY 13 Title I completion in order for the district to be able to carry over their FY 12 remaining budget. IDEA Basic and Title IIA for FY 12 were also not submitted until January 31st and July 3rd, 2013 of the following fiscal year.
4. District does not always submit reimbursement requests to ADE in a timely manner which creates high negative cash balances for a long period of time.
5. Per audit reports, CGUHS has been found in non-compliance with the USFR when audits had been performed by the Auditor General's Office. It has been stated that they had not fully accomplished the objective of reporting accurate information to the public by way of accounting records, budget and AFR's. Audit reports have also indicated that the district did not reconcile its records to the records of the CSS in a timely manner as reconciliations at times had not been prepared until 7 months after fiscal year end.
6. There have also been times where the district was issued a compliance review report indicating they had not complied with the USFR because of significant deficiencies. Ten months later it was determined the district still had not complied with the USFR and was requested that the Arizona State Board of Education take action as prescribed in ARS 15-272.
7. Budgets are submitted at a late date which gives no opportunity for the county school office to assist in analyzing before the deadline. In the past year or two, there have been errors that have caused the district to either lose budget capacity or have incorrect budget capacities. Tax rates are difficult to prepare when incorrect data is received or is received late.
8. Annual financial reports are not submitted in a timely manner. They have been submitted incorrectly which causes revisions at a later date.
9. Consortium and agreements are not completed, signed and returned in a timely manner. When this happens, the entire agreement for all participating districts is held up and cannot be fully executed until all agreements have been received.

Thank you,

Tonya L. Taylor, Chief Deputy
Department Head for Fiscal Services Dept.



DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

January 8, 2015

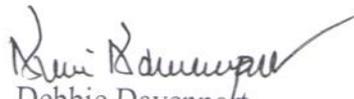
Thomas Tyree, President
Arizona State Board of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Dear Mr. Tyree:

Casa Grande Union High School District No. 82 has applied to participate in the accounting responsibility program. Consequently, we evaluated the District following the procedures in Arizona Revised Statutes §15-914.01. We noted no significant accounting or financial reporting deficiencies that would impair the District's ability to participate in the program. Therefore, we recommend that the District be approved to participate in the accounting responsibility program beginning in fiscal year 2016.

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

Sincerely,


Debbie Davenport
Auditor General

cc: The Honorable Diane Douglas, Superintendent of Public Instruction
Ms. Stacey Morley, Executive Director of Policy Development and Government Relations
Arizona Department of Education
Ms. Christine Thompson, Executive Director
Arizona State Board of Education
Dr. Shannon Goodsell, Superintendent
Dr. Jeff Van Handel, Business Services
Casa Grande Union High School District No. 82

EXECUTIVE SUMMARY

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

Action/Discussion Item

Information Item

Background and Discussion

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

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

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

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

To assume accounting responsibility, a school district shall notify the county treasurer and the county school superintendent of its intention before March 1 of the fiscal year preceding the fiscal year of implementation. The Toltec School District has done so.

Recommendation to the Board

Consideration to approve Toltec School District to assume accounting responsibility for the fiscal year beginning July 1, 2015.

TOLTEC SCHOOL DISTRICT NO. 22

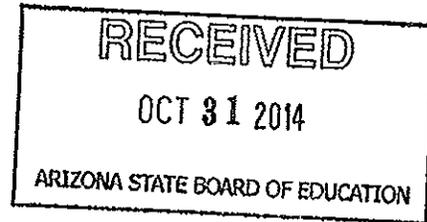
3315 NORTH TOLTEC ROAD

ELOY, AZ 85231

PH. 520-466-2360 FAX 520-466-2398

October 15, 2014

Thomas Tyree, President
State Board of Education
1535 West Jefferson Street, Bin 11
Phoenix, Arizona 85007



The Toltec School District requests the State Board of Education approve the district's application to assume accounting responsibility as permitted by ARS 15-914.01.

The Governing Board approved the request on July 9, 2014. The Arizona Auditor General was requested to complete an evaluation to recommend approval or denial of accounting responsibility on August 14, 2014. The district shall notify the county treasure and the county school superintendent by March 1, 2015 upon approval.

Thank you for your consideration.

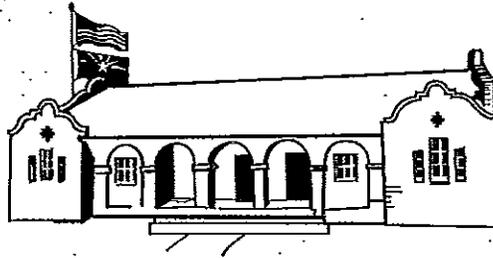
Sincerely,

A handwritten signature in black ink, appearing to read "Bryan Mc Cleney". The signature is fluid and cursive.

Bryan Mc Cleney, Ph.D.
Superintendent

Enc. Plan of Accounting Responsibility

Toltec School District #22



**Toltec
School
DISTRICT**

Plan of Accounting Responsibility

Submitted to the State Board of Education

October 15, 2014

Toltec School District
Plan of Accounting Responsibility
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Plan of Accounting Responsibility

Administrative Summary

The Toltec School District's financial records have been audited by independent certified public accounting firms and the District is currently in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR). These audits include a review of the District's internal controls that were implemented to help ensure that all District resources are safeguarded. The District has consistently received unqualified auditor opinions for each of the years audited. An unqualified auditor's opinion is the best outcome that a school District can receive as a result of an independent financial audit performed in accordance with Generally Accepted Government Auditing Standards.

The policies and procedures that are implemented in the Toltec School District have been derived over the years with assistance from the information that can be found in the Uniform System of Financial Records (USFR). The USFR was developed by the Office of the Auditor General and the Arizona Department of Education pursuant to Arizona Revised Statutes (A.R.S) 15-271. The USFR prescribes the minimum internal control policies and procedures to be used by Arizona School Districts for accounting, financial reporting, budgeting, attendance reporting, and various other compliance requirements. These policies and procedures are in conformity with generally accepted practices and federal and state laws. In addition to the USFR, the Arizona Administrative Code generated by the Secretary of State prescribes additional policies and procedures that the District must follow for various other activities, such as procurement of goods and services.

The requirements of the USFR are based on the Arizona Constitution; Arizona Revised Statutes; Arizona Attorney General Opinions; the Codification of Governmental Accounting and Financial Reporting Standards, published by the Governmental Accounting Standards Board; Financial Accounting for Local and State School Systems, issued by the United States Department of Education, Office of Educational Research and Improvement; relevant sections of the Code of Federal Regulations; and other federal requirements.

The District has used the USFR and the Arizona Administrative Code to develop the procedures that are currently in place. The following plan describes the internal controls (policies and procedures) that are currently in place in the Toltec School District, with the exception of the warrant security, generation and distribution process. The warrant security, generation and distribution process will be the only new procedures that will be implemented as a result of recommendation to allow Toltec School District to participate in the Accounting Responsibility Program from the State Board of Education.

The following sections of the accounting responsibility plan detail the accounting and administrative controls designed to achieve compliance with the USFR as required by A.R.S. 15-941.01 as noted below.

15-914.01. Accounting Responsibility: definition

- A. School districts may apply to the state board of education to assume accounting responsibility.
- B. A school district applying to the state board of education to assume accounting responsibility shall develop and file with the department of education an accounting responsibility plan and document in the plan:
 - 1. Administrative and internal accounting controls designed to achieve compliance with the uniform system of financial records and the objectives of this section including:
 - a) Procedures for approving, preparing and signing, vouchers and warrants.
 - b) Procedures to ensure verification of administrators' and teachers' certification records with the department of education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services.
 - c) Procedures to account for all revenues, including allocation of certain revenues to funds.
 - d) Procedures for reconciling the accounting records monthly to the county treasurer.
 - 2. A compilation of resources required to implement accounting responsibility, including, at a minimum, personnel, training and equipment, and comprehensive analysis of the budgetary implications of accounting responsibility for the school district and county treasurer.

Vouchers and Warrants

The Governing Board has implemented the following policies to comply with statutory requirements and maintain adequate internal controls over budgets and expenditures.

Non-Payroll Expenditures

Policies

1. All District expenditures are approved by the governing board (A.R.S. 15-321.G).
2. The governing board does not authorize expenditures from levy funds (Maintenance and Operation, Additional Assistance, and Adjacent Ways Funds) or federal and state grant funds in excess of the adopted budgets.
3. The governing board does not authorize expenditures from cash-controlled funds unless sufficient cash is available in the funds. Cash-controlled funds are all funds other than levy funds. (A.R.S. 15-304)
4. School District warrants not presented for payment one year after issuance have no further force of effect. Therefore, the District appropriately adjusts the records of the fund upon which such a warrant was drawn (A.R.S. 15-999).
5. The School District Procurement Rules of the Arizona Administrative Code adopted by the State Board of Education in accordance with A.R.S. 15-213 are followed by the District.
6. Purchase orders are prepared for all District expenditures except for exempted items such as salaries and related costs.
7. Blanket purchase orders are used for purchases of a recurring nature. Blanket purchase orders indicate a definite time period covered and a specified expenditure limit.
8. Receiving reports are prepared for all goods and services received. The date of receipt, quantity received and signature of the recipient is noted on the receiving report.
9. Vendor invoices are recorded by invoice number and original invoices are cancelled when paid in order to prevent duplicate payment.
10. Warrants are never made payable to cash or "bearer" and are completed prior to signature.
11. Credits received from vendors are processed as a reduction on a subsequent invoice for those vendors with which the District routinely transacts business or a refund check will be requested from those vendors from which the District does not routinely order.

Calendar Year End

A Form 1099 is prepared by the District for the District's vendors, and distributed to them by January 31. Appropriate year-end reports are generated and used to balance to 1099's and reports required to be filed with the Federal and State Government.

Fiscal Year End

The District has established policies and procedures to ensure that non-payroll expenditures are recorded in the correct fiscal year.

Non-Payroll Expenditures Procedures

The following table indicates the procedures that are performed and the personnel required to complete the process of procuring goods and services for the District. Duties are adequately segregated among employees so that no individual performs all processes of the cycle. Additionally, District management independent of the expenditure function reviews expenditure transactions to ensure that expenditures are made in compliance with the District's established policies and procedures.

Performed by		Procedure
School site or department	1.	Prepares an online requisition, which is signed and dated by the principal/department supervisor authorized to approve the purchase. Information on the requisition includes the per unit costs, quantities and the account code(s) to be charged.
School or department secretary	2.	Forwards online requisition to the District office and prints a copy for their file.
Purchasing Clerk	3.	Receives requisition, verifies all information for propriety. If the total dollar amount requisitioned results in the need to competitively bid in accordance with Governing Board policy or the Arizona Administrative Code, the requisition is forwarded to the Asst Superintendent to be processed.
Purchasing Clerk	4.	Inputs requisition information in the purchase order generation portion of the District's automated accounting system.
Director of Business	5.	Reviews the purchase requisitions to determine that the purchases are appropriate District expenditures, the amounts are within the District's budget limits and account codes are correct. Approves the generation of purchase orders in the computer system.
Purchasing Clerk	6.	Notification is received from the Director of Business that requisitions are approved. Prints purchase orders for final review. Orders are forwarded to the Asst Superintendent to be initialed.
Asst Superintendent	7.	Initials review of Purchased Orders and returns to the District Purchasing Clerk.
Purchasing Clerk	8.	Receives approved purchase order and distributes copies to vendor, requisitioner, Director of Business and file. Receiving at the warehouse access electronically.
Receiving	9.	<ol style="list-style-type: none"> a. Receives copy of purchase order without quantities. b. Inspects goods received for visible damage in the carrier's presence. Damaged goods are not accepted. c. Counts, weights, or measures the goods, as applicable, to determine the quantity received. d. Completes the receiving report, indicating the date received, quantity received, condition of goods, and signature of employee receiving the goods. The quantity received is recorded next to the description of each item.

		<p>e. Delivers good to the requisitioner</p> <p>f. Submits the completed receiving report to the District Office, with shipping documents such as bills of lading or freight bills attached.</p> <p>g. Property control items are tagged by the warehouse. Tag record is sent to the Director of Business who inputs into the fixed asset system.</p>
Director of Business	10.	<p>Compares the receiving report with copy of the purchase order on file. Notes on the purchase order items satisfactory received and clearly indicates status of the purchase order. Attaches receiving report with shipping documents to copy of the purchase order and requisition, and files alphabetically in the vendor file until receipt of invoice</p>

Director of Business	11.	<p>Receives vendor's invoice and records date of receipt on invoice. Matches invoice with filed purchase order and receiving documents.</p>
Director of Business	12.	<p>a. Reviews vendor's invoice for mathematical accuracy, indicating evidence of such review on the invoice.</p> <p>b. Compares terms, quantities, and prices on the purchase order, vendor's invoice, and receiving report. Differences or open credit memos are resolved before payment is made. If a partial shipment was received, the vendor is paid only for the goods received.</p> <p>c. Attaches the invoice to copy of the purchase order, requisition, receiving report, and shipping documents.</p> <p>d. Prepares an expenditure voucher which consists of a voucher cover sheet and voucher supplement (in duplicate). Classifies expenditures by fund programs, function, object, and unit codes prescribed by the Chart of Accounts.</p> <p>e. Totals voucher supplement expenditures by fund and compares these totals to the voucher cover sheet fund totals to ensure that fund totals agree.</p> <p>f. Forwards original voucher and supporting documentation to the Director of Business.</p>
Director of Business	13.	<p>a. Reviews invoices and compares amounts and account codes to the voucher detail report.</p> <p>b. Verifies cash controlled accounts have sufficient balance and budget accounts have not exceeded budget.</p> <p>c. Verifies that the voucher cover sheet is supported by and agrees to the voucher supplement.</p> <p>d. Reviews the voucher and initials it to indicate approval.</p> <p>e. Forwards voucher cover sheet and voucher detail to Asst Superintendent.</p>
Asst Superintendent	14.	<p>a. Reviews voucher detail for reasonable and signs indicating final approval.</p>

		b. Submits voucher to Governing Board for ratification.
Warrant Control and Printing		
Payroll Clerk	15.	<p>a. Receives the supply of pre-numbered warrant stock from the printer.</p> <p>b. Examines the warrant stock to ensure that the complete order has been received.</p> <p>c. Records the beginning and ending numbers of the warrants, date received, and initials in a warrant control log</p>
Director of Business	16.	<p>a. Examines the approved voucher to determine the number of warrants needed.</p> <p>b. Requests the warrant to be delivered to the Director of Business.</p>
Director of Business	17.	<p>a. Records the beginning and ending numbers of the warrants issued in a warrant control log. Warrants are issued to the Director of Business in numerical sequence to facilitate numerical control.</p> <p>b. Distributes the warrants to the Accounting Supervisor for warrant preparation.</p>
Director of Business	18.	<p>a. Initials and dates the warrant control log upon receipt of the warrants and prepares warrants.</p> <p>b. Submits printed warrants and warrant reports to the Director of Business and listing of warrants printed to the Director of Business for recording.</p> <p>c. Unused warrants are retained for storage in the safe.</p>
Asst Superintendent	19.	Verifies printed check numbers on warrant listing and returned checks to determine all warrants have been properly accounted for in the warrant log.
Director of Business	20.	<p>a. Compares the warrant to warrant register on a test basis to ensure that the warrant number, vendor name, amount account codes are correct.</p> <p>b. Compares voucher cover sheet totals to the totals recorded on the warrant register to ensure agreement.</p> <p>c. Compares the warrant payee and amount to the payee and amount recorded on the voucher.</p> <p>d. Investigates and resolves any differences. Initials and dates the voucher supplement and warrant register to indicate evidence on review.</p> <p>e. Marks incorrect or spoiled warrants as "VOID" on the warrant and forwards them to the Director of Business for recording in the warrant log.</p> <p>f. Attaches warrant register to voucher, files voucher by voucher number, and mails warrants to vendors.</p>
Director of Business	21.	<p>a. Receives spoiled warrants from the accounts payable clerk, ensures that the word "VOID" is on the face of the warrant and VOID over the signature block.</p> <p>b. Files the voided warrants in numerical sequences.</p>

		c. Appropriately records the voided warrant in the financial accounting system.
Director of Business	22.	Sends the warrant file via appropriate File Transfer software to the County Treasurer for appropriate recording of the warrants as outstanding warrant at the Treasurer's Office.

Payroll Expenditures

Policies

The following policies have been implemented to comply with statutory requirements and to help establish effective internal control over payroll.

1. The Governing Board has established written payroll policies and procedures which are included in the District's Governing Board Policy Manual and are available to District employees.
2. The Governing Board approves all District positions and the salary and wage schedule for certified and classified employees prior to wages being paid. Changes in personnel are provided to the Governing Board as a part of the regularly scheduled monthly Governing Board Meeting.
3. The District has established a delayed payroll system. This type of system allows time for payroll adjustments to be made before payment to help ensure that employees receive only the amount of wages they have earned.
4. The District has established policies and procedures for recording payroll expenses in the correct fiscal year.
5. The District has established a system to account for the accrual and use of vacation, personal, sick, and flex time for all employees. Policies governing leave include prescribed accrual rates for specified years of services, maximum amounts allowed to be accrued, and disposition of accrued time upon termination of employment.

Payroll Expenditure Procedures

The District maintains payroll records for all personnel at the District Office. The records provide the support for payroll expenditures and account distribution, and serve as a basis for preparing payroll vouchers and reports. In order to provide support and information for preparing payrolls documents, individual employee files include at least the following documents.

1. Employment application
2. Employment Contract or Letter of Intent
3. Employee Addendum - For employees not on contract or for changes to current employees, the District prepares and retains a personnel recommendation form to document employment terms.
4. Certification Records, if applicable.
5. Employment Eligibility Verification (Forms I-9)
6. Employee's Federal and State Withholding Allowance Certificates (W-4 and A-4 forms)
7. Voluntary and Mandatory Deduction Authorizations
8. Arizona State Retirement Plan Application
9. Leave Forms
10. Direct Deposit Authorizations
11. Employee Evaluations

General Payroll Processing

1. The District prepares the appropriate written documentation of changes in payroll such as employment, terminations, and rate changes.
2. Attendance records (i.e., individual time sheets, records or time clock punches) are prepared for each employee subject to the Fair Labor Standards Act for each pay period, approved by the employee's supervisor, and retained to support the payroll. The attendance and leave records are used by the payroll department to update vacation, sick, and personal leave balances. Supervisors are required to approve all overtime hours.
3. The payroll records are updated from attendance records and withholding and deduction authorization forms.
4. Segregation of duties in payroll processing is maintained. The same employee is not assigned responsibility for voucher preparation and warrant distribution.
5. Prior to the beginning of the fiscal year, Board-approved salaries are input into the District salary detailed worksheet. Employees from the previous year are carried over to the new year and provide salary increases, if any. New employees are added through contracts by the personnel office.
6. A balance-of-contract report listing from the accounting system is prepared by the payroll office which includes all employees, their contract pay and number of pay dates selected. This information is obtained, and subsequently adjusted when necessary, from the salary detail worksheets, contracts and provided by the personnel department.
7. The Director of Business or personnel department notifies the payroll department if any employee should be docked.
8. District time clocks for classified employees are polled on a bi-weekly basis. Reports are prepared to determine if all classified employees have punched the clock appropriately. Adjustments are made to leave and/or pay records for time missed.
9. On a bi-weekly basis, the paper cards signed by the employee's supervisor are submitted to the District's payroll system for processing pay.
10. In order to balance the first payroll of the fiscal year, the gross salaries reported on the pre-processed payroll prior to any additional pay (e.g., time slips, committee, etc.) or adjustments (e.g., docks) are compared to the balance of contract worksheet salaries scheduled to be paid. Adjustments are made if necessary. Other pay and adjustments are then added to the payroll system.

Payroll-Related Expenses

1. Written policies and procedures for the payment of employer payroll-related expenses such as retirement contributions, social security, Medicare, unemployment taxes and voluntary deductions have been developed.
2. The required quarterly and annual reports are prepared and reconciled to the payroll warrant registers and general ledger by the Director of Business.
3. Director of Business makes periodic reviews of reports to ensure the payments are correct and timely.

Calendar Year End

A Form W-2 (Wage and Tax Statement) is prepared by the District for the District's employees, and distributed to them by January 31. Appropriate year-end reports are generated and used to balance to W-2's and reports required to be filed with the Federal and State Government.

Fiscal Year End

The District has established policies and procedures to ensure that payroll and payroll-related expenditures are recorded in the correct fiscal year. If the normal payroll cycle does not end on June 30, we make an adjusting entry to include the amount of accrued payroll and payroll-related expenditures (i.e., earned but not paid) in the correct year. This adjustment would include the balance of contract payments due at June 30, if necessary.

Personnel and Payroll Processing

The following table indicates the detailed procedures that are performed and the personnel required to complete the assigned task for Toltec School District.

Performed by		Procedure
Payroll Clerk	1.	Hires employees and maintains personnel files in accordance with District policies.
Payroll Clerk	2.	Follows procedures to ensure verification of administrator's and teacher's certification records with the Department of Education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services is addressed in the "Verification by Administrative and Teaching Certification" section of this Accounting Responsibility Plan.
Payroll Clerk	3.	Provides the payroll department with worksheets containing amounts for contracts and letters of intent. Pay changes are forwarded to payroll.
Payroll Clerk	4.	For employees scheduled to work greater than 20 hour per week and more than 19 weeks per year, sends the applicable retirement forms directly to the Arizona State Retirement System.
Payroll Clerk	5.	Prepares a Balance of Contract (BOC) worksheet from information obtained by the Payroll Department. The BOC worksheet includes all contract employees, contract amounts and amounts to be paid by each pay date depending whether a 22 or 26 pay option was selected. This report is updated throughout the year based on changes to employee contracts because of termination, additional contract pay (professional growth), docks and new hires.
Administrators, Principals and Supervisors	6.	Submits signed time sheet for substitute teachers and additional pay for certified teaching staff (i.e., committee work, extra-pay, etc.) to the payroll department.

Performed by		Procedure
Administrators, Principals and Supervisors	7.	Submits absence reports signed by the employee and supervisor to the payroll office for processing against available leave or to be docked against the current pay if available leave is not available.
Administrators, Principals and Supervisors	8.	Verifies missing punches with applicable employees, makes appropriate edits on the time clock and approves certified absences through the automated absence system.
Payroll Clerk	9.	Receives all payroll inputs from schools and departments and separates depending upon action required (e.g., time sheets to be input, etc.).
Payroll Clerk	10.	Ensures appropriate approval has been received for overtime and employee absences.
Payroll Clerk	11.	Inputs information from time sheets into the payroll system. Generates absence reports for certified teachers and enters into the payroll system.
Director of Business	12.	Balance payroll to the previous payroll.
Director of Business	13.	Reviews payroll and reconciliation of the current payroll to the previous payroll.
Director of Business	14.	Authorizes payroll to run the actual payroll.
Payroll Clerk	15.	<ul style="list-style-type: none"> a. Receives the supply of pre-numbered warrant stock from the printer. b. Examines the warrant stock to ensure that the complete order has been received. c. Records the beginning and ending numbers of the warrant date received, and initials in a warrant control log.
Payroll Clerk	16.	<ul style="list-style-type: none"> a. Examines the approved voucher to determine the number of warrants needed. b. Requests the warrants from the Director of Business
Payroll Clerk	17.	<ul style="list-style-type: none"> a. Records the beginning and ending numbers of the warrants issued in a warrant control log. Warrants are issued to the Director of Business in numerical sequence to facilitate numerical control. b. Distributes the warrants to the Director of Business for warrant preparation.
Director of Business	18.	<ul style="list-style-type: none"> a. Initials and dates the warrant control log upon receipt of the warrants and prepares warrants. b. Submits printed warrants and warrant reports and listing of Warrants printed to the Payroll Clerk for recording. c. Retains unused warrants for storage in the safe.

Performed by		Procedure
Director of Business	19.	Verifies printed check numbers on warrant listing and returned checks to determine all warrants have been properly accounted for in the warrant log.
Payroll Clerk	20.	<ul style="list-style-type: none"> a. Compares the warrants to the warrant register on a test basis to ensure that the warrant number, vendor name, amount and account codes are correct. b. Compares voucher cover sheet totals to the totals recorded on the warrant register to ensure agreement. c. Compares the warrant payee and amount to the payee and amount recorded on the voucher supplement on a test basis to ensure agreement. d. Investigates and resolves any differences. Initials and dates the voucher supplement and warrant register to indicate evidence review. e. Marks incorrect or spoiled warrants as "VOID" on the warrant and forwards them to the Director of Business for recording in the warrant log. f. Attaches warrant register to voucher, files voucher by voucher number, and sends warrant to schools and departments for distribution.
Director of Business	21.	<ul style="list-style-type: none"> a. Receives spoiled warrants from the Payroll Clerk, ensures that the word "VOID" is on the face of the warrant and "VOID" over the signature block. b. Files the voided warrants in numerical sequence. c. Appropriately records the voided warrants in the financial accounting system.
Director of Business	22.	Sends the warrant files via appropriate File Transfer software to the County Treasurer for appropriate recording of the warrants as outstanding warrant at the Treasurer's Office.
Director of Business	23.	Delivers payroll tax, direct deposit and State Retirement warrants to the bank. Returns validated receipts to the Payroll Clerk.
Director of Business	24.	Makes tax transfer to deposit State and Federal taxes from the bank to the respective government agency.
Director of Business	25.	Posts payroll data to the general ledger.
Director of Business	26.	Prepares quarterly and annual payroll reports.

Revenues and Revenue Allocation

The Governing Board had implemented the following policies to comply with statutory requirements and to provide adequate internal control over cash and the recording of revenue.

Cash Handling Policies

1. Cash-handling and record-keeping functions are segregated among employees to safeguard cash.
2. Cash is adequately safeguarded, promptly recorded, and accurately classified.
3. Employees handling significant amounts of cash are adequately insured by the Arizona Risk Trust.
4. Pre-numbered and numerically controlled cash receipt forms are prepared in duplicate for each cash payment received.
5. Checks, warrants, drafts, and money orders are restrictively endorsed to the credit of the District immediately upon receipt.
6. Cash receipts are deposited intact daily, when significant, otherwise at least weekly.
7. A validated deposit is retained for each bank deposit. A validated treasurer's receipt is retained for each deposit with the county treasurer.
8. Bank accounts prescribed by Arizona Revised Statutes (A.R.S.) have been authorized by the governing board. A list of authorized check signers designated by the governing board for each bank account is kept current. Whenever an account is determined to be inactive, it is closed promptly.
9. Cash disbursements from authorized bank accounts are made with pre-numbered and numerically controlled checks. Each check is marked "void after certain period" to reduce loss exposure and ensure prompt cashing by payee.
10. Checks are properly completed before issuance, and are never made payable to cash or bearer. Void checks are so stamped to prevent reuse and numerically filed with other canceled checks.
11. Unused checks are physically safeguarded and access to them is limited to authorized personnel.
12. Access to electronic signature files for checks is safeguarded by password and access to the password is limited to the employees who do not have access to the blank checks.
13. Revolving accounts for minor disbursements have been established by checks drawn on the Maintenance and Operational (M&O) Fund. The accounts are authorized by the governing board and maintained on an imprest basis.
14. Written bank reconciliation is prepared monthly for each checking account. An employee who is not responsible for handling cash or issuing checks prepares the bank reconciliation on a monthly basis. The Director of Business reviews and approves all reconciliation.

Revenue Procedures

District revenues may be derived from local, county, state, and federal sources, and may be received directly by the District or by the county treasurer on behalf of the District.

Monies received by the District must ultimately be deposited with the county treasurer. Food services sales, gifts and donations, and proceeds from the sale or lease of school property are examples of monies received directly by the District. These receipts are either remitted directly to the county treasurer upon receipt or deposited into the Food Service Fund clearing account, as applicable. Monies in these accounts are remitted to the county treasurer at least monthly.

The following procedures are followed by the District for the various monies received directly by the District.

Performed by		Procedure
<i>Miscellaneous Receipts</i>		<i>Examples include facility rent, tower lease and donations.</i>
Student Activity Clerk	1.	Receives cash, check, warrants and supporting documentation; counts and inspects such cash receipts for correct amounts, payees, and endorsements; restrictively endorses checks and warrants.
Student Activity Clerk	2.	Records the date of receipt on supporting documentation.
Student Activity Clerk	3.	Reviews supporting documentation for mathematical accuracy and completeness and reconciles it to accompanying cash receipts. If cash receipts do not agree with supporting documentation, resolves the difference. Documents review on the supporting documentation and initials.
Student Activity Clerk	4.	Prepares a two-part pre-numbered cash receipt form for the amount received. Issues the original to the payer, attaches copy 1 to the supporting documentation, and retains copy 2 in numeric file.
Director of Business	5.	Submits deposits to Director of Business with supporting documentation.
Director of Business	6.	Prepares treasurer's receipt from supporting documentation including account codes and submits to the County Treasurer
Director of Business	7.	Prepares deposit for delivery to the County Treasurer.

Performed by		Procedure
<i>Food Services Receipts</i>		
Cafeteria Cashier	1.	Collects cash and checks from students and parents for credit to student accounts.
	2.	After breakfast and lunch, balances cash drawer to the activity report produced by the automated system.
	3.	Places cash, checks, activity report and daily summary report (i.e., balancing report) in a locked bag and gives it to the District Courier for delivery to the food services office.

Performed by		Procedure
District Courier	4.	Delivers money bags from schools to the Food Services Office daily.
Food Service Accounting Clerk	5.	Opens bags and verifies the amounts and balances to the individual daily summary reports.
Food Service Accounting Clerk	6.	Combines each receipt for all schools and prepares one deposit to go to the bank in a sealed deposit bag.
Food Service Accounting Clerk	7.	Forwards copy of deposit slip to the Payroll Clerk at the District Office for recording.
Food Service Accounting Clerk	8.	At the end of each day, transports deposit to the bank.
Payroll Clerk	9.	At month end, reconciles the bank statement for the Food Services Fund clearing account to the District's records.
Director of Business	10.	Prepares a check payable to the County Treasurer to deposit the total of the month's receipts with the treasurer, signs the check, and forwards check and reconciliation to the Asst Superintendent for review and signature.
Asst Superintendent	12.	Signs check to the County Treasurer and returns to the Director of Business for transmittal to the County Treasurer.
Director of Business	13.	Prepares Treasurer's receipt with applicable account codes and sends receipt and check to the County Treasurer.

Performed by		Procedures
<i>Student Activity Receipts</i>		
Student Activity Clerk	1.	Receives cash, checks, warrants, and supporting documentation; counts and inspects such cash receipts for correct amounts, payees, and endorsements; restrictively endorses checks and warrants. Compares amount to the amount indicated by the sponsor as noted on their cash deposit report.
Student Activity Clerk	2.	Records the date of receipt on supporting documentation.
Student Activity Clerk	3.	Reviews supporting documentation for mathematical accuracy and completeness and reconciles it to accompanying cash receipts. If cash receipts do not agree with supporting documentation, resolves the differences. Documents review on the supporting documentation and initials.
Student Activity Clerk	4.	Prepares a two-part pre-numbered cash receipt form for the amount received. Issues the original to the sponsor, attaches copy 1 to the supporting documentation, and copy 2 for file.
Student Activity Clerk	5.	Completes the deposit slip and prepares deposit to the bank. Submits to the Principal for review.
Student Activity Clerk	7.	Delivers deposit to the bank.
Student Activity Clerk	8.	Based on supporting documentation, credits deposit to the appropriate student activity account.
Student Activity Clerk	9.	Prepares monthly student activities reports indicating revenues and expenditures and submits to the Director of Business and to the appropriate sponsor.
Payroll Clerk	10.	Completes the bank reconciliation and generates monthly student activities report to the Governing Board.

The following procedures are followed by the District when we receive a validated Treasurer's Receipt from the County Treasurer.

Performed by		Procedure
Director of Business	1.	Receives the validated Treasurer's Receipt from the County Treasurer. If the deposit was made by the District, records the date received and the validated Treasurer's Receipt number in the District's "Voucher Posting Journal Entry" log.
Director of Business	2.	Verifies that the amount recorded on the validated Treasurer's Receipt agrees to the amount posted to the accounting records for deposits made by the District.
Director of Business	3.	Compares validated Treasurer's Receipt to supporting documentation on file if applicable (e.g., reimbursement claims) for deposits made by entities other than the District.
Director of Business.	4.	Contacts the County Treasurer and resolves differences when the amount recorded on the validated Treasurer's Receipt does not agree with the amount recorded on the supporting documentation or the amount posted to the accounting records.
Director of Business	5.	Prepares journal entry if necessary.
Director of Business	6.	Initials and dates validated Treasurer's Receipt to indicate review.
Director of Business	7.	For deposits made by other entities for the District, records the revenue in the District's accounting records.
Director of Business	8.	Apportions revenues to the appropriate funds of the District based on the source of the revenue. The District uses the formulas provided in the USFR for apportionment of State and County Equalization, Property Taxes and Interest on Pooled Investment.
Director of Business	9.	Attaches District's copy of the Deposit Transmittal or Treasurer's Receipt and supporting documentation to the validated Treasurer's Receipt and files by Treasurer's Receipt number or Deposit Transmittal number, as applicable.
Director of Business	10.	Performs periodic reviews of the documentation in addition to the review or completion of the monthly reconciliation to the County Treasurer's Report.

Reconciliation to the County Treasurer

Because the Toltec School District will be assuming the accounting responsibility program pursuant to A.R.S. §15-914.01 we will be required to reconcile our records of cash balances by fund to the County Treasurer's records monthly and at fiscal year – end. These procedures are necessary for the accurate record keeping.

District Policies for Reconciliation to the County Treasurer

1. The Director of Business will reconcile the District's general ledger to the County Treasurer's Report.

The Treasurer's Report shows beginning balances for the month, total receipts, total transfers in and out, total disbursements and the ending balances for the month for each account the Treasurer maintains.

Director of Business shall ensure no warrants are older than one year as part of the reconciliation.

2. The Asst Superintendent will review the reconciliation on a monthly basis.

The Reconciliation procedures are as follows:

The District obtains the Treasurer's Report of the previous month-end account balances, the Treasurer's paid warrants listing, outstanding warrants listing and the District's general ledger.

The District will compare each fund's ending cash balances from the District's general ledger to the Treasurer's account ending cash balance according to the Treasurer's report of the previous month-end account balances. If these amounts do not agree, individual revenue, expenditure (expense) and transfer transactions are examined. Differences are resolved, and the reasons for the differences will be documented.

Revenue Differences

Revenue amounts recorded by the County Treasurer and the District may differ due to one or more of the following reasons. The District will use various procedures to identify revenue differences, such as examining validated Treasurer's Receipts and journal entries. Some of the reasons for differences are described below.

1. Timing differences may result from revenues being recorded by the County School Superintendent or County Treasurer in one month and Recorded by the District in another month. An example of a timing difference is when interest on pooled investments and tax apportionment is recorded by the County School Superintendent or County Treasurer but not by the District.
2. Transfers or journal entries may be omitted or not recorded correctly by the County Treasurer or the District.
3. Misclassifications of revenues may occur as a result of the County Treasurer posting to an incorrect District or fund, or the District posting to an incorrect fund.
4. Clerical or mathematical errors may be made by one of the entities.

Expenditure Differences

The expenditure (expense) amounts recorded by the County Treasurer and the District may differ because of one or more of the following reasons. District may use various procedures to identify differences such as examining the District's files of expenditures, outstanding warrant listings, and journal entries. Some of the reasons for the differences are described below.

1. The County Treasurer may pay interest on registered warrants that has not been recorded by the District.
2. The County Treasurer may pay stopped warrants that have not been included in the District's total

expenditures.

3. The County Treasurer may make debt service payments that are not recorded by the District.
4. Transfers or journal entries may be omitted or not recorded correctly by one of the entities.
5. Misclassifications of expenditures (expenses) may occur as a result of the County Treasurer posting to an incorrect District or fund, or the District posting to an incorrect fund.
6. Clerical or mathematical errors may be made by one of the entities.

The District will notify the County Treasurer of errors in the County Treasurer's records discovered during the reconciliation process by forwarding a copy of the District's correcting journal entries.

The following table indicates the procedures that will actually be performed by the District to reconcile our records to the County Treasurer's records.

Performed by		Procedure
Director of Business	1.	Receives the Treasurer's Report and inputs the following information into the reconciliation worksheet.
		a. From the Treasurer's Report, enters the total ending cash balance for each fund in separate columns.
		b. Subtracts outstanding warrants from the cash balances in a. above to determine the Treasurer's cash balance that should equal the District's cash balance.
		c. Totals the District's cash balances that comprise the County Treasurer's Fund and subtracts the total from the total determined in b. above (i.e., the County Treasurer combines many of the District's funds into single County Treasurer's Fund. For example, all of the District's Federal and State Funds are combined into one single Treasurer's Fund)
Director of Business	2.	If a difference results in number 1 .c. above, perform the following procedure.
		a. Compare total revenues for the month as reported on the District's general ledger to the amount reported on the Treasurer's Report.
		b. Investigate differences when the total revenues do not agree and take appropriate action. See the list above for some reasons why revenues may not agree.
		c. Lists each difference, including amount, description, and action taken (e.g., journal entry, revenue entry, etc.) on the reconciliation.
		d. If the County Treasurer and District cash balances agree, signs reconciliation and submits to the Business Services Supervisor or Administrative Services Manager for review, depending on who completed the reconciliation.
		e. If the County Treasurer and District cash balances do not agree, potential expenditure differences are

		investigated.
Director of Business	3.	Compare total expenditures for the month as reported on the District's general ledger to the amount reported on the Treasurer's report.
		a. Total expenditures on the District's general ledger should equal total disbursements per the County Treasurer's report plus total outstanding warrants generated in the current month less warrants paid in the current month that were outstanding from prior month.
		b. Investigate differences when the total expenditures do not agree and take appropriate action. See the list above for some reasons why expenditures may not agree.
		c. Lists each difference, including amount, description, and action taken (e.g., journal entry, revenue entry, etc.) on the reconciliation.
		d. If the County Treasurer and District cash balances agree, signs reconciliation and submits to the Business Services Supervisor or Administrative Services Manager for review, depending on who completed the reconciliation.
		e. If the County Treasurer and District cash balances do not agree, transfers and journal entries are investigated to ensure appropriate recording by both entities.
Director of Business	4.	Compares transfers and journal entries to ensure appropriate recording by both entities.
		a. If the County Treasurer and District cash balances agree, signs reconciliation and submits to the Business Services Supervisor or Administrative Services Manager for review, depending on who completed the reconciliation.
		b. If the County Treasurer and District cash balances do not agree, individual warrants are examined for differences.
Director of Business	5.	Prepares a warrant by warrant comparison between the District's general ledger and the County Treasurer's Report.
Director of Business	6.	Prepares necessary journal entries to balance to the County Treasurer's Report and submit file transfer to the County Treasurer, if necessary
Director of Business	7.	Submits journal entries and reconciliation to the Asst Superintendent for approval.
Asst Superintendent	8.	Receives reconciliation and journal entries and approves both as indicated by signature.
Asst Superintendent	9.	Returns reconciliation to Director of Business.
Director of Business	10.	Files the reconciliation by month.

Verification of Administrator and Teaching Certification

1. When an offer of employment is being made for a certified personnel position, the type of certification possessed is determined. If appropriate for the position for which the candidate is being employed, a contract is issued. Otherwise, documents are prepared to request a substitute certificate. Once obtained, a contract is issued.
2. After the beginning of each school year, the certificates of the new certified employees, as well as renewed certificates of continuing staff are logged into the District's master file.
3. The District's master file is then sorted by various expiration dates, the overall current calendar year, July 1, and dates other than July 1.
4. Approximately six months prior to the expiration date of certificates, staff are sent a reminder memorandum and appropriate forms specific to their certificates to either renew or reapply for certification. The renewal and/or reapplication process is handled through the Superintendent's Office in the District.
5. In the event that renewed and/or new certificates have not been submitted to the Superintendent's Office in the District prior to the expiration of the current certificate or prior to the beginning of the contract year, follow up telephone calls are made to staff.
6. Should an individual not possess the appropriate certificate for their position, but does possess, at minimum, a substitute certificate, such person would be allowed to report to work and be compensated at long-term substitute pay until such time as the correct certificate has been secured. Contract pay in such situations would be paid retroactive to the valid date of the required certificate. However, if an individual does not possess the appropriate certificate for their position and does not have another certificate, he/she will not be allowed to work. Individuals are encouraged to apply for a substitute certificate in order to permit them to work at long-term substitute pay.
7. Notification is provided to the payroll office by the District Superintendent indicating the rate of pay individuals should receive if the individual does not have appropriate certification for the position for which they were hired.
8. The Superintendent's Office at the District maintains copies of the certificates in employee personnel files, enters the new expiration dates in the certificate dates in the certificate master file, and the original certificates are returned to the employees.

Resources Needed to Implement the Accounting Responsibility Program

The potential need for additional resources that would be required to implement the Accounting Responsibility Program has dramatically decreased since the program was first authorized by the State Legislature. The law requires the personnel, training, equipment and budgetary implications be included in the accounting responsibility plan.

The financial accounting software and equipment that would be required to effectively run the accounting responsibility program is currently in place and is being used in our current operations. The Toltec School District currently performs all functions in relation to the financial operations of the District with the exception of reconciling the District's reports directly to the County Treasurer and the printing of warrants. This includes the filing of Federal, State and Retirement reports, making withholding deposits, generating quarter and year- end reports, including employee W – 2's and 1099's.

The District currently reconciles to the County School Superintendent's records which will no longer be necessary once the Accounting Responsibility Program is approved. In addition, the need to drive to the County School Superintendent's Office in Florence to deliver signed vouchers and receive printed warrants would be eliminated. Based on our current procedures and processes, it is anticipated that, if anything, less clerical time will be needed to perform the same functions that the District currently incurs.

Focus Areas for Compliance

Procurement – after the fact Purchase Order (PO)

A PO is required before any purchase or any cost is incurred; should the purchase exceed the PO a revised PO is required to the proper amount. The only exception is a declaration of emergency by the Superintendent or Governing Board for an immediate need as defined by ACC Rule 7-2-1056.

COMPLIANCE Any purchase made without a PO or amounts exceeding the PO will be denied payment. This leaves the following options: the individual may return the purchase and repurchase after the PO has been issued; the individual may choose to donate the item to the District; the individual may take the item for their personal use since they have personally paid for the item. An appeal may be filed with the Governing Board explaining the reason for the failure to obtain a PO prior to the purchase of an item and asking the Governing Board to approve the payment.

Mileage – no prior approval

Obtaining mileage reimbursement requires a PO to be in place prior to travel. Per District Governing Board policy, only the Superintendent may approve the use of a personal vehicle for business travel. PO will only be issued after the Office the Superintendent provides written approval. COMPLIANCE Any mileage submission without a valid PO will be denied.

Credit Card – no PO, missing receipts

The district has entrusted specific individuals with District credit cards. Except in emergency circumstances, all purchases using District credit cards require a PO prior to the purchase being made using the credit card. The original receipt should be sent promptly to the Business Office, with a copy retained by the purchaser. This allows the reconciliation of the credit card bill upon arrival and timely payment. COMPLIANCE A purchase made with a District credit card without a PO will be denied and the individual will be required to reimburse the District for the cost of the unauthorized purchase. Delayed and missing receipts will be brought to the attention of the supervising administrator for possible corrective action. All staff with a credit card must complete training with Business Services and sign the training documents. If compliance problems persist, the employee may lose his or her privilege to use a District credit card and/or the employee may be disciplined.

Staff compensation – working without approval

Some employees begin to perform duties and submit time slips for work outside the scope of their job description because they may have performed a duty, activity, or task in the past. Each year every contract and additional duty is approved by the Governing Board and then renewed by Human Resources. Human Resources will then provide that approval to Payroll. COMPLIANCE Time slips submitted for work that has not been approved by the Governing Board and processed by Human Resources will be brought to the attention of the supervising administrator with the requirement of a written correction to the employee prior to payment. A second infraction by the same employee will result in the time slip being given to the Superintendent and may result in disciplinary action or termination.



State of Arizona
Department of Education

March 2, 2015

Diane M. Douglas, Superintendent
Arizona Department of Education

Dear Superintendent Douglas and State Board of Education:

The Toltec School District No. 22 has requested the State Board of Education approve the district's application to assume accounting responsibility as permitted by ARS 15-914.01. This statute requires review by both the Auditor General of Arizona and the Department of Education, as well as approval by the State Board of Education.

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

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

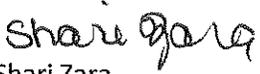
2. A compilation of resources required to implement accounting responsibility, including, at a minimum, personnel, training and equipment, and a comprehensive analysis of the budgetary implications of accounting responsibility for the school district and the county treasurer."

The Department of Education reviewed Toltec School District No.22 Plan of Accounting Responsibility and also contacted the Pinal County Superintendent's office to seek their input.

The Toltec School District Plan of Accounting Responsibility when reviewed does seem to be in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR). However,

the Pinal County Superintendent's office has concerns regarding the possibility of Toltec School District joining the Accounting Responsibility. Attached is Pinal County School Offices' letter of concern of Toltec School District to assume Accounting Responsibility as permitted by ARS 15-914.01.

Sincerely,


Shari Zara
Deputy Superintendent

Encl.



November 20, 2014

Dear Superintendent Broussard:

The Fiscal Services Team of the Pinal County School Office ESA has concerns regarding the possibility of Toltec Elementary and Casa Grande Union High School districts joining the Accounting Responsibility Program.

It has been the responsibility of the County School Superintendent to oversee fiscal functions of the school district and to ensure school districts remain fiscally sound. To this end, we have concerns regarding these districts in the following areas:

TOLTEC:

1. Fiscal year close-outs are not completed in a timely manner. Usually completed between the months of December and February of the following fiscal year.
2. Monthly reconciliation to the CSS not completed on a monthly basis.
3. District processes an overabundance of journal entries that are incorrect for several reasons. (improper use of transfer in and transfer out codes, transferring expenses to cash controlled funds that do not have sufficient cash availability, out of balance j/e's)
4. District does not address unapproved grant applications in a timely manner. District has had grant funds with a large negative cash balance at fiscal year-end due to projects not being approved.
5. District does not submit reimbursement requests to ADE regularly (sometimes not at all) which creates high negative cash balances throughout the year. Fiscal year 1314 had a total of 11 projects with only one project receiving revenue.
6. For the last few years the district has had up to four completion reports that were not addressed and therefore not approved until anywhere from January to April of the following fiscal year. As of today, the district has not submitted any of their FY 14 completion reports for approval.
7. District does not address ADE requests on completion reports to return monies and/or negative balances that ADE is not releasing funds for due to the district not doing something on their side to receive reimbursement.
8. Up until the district had the board approve the elimination of support documentation being sent with vouchers sent to county, our office found several mistakes on a/p vouchers. The district was constantly paying something different than what appeared on the vendor invoice.
9. District continues to have a high volume of warrants that become "stale". These warrants are both accounts payable and payroll warrants that range from \$1.00 to as much as \$102,000.00. These warrants were payable to employees, vendors, State Compensation, Workers Compensation, Life Insurance Companies and ASBAIT health insurance. There have been times when the status of the warrants become stale the district actually provides the warrants to us for the void process because they were "found" in a drawer at the district office and other times they do not have the physical check. With just what our office has voided in the last year there has been over \$137,000 in budget capacity the district lost out on from 2012-2014.
10. School district budgets have been submitted to the county school office either right at deadline or past the deadline for the past several years. These budgets have had errors that could have been caught and corrected before the deadlines had they been submitted earlier to the county

school office. When budgets are incorrect, tax rates can be set incorrectly and budget capacities can be over/under stated.

11. Annual Financial Reports are received late or right at deadline which makes it difficult for the county school office to assist if there are errors.
12. When setting the tax rate, the forms and communications are at the very last minute and all other school district's information is held up while waiting for this district to submit their information so all information can be compiled and turned in to PTOC/BOS.
13. Consortium agreements are not submitted in a timely manner, therefore, holding up execution of the entire agreement for all other school districts.

CASA GRANDE:

1. Fiscal year close-outs are not completed in a timely manner.
2. District does not submit for reimbursement for their IGA's throughout the year. This is a concern because if not submitted the district may lose out of these funds.
3. FY 12 Title I funding was in jeopardy as the district did not submit for approval until a year later on July 26, 2013. Thus creating an emergency on the FY 13 Title I completion in order for the district to be able to carry over their FY 12 remaining budget. IDEA Basic and Title IIA for FY 12 were also not submitted until January 31st and July 3rd, 2013 of the following fiscal year.
4. District does not always submit reimbursement requests to ADE in a timely manner which creates high negative cash balances for a long period of time.
5. Per audit reports, CGUHS has been found in non-compliance with the USFR when audits had been performed by the Auditor General's Office. It has been stated that they had not fully accomplished the objective of reporting accurate information to the public by way of accounting records, budget and AFR's. Audit reports have also indicated that the district did not reconcile its records to the records of the CSS in a timely manner as reconciliations at times had not been prepared until 7 months after fiscal year end.
6. There have also been times where the district was issued a compliance review report indicating they had not complied with the USFR because of significant deficiencies. Ten months later it was determined the district still had not complied with the USFR and was requested that the Arizona State Board of Education take action as prescribed in ARS 15-272.
7. Budgets are submitted at a late date which gives no opportunity for the county school office to assist in analyzing before the deadline. In the past year or two, there have been errors that have caused the district to either lose budget capacity or have incorrect budget capacities. Tax rates are difficult to prepare when incorrect data is received or is received late.
8. Annual financial reports are not submitted in a timely manner. They have been submitted incorrectly which causes revisions at a later date.
9. Consortium and agreements are not completed, signed and returned in a timely manner. When this happens, the entire agreement for all participating districts is held up and cannot be fully executed until all agreements have been received.

Thank you,

Tonya L. Taylor, Chief Deputy
Department Head for Fiscal Services Dept.



DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

January 8, 2015

Thomas Tyree, President
Arizona State Board of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Dear Mr. Tyree:

Toltec Elementary School District No. 22 has applied to participate in the accounting responsibility program. Consequently, we evaluated the District following the procedures in Arizona Revised Statutes §15-914.01. We noted no significant accounting or financial reporting deficiencies that would impair the District's ability to participate in the program. Therefore, we recommend that the District be approved to participate in the accounting responsibility program beginning in fiscal year 2016.

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

Sincerely,


Debbie Davenport
Auditor General

cc: The Honorable Diane Douglas, Superintendent of Public Instruction
Ms. Stacey Morley, Executive Director of Policy Development and Government Relations
Arizona Department of Education
Ms. Christine Thompson, Executive Director
Arizona State Board of Education
Dr. Bryan McCleney, Superintendent
Dr. Jeff Van Handel, Assistant Superintendent
Toltec Elementary School District No. 22

EXECUTIVE SUMMARY

Issue: Assessment Tool for Early Childhood Education

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Department of Education's Early Childhood Unit, in accordance with A.R.S. § 41-2534, the Arizona Department of Education solicited a competitive sealed proposals pursuant to this Request for Proposal (RFP) for an assessment in order to meet requirements of the 2004 reauthorization of IDEA. The State of Arizona must submit to the U.S. Department of Education, Office of Special Education Programs (OSEP) a State Performance Plan/Annual Performance Report (SPP/APR) that addresses 17 indicators; among these is Indicator B7: Preschool Outcomes.

The Arizona Department of Education (ADE) will adopt one comprehensive, authentic, valid and reliable assessment tool for progress monitoring and measuring outcome indicators for children from birth through kindergarten in any or all early childhood programs administered by the ADE in order to:

1. Capture the progress of preschool children at all developmental stages and in multiple domains aligned with the Arizona Early Learning Standards
2. Provide programs/districts with meaningful data for instructional and programmatic decision making
3. Enable ADE to meet federal reporting requirements
4. Allow for easy communication with families and kindergarten transitions
5. Address the diversity among Arizona's children and allow for individual educational needs

The ECE Unit conducted a survey and multiple statewide focus groups with varying ECE programs regarding current assessment needs. Based on this information a rubric and an RFP were created to guide the procurement process. An Early Childhood Assessment Team, comprised of stakeholders representing both general education and special education from Local Education Agencies and Head Start completed the procurement process.

Recommendation to the Board

It is recommended that the State Board of Education agree with the recommendation of the chief procurement officer that the award of the contract for a statewide assessment to the vendor is in the best interest of the state, and the Board adopts and makes available the statewide assessment by the way of the contract to be awarded by the chief procurement officer.

Contact Information:

Amy Corriveau, Deputy Associate Superintendent for Early Childhood Education
Carol Lippert, Associate Superintendent for High Academic Standards

EXECUTIVE SUMMARY

Issue: Presentation, Discussion and Consideration to initiate rulemaking procedures for proposed amendments to Board rules R7-2-616 (E) and R7-2-621 regarding Reciprocal certificates.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S.§15-203.A(14) Authorizes the State Board to supervise and control the certification of educators. Board rule R7-2-616(E) outlines the Administrative certificate requirements. Arizona issues Administrative certificates for the roles of Supervisor, Principal and Superintendent. The proposed amendment moves the Reciprocal Administrative portion of the rule to R7-2-621 which addresses the requirements for Reciprocity. This amendment is a logical step in housing all of the requirements for Reciprocal certificates in the same portion of the rule. The proposed amendment expands the timeframe in which deficiencies need to be completed from one year to three years.

If the Board initiates rulemaking procedures for proposed amendments to rules R7-2-616(E) and R7-2-621 a public rules hearing will be held on Monday April 13, 2015.

The proposed amendments also contemplate statutory changes currently being considered by the legislature. While the legislation is expected to be enacted, if those bills fail to pass, the rule package will be modified accordingly during the rulemaking process.

Review and Recommendation of State Board Committee

The Certification Advisory Committee met on February 2, 2015 and voted ten yes's and one no to recommend the Board adopt the proposed modifications to R7-2-616(E) and R7-2-621.

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for proposed amendments to rules R7-2-616(E) and R7-2-621 pertaining to the Administrative and Reciprocal Administrative certificates.

Contact Information:

Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

R7-2-616. Administrative Certificates

A. All certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-619.

B. Supervisor Certificate - grades PreK through 12

1. Except for individuals who hold a valid Arizona principal or superintendent certificate, the supervisor certificate is required for all personnel whose primary responsibility is administering instructional programs, supervising certified personnel, or similar administrative duties.
2. The certificate is valid for six years.
3. The requirements are:
 - a. A valid Arizona early childhood, elementary, secondary, special education, CTE certificate or other professional certificate issued by the Department;
 - b. A master's or more advanced degree;
 - c. Three years of verified full-time teaching experience or related education services experience in a PreK through 12 setting;
 - d. Completion of a program in educational administration which shall consist of a minimum of 18 graduate semester hours of educational administration courses which teach the knowledge and skills described in R7-2-603 to include three credit hours in school law and three credit hours in school finance;
 - e. A practicum in educational administration or two years of verified educational administrative experience in grades PreK through 12;
 - f. A passing score on the Arizona Administrator Proficiency Assessment;
 - g. An SEI endorsement or an ESL endorsement or a Bilingual Endorsement; and
 - h. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

EXECUTIVE SUMMARY

C. Principal Certificate - grades PreK through 12

1. The principal certificate is required for all personnel who hold the title of principal, assistant principal, or perform the duties of principal or assistant principal as delineated in A.R.S. Title 15.
2. The certificate is valid for six years.
3. The requirements are:
 - a. A master's or more advanced degree,
 - b. Three years of verified teaching experience in grades PreK through 12,
 - c. Completion of a program in educational administration for principals including at least 30 graduate semester hours of educational administration courses teaching the knowledge and skills described in R7-2-603 to include three credit hours in school law and three credit hours in school finance,
 - d. A practicum as a principal or two years of verified experience as a principal or assistant principal under the supervision of a certified principal in grades PreK through 12,
 - e. A passing score on either the Principal or Superintendent portion of the Arizona Administrator Proficiency Assessment,
 - f. An SEI endorsement or an ESL endorsement or a Bilingual Endorsement, and
 - g. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

D. Superintendent Certificate - grades PreK through 12

1. Individuals who hold the title of superintendent, assistant superintendent or associate superintendent and who perform duties directly relevant to curriculum, instruction, certified employee evaluations, and instructional supervision may obtain a superintendent certificate.
2. The certificate is valid for six years.
3. The requirements are:

EXECUTIVE SUMMARY

- a. A master's or more advanced degree including at least 60 graduate semester hours;
- b. Completion of a program in educational administration for superintendents, including at least 36 graduate semester hours of educational administrative courses which teach the standards described in R7-2-603 to include three credit hours in school law and three credit hours in school finance;
- c. Three years of verified full-time teaching experience or related education services experience in a PreK through 12 setting;
- d. A practicum as a superintendent or two years verified experience as a superintendent, assistant superintendent, or associate superintendent in grades PreK through 12;
- e. A passing score on the Superintendent portion of the Arizona Administrator Proficiency Assessment; and
- f. An SEI endorsement or an ESL endorsement or a Bilingual endorsement; and
- g. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

~~E. Reciprocity. The Board shall issue an Arizona reciprocal supervisor, principal or superintendent certificate to an applicant who holds a valid equivalent certificate from another state and meets the requirements as set forth in subsection (B)(3), (C)(3), or (D)(3).~~

- ~~1. Certificates shall be valid for one year and are nonrenewable.~~
- ~~2. The applicant shall possess a valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~
- ~~3. The deficiencies allowed pursuant to Arizona Revised Statutes in U.S./Arizona Constitutions, a passing score on all required portions of the Arizona Administrator Proficiency Assessment, fulfillment of Structured English Immersion (SEI) clock hours as required by Board rule shall be satisfied prior to the issuance of any other certificate prescribed in this Chapter, except as noted below:~~
 - ~~a. The applicable Arizona Administrator Proficiency Assessment shall be waived for applicants with a passing score on a comparable assessment~~

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~~from another state or three years of verified full time administrative experience.~~

~~b. The three years of verified administrative experience shall have been during the last valid period of the certificate produced from the other state.~~

E. E. Interim Supervisor Certificate - grades PreK through 12

1. Except as noted, the administrative interim certificate is subject to the general certification provisions in R7-2-607.
2. The certificate is valid for one year from the date of initial issuance and may be extended yearly for no more than two consecutive years at no cost to the applicant if the provisions in subsection (F)(6) are met.
3. The administrative interim certificate entitles the holder to perform the duties described in subsection (B)(1). The candidate shall be enrolled in a Board approved alternative path to certification program, or a Board authorized administrative preparation program.
4. An individual is not eligible to hold the administrative interim certificate more than once in a five year period.
5. The requirements for initial issuance of the administrative interim certificate are:
 - a. A valid Arizona early childhood, elementary, secondary, special education, CTE certificate, PreK through 12 Arts, or other professional certificate issued by the Department;
 - b. A bachelor's degree or higher in education from an accredited institution;
 - c. Three years of verified full-time teaching experience or related education services experience in a PreK through 12 setting;
 - d. Verification of enrollment in a Board approved alternative path to administrator certification program, or a Board approved administrator preparation program;
 - e. Verification the holder of the interim certificate shall be under the direct supervision of an Arizona certified district administrator or the appropriate county school superintendent; and

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

6. The requirements for the extension of the administrative interim certificate are:

a. Qualification for the initial issuance of the administrative interim certificate outlined in subsection (F)(5),

b. Official transcripts documenting the completion of required coursework,

c. Verification the holder of the interim certificate shall be under the direct supervision of an Arizona certified district administrator, and

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

7. The holder of the administrative interim certificate may apply for an Arizona Supervisor Certificate upon completion of the following:

a. Successful completion of a Board approved alternative path to administrator certification program or a Board approved administrator preparation program. This shall include satisfactory completion of a field experience or capstone experience of no less than one full academic year. The field experience or capstone experience shall include performance evaluations in a manner that is consistent with policies for the applicable alternative professional preparation program, as described pursuant to R7-2-604.04(B)(5);

b. A passing score on the Arizona Administrator Proficiency Assessment;

c. The submission of an application for the Supervisor certificate to the Department; and

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

8. F. Interim Principal Certificate - grades PreK through 12

1. Except as noted, the administrative interim certificate is subject to the general certification provisions in R7-2-607.

2. The certificate is valid for one year from the date of initial issuance and may be extended yearly for no more than two consecutive years at no cost to the applicant if the provisions in subsection (G)(6) are met.

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3. The administrative interim certificate entitles the holder to perform the duties described in subsection (C)(1). The candidate shall be enrolled in a Board approved alternative path to certification program, or a Board authorized administrative preparation program.

4. An individual is not eligible to hold the administrative interim certificate more than once in a five year period.

5. The requirements for initial issuance of the administrative interim certificate are:

a. A bachelor's degree or higher in education from an accredited institution;

b. Three years of verified full-time teaching experience in grades PreK through 12;

c. Verification of enrollment in a Board approved alternative path to administrator certification program, or a Board approved administrator preparation program;

d. Verification the holder of the interim certificate shall be under the direct supervision of an Arizona certified district principal or superintendent or the appropriate county school superintendent; and

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

6. The requirements for the extension of the administrative interim certificate are:

a. Qualification for the initial issuance of the administrative interim certificate outlined in subsection (G)(5),

b. Official transcripts documenting the completion of required coursework,

c. Verification the holder of the interim certificate shall be under the direct supervision of an Arizona certified district principal or superintendent, and

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

7. The holder of the administrative interim certificate may apply for an Arizona Principal Certificate upon completion of the following:

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- a. Successful completion of a Board approved alternative path to administrator certification program or a Board approved administrator preparation program. This shall include satisfactory completion of a field experience or capstone experience of no less than one full academic year. The field experience or capstone experience shall include performance evaluations in a manner that is consistent with policies for the applicable alternative professional preparation program, as described pursuant to R7-2-604.04(B)(5);
- b. A passing score on either the Principal or Superintendent portion of the Arizona Administrator Proficiency Assessment;
- c. The submission of an application for the Principal certificate to the Department; and
- d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

H. G. Interim Superintendent Certificate - grades PreK through 12

1. Except as noted, the administrative interim certificate is subject to the general certification provisions in R7-2-607.
2. The certificate is valid for one year from the date of initial issuance and may be extended yearly for no more than two consecutive years at no cost to the applicant if the provisions in subsection (H)(6) are met.
3. The administrative interim certificate entitles the holder to perform the duties described in subsection (D)(1). The candidate shall be enrolled in a Board approved alternative path to certification program, or a Board authorized administrative preparation program.
4. An individual is not eligible to hold the administrative interim certificate more than once in a five year period.
5. The requirements for initial issuance of the administrative interim certificate are:
 - a. A master's degree or higher from an accredited institution;
 - b. Three years of verified full-time teaching experience or related education services experience in a PreK through 12 setting;

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- c. Verification of enrollment in a Board approved alternative path to administrator certification program, or a Board approved administrator preparation program;
 - d. Verification the holder of the interim certificate shall be under the direct supervision of an Arizona certified district superintendent or the appropriate county school superintendent; and
 - e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
6. The requirements for the extension of the administrative interim certificate are:
- a. Qualification for the initial issuance of the administrative interim certificate outlined in subsection (H)(5),
 - b. Official transcripts documenting the completion of required coursework,
 - c. Verification the holder of the interim certificate shall be under the direct supervision of an Arizona certified district superintendent or the appropriate county school superintendent, and
 - d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
7. The holder of the administrative interim certificate may apply for an Arizona Superintendent Certificate upon completion of the following:
- a. Successful completion of a Board approved alternative path to administrator certification program or a Board approved administrator preparation program. This shall include satisfactory completion of a field experience or capstone experience of no less than one full academic year. The field experience or capstone experience shall include performance evaluations in a manner that is consistent with policies for the applicable alternative professional preparation program, as described pursuant to R7-2-604.04(B)(5);
 - b. A passing score on the Superintendent portion of the Arizona Administrator Proficiency Assessment;
 - c. The submission of an application for the Superintendent certificate to the Department; and

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

R7-2-621. Reciprocity

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

1. Certificates shall be valid for ~~one~~ three year and are nonrenewable.
2. The applicant shall possess a valid fingerprint clearance card issued by the Arizona Department of Public Safety. ~~Applicants who were fingerprinted in another state with substantially similar criminal history or teacher fingerprinting requirements shall be required to provide documentation that an application for a fingerprint clearance card has been submitted to the Arizona Department of Public Safety. "Substantially similar" criminal history or teacher fingerprinting requirements shall be determined by the Investigations Unit and shall, at a minimum, include local law enforcement and FBI checks.~~
3. The deficiencies allowed pursuant to Arizona Revised Statutes in Arizona Constitution, United States Constitution, and a passing score on all required portions of the Arizona Teacher Proficiency Assessment shall be satisfied prior to the issuance of the same type certificate prescribed in this Chapter, except as noted below:
 - a. The professional knowledge portion of the Arizona Teacher Proficiency Assessment shall be waived for applicants with three years of verified teaching experience. The three years of verified teaching experience shall have been during the last valid period of the certificate produced from the other state.
 - b. The subject knowledge portion of the Arizona Teacher Proficiency Assessment shall be waived for applicants who hold a master's degree or higher in the subject area to be taught.
 - c. The professional knowledge and subject knowledge portions of the Arizona Teacher Proficiency Assessment shall be waived for applicants who hold a current certificate from the National Board for Professional Teaching Standards.

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4. For the purpose of this rule the requirements in R7-2-615(J), related to ~~Provisional~~ the Structured English Language Immersion Endorsements, shall be waived for a period not to exceed ~~one~~ three years.

B. The Board shall issue a comparable Arizona reciprocal supervisor, principal or superintendent certificate to an applicant who holds a valid equivalent certificate from another state and meets the requirements as set forth in subsection R7-2-616 (B)(3), R7-2-616(C)(3), or R7-2-616 (D)(3) except that an applicant for a reciprocal administrative certificate shall be required to have completed three semester hours of school law and three semester hours of school finance within three years.

1. Certificates shall be valid for three years and are nonrenewable.

2. The applicant shall possess a valid fingerprint clearance card issued by the Arizona Department of Public Safety.

3. The deficiencies allowed pursuant to Arizona Revised Statutes in U.S./Arizona Constitutions, a passing score on all required portions of the Arizona Administrator Proficiency Assessment, fulfillment of Structured English Immersion (SEI) clock hours as required by Board rule, and fulfillment of three semester hours of school law and three semester hours of school finance shall be satisfied prior to the issuance of any other certificate prescribed in subsection R7-2-616(B), except as noted below:

a. The applicable Arizona Administrator Proficiency Assessment shall be waived for applicants with a passing score on a comparable assessment from another state or three years of verified full time administrative experience.

b. The three years of verified administrative experience shall have been during the last valid period of the certificate produced from the other state.

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Issue:	Presentation, Discussion and Consideration to initiate rulemaking procedures for proposed amendments to Board rule R7-2-615 regarding Bilingual Endorsements, English as a Second Language (ESL) Endorsements and Structured English Immersion (SEI) Endorsements.
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 Action/Discussion Item Information Item**Background and Discussion**

A.R.S.§15-203.A(14) Authorizes the State Board to supervise and control the certification of educators. Board rule R7-2-615 (J) outlines the Bilingual Endorsement requirements. The Bilingual Endorsement allows a teacher to teach second language learners in a bilingual setting. The proposed amendment would allow a person to demonstrate their proficiency of a second language by taking and passing an Arizona Teacher Proficiency Assessment in a foreign language. The proposed amendment also includes a technical change which adds the Early Childhood and Arts Education certificate names to the list of certificates the Bilingual Endorsement can be added to.

Board rule R7-2-615 (K) outlines the English as Second Language Endorsement (ESL) requirements. The ESL Endorsement allows a teacher to teach second language learners in an inclusion setting. The proposed amendment would allow a person to demonstrate their proficiency of a second language by taking and passing an Arizona Teacher Proficiency Assessment in a foreign language. The proposed amendment also includes a technical change which adds the Early Childhood and Arts Education certificate names to the list of certificates the ESL Endorsement can be added to.

Board rule R7-2-615 (L) outlines the Structured English Immersion (SEI) Endorsement requirements. The SEI Endorsement allows a teacher to teach second language learners in an English language development setting. The proposed amendment would require an individual to complete one of the following: one forty-five clock hour SEI training, one three semester hour SEI course or take and pass the SEI Arizona Teacher Proficiency Exam.

If the Board initiates rulemaking procedures for proposed amendments to rules R7-2-615 (J), (K) and (L) a public rules hearing will be held on Monday April 13, 2015.

The proposed amendments also contemplate statutory changes currently being considered by the legislature. While the legislation is expected to be enacted, if those bills fail to pass, the rule package will be modified accordingly during the rulemaking process.

Contact Information:

Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

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Review and Recommendation of State Board Committee

The Certification Advisory Committee met on February 2, 2015 and voted unanimously to recommend the Board adopt the proposed modifications to R7-2-615(J), (K) and (L).

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for proposed amendments to rules R7-2-615(J), (K) and (L) pertaining to endorsements that allow teachers to teach second language learners.

R7-2-615. Endorsements

- A. An endorsement shall be automatically renewed with the certificate on which it is posted.
- B. Except as noted, all endorsements are subject to the general certification provisions in R7-2-607.
- C. Endorsements which are optional as specified herein may be required by local governing boards.
- D. Special subject endorsements - grades K through 12
 - 1. Special subject endorsements shall be issued in the area of art, computer science, dance, dramatic arts, music, or physical education.
 - 2. Special subject endorsements are optional.
 - 3. The requirements are:
 - a. An Arizona elementary, secondary, or special education certificate;
 - b. One course in the methods of teaching the subject at the elementary level and one course in the methods of teaching the subject at the secondary level; and
 - c. One of the following:
 - i. Thirty semester hours of courses in the subject area which may include the courses listed in subsection (D)(3)(b);

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ii. A passing score on the subject area portion of the Arizona Teacher Proficiency Assessment, if an assessment has been adopted by the Board; or

iii. A passing score on a comparable out-of-state subject area assessment.

E. Mathematics Specialist Endorsement - grades K through eight. This subsection is valid until June 30, 2011.

1. The mathematics specialist endorsement is optional.

2. The requirements are:

a. An Arizona elementary or special education certificate,

b. Three semester hours of courses in the methods of teaching elementary school mathematics, and

c. Fifteen semester hours of courses in mathematics education for teachers of elementary or middle school mathematics.

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

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

2. The requirements are:

a. An Arizona elementary or special education certificate;

b. Three years of full-time teaching experience in grades K through eight; and

c. Eighteen semester hours to include:

i. Three semester hours of data analysis, probability, and discrete mathematics;

ii. Three semester hours of geometry and measurement;

iii. Six semester hours of patterns, algebra, and functions; and

iv. Six semester hours of number and operations.

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d. Six semester hours to include:

i. Three semester hours of mathematics classroom assessment;

ii. Three semester hours of research-based practices, pedagogy, and instructional leadership in mathematics.

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

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

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

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

2. The requirements are:

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

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

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

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

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

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

b. Three years of full-time teaching experience,

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

d. One of the following:

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

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

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

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

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

- a. A valid Arizona elementary, secondary, or special education certificate;
- b. Three years of full-time teaching experience;
- c. Three semester hours of supervised field experience or practicum in reading completed for the grades six through 12; and
- d. One of the following:
 - i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:
 - (1) Three semester hours in the theoretical and research foundations of language and literacy;
 - (2) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12);

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

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

(5) Three semester hours in leadership; and

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

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

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

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

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

b. Three years of full-time teaching experience;

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

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

e. One of the following:

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

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

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

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

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

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

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

(7) Three semester hours in leadership,

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

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

I. Elementary Foreign Language Endorsement - grades K through eight

1. The elementary foreign language endorsement is optional.

2. The requirements are:

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

b. Proficiency in speaking, reading, and writing a language other than English, verified by the appropriate language department of an accredited institution. American Indian language proficiency shall be verified by an official designated by the appropriate tribe.

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

J. Bilingual Endorsements - ~~grades K through 12~~ PreK-12

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

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

The requirements are:

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

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

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

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

iii. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution. A minimum passing score of “Advanced Low” is required on the American Council on the Teaching of Foreign Languages for Speaking and Writing Exams in the foreign language;

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

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

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

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

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

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

ii. Three semester hours of bilingual methods;

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- iii. Three semester hours of English as a Second Language for bilingual settings;
- iv. Three semester hours of courses in bilingual materials and curriculum, assessment of limited-English-proficient students, teaching reading and writing in the native language, or English as a Second Language for bilingual settings;
- v. Three semester hours of linguistics to include psycholinguistics, sociolinguistics, first language acquisition, and second language acquisition for language minority students, or American Indian language linguistics;
- vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students; and
- vii. Three semester hours of courses in methods of teaching and evaluating handicapped children from non-English-language backgrounds. These hours are only required for bilingual endorsements on special education certificates.

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

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

~~e. Proficiency in a spoken language other than English, verified by the language department of an accredited institution except in the case of Spanish and American Indian languages. Spanish language proficiency shall be demonstrated by passing the Arizona Classroom Spanish Proficiency Examination approved by the Board. American Indian language proficiency shall be verified by an official designated by the appropriate tribe.~~ Proficiency in a spoken language other than English, verified by one of the following:

- i. A passing score on the Arizona Classroom Spanish Proficiency exam;
- ii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or a comparable foreign language subject knowledge exam from another state;
- iii. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language

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department of an accredited institution. A minimum passing score of “Advanced Low” is required on the American Council on the Teaching of Foreign Languages for Speaking and Writing Exams in the foreign language;

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

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

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

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

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

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

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

3. The requirements for the ESL endorsement are:

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

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

i. Three semester hours of courses in foundations of instruction for non-English-language-background students. Three semester hours of courses in the nature and grammar of the English language, taken before January 1, 1999, may be substituted for this requirement;

ii. Three semester hours of ESL methods;

iii. Three semester hours of teaching of reading and writing to limited-English-proficient students;

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- iv. Three semester hours of assessment of limited-English-proficient students;
 - v. Three semester hours of linguistics; and
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students.
- c. Three semester hours of a practicum or two years of verified ESL or bilingual teaching experience, verified by the district superintendent;
- d. Second language learning experience, which may include sign language. Second language learning experience may be documented by any of the following:
- i. Six semester hours of courses in a single second language, or the equivalent, verified by the department of language, education, or English at an accredited institution;
 - ii. Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;
 - iii. Placement by the language department of an accredited institution in a third-semester level;
 - iv. Placement at level 1-intermediate/low or more advanced score on the Oral Proficiency Interview, verified by the American Council for the Teaching of Foreign Languages;
 - v. Passing score on the Arizona Classroom Spanish Proficiency Examination approved by the Board;
 - vi. Proficiency in an American Indian language, verified by an official designated by the appropriate tribe;
 - vii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or a comparable foreign language subject knowledge exam from another state; or
 - viii. Proficiency in sign language is verified through twenty four hours of coursework from an accredited institution.
- e. A valid ESL certificate or endorsement from another state may be substituted for the requirements described in subsection (K)(3)(b), (c) and (d).

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L. ~~Structured English Immersion (SEI) Endorsements~~ Structured English Immersion (SEI)
Endorsement - grades ~~K through 12~~ PreK-12

1. From and after August 31, 2006, an SEI, ESL or bilingual endorsement is required of all classroom teachers, supervisors, principals and superintendents. For purposes of this rule, “supervisor,” “principal” and “superintendent” means an individual who holds a supervisor, principal or superintendent certificate. An ESL or Bi-lingual endorsement obtained by a supervisor, principal, or superintendent on an Arizona teaching certificate may be added to a supervisor, principal, or superintendent certificate in order to satisfy the requirement in subsection (L)(1).

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

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

~~b. For teachers, supervisors, principals and superintendents certified on or after August 31, 2006, three semester hours of courses in Structured English Immersion methods of teaching English Language Learner (ELL) students, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools; or~~

~~c. For teachers, supervisors, principals and superintendents certified before August 31, 2006, one semester hour or 15 clock hours of professional development in Structured English Immersion methods of teaching ELL students, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B).~~

3.2. The requirements for the SEI endorsement are:

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

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

i. Three semester hours of courses related to the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL

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Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools;

ii. Completion of 45 clock hours of professional development in the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B) ; or

iii. A passing score on the Structured English Immersion portion of the Arizona Teacher Proficiency Assessment.

4. Nothing in this Section prevents school districts from requiring certified staff to obtain an ESL or bilingual endorsement as a condition of employment.

5. The requirements for a ~~Provisional~~ SEI endorsement may be waived for a period not to exceed ~~one~~ three years in accordance with certification reciprocity as prescribed in R7-2-621.

6. The requirements for a ~~Provisional~~ SEI endorsement may be waived for a period not to exceed ~~one~~ three years for individuals who graduate from administrator or teacher preparation programs that are not approved by the Board and meet all other applicable certification requirements.

7. The requirements for a ~~Provisional~~ SEI endorsement may be waived for a period not to exceed ~~one~~ three years for individuals who apply and otherwise qualify for a Provisional or Standard CTE Certificate pursuant to R7-2-612 under any option that does not require a valid Arizona teaching certificate.

~~8. An ESL or Bi-lingual endorsement obtained by a supervisor, principal, or superintendent on an Arizona teaching certificate may be added to a supervisor, principal, or superintendent certificate in order to satisfy the requirement in subsection (L)(1).~~

M. Gifted Endorsements - grades K through 12

1. A gifted endorsement is required of individuals whose primary responsibility is teaching gifted students.

2. The provisional gifted endorsement is valid for three years and is not renewable. The requirements are an Arizona elementary, secondary, or special education certificate and one of the following:

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- a. Two years of verified teaching experience in which most students were gifted,
- b. Ninety clock hours of verified in-service training in gifted education, or
- c. Six semester hours of courses in gifted education.

3. Requirements for the gifted endorsement are:

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

N. Early Childhood Education ~~Endorsement~~ Endorsements - birth through age 8 Early Childhood Endorsements – birth through age 8

1. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, the Early Childhood Endorsement may be used in lieu of an early childhood education certificate as described in R7-2-608. When combined with an Arizona cross-categorical, specialized special education, or severe and profound teaching certificate as described in R7-2-611, the Early Childhood endorsement may be used in lieu of an Early Childhood Special Education certificate.

~~2. An endorsement shall be automatically renewed with the certificate on which it is posted.~~

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32.. The provisional early childhood endorsement is valid for three years and is not renewable. The requirements are:

- a. A valid Arizona elementary teaching certificate as provided in R7-2-609 or a valid Arizona special education teaching certificate as provided in R7-2-611, and
- b. A passing score on the early childhood subject knowledge portion of the Arizona Teacher Proficiency Assessment.

3. The requirements for the Early Childhood Endorsement are:

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

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

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

- (1) Foundations of early childhood education;
- (2) Child guidance and classroom management;
- (3) Characteristics and quality practices for typical and atypical behaviors of young children;
- (4) Child growth and development, including health, safety and nutrition;
- (5) Child, family, cultural and community relationships;
- (6) Developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
- (7) Early language and literacy development;
- (8) Assessing, monitoring and reporting progress of young children; and

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

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

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

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

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

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

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

4. Teachers with a valid Arizona elementary education certificate or Arizona special education certificate as of July 1, 2012 meet the requirements of this Section with evidence of the following:

a. A minimum of three years ~~infant-oddler~~ infant/toddler, preschool or kindergarten through grade three classroom teaching experience ~~within 10 years prior to July 1, 2012~~; and

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

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

1. The library-media specialist endorsement is optional.

2. Requirements are:

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

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

c. One year of teaching experience.

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P. Middle Grade Endorsement - grades five through nine

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

Q. Drivers Education Endorsement

1. The drivers education endorsement is optional.
2. The requirements are:
 - a. An Arizona teaching certificate,
 - b. A valid Arizona driver's license,
 - c. One course in each of the following:
 - i. Safety education,
 - ii. Driver and highway safety education, and
 - iii. Driver education laboratory experience, and
 - d. A driving record with less than seven violation points and no revocation or suspension of driver's license within the two years preceding application.

R. Cooperative Education Endorsement - grades K through 12

1. The cooperative education endorsement is required for individuals who coordinate or teach CTE.

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2. The requirements are:

a. A provisional or standard CTE certificate in the areas of agriculture, business, family and consumer sciences, health occupations, marketing, or industrial technology; and

b. One course in CTE.

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Issue:	Presentation, Discussion and Consideration to initiate rulemaking procedures for proposed amendments to rule R7-2-615 regarding Early Childhood endorsement.
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 Action/Discussion Item Information Item**Background and Discussion**

A.R.S.§15-203.A(14) Authorizes the State Board to supervise and control the certification of educators. Board rule R7-2-615 (N) outlines the Early Childhood endorsement requirements. The Early Childhood endorsement allows a teacher to teach in grades Birth-Grade 3. The proposed amendment would create a Provisional Early Childhood endorsement. The requirements for a Provisional Early Childhood endorsement lead to fulfilling the requirements for a Full Early Childhood endorsement. The creation of a Provisional Early Childhood endorsement creates a mechanism for teachers to fill Kindergarten classroom vacancies prior to fulfilling the requirements for the Full Early Childhood endorsement. This proposal aligns with other endorsements which also allow for a Provisional endorsement prior to meeting the requirements for the Full endorsement. Examples of other endorsements that also have a Provisional endorsement are the Gifted, English as a Second Language and Bilingual endorsements.

If the Board initiates rulemaking procedures for proposed amendments to rules R7-2-615 (N) a public rules hearing will be held on Monday April 13, 2015.

Review and Recommendation of State Board Committee

The Certification Advisory Committee met on February 2, 2015 and voted unanimously to recommend the Board adopt the proposed modifications to R7-2-615(N).

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for proposed amendments to rules R7-2-615(N) pertaining to the Early Childhood endorsement.

Contact Information:

Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

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R7-2-615. Endorsements

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

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

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

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

2. The requirements are:

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

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

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

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

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

2. The requirements are:

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

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

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

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

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

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

b. Three years of full-time teaching experience,

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

d. One of the following:

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

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

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

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

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

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

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

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

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

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

(5) Three semester hours in leadership; and

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

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

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

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

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

b. Three years of full-time teaching experience;

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

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

e. One of the following:

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

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- (1) Three semester hours in the theoretical and research foundations of language and literacy,
- (2) Three semester hours in the essential elements of elementary reading and writing instruction (grades K through eight),
- (3) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12),
- (4) Three semester hours in the elements of elementary content area reading and writing (grades K through eight),
- (5) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12),
- (6) Six total semester hours in reading assessment systems, and
- (7) Three semester hours in leadership,

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

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

I. Elementary Foreign Language Endorsement - grades K through eight

1. The elementary foreign language endorsement is optional.
2. The requirements are:
 - a. An Arizona elementary, secondary or special education certificate.
 - b. Proficiency in speaking, reading, and writing a language other than English, verified by the appropriate language department of an accredited

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

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

J. Bilingual Endorsements - ~~grades K through 12~~ PreK-12

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

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

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

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

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

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

iii. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution. A minimum passing score of "Advanced Low" is required on the American Council on the Teaching of Foreign Languages for Speaking and Writing Exams in the foreign language;

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

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

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

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

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

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

ii. Three semester hours of bilingual methods;

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

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

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

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

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

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

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

e. ~~Proficiency in a spoken language other than English, verified by the language department of an accredited institution except in the case of Spanish and American Indian languages. Spanish language proficiency shall be demonstrated by passing the Arizona Classroom Spanish Proficiency Examination approved by the Board. American Indian language proficiency shall be verified by an official designated by the appropriate tribe.~~ Proficiency in a spoken language other than English, verified by one of the following:

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

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

iii. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution. A minimum passing score of "Advanced Low" is required on the American Council on the Teaching of Foreign Languages for Speaking and Writing Exams in the foreign language;

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

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

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

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1. An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction.
2. The provisional ESL endorsement is valid for three years and is not renewable. The requirements are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate; and
 - b. Six semester hours of courses specified in subsection (K)(3)(b), including at least one course in methods of teaching ESL students.
3. The requirements for the ESL endorsement are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate;
 - b. Completion of an ESL education program from an accredited institution or the following courses:
 - i. Three semester hours of courses in foundations of instruction for non-English-language-background students. Three semester hours of courses in the nature and grammar of the English language, taken before January 1, 1999, may be substituted for this requirement;
 - ii. Three semester hours of ESL methods;
 - iii. Three semester hours of teaching of reading and writing to limited-English-proficient students;
 - iv. Three semester hours of assessment of limited-English-proficient students;
 - v. Three semester hours of linguistics; and
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students.

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- c. Three semester hours of a practicum or two years of verified ESL or bilingual teaching experience, verified by the district superintendent;
- d. Second language learning experience, which may include sign language. Second language learning experience may be documented by any of the following:
 - i. Six semester hours of courses in a single second language, or the equivalent, verified by the department of language, education, or English at an accredited institution;
 - ii. Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;
 - iii. Placement by the language department of an accredited institution in a third-semester level;
 - iv. Placement at level 1-intermediate/low or more advanced score on the Oral Proficiency Interview, verified by the American Council for the Teaching of Foreign Languages;
 - v. Passing score on the Arizona Classroom Spanish Proficiency Examination approved by the Board;
 - vi. Proficiency in an American Indian language, verified by an official designated by the appropriate tribe;
 - vii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or a comparable foreign language subject knowledge exam from another state; or
 - viii. Proficiency in sign language is verified through twenty four hours of coursework from an accredited institution.
- e. A valid ESL certificate or endorsement from another state may be substituted for the requirements described in subsection (K)(3)(b), (c) and (d).

L. ~~Structured English Immersion (SEI) Endorsements~~ Structured English Immersion (SEI) Endorsement - grades K through 12 PreK-12

EXECUTIVE SUMMARY

1. From and after August 31, 2006, an SEI, ESL or bilingual endorsement is required of all classroom teachers, supervisors, principals and superintendents. For purposes of this rule, “supervisor,” “principal” and “superintendent” means an individual who holds a supervisor, principal or superintendent certificate. An ESL or Bi-lingual endorsement obtained by a supervisor, principal, or superintendent on an Arizona teaching certificate may be added to a supervisor, principal, or superintendent certificate in order to satisfy the requirement in subsection (L)(1).

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

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

~~b. For teachers, supervisors, principals and superintendents certified on or after August 31, 2006, three semester hours of courses in Structured English Immersion methods of teaching English Language Learner (ELL) students, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools; or~~

~~c. For teachers, supervisors, principals and superintendents certified before August 31, 2006, one semester hour or 15 clock hours of professional development in Structured English Immersion methods of teaching ELL students, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B).~~

~~3.~~ 2. The requirements for the SEI endorsement are:

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

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

i. Three semester hours of courses related to the teaching of the English Language Learner Proficiency Standards adopted by the

EXECUTIVE SUMMARY

Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools;

ii. Completion of 45 clock hours of professional development in the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B) ; or

iii. A passing score on the Structured English Immersion portion of the Arizona Teacher Proficiency Assessment.

4. Nothing in this Section prevents school districts from requiring certified staff to obtain an ESL or bilingual endorsement as a condition of employment.

5. The requirements for a ~~Provisional~~ SEI endorsement may be waived for a period not to exceed one year in accordance with certification reciprocity as prescribed in R7-2-621.

6. The requirements for a ~~Provisional~~ SEI endorsement may be waived for a period not to exceed one year for individuals who graduate from administrator or teacher preparation programs that are not approved by the Board and meet all other applicable certification requirements.

7. The requirements for a ~~Provisional~~ SEI endorsement may be waived for a period not to exceed one year for individuals who apply and otherwise qualify for a Provisional or Standard CTE Certificate pursuant to R7-2-612 under any option that does not require a valid Arizona teaching certificate.

~~8. An ESL or Bi-lingual endorsement obtained by a supervisor, principal, or superintendent on an Arizona teaching certificate may be added to a supervisor, principal, or superintendent certificate in order to satisfy the requirement in subsection (L)(1).~~

M. Gifted Endorsements - grades K through 12

1. A gifted endorsement is required of individuals whose primary responsibility is teaching gifted students.

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

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

N. Early Childhood Education ~~Endorsement~~ Endorsements - birth through age 8 Early Childhood Endorsements – birth through age 8

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1. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, the Early Childhood Endorsement may be used in lieu of an early childhood education certificate as described in R7-2-608. When combined with an Arizona cross-categorical, specialized special education, or severe and profound teaching certificate as described in R7-2-611, the Early Childhood endorsement may be used in lieu of an Early Childhood Special Education certificate.

~~2. An endorsement shall be automatically renewed with the certificate on which it is posted.~~

32.. The provisional early childhood endorsement is valid for three years and is not renewable. The requirements are:

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

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

3. The requirements for the Early Childhood Endorsement are:

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

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

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

(1) Foundations of early childhood education;

(2) Child guidance and classroom management;

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

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

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- (5) Child, family, cultural and community relationships;
 - (6) Developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
 - (7) Early language and literacy development;
 - (8) Assessing, monitoring and reporting progress of young children; and
- ii. A minimum of eight semester hours of practicum including:
- (1) A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth through preschool. One year of full-time verified teaching experience with children in birth through preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
 - (2) A minimum of four semester hours in a supervised student teaching setting serving children in kindergarten through grade three. One year of full-time verified teaching experience with children in kindergarten through grade three in an accredited school may substitute for this student teaching experience;
- c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and
- d. A passing score on the early childhood professional knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 21 semester hours of early childhood education courses as described in subsection (N)(3)(b)(i); and
- e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.

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4. Teachers with a valid Arizona elementary education certificate or Arizona special education certificate ~~as of July 1, 2012~~ meet the requirements of this Section with evidence of the following:

- a. A minimum of three years ~~infant-oddler~~ infant/toddler, preschool or kindergarten through grade three classroom teaching experience ~~within 40 years prior to July 1, 2012~~; and
- b. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.

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

- 1. The library-media specialist endorsement is optional.
- 2. Requirements are:
 - a. An Arizona elementary, secondary, or special education certificate;
 - b. A passing score on the Library Media Specialist portion of the Arizona Teacher Proficiency Assessment. A master's degree in Library Science may be substituted for a passing score on the assessment; and
 - c. One year of teaching experience.

P. Middle Grade Endorsement - grades five through nine

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

Q. Drivers Education Endorsement

EXECUTIVE SUMMARY

1. The drivers education endorsement is optional.
2. The requirements are:
 - a. An Arizona teaching certificate,
 - b. A valid Arizona driver's license,
 - c. One course in each of the following:
 - i. Safety education,
 - ii. Driver and highway safety education, and
 - iii. Driver education laboratory experience, and
 - d. A driving record with less than seven violation points and no revocation or suspension of driver's license within the two years preceding application.

R. Cooperative Education Endorsement - grades K through 12

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

EXECUTIVE SUMMARY

Issue: Consideration to Approve Funding of the 2015 State Administration of Child Nutrition Programs.
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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) 2015 the allocation is \$5,404,173.

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 Child Nutrition Programs (National School Lunch, School Breakfast, Special Milk, USDA Foods, Child and Adult Care Food Program, 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 to disburse these funds to eligible recipients in accordance with the federally stipulated reimbursement formulas and other USDA and Federal regulations.

Contact Information:

(Tracey Nicholson)

(Mary Szafranski, Associate Superintendent)

**Allocation of Child Nutrition State Administrative Expense Funds
Fiscal Year 2015
Summary of SAE Allocation**

Code	Agency	Nondiscretionary SAE Allocation			Discretionary SAE				Grand Total
		School	CACFP	Subtotal	CRE	CACFP	FD	Subtotal	
291501	AK DOE	394,161	253,325	647,486	81,608	60,045	71,582	213,235	860,721
491501	AZ DOE	3,299,047	1,161,060	4,460,107	158,190	167,705	618,172	944,066	5,404,173
691501	CA DOE	17,856,773	8,299,409	26,156,182	503,075	1,014,331	2,911,024	4,428,430	30,584,612
1491501	GU DOE	202,515	32,165	234,680	74,620	33,815	30,940	139,375	374,055
1591501	HI DOE	528,140	191,031	719,170	73,199	52,657	142,843	268,698	987,868
1691501	ID DOE	677,750	188,047	865,797	93,932	52,303	169,849	316,084	1,181,881
3291101	NV DA	1,120,450	202,557	1,323,007	89,007	54,024	233,088	376,118	1,699,125
4191501	OR DOE	1,358,148	820,985	2,179,133	111,169	127,371	269,320	507,860	2,686,993
5391501	WA SPI	2,316,566	1,095,665	3,412,231	128,610	159,949	457,026	745,585	4,157,816
WRO Total		27,753,550	12,244,243	39,997,793	1,313,409	1,722,198	4,903,844	7,939,451	47,937,244