



2017 Legislation Implementation Plan
Created by ADE Policy Development Government Relations Division
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Student Achievement & Educator Excellence Division
Associate Superintendent Kelly Koenig

HB 2163- Schools; Certification; Discipline; Reciprocity

1. *Program Area (s) Impacted:*
 - a. Certification (Bruce Duplanty)
 - b. Investigations (Garnett Winders)
2. *Provisions of New Law:*
 - a. Treats a final adjudication or judgement in another jurisdiction that determined a certificated person engaged in immoral or unprofessional conduct as immoral or unprofessional conduct in this state for the purposes of disciplinary proceedings conducted against that person.
 - b. Requires an applicant who has been disciplined in another jurisdiction for immoral or unprofessional conduct to successfully complete the disciplinary process in that jurisdiction before applying for certification in this state.
 - c. Allows SBE, upon receipt of notification that a person's educator certificate has been revoked in another jurisdiction, to revoke all certificates issued in this state to that person in a manner that is consistent with the terms of revocation of the other jurisdiction, unless the person requests an administrative hearing.
 - d. Directs SBE to determine whether to uphold or decline the revocation after conducting the hearing.
 - e. Directs SBE to determine a period of time of up to five years in which a person who is denied certification on grounds of immoral or unprofessional conduct is prohibited from applying for certification and removes language that automatically bars these persons from applying for certification for five years.
 - f. Removes an exception to the prohibition on persons denied certification on grounds of immoral or unprofessional conduct for persons who provide additional information that was not previously considered by SBE and that addresses the grounds on which the certification was denied.
3. *ADE Requirements:*
 - a. Adjust internal processes to adhere to the new requirements for teachers applying for reciprocal certification.
 - b. Investigate certification applicants to ensure any immoral or unprofessional conduct disciplinary actions from another state have been successfully completed.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/452128>
5. *Assigned ADE Policy Team Member:* Alexis Susdorf

HB 2545- College Credit by Examination Incentive Pilot Program

1. *Program Area Impacted:*
 - a. Gifted Education & Advanced Placement (Peter Laing)
 - b. School Finance (Lyle Friesen)
2. *Provisions of New Law:*
 - a. Requires ADE to submit a copy of the pilot program's annual report to JLBC for review and requires the report to include the amount of bonus monies received by each school.

- b. Allocates \$5 million to ADE for the College Credit by Examination Program (S.B. 1522)
3. *ADE Requirements:*
 - a. Work with ADE School Finance on the mechanism for payment of monies for the program.
 - b. Complete the annual reporting requirement with the specified information.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/454114>
5. *Assigned ADE Policy Team Member:* Alexis Susdorf

SB 1038- Teachers; Professional Development; Pilot Program

1. *Program Area Impacted:*
 - a. Title II (Steve Larson)
2. *Provisions of New Law:*
 - a. Directs ADE to establish a high-quality teacher professional development pilot program.
 - b. \$300,000 from the state General Fund in FY 2018 to fund scholarships or grants, or both, provided through the pilot program and exempts the appropriation from lapsing.
 - c. ADE to issue scholarships or grants, or both, on a competitive basis as determined by ADE, to qualified applicants in order to obtain high-quality teacher professional development from a qualifying postsecondary institution that will support certificated teachers in gaining additional credentials and certifications to teach in high-need content areas.
 - d. Limits scholarships and grants to \$2,000 per qualified applicant.
 - e. Requires any qualified applicant who receives a scholarship or grant to agree to teach in a public school for at least three additional years after completing the coursework or program at a qualifying postsecondary institution.
 - f. Requires a qualified applicant to pay back the full amount of the scholarship or grant in a manner determined by ADE if the qualified applicant does not teach in a public school in this state for at least three additional years.
 - g. Directs ADE to submit a report that summarizes the results of the pilot program by November 1 to the Governor, the President of the Senate and the Speaker of the House of Representatives and to submit a copy to the Secretary of State.
 - h. Terminates the pilot program on July 1, 2020 and repeals its enacting session law on July 2, 2022.
 - i. Defines high-need content area, qualified applicant and qualifying postsecondary institution.
3. *ADE Requirements:*
 - a. Establish internal processes and external application procedures for the new pilot program.
 - b. Track scholarship recipients to ensure they remain teaching in public school for three years after completion of coursework.
 - c. Complete the annual reporting requirement about the program.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/454003>
5. *Assigned ADE Policy Team Member:* Alexis Susdorf

SB 1042- Teacher Certification; Reciprocity

1. *Program Area Impacted:*
 - a. Certification (Bruce Duplanty)
2. *Provisions of New Law:*
 - a. Alternative Preparation Programs
 - i. Requires SBE's rules relating to alternative teacher and administrator preparation programs to be substantially different and less restrictive than rules adopted for the approval of traditional preparation programs and prohibits the rules from unnecessarily restricting a variety of preparation programs from operating.
 - ii. Permits nonprofit organizations and private entities to apply for program approval.
 - iii. Requires alternative preparation program participants to complete SEI training if applicable.
 - iv. Directs the systematic phonics training and professional and subject knowledge proficiency under the alternative preparation program to be required only if applicable.
 - v. Requires SBE to immediately begin the process of adopting new rules for the approval of alternative teacher and administrator preparation programs that are substantially different than traditional preparation programs.
 - vi. Directs SBE to revise its rules to eliminate provisional certificates and issue standard certificates to applicants from all certification pathways.
 - vii. Requires SBE to adopt the new rules by November 15, 2017.
 - viii. Directs SBE to submit drafts of proposed rules to the Governor and chairpersons of the Senate and House Education Committees prior to adopting new rules.
 - ix. Directs SBE to allow an alternative preparation program provider that is a 501 (C)(3), operates in multiple states and has been in operation for at least 10 years to be approved for 5 years, through June 30, 2022, to prepare teachers without additional requirements.
 - x. Instructs qualified applicants to be approved within 60 days.
 - xi. Requires approved providers to only be reevaluated and renewed based on the ability to prepare and place teachers.
 - xii. Prohibits SBE from revoking the status of or denying renewal of any provider until new rules have been adopted.
 - b. School District and Charter School Alternative Preparation Programs
 - i. Permits school districts and charter schools to apply to SBE to approve teacher certifications as a classroom-based preparation program provider in addition to alternative program provider pathways.
 - ii. Directs SBE to adopt rules, policies and procedures that are not more restrictive or require more than this Act.
 - iii. Directs the rules to facilitate the approval and certification process and:
 1. Require the school district superintendent or charter school principal to verify that the applicant has made satisfactory student progress and achievement.
 2. Permit school districts and charter schools to submit program sequence or training schedules along with information regarding mentoring and coaching of candidates.

3. Require the LEA to submit data supporting the efficacy of the training program.
 - a. Allow LEAs to contract to provide the teacher training program and use that program's efficacy data.
 4. Restrict teachers who teach courses tested by the statewide assessment from being certificated until the teacher has been in the classroom for at least two years and data has been submitted confirming that the teacher's students are performing at grade level or have achieved at least one year of academic growth at an equivalent rate to the state average for associated peer groups.
 5. LEAs to adopt achievement requirements that exceed SBE's student achievement requirements.
 6. Require applicants to hold at least a bachelor's degree from an accredited public or private postsecondary institution and meet background and FCC requirements.
 7. Require applicants to demonstrate subject and professional knowledge through any available option.
- iv. Directs SBE to issue a classroom-based standard certificate to the teacher once the LEA has submitted verification that the requirements have been met.
 - v. Allows school districts to employ and enroll emergency certification holders with a bachelor's degree into its classroom-based preparation program.
 - vi. Permits the hiring and enrollment of any candidate with a bachelor's degree and FCC in the classroom-based preparation program beginning in SY 2021.
- c. Charter School Personnel
- i. Excludes charter school personnel who have met statutory employment requirements from being required to meet and additional requirements established by SBE or ADE.
 - ii. Prohibits SBE from adopting rules that exceed the requirements for charter school teaching qualifications prescribed in the Every Student Succeeds Act or the Individuals with Disabilities Education Act.
- d. Certification
- i. Requires, rather than permits, SBE's certification rules to exempt secondary education certificate applicants from the subject knowledge portion of the proficiency examination for persons with STEM work experience.
 - ii. Increases, from eight to twelve years, the minimum issuance and renewal period for all standard certificates.
 - iii. Renames specialized certificates for STEM teachers to the subject matter expert standard teaching certificates for individuals with expertise in a content area or subject matter.
 1. Requires the SEI training only if applicable.
 2. Exempts applicants from the subject knowledge proficiency examination.
 3. Prohibits the issuance of a certificate from being conditioned on the person's employment at an LEA.
 4. Requires persons who meet requirements to be issued the certificate without having to demonstrate professional knowledge proficiency, except that the person is required to have two years to demonstrate proficiency.

5. Directs school districts to evaluate and provide support to teachers certificated under these provisions.
 6. Allows ADE or SBE to temporarily suspend this certificate if a person fails to meet the professional knowledge proficiency requirements within two years, except that the suspension is not considered disciplinary action and the person is allowed to correct the deficiency within the remaining time of the certification.
 7. Requires applicants to obtain an FCC and meet one of the outlined requirements rather than all of the requirements.
 8. Modifies the teaching experience qualification to apply to relevant content areas or subject matters for the prescribed amount of time and exempts persons that meet this qualification from the professional knowledge proficiency examination.
 9. Directs the academic degree qualification to apply to persons with a degree in a subject area that is relevant to a content area or subject matter taught in public schools
 10. Allows persons to qualify by demonstrating experience through five years of relevant work experience in a field that is relevant to a content area or subject matter taught in public schools.
 11. Directs persons who meet the work experience qualification to demonstrate compliance by provide SBE with written proof of employment.
- iv. Deletes references to provisional certificates.
 - v. Exempts persons applying for a standard certificate from the subject knowledge test, professional knowledge test or the entire proficiency examination requirement if the person:
 1. Has passed corresponding portions of a substantially similar examination adopted by a state agency in another state; or
 2. Has been a full-time teacher in any state, including Arizona, for at least three years in the same area of certification in which the persons is applying for certification.
 - vi. Allows applicants for SBE certification to demonstrate subject knowledge proficiency rather than taking the subject knowledge test by meeting any of the following:
 1. Has taught courses relevant to a content area or subject matter for the last two consecutive years and for a total of at least three years at one or more regionally or nationally accredited public or private postsecondary institution and provides SBE with written proof of employment.
 2. Has a bachelor's degree, master's degree or doctoral degree in a subject area that is relevant to a content area or subject matter taught in public schools.
 3. Has relevant work experience of at least five years in a relevant field taught in public schools and provides SBE with proof of employment.
 - vii. Includes science, technology, engineering and math in the qualifications to receive a specialized standard teaching certificate for persons who provide instruction in a related course.
- e. Reciprocity
 - i. Deletes language directing SBE's rules for teacher certification to include rules for teachers trained in other states.

- ii. Removes the requirement that certification reciprocity rules require an applicant with a comparable valid certification to have passed their state's subject knowledge and professional exam.
 - iii. Directs valid applicants for reciprocity to be issued a comparable standard certificate.
 - iv. Directs applicants for reciprocity to be issued a standard certificate and demonstrate completion of the Arizona and United States Constitution examination timeline requirements and permits ADE or SBE to temporarily suspend the certificate for failure to comply within the prescribed timeframes.
 - 1. Excludes those certification suspensions from being considered as disciplinary action and allows persons to correct the deficiency within the remaining time of the standard certification.
 - f. Miscellaneous
 - i. Removes *educator* references in certification reciprocity statutes.
 - ii. Makes technical and conforming changes.
3. *ADE Requirements:*
- a. Work with CAC and SBE on the development of Board rules to comply with new statutory requirements pertaining to alternative preparation programs, educator certification, and new certification reciprocity rules.
 - b. Establish internal policies and procedures for the new Board rules.
 - c. Update and create guidance documents and information for certification applicants for the new rules on your website.
 - d. Ensure Charter School teaching qualification requirements align with ESSA and IDEA.
4. *Link to the Final Version of the Bill:*
<https://apps.azleg.gov/BillStatus/GetDocumentPdf/453943>
5. *Assigned ADE Policy Team Member: Charles Tack*

SB 1057- Experienced Teachers; Certification Renewal

- 1. *Program Area Impacted:*
 - a. Certification (Bruce Duplanty)
- 2. *Provisions of New Law:*
 - a. Requires SBE to allow certificates, as well as any endorsements or approved areas related to the certificate to be renewed between 2 and 10 years after expiration without additional requirements if the certificate renewal applicant:
 - i. in good standing;
 - ii. Has at least 10 years of verified full-time experience in Arizona in the area the applicant is seeking renewed certification; and
 - iii. Possess a valid FCC.
 - b. Directs renewed certificates to be identical to the expired certificate.
- 3. *ADE Requirements:*
 - a. Work with CAC and SBE on the development of Board rule to comply with new statutory requirements pertaining to renewal of expired certification for veteran educators.
 - b. Establish internal policies and procedures for the new Board rule.
 - c. Update and create guidance documents and information for certification renewal applicants for the new Board rule on your website.

4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/451864>
5. *Assigned ADE Policy Team Member:* Alexis Susdorf

SB 1098- Schools; Statewide Assessment

1. *Program Area (s) Impacted:*
 - a. Assessment (Audra Ahumada)
 - b. Accountability (Jen Fletcher)
2. *Provisions of New Law:*
 - a. Replaces references to AIMS with statewide assessment.
 - b. Modifies the year in which LEAs may begin to select assessments from the menu of assessment to School Year 2019 for high schools and School Year 2020 for K-8 schools.
 - c. Requires SBE to approve proposed assessments for the menu if the assessment is nationally recognized, an early college credit examination or is adopted for Move on When Ready and is not on the menu by March 1, 2018.
 - d. Permits SBE to approve all other proposed assessments if the assessment meets statutory requirements.
 - e. Directs SBE to notify LEAs of the results of proposed menu additions by May 1 each year.
 - f. Removes the prohibition on D and F LEAs selecting assessments from the menu.
 - g. Prohibits SBE's rules from requiring additional items other than those outlined in statute.
 - h. Requires LEAs that select an assessment from the menu to provide necessary accommodations for ELL students and as required by a student's IEP team.
 - i. Requires assessment providers to demonstrate that proposed assessments meet or exceed the level of rigor of state standards and that assessment scores and can be scaled rather than equated for accountability purposes.
 - j. Removes assessment scores from the requirement to establish comparable student performance levels and scores for achievement profiles.
 - k. Defines nationally recognized as an assessment that is accepted by universities for college credit or admissions.
 - l. Contains an emergency clause.
 - m. Makes technical and conforming changes.
3. *ADE Requirements:*
 - a. Work with SBE on the adoption of locally procured achievement assessments aligned to state academic standards that can be scaled for state accountability programs.
 - b. Develop procedure for "scaling" assessments for accountability purposes.
 - c. Place information about the locally procured achievement assessment on the school report card.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/452773>

5. *Assigned ADE Policy Team Member: Charles Tack*

SB 1131- Schools; K-3 Reading Program

1. *Program Area Impacted:*
 - a. K-12 Academic Standards (Jonathan Moore)
 - b. Assessments (Audra Ahumada)
2. *Provisions of New Law:*
 - a. Student Retention and Intervention
 - i. Prohibits third graders from being retained if assessment data is not available before the end of the current academic year, rather than the start of the following academic year.
 - ii. Expands the exemption from third grade retention to include students who have demonstrated or subsequently demonstrate sufficient reading skills or adequate progress towards sufficient reading skills as evidenced through a collection of SBE approved alternative standardized reading assessments.
 - iii. Directs school districts and charter schools to offer more than one of the intervention and remedial strategies developed by SBE, rather than at least one.
 - iv. Requires students receiving intervention and remedial strategies to be assigned for evidence-based reading instruction by a different teacher designated in one of the top two performance classifications on the teacher's most recent evaluation.
 - v. Expands the intervention and remedial strategies to include small group and teacher-led evidence-based reading instruction, which may include computer-based or online reading instruction.
 - vi. Requires intervention and remedial strategies to be evidenced-based.
 - vii. Directs school districts and charter schools to annually report to ADE by October 1 on the total number of:
 1. Students who are subject to retention;
 2. Students who are promoted by exemption;
 3. Students retained in the third grade; and
 4. Interventions administered.
 - viii. Requires school districts and charter schools to identify students at risk of reading below grade level in grades K-3 and provide parents with written notification, include a description of the student's specific individual needs.
 - b. ADE Implementation Guidance
 - i. Requires ADE to develop implementation guidance to assist in administering an effective K-3 Reading Program Plan and outlines items that must be included.
 - ii. Directs ADE to prioritize supports and interventions for school districts and charter schools that have the highest percentage of students who do not demonstrate sufficient reading skills as established by SBE.
 - c. K-3 Program Monies
 - i. Requires K-3 Reading Support Level Weight monies to be used on instructional purposes intended to improve reading proficiency, rather than on reading programs.

- ii. Requires C, D, or F school districts and charter schools to submit a K-3 Reading Plan for ADE approval before distribution of monies generated from the K-3 Reading Support Level Weight.
 - 1. Directs SBE to approve plans before monies may be distributed.
 - iii. Requires ADE to deposit any monies received for reading training or professional development into the Department of Education Professional Development Revolving Fund.
 - d. Statewide Assessment
 - i. Directs contracts for statewide assessments to require the submission of test scores and assessment data to LEAs by:
 - 1. May 15 from the reading portion; and
 - 2. May 25 from all other portions.
 - ii. Requires SBE to impose penalties on contractors who provide scores and data after the contractual date.
 - iii. Requires any testing window established and executed by ADE or SBE for administering the statewide assessment to be no longer than four consecutive weeks and ensure LEAs receive test scores and assessment data by:
 - 1. May 15 from the reading portion; and
 - 2. May 25 from all other portions.
 - iv. Allows ADE to adjust the testing window for the statewide assessment in academic years that SBE is revising or establishing proficiency levels, subject to review and approval by SBE.
 - e. Annual Report
 - i. Directs ADE to submit an annual report to the Governor, the President of the Senate, the Speaker of the House of Representatives and the Secretary of State by December 15 on the K-3 Reading Program that includes:
 - 1. Information on the improvement of K-3 Reading, including specific achievement data and data and information on continued proficiency on the statewide assessment in subsequent grades;
 - 2. A description of ADE's activities to support school districts and charter schools improve K-3 reading;
 - 3. Specific findings on methods by which ADE may continue to improve support and assistance for school districts and charter schools in administering K-3 Reading Plans;
 - 4. Information and data on K-3 Reading Plans and the expenditure of K-3 Reading monies; and
 - 5. Reported data on the number of students subject to retention, exempted from retention, and administered intervention.
 - f. Miscellaneous
 - i. Removes the requirement that the AIMS test results for 12th grade students be recorded on the student's high school transcript.
 - ii. Removes the definition of scientifically-based reading research and adds the definition of evidence-based reading research.
 - iii. Replaces references to AIMS with statewide assessment.
 - iv. Makes technical and conforming changes.
- 3. *ADE Requirements:*
 - a. Develop program implementation guidance for schools administering their K-3 reading program plan.
 - b. Submit annual report with specified information about the K-3 Reading Program.

- c. Provide LEAs information about changes to the program.
 - d. Work with SBE on the approval of the alternative reading assessments to demonstrate reading proficiency for promotion from 3rd grade.
 - e. Work with SBE on amendment of Board rule to include new statutory provisions.
 - f. Alter the K-3 reading plan template to include the collection of the new reporting requirements.
 - g. Amend as applicable statewide assessment contracts to ensure test scores are received by the LEAs on the specified statutory deadlines.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/452139>
 5. *Assigned ADE Policy Team Member:* Alexis Susdorf

SB 1206- Teachers; Short-Term Certificates; Dismissals

1. *Program Area Impacted:*
 - a. Certification (Bruce Duplanty)
2. *Provisions of New Law:*
 - a. Permits school district governing boards to dismiss teachers holding an intern certificate, emergency certificate or other type of nonstandard certificate that is valid one year or less without complying with statutory dismissal requirements.
 - b. Directs dismissals to be effective 10 days after the delivery of the notice of dismissal to the teacher.
 - c. Requires teacher contracts to include a notice of the authority to dismiss.
3. *ADE Requirements:*
 - a. Ensure certification staff is aware of this new law in case of questions by phone or at the certification counter.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/452141>
5. *Assigned ADE Policy Team Member:* Alexis Susdorf

High Academic Standards for Students Division
Associate Superintendent Carol Lippert

HB 2229- JTEDS; Courses & Programs; Approval

1. *Program Area impacted:*
 - a. Career & Technical Education (Cathie Raymond)
 - b. Accountability (Jen Fletcher)
2. *Provisions of New Law:*
 - a. Allows credits earned from CTE courses to be awarded towards the minimum course of study.
 - b. Directs JTEDs to require specialized materials, in addition to specialized equipment, that exceed the cost of standard education courses to meet JTED course or program qualification requirements.
 - c. Exempts community college JTED courses and programs from the requirement to spend a majority of instructional time in a laboratory, field-based or work-based environment.
 - d. Exempts community college programs from student career and technical student organization participation.
 - e. Requires JTED programs receive approval by ADE based only on prescribed JTED program requirements.
 - f. Allows JTED programs to meet qualification requirements by providing assessments that lead to career readiness and entry-level employment if certification or licensure is not appropriate.
 - g. Instructs JTED programs to qualify students for employment rather than employment for which the student would not otherwise qualify.
 - h. Allows JTED programs to lead to career readiness and entry-level employment where relevant certification or licensure does not exist and qualify students for at least entry-level employment if business practicalities do not require certification or licensure.
 - i. Stipulates that a school district is not restricted from offering courses that do not qualify for JTED funding unless JTED monies are used for the course or program.
 - j. Includes candidates for and members of a JTED board in conflict of interest requirements.
 - k. Requires ADE to determine whether a JTED approval request meet prescribed requirements for JTED courses and programs.
 - l. Requires ADE to not fund JTED courses or program in the current year rather than the preceding year for failure to meet qualification requirements.
 - m. States the removal of JTED courses or programs failing to meet qualification requirements from the approved course and program list is for the purposes of funding.
 - n. Prohibits the criteria developed for JTEDs in ADE's annual achievement profiles from being based solely on criteria prescribed in the Carl D. Perkins Vocational Education Act.
 - o. Directs ADE to provide a copy of the annual achievement profile and letter grade classification performance indicators to each JTED board.
 - p. Includes postsecondary enrollment rates and military service rates as a performance indicator.

- q. Directs ADE's JTED annual report to include the required maintenance of effort and how monies were used to supplement and not supplant base year CTE courses for applicable school districts.
- r. Makes technical and conforming changes.
- 3. *ADE Requirements:*
 - a. Revise internal policies and procedures to reflect new statutory requirements for fundable JTED courses.
 - b. Collect and report new M&O funding reporting requirements on the annual JTED report.
 - c. Work with SBE to develop new JTED achievement profiles that are not solely based on federal criteria and will include postsecondary enrollment and military services rates in the annual achievement profile.
- 4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/453998>
- 5. *Assigned ADE Policy Team Member:* Charles Tack

HB 2248- JTEDS; Adults

- 1. *Program Area Impacted:*
 - a. Career & Technical Education (Cathie Raymond)
- 2. *Provisions of New Law:*
 - a. Removes the ability for school districts to offer CTE or vocational education programs without regard to student age or high school graduation status with exceptions.
 - b. Permits JTEDs to offer vocational programs beyond secondary education to adult students who have graduated high school or obtained a GED for the purposes of participating in financial assistance programs authorized by Title IV of the HEA.
 - c. Prohibits JTED programs from being offered for college-level credit unless authorized through a dual credit agreement with an accredited college.
 - d. Permits high school students to enroll in JTED courses administered at postsecondary level for college and high school credits.
 - e. Extends the ability for students over 22 years of age to attend vocational programs during regular school hours on central campuses that are leased and operated by a JTED.
 - f. Allows persons to file a complaint with the State Board of Vocational Education, under SBE rules, regarding alleged JTED violations; of state or federal law, including any student financial assistance program governing enrolled adult students.
 - g. Makes conforming changes.
- 3. *ADE Requirements:*
 - a. Ensure CTE staff is informed about this statutory change to answer questions from the public.
- 4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/451954>
- 5. *Assigned ADE Policy Team Member:* Alexis Susdorf

HB 2457- Rural STEM Program; Tax Credits

- 1. *Program Area Impacted:*
 - a. K-12 Academic Standards (Jonathan Moore)
- 2. *Provisions of New Law:*

- a. Establishes the Fund for the purposes of supporting STEM programs in rural schools.
 - b. Defines rural school as a charter school or a school within a school district with a student count of 300 or less and is located:
 - i. in a county with a population of less than 400,000; or
 - ii. in a census county division with less than 50,000 persons in a county with a population of at least 400,000.
 - c. Specifies the Fund consists of monies appropriated by the Legislature and grants, gifts, devises and donations from any public or private source.
 - d. Directs ADE to establish a process for rural schools to apply for grants from the Fund, subject to review by the SBE.
 - e. Requires a rural school:
 - i. applying for a grant to demonstrate how they plan to use the Fund monies and outcomes they plan to achieve with students; and
 - ii. receiving funding to demonstrate that the school's STEM program meets the academic standards for STEM as adopted by the SBE.
 - iii. Requires a rural school that receives funding to provide ADE with updates on outcomes achieved with students and how monies were spent by June 30 of each year.
 - f. Requires ADE to provide a report to the Senate President, Speaker of the House of Representatives and the Governor by November 15 of each year on the following:
 - i. the amount of grants made from the Fund;
 - ii. outcomes achieved with students statewide; and
 - iii. how program monies were expended.
 - g. Requires ADE to Administer the Fund, using no more than 5% of monies for administrative purposes in any FY.
 - h. Directs the State Treasurer, on notice from ADE, to invest and divest monies and credit monies earned to the Fund.
 - i. Subjects Fund monies to state auditing procedures.
 - j. Exempts the Fund from lapsing and continuously appropriates Fund monies.
3. *ADE Requirements:*
 - a. Establish internal processes and external application procedures for the new pilot program.
 - b. Complete annual reporting requirement about the program.
 4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/454105>
 5. *Assigned ADE Policy Team Member:* Alexis Susdorf

HB 2545- Early Literacy Grant Program

1. *Program Area Impacted:*
 - a. High Academic Standards for Students (Carol Lippert)
2. *Provisions of New Law:*
 - a. Establishes the Early Literacy Grant Program Fund to provide support to improve reading skills, literacy and proficiency for students in grades K-3 in addition to the K-3 Reading Program.
 - b. Directs ADE to administer the Fund.
 - c. Instructs SBE to adopt policies and procedures to be administered by ADE.
 - d. Directs ADE, subject to SBE review and approval, to award grants on a three-year cycle to eligible schools based on available monies and on a per-pupil basis.

- e. Allows eligible schools to use grant monies for eligible expenses to increase K-3 reading proficiency and provide a full-day Kindergarten program structured to increase reading proficiency.
 - f. Requires grant monies to supplement and not supplant activities in a schools Reading Program Plan.
 - g. Directs ADE, subject to SBE review and approval, to include a report on the Program in the K-3 Reading Program Plan that contains specified information.
 - h. Sunsets the Program on July 1, 2025.
 - i. Defines eligible expenses and eligible school.
 - j. Allocated \$8 million for the Early Literacy Grant Program (S.B. 1522)
3. *ADE Requirements:*
- a. Work with SBE on the policies and procedures for this program for Board approval.
 - b. Establish internal processes and external application procedures for the program.
 - c. Work with Grants Management on the application and administration of this grant.
 - d. Complete the annual reporting requirement with specified information.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/454114>
- a. Pages 11-12
5. *Assigned ADE Policy Team Member:* Charles Tack

SB 1131- Schools; K-3 Reading Program

6. *Program Area Impacted:*
- a. K-12 Academic Standards (Jonathan Moore)
 - b. Assessments (Audra Ahumada)
7. *Provisions of New Law:*
- a. Student Retention and Intervention
 - i. Prohibits third graders from being retained if assessment data is not available before the end of the current academic year, rather than the start of the following academic year.
 - ii. Expands the exemption from third grade retention to include students who have demonstrated or subsequently demonstrate sufficient reading skills or adequate progress towards sufficient reading skills as evidenced through a collection of SBE approved alternative standardized reading assessments.
 - iii. Directs school districts and charter schools to offer more than one of the intervention and remedial strategies developed by SBE, rather than at least one.
 - iv. Requires students receiving intervention and remedial strategies to be assigned for evidence-based reading instruction by a different teacher designated in one of the top two performance classifications on the teacher's most recent evaluation.
 - v. Expands the intervention and remedial strategies to include small group and teacher-led evidence-based reading instruction, which may include computer-based or online reading instruction.
 - vi. Requires intervention and remedial strategies to be evidenced-based.
 - vii. Directs school districts and charter schools to annually report to ADE by October 1 on the total number of:
 - 1. Students who are subject to retention;
 - 2. Students who are promoted by exemption;
 - 3. Students retained in the third grade; and

- 4. Interventions administered.
- viii. Requires school districts and charter schools to identify students at risk of reading below grade level in grades K-3 and provide parents with written notification, include a description of the student's specific individual needs.
- b. ADE Implementation Guidance
 - i. Requires ADE to develop implementation guidance to assist in administering an effective K-3 Reading Program Plan and outlines items that must be included.
 - ii. Directs ADE to prioritize supports and interventions for school districts and charter schools that have the highest percentage of students who do not demonstrate sufficient reading skills as established by SBE.
- c. K-3 Program Monies
 - i. Requires K-3 Reading Support Level Weight monies to be used on instructional purposes intended to improve reading proficiency, rather than on reading programs.
 - ii. Requires C, D, or F school districts and charter schools to submit a K-3 Reading Plan for ADE approval before distribution of monies generated from the K-3 Reading Support Level Weight.
 - 1. Directs SBE to approve plans before monies may be distributed.
 - iii. Requires ADE to deposit any monies received for reading training or professional development into the Department of Education Professional Development Revolving Fund.
- d. Statewide Assessment
 - i. Directs contracts for statewide assessments to require the submission of test scores and assessment data to LEAs by:
 - 1. May 15 from the reading portion; and
 - 2. May 25 from all other portions.
 - ii. Requires SBE to impose penalties on contractors who provide scores and data after the contractual date.
 - iii. Requires any testing window established and executed by ADE or SBE for administering the statewide assessment to be no longer than four consecutive weeks and ensure LEAs receive test scores and assessment data by:
 - 1. May 15 from the reading portion; and
 - 2. May 25 from all other portions.
 - iv. Allows ADE to adjust the testing window for the statewide assessment in academic years that SBE is revising or establishing proficiency levels, subject to review and approval by SBE.
- e. Annual Report
 - i. Directs ADE to submit an annual report to the Governor, the President of the Senate, the Speaker of the House of Representatives and the Secretary of State by December 15 on the K-3 Reading Program that includes:
 - 1. Information on the improvement of K-3 Reading, including specific achievement data and data and information on continued proficiency on the statewide assessment in subsequent grades;
 - 2. A description of ADE's activities to support school districts and charter schools improve K-3 reading;
 - 3. Specific findings on methods by which ADE may continue to improve support and assistance for school districts and charter schools in administering K-3 Reading Plans;

4. Information and data on K-3 Reading Plans and the expenditure of K-3 Reading monies; and
 5. Reported data on the number of students subject to retention, exempted from retention, and administered intervention.
- f. Miscellaneous
- i. Removes the requirement that the AIMS test results for 12th grade students be recorded on the student's high school transcript.
 - ii. Removes the definition of scientifically-based reading research and adds the definition of evidence-based reading research.
 - iii. Replaces references to AIMS with statewide assessment.
 - iv. Makes technical and conforming changes.
8. *ADE Requirements:*
- a. Develop program implementation guidance for schools administering their K-3 reading program plan.
 - b. Submit annual report with specified information about the K-3 Reading Program.
 - c. Provide LEAs information about changes to the program.
 - d. Work with SBE on the approval of the alternative reading assessments to demonstrate reading proficiency for promotion from 3rd grade.
 - e. Work with SBE on amendment of Board rules to include new statutory provisions.
 - f. Alter the K-3 reading plan template to include the collection of the new reporting requirements.
 - g. Amend statewide assessment contracts to ensure test scores are received by the LEAs on the specified statutory deadlines.
9. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/452139>
10. *Assigned ADE Policy Team Member:* Alexis Susdorf

SB 1522- JTED Completion Grant

1. *Program Area Impacted:*
 - a. *Career & Technical Education (Cathie Raymond)*
2. *Provisions of the New Law:*
 - a. Appropriated \$1 million from the General Fund in FY 2018 for the JTED completion grant to help fund program completion for students who complete at least fifty percent of a JTED program before graduating.
3. *ADE Requirements:*
 - a. Develop internal policies and procedures and a mechanism for schools to apply for funding for this grant program.
4. *Link to the Final Version of the Bill:*

<https://apps.azleg.gov/BillStatus/GetDocumentPdf/454115>

 - a. Pages 31-32
5. *Assigned ADE Policy Team Member:* Charles Tack

SB 1522- Geographic Literacy

1. *Program Area Impacted:*
 - a. K-12 Academic Standards (Jonathan Moore)
2. *Provisions of the New Law:*
 - a. Appropriates \$100,000 to issue a grant to a statewide geographic alliance for the purpose of strengthening geographic literacy.

3. *ADE Requirements:*
 - a. Establish the grant for a statewide geographic alliance.
4. *Link to the Final Version of the Bill:*
<https://apps.azleg.gov/BillStatus/GetDocumentPdf/454115>
 - a. Page 31
5. *Assigned ADE Policy Team Member: Alexis Susdorf*

Information Technology Division
Associate Superintendent Satish Pattisapu

HB 2545- Broadband Expansion Fund; Requirements; Disbursements to Certified Applicants; Reports

1. *Program Area Impacted:*
 - a. Information Technology (Milan Eaton)
2. *Provisions of the New Law:*
 - a. Establishes the Broadband Expansion Fund consisting of legislative appropriations to be used to provide state matching monies for certified broadband connectivity construction projects for qualified applicants.
 - b. Instructs ADE to administer the Fund.
 - c. Exempts monies from lapsing and continuously appropriates monies in the Fund.
 - d. Stipulates that qualified applicants include schools, school districts, libraries and groups of schools or school districts with projects certified by ADE that are eligible for E-Rate.
 - e. Requires the first \$8 million of cumulative state matching contributions to be provided by the Corporation Commission from the funding mechanism established in accordance with E-Rate.
 - f. Permits ADE to disburse Fund monies to applicants once notification is received from the universal service administrative company that the project is approved for E-Rate.
 - g. Caps the total amount that an applicant may receive in total from the Fund, Corporation Commission funding mechanism and Federal Universal Service Fund at the cost of the project.
 - h. Requires ADE to give priority to applicants with an E-Rate discount of 80% or higher when certifying eligibility.
 - i. Requires certified projects to provide sufficient bandwidth to meet the standards for educational services for the relevant funding year by the FCC and not exceed the standards without good cause.
 - j. Permits projects to be fiber-based or non-fiber based if justified by cost.
 - k. Establishes a biannual reporting requirement for ADE to report specified program information to JLBC and directs the information reported by June 30 to be submitted for JLBC review.
 - l. Allocates \$3 million of general fund monies to the Broadband Expansion Fund (S.B. 1522)
3. *ADE Requirements:*
 - a. Establish internal and external policies and procedures for the grant.
 - b. Complete the biannual reporting requirements for the grant.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/454114>
 - a. Page 7-8
5. *Assigned ADE Policy Team Member: Charles Tack*

School Finance Division
Deputy Associate Superintendent Lyle Friesen

HB 2078- Schools; Concurrent Enrollment

1. *Program Area (s) Impacted:*
 - a. School Finance (Lyle Friesen)
 - b. Audit (Lisa Eddy)
2. *Provisions of New Law:*
 - a. Removes the definition of concurrent enrollment course, the 40 hours per semester requirement for those courses and the requirement to consider those courses as a subject if conditions apply.
 - i. A student earns at least three semester hours of credit per semester in the community college or university course.
 - ii. A student is awarded academic credit by the school district or charter school for the concurrent coursework.
 - iii. The concurrent coursework is at a higher level than the course taught at the school district or charter schools in grades 9 through 12.
 - iv. A student who is enrolled in concurrent coursework also attends at least one course offered at the school district or charter school per semester.
 - v. The concurrent coursework is applicable to an established community college academic degree or certification program that is transferable to a university.
 1. Concurrent coursework that is applicable to a community college occupational degree or certification program may be transferable to a university under the jurisdiction of ABOR.
 - vi. The school district or charter school pays the community college or university for the tuition cost of the concurrent coursework or reimburses the student for the tuition cost of the concurrent coursework.
 - b. Renames concurrent enrollment to concurrent coursework.
 - c. Designates university and community college concurrent coursework of three semester credit hours as a subject for determining whether a student is full-time.
 - i. Stipulates that these courses do not need to meet for 123 hours a year to be considered a subject.
 - d. Includes instructional hours provided in concurrent coursework in ADM calculations.
 - e. Requires ADM to be based on the combined hours of the public school and concurrent coursework and prescribes the method for calculating ADM.
 - f. Contains a retroactive effective date of June 30, 2010.
3. *ADE Requirements:*
 - a. Modify internal policies and external guidance to reflect the changes in ADM calculations.
 - b. Adjust previous audit findings to reflect the retroactivity as a result of this law.
 - c. Send out to communications to LEAs regarding this change in ADM calculations for students receiving concurrent coursework instruction.
4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/laws/0155.pdf>
5. *Assigned ADE Policy Team Member:* Nick LeFevre

HB 2108- Education; Conforming Changes

1. *Program Area (s) Impacted:*
 - a. School Finance (Lyle Friesen)
 - b. Audit (Lisa Eddy)
2. *Provisions of New Law:*
 - a. Requires ADE to recalculate the student count for a union high school district in a county with a population of less than 400,000 for students who have:
 - i. Previously been enrolled
 - ii. Previously paid tuition
 - iii. Were subsequently determined to be eligible for state aid pursuant to admission requirements
 - b. Requires ADE to reimburse school districts for state aid in the amount identified by the recalculation of student count.
 - c. Requires a union high school district to do the following:
 - i. Remit any state aid reimbursement to individuals that paid tuition for a student that was subsequently determined to be eligible for state aid.
 - ii. Provide any necessary information to ADE.
 - d. Prohibits a union high school district receiving remittances, pursuant to the above, from the following:
 - i. Being further audited
 - ii. Revising its budget or annual financial report
 - iii. Any other action pursuant to correction of state aid or budget limits error requirements.
 - e. Applies the above retroactively to July 1, 2013.
3. *ADE Requirements:*
 - a. Review previous audit findings to determine if any repayments must be made.
 - b. Create a plan to repay eligible LEAs for recalculation of ADM.
4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/laws/0210.pdf>
5. *Assigned ADE Policy Team Member:* Nick LeFevre

HB 2385- Schools; Accounting; Budgeting; Reporting

1. *Program Area (s) Impacted:*
 - a. School Finance (Lyle Friesen)
2. *Provisions of New Law:*
 - a. Requires schools to report school level budget information and directs the Office of the Auditor General (OAG) to identify the methods and formats for reporting this information beginning in FY 2021.
 - b. Directs school districts to develop policies and procedures to allow principals to budget for or assist with budgeting federal, state and local monies.
 - c. Removes a requirement for school report cards to include school level expenditures and replaces it with a requirement for school report cards and AFRs, beginning in FY 2021, to include the following school level data for charter schools and schools operated by school districts:
 - i. Detailed total revenues generated by weighted student count.
 - ii. Total allocated federal, state, and local revenue.
 - iii. Allocation of Classroom Site Fund monies.
 - iv. Amounts allocated for teacher pay, benefits, classroom supplies, student support, and other expenditures.

- v. A comparison of the school's funding information to other schools in the LEA.
- d. Repeals this session law on January 1, 2022.
- 3. *ADE Requirements:*
 - a. Work with the Auditor General to develop a system of collecting this school-level financial information.
- 4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/bills/hb2385s.pdf>
- 5. *Assigned ADE Policy Team Member:* Nick LeFevre

HB 2545- Results Based Funding

- 1. *Program Area Impacted:*
 - a. School Finance (Lyle Friesen)
 - b. Assessment (Audra Ahumada)
- 2. *Provisions of the New Law:*
 - a. Establishes the Results-Based Funding Fund consisting of legislative appropriations and administered by ADE.
 - b. Directs monies in the Fund to be continuously appropriated.
 - c. Instructs ADE to distribute monies to school districts and charter schools in the following manner for FY 2018:
 - i. \$225 per student count for each school that meets the following:
 - 1. Fewer than 60% of enrolled students are eligible for FRPL or an equivalent measure at the time the statewide assessment is administered; and
 - 2. The school performed in the top 10% of all schools in specified portions of the statewide assessment in Spring of 2016.
 - ii. \$400 per student count for each school that meets the following:
 - 1. At least 60% of enrolled students are eligible for FRPL or an equivalent measure at the time the statewide assessment is administered; and
 - 2. The school performed in the top 10% of all schools in specified portions of the statewide assessment in Spring of 2016.
 - iii. \$400 per student count for alternative high schools subject to a specialized rating system who in 2014 were assigned the equivalent of an A.
 - d. Directs monies to be distributed beginning in FY 2019 in the same manner as FY 2018 except that eligible schools are required to have been designated with an A rather than meet the top 10% requirement and the alternative high school distribution provision is removed.
 - e. Requires monies received for this purpose to be separately accounted for in Annual Financial Reports.
 - f. Instructs monies to be allocated directly to enhance, expand or replicate the school site that generated the funding and not supplant monies that are generally provided to that school.
 - g. Requires the majority of monies to be used for teacher salaries, to hire teachers and provide teacher professional development.
 - h. Permits a portion of the monies to be used for the expansion and replication of that school site as a quality school model.
 - i. Directs monies to be used to sustain and replicate results, serve more students on a waiting list of an A or B school and increase salaries for teachers, classroom staff and school leaders closing the achievement gap in high-poverty schools.

- j. Requires schools that receive funding for specified areas of replication to show steady improvement after three years to remain eligible for funding.
- k. Defines replication.
- 3. *ADE Requirements:*
 - a. Work with Assessment to generate the necessary data to allocate monies from to fund to eligible schools.
 - b. Distribute monies to eligible LEAs.
- 4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/454114>
 - a. Pages 8-11
- 5. *Assigned ADE Policy Team Member:* Charles Tack

HB 2545- School District & Charter School Funding/Budget Changes

- 1. *Program Area Impacted:*
 - a. School Finance (Lyle Friesen)
- 2. *Provisions of the New Law:*
 - a. Increases the Base Level by 1.31% for FY 2018 from \$3,635.64 to \$3,683.27.
 - b. Increases the Transportation Support Level per route mile formula by 1.31%.
 - c. Continues to direct ADE to reduce the amount of BSA by \$352,442,700 that otherwise would be apportioned to school districts for FY 2018 as DAA and requires school district budget limits to be reduced accordingly.
 - i. Continues to direct ADE to reduce DAA for school districts that are not eligible to receive BSA funding by the amount that would be reduced if the district was eligible for BSA funding and reduce the school district's budget limits accordingly.
 - d. Continues to declare that it is the intent of the Governor and Legislature that school districts increase the total percentage of classroom spending over the previous year's percentages in the combined categories of instruction, student support and instructional support.
 - e. Continues to cap the sum of DAA reductions in FY 2018 for school districts with a student count of less than 1,100 at \$5 million.
 - f. Increases CAA by 1.31% to the following amounts:
 - i. For students in preschool programs for children with disabilities and grades K-8, from \$1,752.10 to \$1,775.05.
 - ii. For students in grades 9-12, from \$2,042.04 to \$2,068.79.
 - g. Continues to require ADE to reduce the amount of CAA by \$18,656,000 that otherwise would be apportioned to charter schools for FY 2018 and requires budget limits to be reduced accordingly.
 - i. Continues to direct the reduction to be made on a proportional basis based on the CAA funding that each charter school would have received without the prescribed reduction.
 - h. Continues to fund JTEDs with a student count of more than 2,000 at 95.5% of what would otherwise be provided by law for FY 2018 and requires ADE to reduce budget limits accordingly.
 - i. Directs the reduction to be computed as if the Base Support Level portion of the equalization formula funding for FY 2018 was based on the prior year ADM.

- i. Increases the general budget limit by \$1.5 million in FY 2018 for a school district that in FY 2017 was subject to the additional tax for districts ineligible for equalization assistance and in FY 2016 had an ADM of at least 5,000.
- 3. *ADE Requirements:*
 - a. Implement changes to School Finance system to reflect statutory changes outlined for school districts and charter schools.
- 4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/454114>
- 5. *Assigned ADE Policy Team Member:* Alexis Susdorf

SB 1156- High School Students; ADM

- 1. *Program Area (s) Impacted:*
 - a. School Finance (Lyle Friesen)
 - b. Audit (Lisa Eddy)
- 2. *Provisions of New Law:*
 - a. Includes the hours in which a high school student is scheduled to attend a high school during the regular school day in the calculation of ADM for that student.
 - b. Includes the hours in which a high school student is scheduled to attend a high school during the regular school day in the calculation of ADM for that student.
 - c. Defines regular school day.
 - i. The regularly schedules class periods intended for instruction purposes. Instruction purpose may include core subjects, elective subjects, lunch, study halls, music instruction, and other classes that advance the academic instruction of pupils, except that instructional purposes shall not include athletic practices or extracurricular clubs and activates.
 - d. Includes an applicability clause that states:
 - i. Clarifies the calculation of ADM for full-time and part-time high school students.
 - ii. Applies to any new or not yet completed audits of a local education agency and applies to each year being audited by the Arizona Department of Education.
 - iii. Shall not be used by a local education agency as the basis for a budget correction.
- 3. *ADE Requirements:*
 - a. Alter any open audits as of Aug. 9 to reflect this new law.
 - b. Update internal procedures to ensure new audits include changes in the law to ADM.
 - c. Send out guidance to LEAs to reflect changes to the law pertaining to ADM.
- 4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/laws/0333.pdf>
- 5. *Assigned ADE Policy Team Member:* Alexis Susdorf

SB 1522- 1.06% Teacher Salary Increase

- 1. *Program Area Impacted:*
 - a. School Finance (Lyle Friesen)
- 2. *Provisions of the New Law:*
 - a. Requires each school district or charter school to use its allocation from the additional teacher salary increase line item only to increase the salary of each teacher by 1.06% in FY 2018. The teacher must have taught at an Arizona district or

charter school during the 2016-2017 school year and continue to teach at an Arizona district or charter school during the 2017-2018 school year. The increase is in addition to and supplements, not supplants, any other salary increase the district or charter would have provided.

- b. Directs ADE to use the appropriated amount to provide districts and charters with funding for the salary increases.
 - c. Requires ADE to allocate the amount of funding for the increases by December 1, 2017, including the amount of funding needed for the employer share of related increases in employee-related expenses for the Arizona State Retirement System (ASRS), or other employee retirement systems, and the Federal Insurance Contributions Act. Limits the employer share of employee-related retirement system expenses for a teacher not participating in ASRS from exceeding expenses for an ASRS teacher participant.
 - d. Requires the district or charter to compute the increase for each eligible teacher on the teacher's salary for the 2016-2017 school year. Requires ADE to add the computed amount for each district and charter to the base support level that would otherwise be computed.
 - e. Requires the members of a school district or charter governing board or body to:
 - i. Conduct a separate vote regarding the allocation of these monies
 - ii. Notify teachers and transmit a notice of public hearing to ADE for posting on ADE's website at least 10 days before the hearing. Requires the district or charter to post the notice on its website, if applicable.
 - iii. Attest on a page of their FY 2018 budget that the members sign that the adopted budget meets line item requirements. Requires the attestation to also pertain to the following information provided by the district or charter:
 1. The number of teachers.
 2. The total amount of teacher salaries for the 2016-2017 school year.
 3. The total amount of teacher salaries for the 2017-2018 school year apart from the line item.
 4. The total of the employer share of related increases in employer-related expenses.
 5. The total amount of funding needed for the salary increase.
 - f. Requires a district or charter to submit the adopted budget to ADE. Requires ADE to distribute funding for the salary increase based on the adopted budget. Stipulates that the calculation is subject to the independent annual audit and that any audit findings regarding a miscalculation must be reported to ADE and subject to a budget correction.
 - g. Includes monies received from this line item in a district or JTED's general budget limit for the maintenance and operation fund for FY 2018.
 - h. Contains legislative and executive intent to include funding for an additional 1.06% teacher salary increase in FY 2019. Directs appropriations for FY 2019 to be distributed in the same manner as the appropriations in FY 2018.
 - i. Defines teacher.
 - j. Appropriates \$34 million from the General Fund in FY 2018 for purposes of this section.
3. *ADE Requirements:*
- a. Work with the Auditor General's office to establish a mechanism for reporting necessary information for payments to be made.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/454115>
- a. *Pages 28-29*

5. *Assigned ADE Policy Team Member: Charles Tack*

SB 1522-Miscellaneous School Finance Items

1. *Program Area Impacted:*
 - a. School Finance (Lyle Friesen)
2. *Provisions of the New Law:*
 - a. Allows, after JLBC review, ADE to use a portion of its FY 2018 GF appropriations for Basic State Aid (BSA) or Additional State Aid (ASA) to fund a shortfall in funding for BSA or ASA, if any, that occurred in FY 2017.
 - b. Appropriates \$2,600,000 in onetime funding from monies earned from investments in the BSF in FY 2018 to ADE for rural assistance.
 - i. Requires the amount to be distributed on a pro rata basis based on Average Daily Membership (ADM) counts from the 2016-2017 school year to schools located in a county with a population of less than 500,000 persons (all counties excluding Maricopa and Pima).
 - ii. Allows a district or charter that primarily serves homeless or special needs pupils to qualify regardless of county location. Defines primarily serves homeless or special needs pupils.
 - c. Continues to defer \$930,727,700 in BSA and ASA payments made to ADE in FY 2018 to until after June 30, 2018, but no later than July 12, 2018. Excludes charter schools and school districts with a student count of less than 600 pupils from the deferral.
 - d. Requires ADE to disburse the FY 2018 appropriation of \$930,727,700 to the counties for the school districts starting July 1, 2018, and no later than July 12, 2018, in amounts equal to the reductions in apportionment of BSA and ASA.
 - e. Mandates that school districts include in the revenue estimates that they use for computing their FY 2018 tax rates the deferred monies that they will receive between July 1, 2018 and July 12, 2018.
 - f. Appropriated \$17,081,200 to ADE from the General Fund for Additional Formula Costs for FY 2017 Supplemental Appropriations and Adjustments.
3. *ADE Requirements:*
 - a. Implement necessary changes to the School Finance system to reflect statutory changes outlined.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/454115>
5. *Assigned ADE Policy Team Member: Alexis Susdorf*

Health & Nutrition Division
Associate Superintendent Melissa Conner

HB 2208- Inhaler Administration; Schools

1. *Program Area (s) Impacted:*
 - a. Health and Nutrition (Melissa Conner)
2. *Provisions of New Law:*
 - a. Allows school districts or charter school employees to administer or assist in the administration of an inhaler to a pupil or adult while at school or at a school-sponsored activity under the following conditions:
 - i. The administration of the inhaler is pursuant to a standing order issued by the chief medical officer of a county health department, a licensed physician or a licensed nurse practitioner;
 - ii. The employee is trained in the administration of inhalers; and
 - iii. The employee believes in good faith the person is exhibiting symptoms of respiratory distress.
 - b. States the following are immune from civil liability concerning the good faith administration or assistance in the administration of an inhaler, excluding cases of gross negligence, willful misconduct or intention wrongdoing:
 - i. The chief medical officers of county health departments;
 - ii. Licensed physicians;
 - iii. Licensed nurse practitioners; and
 - iv. School districts or charter schools and their employees.
 - c. Requires the SBE, in consultation with ADE and other specified entities, to adopt rules that prescribe the following for school districts and charter school that elect to administer inhalers;
 - i. Annual training in the recognition of respiratory distress symptoms, the procedures to follow when respiratory distress occurs and the administration of inhalers by designated medical and nonmedical personnel;
 - ii. Requirements to the designation of at least two employees to be trained in the recognition of respiratory distress symptoms, the procedures to follow when respiratory distress occurs and the administration of inhalers;
 - iii. Procedures for the administration of inhalers in emergency situations;
 - iv. Procedures for annually requesting a standing order for inhalers and spacers or holding chambers from the chief medical officer of a county health department, a licensed physician or licensed nurse practitioner; and
 - v. Procedures for notifying a parent once an inhaler has been administered.
 - d. Permits a school district governing board and the governing body of a charter school to prescribe and enforce policies and procedures for the emergency administration of inhalers by a trained employee of the school district or charter school.
 - e. Permits a school district or charter school to:
 - i. Accept monetary donations or apply for grants for the purchase of inhalers and spacers or holding chambers; and
 - ii. To accept donations of the items directly from the product manufacturer.
3. *ADE Requirements:*
 - a. Work with SBE on the development of Board rule for inhaler administration by LEAs.

- b. Ensure H&N staff is familiar with this law and the adopted Board rule to assist with LEA questions.
- 4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/452129>
- 5. *Assigned ADE Policy Team Member:* Alexis Susdorf

HB 2395- Schools; Illegal Substances; Notifications

- 1. *Program Area (s) Impacted:*
 - a. Health & School Safety (Melissa Conner)
 - b. Communications (Chris Dickinson)
- 2. *Provisions of New Law:*
 - a. Requires school districts and charter schools to adopt procedures to annually report to ADE, in a manner prescribed by ADE, the number of suspensions and expulsions involving the possession, use or sale of an illegal substance and the type of substance involved in each case.
 - b. Directs ADE to compile the information and annually post it on their website.
 - i. Prohibits personally identifiable information from being included.
 - ii. Requires the information to comply with FERPA and show the number of suspensions and expulsions associated with each illegal substance by statewide and county aggregates.
 - c. Permits school districts to refer students subject to discipline, suspension or expulsion relating to illegal substances to a career and college readiness program for at-risk students.
 - d. Permits school districts and charter schools providing high school instruction to establish a career and college readiness program for at-risk youth that meets specified requirements.
 - e. Requires the program to be administered through a private entity selected by ADE.
 - f. Requires participating school districts and charter schools to annually report specified statistics regarding program participation and outcomes to ADE.
 - g. Directs ADE to submit an annual report by September 15 to the Governor, President of the Senate, Speaker of the House of Representatives and the Secretary of State that summarizes that above information.
 - h. Sunsets the program on July 1, 2027.
 - i. Defines at-risk youth.
 - j. Makes technical changes.
- 3. *ADE Requirements:*
 - a. Develop mechanism for compilation of information regarding suspensions and expulsions involving the possession, use or sale of an illegal substance and the type of substance involved in each
 - b. Post collected data on ADE website.
 - c. Select a private entity to administer program for at-risk students (communications division responsibility)
- 4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/454172>
- 5. *Assigned ADE Policy Team Member:* Hunter Overstreet

SB 1099- School Safety Program

- 1. *Program Area (s) Impacted:*
 - a. School Safety & Prevention (Jenny Walker)

2. *Provisions of New Law:*

- a. Repeals the School Safety Oversight Committee.
- b. Requires school districts and charter schools to submit Program proposals to ADE and clarifies that ADE administers the Program.
- c. Transfers the review and approval of Program proposals from the Committee to SBE and directs SBE to review and approve renewal applications for up to an additional three fiscal year from participating school sites.
- d. Includes in Program proposals whether the school district or charter school has already participated in the Program and information on the success, compliance and implementation of the most recent grant.
- e. Specifies the relevant crime statistics used by ADE are to assess the needs of each program proposal.
- f. Directs ADE to review plans submitted by school districts and charter schools and to select sites that are eligible to receive funding based on school safety needs.
- g. Allows ADE to prioritize grants to school districts and charter schools that have agreements with a law enforcement agency or the courts to share the cost of the SRO or JPO.
- h. Directs ADE to contract with a law-related education provider to provide guidelines, curricula and support resources for SROs and JPOs to use in implementing a law-related education program.
- i. Requires ADE to award the contract to a law-related education provider through a request for proposal and subjects the contract to review and approval by SBE.
- j. Directs ADE to evaluate the effectiveness of the Program and annually report on the activities of and the participants in the Program to the President of the Senate, the Speaker of the House of Representatives and the Governor and to provide a copy to the Secretary of the State by November 1.
- k. Includes in the evaluation and report, survey results from participating schools and data from participating schools on the impact of participating in the Program and directs ADE to establish guidelines for Program participants to report this information.
- l. Requires the Office of the Auditor General to include the Program in its sunset review process.
- m. Specifies the Program is established within ADE to promote safe learning environments for students by supporting the costs of placing school resource officers or juvenile probation officers on school campuses.
- n. Moves statute concerning the guidance manual.
- o. Terminates the Program on July 1, 2025.
- p. Makes technical and conforming changes.
- q. Becomes effective on April 17, 2017.
- r. Appropriates \$4,145,600 from the General Fund for the FY 2018 Program.

3. *ADE Requirements:*

- a. Make determinations of grant selections based on the FY 2018 appropriation and receive SBE approval on the final awards.
- b. Create RFP for the LRE and receive SBE approval before issuing the contract.
- c. Develop survey for the annual reporting for the program due on Nov. 1.
- d. Develop a guidance manual which must include a dispute resolution process.

4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/laws/0158.htm>

5. *Assigned ADE Policy Team Member:* Alexis Susdorf

Communications Divisions
Associate Superintendent Sally Lee

SB 1522/ HB 2395- Jobs for Arizona Graduates Program

1. *Program Area Impacted:*
 - a. Zip Code Project (Chris Dickinson)
2. *Provisions of the New Law:*
 - a. Appropriates \$100,000 from the GF in FY 2018 to ADE for distribution to a nonprofit organization for a jobs for Arizona graduates program.
 - b. Permits school districts and charter schools providing high school instruction to establish a career and college readiness program for at-risk youth that meets specified requirements.
 - c. Requires the program to be administered through a private entity selected by ADE.
 - d. Requires participating school districts and charter schools to annually report specified statistics regarding program participation and outcomes to ADE.
 - e. Directs ADE to submit an annual report by September 15 to the Governor, President of the Senate, Speaker of the House of Representatives and the Secretary of State that summarizes that above information.
 - f. Sunsets the program on July 1, 2027.
 - g. Defines at-risk youth.
 - h. Makes technical changes.
3. *ADE Requirements:*
 - a. Assist in the pass through funding and establish partnership with JAG and Zip Code Project.
 - b. Establish policies and procedures for JAG reporting about the program.
 - c. Complete annual reporting requirements.
4. *Link to the Final Version of the Bill:*
<https://apps.azleg.gov/BillStatus/GetDocumentPdf/454115>
5. *Assigned ADE Policy Team Member: Alexis Susdorf*

Policy Development & Government Relations Division
Associate Superintendent Charles Tack

HB 2107- Schools; Nonresident Pupils; Military Students

1. *Program Area (s) Impacted:*
 - a. Policy (Charles Tack)
2. *Provisions of New Law:*
 - a. Requires local education agencies (LEAs) to accept electronic enrollment and course registration for students whose parents are transferring or pending transfer to a military installation.
 - b. Requires an LEA to accept an enrollment application and course registration through electronic means for a student whose parents have active military duty status and are transferring or pending transfer to a military installation.
 - c. States a student complies with the residency requirements for school attendance if the parent of the student is transferring or pending transfer to a military installation within the state while on active military duty.
 - d. Requires a parent to provide the school proof of residency within 10 days after the arrival date provided on official documentation if the student enrolled electronically.
 - e. Allows a parent to use the address of any of the following as proof of residence:
 - i. A temporary on-base billeting facility
 - ii. A purchased or leased home or apartment
 - iii. Any federal government housing or off-base military housing including off-base military housing that may be provided through a public-private venture.
3. *ADE Requirements:*
 - a. Send out communications regarding change in enrollment procedures and requirements for military families.
 - b. Update forms on policy website utilized by schools to reflect this law change.
4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/laws/0056.pdf>
5. *Assigned ADE Policy Team Member:* Cassie O'Quin

SB 1431- Empowerment Scholarships; Expansion; Phase-in

1. *Program Area (s) Impacted:*
 - a. Business/Finance (Ross)
 - b. Government Relations and Policy (Charles)
2. *Provisions of New Law*
 - a. ESA Eligibility
 - i. Phases in ESA eligibility to any child in grades K-12, or eligible for Kindergarten by SY 2021
 - ii. Makes the following changes to ESA eligibility
 1. Removes a definition for legally blind.
 2. Stipulates that the failing school district eligibility qualification applies to students residing within the boundaries of a D or F school district.
 3. Deems children eligible to enroll in Kindergarten if the child is between four and seven years of age.

4. Stipulates the required full-time attendance at a government school be at least 100 days rather than the first 100 days of the prior Fiscal Year.
- iii. Allows ADE to request LEAs to provide confirmation of eligibility for AOI students and directs the school to comply within 10 days.
- iv. Stipulates that ESA students who continue to be enrolled in a qualified school remain eligible to apply for renewal until the student finishes high school, obtains a GED or reaches 22 years of age.
 1. Permits ADE to request confirmation of the student's progress towards high school graduation or completion of a GED.
 2. Directs students who are at least 18 years of age and have been identified as having a disability or qualify for educational therapies or services to remain eligible to apply for renewal until 22 years of age without being enrolled in a qualified school if the student continues to use at least 50% of available monies annually for eligible purchases.
 3. Permits ADE to remove students who are not in compliance in the subsequent year.
- b. ESA Participation and Administration
 - i. Removes the Annual Education Plan process.
 - ii. Prohibits students from accepting an STO scholarship during the same time the student is actively enrolled in an ESA and permits ADE to request the qualified school provide conformation that the student is in compliance.
 - iii. Requires qualified students in grades 3-12 who pay tuition as a full-time student at a qualified school to annually take one of the outlined assessments, beginning in SY 2018.
 1. Allows students to meet the requirement by taking an exam chosen and administered at a qualified school or if the parent chooses one of the outlined exams administered outside the school.
 2. Direct exam results to be reported to the student's parent.
 3. Exempts students identified with a disability from exam requirements.
 4. Permits ESA monies to be used for examination fees.
 - iv. Requires qualified schools that enroll 50 or more ESA students and administer one of the previous exams to annually make available aggregate student test scores to the public or on request.
 1. Allows a network of qualified schools to publish the aggregate scores by grade level for all schools within the network.
 - v. Directs ADE to allow applicants to identify all potential applicable eligibility criteria when applying and prohibits ADE from restricting applicants to identifying a single eligibility criteria.
 - vi. Requires ADE to allow applicants and current ESA holders to give written consent and identify a third-party to assist in the application process or in interactions with ADE beginning on October 1, 2017.
 - vii. Requires, rather than permits, the State Treasurer to contract with private financial management firms to manage ESAs and requires ADE to cooperate with the Treasurer and the contracted firm.
 - viii. Permits parents to appeal any administrative decision made by ADE regarding allowable expenses, removal from the program or enrollment

- eligibility and directs ADE to notify parents of the ability to appeal at the same time as notification of an administrative decision.
- ix. Directs ADE to make monthly transfers to ESAs rather than quarterly, beginning January 1, 2018 and prohibits delaying deposits unless monies will be retroactively prorated to the time the parent agreed to the ESA terms and conditions.
 - x. Requires ADE to enroll and issue award letters within 30 days, beginning January 1, 2018
 - xi. Directs ADE, when denying ESA eligibility, to notify the applicant of statutory deficiencies and the rationale for denial.
 - xii. Permits ADE to adopt procedures rather than rules and requires the development and implementation of procedures to comply with the intent of the law and give the most available educational options.
 - xiii. Requires adopted policies to include expense reporting, eligible expenses and application procedures.
 - 1. Prohibits the restriction of curriculum choices.
 - xiv. Directs ADE to request additional documentation regarding eligible expenses and provide the parent an opportunity to respond before denying an expenditure.
- c. ESA Funding
- i. Directs ESA funding to be based on whether the student was previously attending either a charter or district school.
 - 1. Prohibits a reduction in funding for students who have received an ESA by June 30, 2017.
 - ii. Directs ADE to fund ESAs for students whom ADOR has determined to be low-income at 100% of the sum of the Base Support Level and Additional Assistance based on whether the student was previously attending a charter or district school and transfer the funds from the monies that would be otherwise allocated to the prior or, for eligible Kindergarteners, the expected school district or charter school.
 - iii. Extends the current ESA cap until 2022
 - iv. Caps the number of approved ESAs beginning in FY 2023 at the number of approved ESAs during the SY 2022.
 - v. Appropriates and additional \$400,000 to ADE for ESA administration
- d. ADOR Procedures
- i. Establishes the ADOR ESA Fund for ADORs costs in administering ESAs.
 - 1. Directs ADE to transfer 1% of the monies received for ESAs into the ADOR ESA Fund.
 - 2. Allows ADOR to request an increase in the Fund appropriation if the number of ESAs significantly increases.
 - 3. Designates monies in the fund as subject to appropriation and exempts them from lapsing.
 - ii. Directs ADOR and ADE to establish a process to determine low-income classification for ESA funding purposes.
 - iii. Permits ADE to request income verification using already-available information from ADOR and limits ADOR to verification only of the student's eligibility for increased funding.
 - iv. Directs ADE to allow applicants to designate whether they would like to be classified as low-income for ESA funding purposes.
 - v. Permits alternative forms to be developed for income verification.

- vi. Outlines procedures for ADOR to notify ADE of errors in income classification and directs ADE to lower the funding level to that of a student that is determined to not qualify as low-income.
 - vii. Permits students to receive the regular level of funding on signing the ESA agreement and be subsequently increased on the designation of low-income status.
 - viii. Permits the disclosure of confidential information to ADE for the purpose of income eligibility verification for ESA purposes.
 - e. ESA Policy Handbook
 - i. Instructs ADE to annually develop and publish an applicant and participant policy handbook by July 1 that includes specified information on adopted ESA policies.
 - ii. Limits ADE's administration of ESA policies to those outlined in the handbook, excluding internal agency policies
 - iii. Prohibits ADE from publishing, revising or enforcing policies in the handbook before completing a 60-day public comment period and submitting a copy of the handbook and revisions to the Governor and Legislature
 - iv. Requires ADE to post on its website specified information and data relating to ESAs that is updated monthly.
 - f. ESA Review Council
 - i. Establishes the ESA Review Council and outlines membership.
 - ii. Prohibits members from receiving compensation, except that Governor appointees are eligible for expense reimbursement.
 - iii. Charges the Council with reviewing ESA administration, making legislative recommendations, reviewing policy handbook changes and submitting an annual report.
 - iv. Directs ADE to provide technical assistance.
 - v. Repeals the Council on January 1, 2021.
 - g. Miscellaneous
 - i. Defines low-income student
 - ii. Makes technical changes
3. *ADE Requirements:*
- a. Make internal changes on IT system to reflect requirements of the new law.
 - b. Make internal changes to policy and procedures to reflect requirements of the new law.
 - c. Work with DOR to determine procedure for receiving required information.
 - d. Establish parent council.
 - e. Receive JLBC approval for the additional \$400,000 for administrative costs
4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/laws/0139.htm>
Assigned ADE Policy Team Member: Charles Tack

Legal Division
Deputy Associate Superintendent Dan Schultz

SB 1314- Schools; Student Data Privacy

1. *Program Area (s) Impacted:*
 - a. Legal (Dan Schultz)
2. *Provisions of New Law:*
 - a. Establishes prohibitions and requirements for third parties concerning the use, protection and disclosure of student data.
 - b. Prohibits an operator from knowingly doing any of the following:
 - i. Engaging in targeted advertising on the operator's site, service or application or any other site, service or application if the targeting of the advertising is based on any information, including covered information and persistent unique identifiers, that the operator has acquired because of the use of that operator's site, service or application for school purposes.
 - ii. Using information, including persistent unique identifiers, created or gathered by the operator's site, service or application to amass a profile about a student except in furtherance of school purposes. Specifies this does not apply to the collection and retention of account information that remains under the control of the student, the student's parent or guardian or the public school.
 - iii. Selling or renting a student's information, including covered information. Specifies this does not apply to the purchase, merger or other type of acquisition of an operator by another entity if the operator or successor entity complies with this section regarding previously acquired student information, or to national assessment providers if the provider secures the express written consent of the student's parent or guardian or the student that is given in response to a clear and conspicuous notice, solely to provide access to employment, educational scholarships or financial aid or postsecondary educational opportunities.
 - c. Prohibits an operator from knowingly disclosing or using covered information unless the disclosure or use is made for any of the following purposes:
 - i. In furtherance of the school purpose of the site, service or application if the recipient of the disclosed covered information does not further disclose the information except to allow or improve operability and functionality of the operator's site, service or application.
 - ii. To ensure legal and regulatory compliance or protect against liability.
 - iii. To respond to or participate in the judicial process.
 - iv. To protect the safety or integrity of users of the site, service or application or others or the security of the site, service or application.
 - v. For a school, educational or employment purpose requested by the student or the student's parent or guardian if the information is not used or further disclosed for any other purpose.
 - d. Directs operators to do the following:
 - i. Implement and maintain reasonable security procedures and practices that are appropriate to the nature of the covered information and that are

- designed to protect that covered information from unauthorized access, destruction, use, modification or disclosure.
 - ii. Delete, within a reasonable time period, a student's covered information if the public school requests deletion of covered information under the control of the public school, unless the student or the student's parent or guardian consents to the maintenance of the covered information.
 - iii. Provide prominent notice before making material changes to its privacy policies.
 - e. Directs local education agencies to adopt policies regarding the use of technology and the use of internet while at school, that includes the following:
 - i. Notification to a parent of the adopted policies.
 - ii. The parent's ability to prohibit the student from the use of technology and the internet while at school in which covered information may be shared with an operator.
 - f. Exempts the following from the requirement concerning technology policies and a parent's ability to prohibit the student from the use of technology and the internet while at school:
 - i. Software or technology that is used for the daily operations or administration of a local education agency.
 - ii. Arizona Online Instruction.
 - g. Allows an operator to use or disclose covered information of a student under the following circumstances:
 - i. Federal or state law requires the operator to disclose the information and the operator complies with the requirement of federal and state law in protecting and disclosing that information.
 - ii. The covered information is not used for advertising or to amass a profile on the student for purposes other than school purposes, for legitimate research purposes as required by state or federal law and subject to the restrictions under applicable state and federal law, or as allowed by state or federal law and in furtherance of school purposes.
 - iii. To a state or local education agency for school purposes as permitted by state or federal law.
 - h. Allows an operator to use student data, including covered information, for adaptive or customized student learning and states this does not allow an operator from disclosing or using student data, including covered information, in violation of the prohibitions concerning targeted advertising, amassing a student profile and selling or renting a student's information.
 - i. Specifies these prohibitions and requirements do not prohibit an operator from doing the following:
 - i. Using information for maintaining, developing, supporting, improving or diagnosing the operator's site, service or application.
 - ii. Using covered information to improve educational products if that information is not associated with an identified student within the operator's site, service or application or other sites, services or applications owned by the operator.
 - iii. Using covered information that is not associated with an identified student to demonstrate the effectiveness of the operator's products or services, including in the operator's marketing.

- iv. Sharing covered information that is not associated with an identified student for the development and improvement of educational sites, service or applications.
 - v. Using recommendation engines to recommend to a student.
 - 1. Additional content relating to an education, other learning or employment opportunity purpose within an online site, service or application if the recommendation is not determined in whole or in part by payment or other consideration from a third party.
 - 2. Additional services relating to an educational, other learning or employment opportunity purpose within an online site, service or application if the recommendation is not determined in whole or in part by payment or other consideration from a third party.
 - vi. Responding to a student's request for information or feedback without the information or response being determined in whole or in part by payment or other consideration from a third party.
 - j. States these prohibitions and requirements do not.
 - i. Limit the authority of a law enforcement agency to obtain any content or information from an operator as authorized by law or under a court order.
 - ii. Apply to general audience internet websites, general audience online services, general audience online applications or general audience mobile applications, even if login credentials created for an operator's site, service or application may be used to access those general audience sites, services or applications.
 - iii. Limit service providers from providing internet connectivity to schools, students and families.
 - iv. Prohibit an operator of an internet website, online service, online application or mobile application from marketing educational products directly to parents if the marketing does not result from the use of covered information obtained by the operator by providing services covered under this section.
 - v. Impose a duty on a provider of an electronic store, gateway, marketplace or other means of purchasing or downloading software or applications to review or enforce compliance with this section on those applications or software.
 - vi. Impose a duty on a provider of an interactive computer service to review or enforce compliance with this section by third-party content providers.
 - vii. Prohibit students from downloading, exporting, transferring, saving or maintaining student data on documents.
 - viii. Prohibit a local education agency from enacting policies and procedures regarding the collection and protection of student personal information.
 - k. Deems a violation of these prohibitions and requirements as an unlawful practice, in addition to any enforcement or regulatory action authorized by state or federal law, and allows the Attorney General to investigate and take appropriate action.
3. *ADE Requirements:*
- a. Ensure data governance staff is aware of this new law in case of LEA questions.
4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/laws/0180.pdf>
5. *Assigned ADE Policy Team Member:* Nick LeFevre

Audit Division
Deputy Associate Superintendent Lisa Eddy

HB 2078- Schools, Concurrent Enrollment

1. *Program Area (s) Impacted:*
 - a. School Finance (Lyle Friesen)
 - b. Audit (Lisa Eddy)
2. *Provisions of New Law:*
 - a. Removes the definition of concurrent enrollment course, the 40 hours per semester requirement for those courses and the requirement to consider those courses as a subject if conditions apply.
 - i. A student earns at least three semester hours of credit per semester in the community college or university course.
 - ii. A student is awarded academic credit by the school district or charter school for the concurrent coursework.
 - iii. The concurrent coursework is at a higher level than the course taught at the school district or charter schools in grades 9 through 12.
 - iv. A student who is enrolled in concurrent coursework also attends at least one course offered at the school district or charter school per semester.
 - v. The concurrent coursework is applicable to an established community college academic degree or certification program that is transferable to a university.
 1. Concurrent coursework that is applicable to a community college occupational degree or certification program may be transferable to a university under the jurisdiction of ABOR.
 - vi. The school district or charter school pays the community college or university for the tuition cost of the concurrent coursework or reimburses the student for the tuition cost of the concurrent coursework.
 - b. Renames concurrent enrollment to concurrent coursework.
 - c. Designates university and community college concurrent coursework of three semester credit hours as a subject for determining whether a student is full-time.
 - i. Stipulates that these courses do not need to meet for 123 hours a year to be considered a subject.
 - d. Includes instructional hours provided in concurrent coursework in ADM calculations.
 - e. Requires ADM to be based on the combined hours of the public school and concurrent coursework and prescribes the method for calculating ADM.
 - f. Contains a retroactive effective date of June 30, 2010.
3. *ADE Requirements:*
 - a. Modify internal policies and external guidance to reflect the changes in ADM calculations.
 - b. Adjust previous audit findings to reflect the retroactivity as a result of this law.
 - c. Send out to communications to LEAs regarding this change in ADM calculations for students receiving concurrent coursework instruction.
4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/laws/0155.pdf>
5. *Assigned ADE Policy Team Member:* Nick LeFevre

HB 2108- Education; Conforming Changes

1. *Program Area (s) Impacted:*
 - a. School Finance (Lyle Friesen)
 - b. Audit (Lisa Eddy)
2. *Provisions of New Law:*
 - a. Requires ADE to recalculate the student count for a union high school district in a county with a population of less than 400,000 for students who have:
 - i. Previously been enrolled
 - ii. Previously paid tuition
 - iii. Were subsequently determined to be eligible for state aid pursuant to admission requirements
 - b. Requires ADE to reimburse school districts for state aid in the amount identified by the recalculation of student count.
 - c. Requires a union high school district to do the following:
 - i. Remit any state aid reimbursement to individuals that paid tuition for a student that was subsequently determined to be eligible for state aid.
 - ii. Provide any necessary information to ADE.
 - d. Prohibits a union high school district receiving remittances, pursuant to the above, from the following:
 - i. Being further audited
 - ii. Revising its budget or annual financial report
 - iii. Any other action pursuant to correction of state aid or budget limits error requirements.
 - e. Applies the above retroactively to July 1, 2013.
3. *ADE Requirements:*
 - a. Review previous audit findings to determine if any repayments must be made.
 - b. Create a plan to repay eligible LEAs for recalculation of ADM.
4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/laws/0210.pdf>
5. *Assigned ADE Policy Team Member:* Nick LeFevre

SB 1156- High School Students; ADM

1. *Program Area (s) Impacted:*
 - a. School Finance (Lyle Friesen)
 - b. Audit (Lisa Eddy)
2. *Provisions of New Law:*
 - a. Includes the hours in which a high school student is scheduled to attend a high school during the regular school day in the calculation of ADM for that student.
 - b. Includes the hours in which a high school student is scheduled to attend a high school during the regular school day in the calculation of ADM for that student.
 - c. Defines regular school day.
 - i. The regularly schedules class periods intended for instruction purposes. Instruction purpose may include core subjects, elective subjects, lunch, study halls, music instruction, and other classes that advance the academic instruction of pupils, except that instructional purposes shall not include athletic practices or extracurricular clubs and activates.
 - d. Includes an applicability clause that states:
 - i. Clarifies the calculation of ADM for full-time and part-time high school students.

- ii. Applies to any new or not yet completed audits of a local education agency and applies to each year being audited by the Arizona Department of Education.
 - iii. Shall not be used by a local education agency as the basis for a budget correction.
- 3. *ADE Requirements:*
 - a. Alter any open audits as of Aug. 9 to reflect this new law.
 - b. Update internal procedures to ensure new audits include changes in the law for ADM.
 - c. Send out guidance to LEAs to reflect changes to the law to ADM.
- 4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/laws/0333.pdf>
- 5. *Assigned ADE Policy Team Member:* Alexis Susdorf

Highly Effective Schools Division
Associate Superintendent Mike Mannelly

HB 2202- Schools; Dyslexia; Handbook; Definition

1. *Program Area (s) Impacted:*
 - a. Exceptional Student Services (Mike Mannelly)
2. *Provisions of New Law:*
 - a. Allows ADE, subject to SBE approval, to develop and maintain a handbook that provides guidance for students, parents and teachers regarding dyslexia.
 - b. Includes the following in the handbook:
 - i. Guidelines for teachers and parents to identify dyslexia;
 - ii. A description of educational strategies that have been shown to improve the academic performance of students with dyslexia; and
 - iii. A description of dyslexia resources and services that are available to students, parents and teachers.
 - c. Redefines dyslexia.
 - d. Becomes effective on the general effective date.
3. *ADE Requirements:*
 - a. Develop Dyslexia Handbook and display on ADE website.
4. *Link to Final Version of the Bill:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/453528>
5. *Assigned ADE Policy Team Member:* Alexis Susdorf

SB 1317- Schools; Specially Designed Instruction

1. *Program Area (s) Impacted:*
 - a. Exceptional Student Services (Mike Mannelly)
2. *Provisions of New Law:*
 - a. Permits general education or other certificated personnel to deliver specially designed instruction in a variety of education settings provided that certificated special education personnel are involved in the planning, progress monitoring and when appropriate involved in the delivery of the specially designed instruction, if in accordance with a student's IEP.
 - b. Requires SBE to immediately begin adopting new rules that clarify the administration of specially designed instruction and review and amend rules regarding special education to streamline processes, reduce unnecessary administrative burden and affirm the role of the IEP team.
 - i. Requires current and new rules to be consistent with state law.
 - ii. Directs new rules to be adopted by November 15, 2017.
 - iii. Requires adopted rules to be consistent with and not more restrictive than IDEA requirements.
 - iv. Directs drafts of proposed rules to be submitted to the Governor and the chairpersons of the Senate and House of Representatives Education Committees prior to adoption.
 - v. Directs SBE to ensure that personnel are appropriately and adequately prepared and trained to serve students with disabilities.
 - vi. Contains a legislative intent clause.
3. *ADE Requirements:*

- a. Work with SBE on the development of Board rule to reflect law changes.
 - b. Adjust internal processes and external guidance documents to reflect law changes.
4. *Link to Final Version of the Bill:* <http://www.azleg.gov/legtext/53leg/1R/bills/SB1317C.htm>
5. *Assigned ADE Policy Team Member:* Alexis Susdorf