



2019 Legislation Implementation Plan

Created by ADE Policy and Government Relations Division

EXCEPTIONAL STUDENT SERVICES	2
SB 1177 – special education; home school district	2
HB 2749 – k-12 education; budget reconciliation; 2019-2020;	2
(Juvenile Detention Centers, page 27) [APPROPRIATION].....	2
STUDENT ACHIEVEMENT & EDUCATOR EXCELLENCE DIVISION	3
SB 1346 - school; assessments; instruction; reporting.....	3
SB 1111 – fine arts proficiency; state seal.....	4
SB 1180 – department of revenue; applicants; fingerprinting.....	4
HB 2749 – k-12 education; budget reconciliation [APPROPRIATION].....	4
(high-quality teacher professional development pilot program, page 52)	4
HB2747 – general appropriations act; Appropriations; [APPROPRIATION]	4
(superintendent of public instruction; high-quality teacher professional development pilot program; exemption, page 88)	4
EMPOWERMENT SCHOLARSHIP ACCOUNTS	5
HB 2749 – k-12 education; budget reconciliation; 2019-2020.....	5
(Department of Education; third-party administrator, page 49)	5
HB 2758 – empowerment scholarships; qualified school	5
HEALTH AND NUTRITION SERVICES DIVISION	5
HB 2749 – k-12 education; budget reconciliation; 2019-2020 [APPROPRIATION] (school safety program, p 1). ..	5
SB 1468 - schools; suicide prevention training.....	6
HB 2119 – school safety; reporting.....	7
SCHOOL FINANCE DIVISION	7
SB 1022 – hours; seventh and eighth grades	7
HB 2749 – k-12 education; budget reconciliation;	7
(college credit by examination incentive program/school finance changes/results-based funding, page 9)	7
HB 2176- college credit by examination; payments	9

HIGH ACADEMIC STANDARDS FOR STUDENTS DIVISION	9
SB1014- English language learners; instruction; budgeting	9
SB 1318 - schools; dyslexia screening; training	10
HB 2749 – k-12 education; budget reconciliation; 2019-2020; [APPROPRIATION]	11
(Arizona industry credentials incentive program, page 14)	11
HB 2303- computer science; credit; science; mathematics	11
HB 2083 – kindergarten; survey; report	12
OTHER NOTABLE LEGISLATION	12
SB 1256 school districts; procurement practices; auditors	12
SB 1073 school district consolidations; elections	13
SB1071 – School districts; personnel evaluations	13
SB 1184 – Schools; economics; personal financial management	13

EXCEPTIONAL STUDENT SERVICES

SB 1177 – special education; home school district

1. *Program Area Impacted*
 - a. Exceptional Student Services (Mike Mannelly)
2. *Provisions of New Law*
 - a. Changes the definition of *home school district* to the school district or charter school that the child last attended, or if the child has not previously attended public school, the school district in which the person with legal custody resides.
3. *ADE Requirements*
 - a. Modify existing guidance regarding special education services as it applies to the *home school district*.
4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/470948>
5. *Assigned ADE Policy Team Member:* Cassie O’Quin

HB 2749 – k-12 education; budget reconciliation; 2019-2020; **(Juvenile Detention Centers, page 27) [APPROPRIATION]**

1. *Program Area Impacted*
 - a. Exceptional Student Services; Secure Care (Mike Mannelly)
2. *Provisions of New Law*

- a. Appropriates \$100,000 in FY 2019-2020 for juvenile detention center education programs
 - b. Increases, from \$15 to \$25 per day, the variable amount per child for education programs in FY 2020.
 - c. Allows excess monies to be used to supplement classroom spending.
3. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471877>

STUDENT ACHIEVEMENT & EDUCATOR EXCELLENCE DIVISION

SB 1346 - school; assessments; instruction; reporting

1. *Program Area Impacted*
 - a. Assessments (Kelly Koenig, Audra Ahumada)
2. *Provisions of New Law (Menu)*
 - a. Delays implementation of the 3-8 menu of assessments until no later than School Year 2024.
 - b. Allows tests on the 9-12 menu of assessments to be offered in grades designated by the SBE.
 - c. Removes SBE's prohibition on requiring anything additional other than statute outlines for the provider of a proposed achievement assessment.
 - d. Requires SBE, by **July 1, 2019**, to adopt a plan regarding the development, implementation and adoption of a new statewide assessment and the menu of assessments in grades 3-8 and in grades 9-12¹.
 - e. Requires the plan to include timelines for implementation, including the possibility of implementing the menu of assessments in grades 3-8 in SY 2022².
 - f. Directs SBE to post the plan on its website and provide a copy to the Governor, the President of the Senate, the Speaker of the House of Representatives and the chairpersons of the Senate and House of Representatives Education Committees.
 - g. Instructs ADE to collaborate with a diverse group of educators and school administrators to revise and replace items on the statewide assessment.
3. *Provisions of New Law (Curriculum)*

Note: The following provisions were added as a floor amendment

 - a. Removes the prohibition on the following being included in HIV/AIDS instruction:
 - i. promotion of a homosexual lifestyle;
 - ii. portraying homosexuality as a positive alternative lifestyle; and
 - iii. suggesting that some methods of sex are safe methods of homosexual sex.
 - b. Requires a school district to provide a description of the HIV/AIDS course curriculum to all parents.
4. *ADE Requirements*
 - a. Collaborate with SBE to adopt the required assessment plan.³
 - b. Convene educators and administrators in conjunction with ADE staff to begin the process of developing new assessment items.
 - c. Bring statewide assessment contract extension to JLBC for renewal.
 - d. Coordinate with SBE to implement changes to HIV/AIDS instruction rules.
5. *Link to Final Version:* <https://www.azleg.gov/legtext/54leg/1R/laws/0086.pdf>
6. *Assigned ADE Policy Team Member:* Callie Kozlak

¹ A letter from USED in March 2019, cautioned the State of Arizona from pursuing a menu of assessments in grades 3-8, as no statutory authority exists under the federal Every Student Achieves Act (ESSA) that would allow districts to adopt an assessment for statewide accountability purposes outside of a designated statewide assessment administered to all publicly funded schools. For grades 9-12, there is some flexibility under ESSA for districts to pursue the use of a nationally recognized test or "locally selected option" in lieu of the designated statewide assessment for accountability purposes so long as it meets federal peer review standards.

² Ibid.

³ On April 29, 2019, the State Board of Education adopted a five-year assessment plan that addressed issues of compliance with federal and state law.

SB 1111 – fine arts proficiency; state seal

1. *Program Area Impacted:*
 - a. Educator and School Excellence; Arts Education (Dustin Loehr)
2. *Provisions of New law*
 - a. Requires ADE to establish a state seal of arts proficiency that allows participating school districts or charter schools to place a seal on the diploma of qualifying students who have attained a high level of proficiency in the arts.
 - b. Instructs SBE, in collaboration with ADE, to adopt minimum programmatic requirements/necessary rules.⁴
 - c. Sunsets the program on **July 1, 2029**.
3. *ADE Requirements*
 - a. Create the seal and work with SBE to develop minimum requirements.
 - b. Establish processes for school districts and charter schools to notify ADE for participation in the program and for ADE to deliver the seals to qualifying schools.
4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471313>
5. *Assigned ADE Policy Team Member:* Cassie O’Quin

SB 1180 – department of revenue; applicants; fingerprinting

1. *Program Area Impacted*
 - a. Educator Preparation and Certification (Bruce Duplanty)
2. *Provisions of New Law*
 - a. Requires school personnel who are required to be fingerprinted or obtain a fingerprint clearance card to disclose on a notarized form any charge or conviction that has been vacated, set aside or expunged for specified offenses.
3. *ADE Requirements*
 - a. Inform internal staff of the change.
4. *Link to Final Version:* <https://www.azleg.gov/legtext/54leg/1R/laws/0058.pdf>
5. *Assigned ADE Policy Team Member:* Jonathan Alanis

HB 2749 – k-12 education; budget reconciliation [APPROPRIATION]

(high-quality teacher professional development pilot program, page 52)

1. *Program Area Impacted*
 - a. Educator & School Excellence; high-quality teacher program (Kelly Koenig, Keith Snyder)
2. *Provisions of New Law:*
 - a. Reauthorizes the High-Quality Teacher program until **July 1, 2023**, delays repeal to **July 2, 2025**.
 - b. Allows ADE to retain up to 3% to offset administrative costs.
3. *ADE Requirements*
 - a. Continue administering program.
4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471658>
5. *Assigned ADE Policy Team Member:* Cassie O’Quin

*For additional changes to the program, please see HB2747 below.

HB2747 – general appropriations act; Appropriations; [APPROPRIATION]

(superintendent of public instruction; high-quality teacher professional development pilot program; exemption, page 88)

1. *ADE Requirements*
 - a. Appropriates \$400,000 in each of the next three fiscal years for the program.

⁴ ADE will take the lead on developing a plan, and then bring to the SBE meeting sometime in Fall 2019.

- b. Requires ADE to use \$100,000 of each fiscal year appropriation to provide scholarships or grants, or both, to qualified applicants in counties with a population of less than 375,000 person.

EMPOWERMENT SCHOLARSHIP ACCOUNTS

HB 2749 – k-12 education; budget reconciliation; 2019-2020

(Department of Education; third-party administrator, page 49)

1. *Program Area Impacted*
 - a. Empowerment Scholarship Account Program (Karla Escobar)
2. *Provisions of New Law:*
 - a. Requires ADE to contract with a third-party to assist in the financial administration of the program.
3. *ADE Requirements*
 - a. Select a vendor for the ESA program.⁵
4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471658>
5. *Assigned ADE Policy Team Member:* Callie Kozlak

HB 2758 – empowerment scholarships; qualified school

1. *Program Area Impacted*
 - b. Empowerment Scholarship Account Program (Karla Escobar)
2. *Provisions of New Law:*
 - a. Allows ESA students who reside on a reservation and paid tuition at a school outside of the state to continue paying tuition to that school until **July 1, 2020** and exempts those students from repaying any monies previously spent at that school.
 - i. Defines a school that received such monies as a *qualified school* until **July 1, 2020** only for those students who had previously paid tuition.
 - ii. Allows students who qualify under this provision and received a termination letter to be reinstated in the ESA program.
 - b. Contains a retroactive effective date of **June 30, 2017**.
3. *ADE Requirements*
 - a. ESA program director to reinstate any ESA students who qualify for reinstatement and continued eligibility and notify families of legislative changes.
4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471569>
5. *Assigned ADE Policy Team Member:* Aaron Wonders

HEALTH AND NUTRITION SERVICES DIVISION

HB 2749 – k-12 education; budget reconciliation; 2019-2020 [APPROPRIATION] (school safety program, page 1)

1. *Program Area Impacted*
 - b. Health & Nutrition and School Safety (Melissa Conner, Jenny Walker, Cara Alexander)
6. *Provisions of New Law:*
 - a. Expands the School Safety Program to include school counselors and social workers in addition to school safety officers (SROs)

⁵ In June 2019, ADE and the Treasury will announce the selection of a vendor based on a recent RFP designed by ADE's ESA taskforce. The new law is a codification of current practice.

- b. Allows LEAs that receive approval for a three-year program to annually submit a modified spending plan for its approved program.
 - c. Defines *school counselor, school guidance and counseling program, school resource officers* and *school social worker*.
 - d. Requires the following for school counselor/social worker program proposals:
 - i. A detailed description of the school safety needs of the LEA.
 - ii. A plan for implementing a school guidance and counseling program that includes the following:
 - 1. A detailed description of the relationship between the school counselor or the social worker, or both, and local community resources.
 - 2. A plan for using school counselor and school social worker services in the school, or both.
 - 3. A detailed description of the methods for evaluating the effectiveness of the school guidance and counseling plan.
 - 4. Policies on confidentiality under the school guidance and counseling plan.
 - 5. Policies on notifying parents and other family members of issues or concerns as identified in the school guidance and counseling plan.
 - 6. A detailed description of the school's, school district's or charter school's referral procedures to the appropriate community entities and state agencies.
 - 7. If the school district or charter school has already participated in the School Safety Program, information on the success, compliance and implementation of the most recent approved program proposal.
 - e. Requires ADE to review and administer the counselor and social worker program proposals in cooperation with administrators, principals, teachers, parents and community mental health professionals, use relevant school-level academic, social and emotional statistics to assess the needs of each program proposals and visit LEAs that submit proposals to verify information.
 - f. Allows ADE to prioritize proposals for SROs and JPOs in which the LEA has a cost sharing agreement.
7. *ADE Requirements*
- a. Adjust internal processes to include the expansion of the program to counselors and social workers.
 - b. Redevelop rubric to grade program proposals.
 - c. Establish the statutorily-required partnership with administrators, principals, teachers, parents and community health professionals to review and administer the counselor and social worker proposals.
 - d. Develop guidance for LEAs on changes to the School Safety Program.
8. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471658>
9. *Assigned ADE Policy Team Member:* Cassie O'Quin

SB 1468 - schools; suicide prevention training

- 1. *Program Area Impacted*
 - b. Health and School Safety (Melissa Conner)
- 2. *Provisions of New Law*
 - a. Requires LEAs to provide suicide awareness and prevention training to school counselors, teachers, principals and other personnel who work with students in grades 6-12, beginning in SY 2021.
 - b. Requires training to be completed at least once every three years.
 - c. Directs the training to:
 - i. Identify suicidal behavior in adolescents, include suicide prevention and include appropriate intervention and referral techniques:
 - ii. Use evidence-based materials.
 - d. Allows training to be provided within existing in-service training programs or as part of professional development.
 - e. Instructs AHCCCS to make training available and post the information on the agency's website by SY 2021.
 - f. Provides a good-faith civil liability exemption except in cases of gross negligence, willful misconduct or intentional wrongdoing.
 - g. Instructs OAG to classify incurred costs as classroom spending in the annual Classroom Spending Report.

- h. Directs teacher training programs to develop or adopt evidence-based instruction on suicide awareness and prevention that meets specified criteria and provide the instruction to all teacher candidates.
- 3. *ADE Requirements*
 - a. Inform internal ADE staff of the change and collaborate with AHCCCS as needed.
- 4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/470907>
- 5. *Assigned ADE Policy Team Member:* Jonathan Alanis

HB 2119 – school safety; reporting

- 1. *Program Area Impacted*
 - a. Health and School Safety (Melissa Conner)
- 2. *Provisions of New Law*
 - a. Requires school districts and charter schools to prescribe and enforce policies and procedures for school personnel to report to local law enforcement suspected serious offenses, as defined in the Criminal Code, or suspected crime involving a deadly weapon, dangerous instrument or serious physical injury and any conduct that poses a threat of death or serious physical injury to any person on the school property.
 - b. Requires school districts and charter schools to adopt policies to notify the parent or guardian of each student who is involved in a suspected crime or any of the specified types of conduct, subject to the requirements of federal law.
 - c. Instructs school districts and charter schools to post adopted policies and procedures on their websites by January 1, 2020.
 - d. Establishes penalties for violations, including personnel discipline and district or school ineligibility for School Safety Program grants.
- 3. *ADE Requirements*
 - b. By **July 1, 2020**, develop a process to verify each school district and charter school has adopted the policies and procedures required. Will likely require a designated staff member.
- 6. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471104>
- 7. *Assigned ADE Policy Team Member:* Jonathan Alanis

SCHOOL FINANCE DIVISION

SB 1022 – hours; seventh and eighth grades

- 1. *Program Area Impacted*
 - a. School Finance (Lyle Friesen)
- 2. *Provisions of New Law*
 - a. Reduces the minimum number of instructional hours that seventh and eighth grade students must be enrolled in to qualify for full-time status from 1,000 to 890 in a 180-day school year.
 - b. Modifies the definition of *full-time student* to include fourth through eighth grade students at schools that operate on a 144-day school year who are enrolled in equivalent number of instructional hours.
- 3. *ADE Requirements*
 - a. Inform school finance of the changes to minimum instructional hours and implement the change in the data system.
- 4. *Link to Final Version:* <https://www.azleg.gov/legtext/53leg/2R/bills/sb1022p.pdf>
- 5. *Assigned ADE Policy Team Member:* Aaron Wonders

HB 2749 – k-12 education; budget reconciliation;

(college credit by examination incentive program/school finance changes/results-based funding, page 9)

- 1. *Program Area Impacted*
 - a. School Finance (Lyle Friesen, Peter Laing)
- 2. *Provisions of New Law*

- a. Removes the requirement to bring the list of qualifying exams and passing scores to JLBC for review.
- b. Directs payments to be distributed **by March 1st of each year**.
- c. Allows school districts and charter schools to appeal the allocation of bonus monies until August 1st and allows ADE to withhold up to \$10,000 of the appropriated amount to address appeals.
- d. Applies CCEIP changes retroactive to **July 1, 2018**.
- e. Increases the Base Level by \$190.36 (~4.8% for inflation + teacher salaries), transportation funding by 2.0% and charter additional assistance by 2.0%
- f. Instructs ADM for concurrent coursework to be based on the credits earned at a postsecondary institution at the rate of 1/8 ADM for each 3-credit course.
- g. Caps SETR at the amount needed to generate total equalization assistance for all school districts. Directs ADE to notify the County Board of Supervisors **by August 1st** of the rate needed to fund total equalization assistance for all school districts in the county for the prior FY if that rate is lower than the SETR.
- h. Increases the FY 20 general budget limit for a school district that was in a county that generated excess SETR monies in FY 19 (Greenlee) by \$300,000 for districts with ADM between 300-400 (Duncan) and by \$46,000 for 5-15 ADM (Blue), directs the increase to be funded with prior-year carryforward monies rather than a tax rate and limits expenditures to capital items.
- i. Updates QTR and homeowner's rebate numbers in statute to reflect 2019 numbers.
- j. Removes the ARS 15-101 reference in ARS 15-183 and adds session law preventing ADE from seeking repayment for small school weight monies, restoring any withheld monies and phasing out the small school weight over 3 years starting in FY 2021 for a charter school that is not sponsored by the State Board for Charter Schools.
- k. Modifies the American Civics Education Pilot Program Fund to be continuously appropriated.
- a. Prescribes the following RBF model for 2019:
 - i. \$225 per student count for LEAs with <60% FRL or an equivalent measure including CEP that performed in the top 13% on the statewide assessment.
 - ii. \$400 per student count for LEAs with at least 60% FRL or an equivalent measure including CEP that performed in the top 13% on the statewide assessment.
 - iii. \$225 per student count, for LEAs with at least 60% of students for FRL, or an equivalent measure including CEP that performed within the top 14-27% on the statewide assessment.
 - iv. \$400 per student count, for each alternative high school with at least 60% FRL or an equivalent measure including CEP that performed in the top 27% on the statewide assessment.
- b. Specifies an alternative high school is only eligible for RBF if it reports the average percentage of pupils who received a passing score on both the math and language arts portions of the statewide assessment.
- c. Directs ESAs to spend a majority of RBF monies at the school that earned the results.
- d. Allows RBF monies to be used for classroom supplies and other strategies to sustain outcomes.
- e. Requires school that receive RBF to annually report to ADE on how monies were used by **November 1st** and report how many years a site has received RBF if it is not eligible but received it via an eligible site.
- f. Instructs ADE to compile the reports and submit it to JLBC, OSPB and the ED Chairs by **December 1st**.
- g. Directs FRL percentages to include only students who are eligible to be included in a school's student count.

3. *ADE Requirements*

- a. Inform program staff of the date for appeals and authority to withhold monies to address appeals.
- b. Notify schools of the ability to appeal before August 1st and set aside monies to address appeals for 2019.
- c. Adjust 2019 RBF payment formula accordingly.
- d. Establish internal process to compile RBF reports from each LEA and prepare for required reporting to OSPB, JLBC and the Legislature.

4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/470542>

5. *Assigned ADE Policy Team Member:* Cassie O'Quin

HB 2176- college credit by examination; payments

1. *Program Area Impacted*
 - a. School Finance (Lyle Friesen and Peter Laing)
 2. *Provisions of New Law*
 - a. Allows college credit by examination bonus monies to be allocated to other teachers of relevant subjects who instructed the student, as identified by the governing body or principal.
 - b. Requires incentive bonuses to be provided to the teacher within 30 days of the end of the school year.
 - c. Allows monies to be spent to reimburse or examination fees.
 - d. Requires ADE to distribute payments for the previous academic year by March 1st each fiscal year
 - e. Establishes the College Credit by Examination Development Fund from excess program monies to be distributed to schools with at least 50% FRL to assist in developing and operating classes that offer qualifying examinations based on need.
 3. *ADE Requirements*
 - a. Establish process to distribute awards **by March 1st** of next year.
 - b. Notify schools of the timeline and programmatic changes to the program.
 - c. Establish the College Credit by Examination Development Fund.
 4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/470542>
 5. *Assigned ADE Policy Team Member:* Cassie O'Quin
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HIGH ACADEMIC STANDARDS FOR STUDENTS DIVISION

SB1014- English language learners; instruction; budgeting

1. *Program Area Impacted*
 - a. Office of English Language Acquisition Services (Heather Cruz, Kate Wright)
2. *Provisions of New Law*
 - a. ADE to create, SBE to adopt/approve models that include a minimum amount of EL development as follows:
 - i. 120 minutes/day, 600 minutes per week, or 360 hours per school year for pupils in K-5.
 - ii. 100 minutes/day, 500 minutes per week, or 300 hours per school year for pupils in 6-12.
 - b. ADE to create, SBE to adopt alternative evidence-based and research-based English instruction models.
 - c. Allows school districts and charter schools to submit SEI models and alternative English instruction for approval by SBE.
 - d. Requires SBE to establish a framework for evaluating research-based models submitted for approval and solicit input from experienced educators.
 - e. Requires the framework to ensure that adopted/approved models meet the following criteria:
 - i. provide coherent instruction aligned with Arizona's English language proficiency standards;
 - ii. include oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies;
 - iii. include access to complex language content through grade-level textbooks with appropriate support; and include parental engagement strategies.
 - f. Removes requirements that the OAG biennially audit the effectiveness of the ELL program and conduct financial audits that review school district ELL budget requests and statewide compensatory instruction budget requests.
 - g. Renames the Arizona SEI Fund as Arizona ELL Fund.
 - h. Repeals A.R.S. § 15-756.06 relating to the annual testing of previously classified ELLs and

the subsequent reenrollment of students who fail to demonstrate English proficiency on the reassessment test in the two years following their exit from SEI.

- i. Removes the following ADE requirements:
 - i. that each month ADE select a random sample of 300 ELLs to determine how many can read certain factors as outlined.
 - ii. that ADE submit an annual report to JLBC that includes an itemized list of federal monies received by ADE for ELLs.
 - iii. that ADE:
 1. present a detailed annual summary of all ELL programs and funding at a public SBE meeting; and
 2. present a summary of information relating to the demonstrated success of schools and school districts at achieving English proficiency for ELLs.

3. *ADE-specific Requirements*

- a. Provide annual report to the SBE, Auditor General (OAG), Governor, President of the Senate, Speaker of the House of Representatives and Secretary of State on ELL Programs by **December 1st**, including:
 - i. information submitted in school district and charter school ELL reports;
 - ii. detailed descriptions of the adopted and approved models of ELL instruction, the number of public schools implementing each model and the number of students enrolled in each model;
 - iii. the length of time students are classified as ELLs;
 - iv. the academic performance on the statewide assessment for the two years after ELLs achieve English proficiency; and a summary of information on the demonstrated success of public schools at achieving English proficiency for ELLs.
- b. Conduct an analysis on the effectiveness of SBE's adopted or approved models and identify the most effective models.
 - i. This responsibility is transferred from OAG to ADE

4. *Link to Final Version:* <https://www.azleg.gov/legtext/54leg/1R/laws/0003.pdf>

5. *Assigned ADE Policy Team Member:* Jonathan Alanis

SB 1318 - schools; dyslexia screening; training

1. *Program Area Impacted*
 - a. High Academic Standards for Students/Highly Effective Schools (Heather Cruz)
2. *Provisions of New Law*
 - a. Requires ADE to designate a dyslexia specialist and annually develop a list of training opportunities related to dyslexia that satisfy continuing education requirements.
 - b. Requires training opportunities to:
 - i. Include at least one option that is provided entirely online.
 - ii. Include the knowledge and practice standards of an international organization on dyslexia designated by ADE.
 - iii. Enable teachers to understand and recognize dyslexia.
 - iv. Enable teachers to implement structured literacy instruction that is systematic, explicit, multisensory, and evidence based to meet the educational needs of students with dyslexia.
 - c. Requires school districts and charters schools to ensure that at least one K-3 teacher in each school has received training related to dyslexia that complies with the requirements, by **July 1, 2021**.
 - d. Requires ADE to develop a dyslexia screening plan by **July 1, 2020** that ensures that, within 45 calendar days after the beginning of each school year or within 45 days of enrollment, every K-1 student in a public school is screened for indicators of dyslexia, guidance is provided for notifications sent by public schools to the parents of students who are identified as having indicators of dyslexia and screening includes a list of indicators of dyslexia.
 - i. Requires the screening is developed with the dyslexia specialist and allows screenings to be integrated with reading proficiency screenings.

- e. Instructs SBE’s certification rules to require the reading instruction component to meet the requirements for dyslexia training, beginning **July 1, 2021**.
 - f. Establishes a 13-member Study Committee on Dyslexia Screening, Intervention and Funding to examine and make recommendations to the Dept. regarding dyslexia screening, intervention and supports.
 - i. The Committee is required to submit a report of its findings and recommendations to the Governor and the Legislature by **December 1, 2019** and terminates on **January 16, 2020**.
3. *ADE Requirements*
- a. Designate a dyslexia specialist and develop a list of training opportunities as part of a dyslexia screening plan
 - b. Appoint and convene members to the study committee as designated in the bill.
 - c. Begin the process of developing the screening plan required by statute while monitoring the work and recommendations of the study committee.
 - d. Collaborate with SBE to prepare for implementation of the teacher certification requirements.
4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471161>
5. *Assigned ADE Policy Team Member:* Aaron Wonders

HB 2749 – k-12 education; budget reconciliation; 2019-2020; [APPROPRIATION]
(Arizona industry credentials incentive program, page 14)

- 1. *Program Area Impacted:*
 - a. Career and Technical Education (Heather Cruz, Cathie Raymond)
- 2. *Provisions of New Law/ADE Requirements*
 - a. Establishes a program to provide incentives to LEAs and CTEDs where students are obtaining vocational certifications, credentials or licensure.
 - b. Outlines an annual timeline for ADE to align CTED program credential lists to the incentive program and requires JLBC review for the credential lists.
 - c. Directs incentive awards of \$1,000 to be paid beginning in FY21 to LEAs and CTEDs that have students who graduate and complete a program with a certificate/license/credential, limits the amount a single student may generate to \$1,000 and allows monies to be proportionally reduced if more funding is generated than appropriated.
 - d. Outlines allowable uses for incentive awards and requires separate accounting for those monies.
 - e. Requires an annual report by February 1st and sunsets the program in 10 years.
- 3. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471658>
- 4. *Assigned ADE Policy Team member:* Jonathan Alanis

HB 2303- computer science; credit; science; mathematics

- 1. *Program Area Impacted:*
 - a. K-12 Academic Standards; Computer Science professional development fund. (Heather Cruz)
- 2. *Provisions of New Law*
 - a. Modifies the grant application process for the Computer Science Professional Development Program to prioritize awards to schools with at least 60% FRL or that are rural.
 - b. Instructs SBE and ABOR to develop guidelines for LEAs on the rigor that a math or science course must contain to meet high school graduation and university admission requirements.
 - c. Prioritizes guideline development for computer science and integrated science courses.
 - d. Directs ABOR to review its current process for LEAs to submit courses for review to determine whether the course meets university admission standards.
 - e. Contains an emergency clause (**Effective April 24, 2019**).
- 3. *ADE Requirements*
 - a. Adjust internal process to comply with changes to the Computer Science Professional Development Program.
 - b. Brief the Superintendent on the work assigned for ABOR and SBE and prepare for upcoming meetings.

4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/470752>
5. *Assigned ADE Policy Team member:* Cassie O'Quin

HB 2083 – kindergarten; survey; report

1. *Program Area Impacted:* Early Education (Heather Cruz)
 2. *Provisions of New Law/ADE Requirements:*
 - a. Requires ADE to annually:
 - i. conduct a statewide kindergarten survey based on information that school districts and charter schools submit as part of the K-3 reading program to assess:
 1. daily number of Kindergarten instructional hours provided at each school;
 2. how full-day Kindergarten instruction is funded at each school;
 3. reading proficiency of pupils in K-3 at each school; and
 4. reading program used at each school.
 - ii. Include the results of the survey in the Early Literacy Program Report.
 - b. Terminates the requirement in 2024.
 3. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471102>
 4. *Assigned ADE Policy Team member:* Aaron Wonders
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OTHER NOTABLE LEGISLATION

FY20 Budget included the following notable items:

1. Charter School Board received additional FTE (FY 2020 5 FTE/FY 2021 10 FTE)
2. \$1,000,000 in one-time funding in FY 2019-2020 for gifted education.
3. Includes the Special Education Fund line item as a potential source of, and recipient of, monies in FY 2020 to resolve FY 2019 formula funding shortfalls.
4. \$30 million appropriation in FY 2022 to eliminate the K-12 rollover for districts with an ADM of less than 1,350 students.
5. Makes non-lapsing until **July 1, 2022** the \$50,000 (GF) appropriation for Mingus Unified Consolidation Costs.
6. As session law, restricts the use of the \$800,000 appropriation for Yuma Elementary School to demolishing an existing or former school that is located on a proving ground operated by the United States Army or to construct a new replacement school on that same proving ground.
 - a. Allows the \$800,000 appropriation for Yuma Elementary School to be spent only if the United States Department of Defense provides matching monies equivalent to 80% of project costs. Makes the appropriation non-lapsing until the project is completed or abandoned, or if no expenditure or encumbrance has been made by October 1, 2029. Reverts the appropriations to the (GF) on October 1, 2029 if unexpended and unencumbered.

SB 1256 school districts; procurement practices; auditors

1. *Program Area Impacted*
 - a. School Procurement
2. *Provisions of New Law*
 - a. School districts are no longer prohibited from hiring the same auditor or auditing firm for more than three consecutive years, and auditors or auditing firms hired by a school district are no longer prohibited from also receiving consulting fees from that school district.

- b. Repeals statute requiring the State Board of Education to adopt rules for the procurement by school districts of any materials, services, goods, construction and construction services that require contracts to be awarded based on the lowest qualified bidder, which becomes effective **July 1, 2019**.
 - c. The Department of Administration is required to establish the school procurement consulting pilot program, and program requirements are specified. The Dept. is required to report its findings to the Governor and the Legislature by **December 15, 2020**. The pilot program self-repeals **February 16, 2021**. Emergency clause.
3. *ADE Requirements*
 - a. None
 4. *Link to Final Version of the Bill:* <https://www.azleg.gov/legtext/54leg/1R/laws/0085.pdf>

SB 1073 school district consolidations; elections

1. *Program Area Impacted*
 - a. NA
2. *Provisions of New Law*
 - a. If parts of two or more school districts are proposed to be consolidated, a majority of votes cast in the part of the school districts proposed for consolidation must approve the consolidation, instead of a majority of the voters in the part of the school districts not affected and a majority of the voters in the part of the school districts affected.
 - b. If a school district that was participating in a Career Technical Education District (CTED) at the time that the school district was unified or consolidated, the successor school district automatically continues to participate in that CTED in the same manner.
3. *ADE Requirements*
 - a. Distribute \$50,000 appropriation in FY2020-21 to any unified school district that is created as the result of an election conducted in 2020 to assist with the costs of implementing the new unified school district
4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/470642>

SB1071 – School districts; personnel evaluations

1. *Program Area Impacted*
 - a. Unclear
2. *Provisions of New Law*
 - a. School district and charter school governing bodies are required to establish a teacher performance evaluation system and policies for principal evaluations that “is designed to improve teacher performance and student achievement” and includes the use of quantitative data on the academic progress for all students, which must account for between 20% and 33% of the evaluation outcomes.
 - i. The policies must include four performance classifications.
 - b. Charter school governing boards required to adopt policies to implement principal evaluations in a public meeting.
 - c. The State Board of Education is no longer required to adopt a model framework for teacher and principal evaluations that includes quantitative data on student academic progress that accounts for between 33 and 50 percent of the evaluation outcomes.
3. *ADE Requirements*
 - a. N/A
4. *Link to Final Version:* <https://apps.azleg.gov/BillStatus/GetDocumentPdf/471154>

SB 1184 – Schools; economics; personal financial management

1. *Program Area Impacted*
 - a. N/A
2. *Provisions of New Law*
 - a. Directs SBE to require at least one-half of a course credit in economics, which must include financial literacy and personal financial management, for high school graduation.
3. *ADE Requirements*

a. N/A

4. *Link to Final Version:* <https://www.azleg.gov/legtext/54leg/1R/laws/0084.pdf>