

ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature – First Regular Session

COMMITTEE ON EDUCATION
Report of Regular Meeting
Wednesday, February 18, 2015
House Hearing Room 4 -- 2:00 p.m.

Convened 2:59 p.m.

Recessed

Reconvened

Adjourned 9:04 p.m.

Members Present

Mr. Bolding
Mr. Coleman
Mrs. Norgaard
Ms. Otondo
Mr. Thorpe
Mr. Lawrence, Vice-Chairman
Mr. Boyer, Chairman

Members Absent

Request to Speak

Report – Attachment 1

Presentations

Name

None

Organization

Attachments (Handouts)

Committee Action

Bill

Action

Vote

**Attachments (Summaries,
Amendments, Roll Call)**

HB2190	DPA S/E	5-2-0-0	2, 3, 4, 5
HB2208	DPA S/E	7-0-0-0	6, 7, 8
HB2246	DPA	5-2-0-0	9, 10, 11
HB2250	DP	4-3-0-0	12, 13
HB2302	DPA	7-0-0-0	14, 15, 16
HB2448	DPA S/E	7-0-0-0	17, 18, 19
HB2449	DPA S/E	5-2-0-0	20, 21, 22
HB2562	DP	7-0-0-0	23, 24
HB2574	DP	7-0-0-0	25, 26
HB2620	HELD		
HB2622	DP	5-2-0-0	27, 28
HB2668	DP	5-2-0-0	29, 30, 31



Jackie O'Donnell, Chairman Assistant

March 3, 2015

(Original attachments on file in the Office of the Chief Clerk; video archives available at <http://www.azleg.gov>)

Information Registered on the Request to Speak System

House Education (2/18/2015)

HB2250, empowerment scholarship accounts; applications

Testified in support:

Sydney Hay, AMERICAN FEDERATION FOR CHILDREN

Testified as neutral:

Aiden Fleming, Arizona Department Of Education

Support:

Michael Hunter, BARRY GOLDWATER INSTITUTE FOR PUBLIC POLICY RESEARCH; Staci Burk, Gilbert Unified Governing Board Member, representing self; Josh Kredit, CENTER FOR ARIZONA POLICY; Jonathan Butcher, representing self; Ron Johnson, Arizona Catholic Conference; Jake Hoffman, SCHOOL BOARD MEMBERS ALLIANCE

Oppose:

Robyn Prud'homme-Bauer, representing self; Jane Rucker, representing self; Julia Winn Bacon, representing self; Jill Humpherys, representing self; Blake Sacha, representing self; Michael Sweedo, representing self; Stephanie Newitt, representing self; Paul Kulpinski, representing self; Sherry Brown, representing self; Gilfred Brown, representing self; Karen McClelland, representing self; Mark Lane, representing self; Joe Wright, representing self; Dee Puff, representing self; Noemi Cabrales, representing self; Tory Anderson, SECULAR COALITION FOR ARIZONA; Paul Tighe, representing self; Ruth Ellen Elinski, representing self; Anita Mosesman, representing self; Barbara Underwood, representing self; Deynice Bondurant, representing self; Elizabeth Spilotro, representing self; Anne & Alfonso Velosa, representing self; Barry Aarons, ARIZONA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS; doreen zannis, representing self; Matthew Owsley, representing self; Sarah Ells, representing self; Barbara Perleberg, representing self; Janice Palmer, AZ School Boards Assn; Tiffany Seay, representing self; Katie Gilbert, representing self; Roseanne Lopez, representing self; Karen Coleman, representing self; Mitra Khazai, representing self; Jesus Rubalcava, representing self; Susan Ashcraft, representing self; Sandra Kravetz, representing self; Charles Essigs, Director of Government Relations, Arizona Association Of School Business Officials; Jennifer Loreda, Arizona Education Association; Mike Williams, VERDE VALLEY SCHOOL DISTRICT CONSTORIUM; Anne Greenberg, representing self; Kathryn Kozak, representing self; Linda Polito, Polito Associates

All Comments:

Julia Winn Bacon, Self: This bill lacks any real accountability for taxpayer dollars. We should invest in our traditional public schools, not private institutions. There is little oversight for ESAs and no infrastructure to provide it. This parent asks for a no vote.; Jill Humpherys, Self: I am a governing board member who has to cut \$14 million from the district budget. ESAs have no academic or fiscal accountability. The constitution mandates district public education funding, so fully fund districts before other options.; Michael Sweedo, Self: This bill lacks accountability. Quit giving away tax dollars without ACCOUNTABILITY!; Stephanie Newitt, Self: This bill lacks any real accountability for tax payer dollars. Instead, we should choose to support and strengthen our public schools. I am a parent in the Gilbert school district and a member of the Gilbert Gifted Education Parent Council.; Paul Kulpinski, Self: ESA's lack any accountability by private organizations using public tax money. There is also no assurance to

prevent fraud in the use of these public funds.; Sherry Brown, Self: Empowerment accounts are not in the best interest of the taxpayer dollars because they do not give a good return on investment, there is a severe lack of accountability in this area, and very little transparency. Stop wasting taxpayer dollars.; Gilfred Brown, Self: As a small business owner who pays taxes in this state, I want accountability for the money I send to the state. Vouchers are not the best use of money when it comes to education.

<http://www.brookings.edu/research/papers/2014/11/06-chalkboard-arizon>; Karen McClelland, Self: As a 12 + year school board member I oppose all VOUCHER bills. We need to increase funds and support public education that serves ALL kids- not just a select few. & opportunities to use ESA limited in rural areas- so these bills are discriminatory; Mark Lane, Self: I find it ironic there are bills to control how school districts can budget yet there are bill like this where there is no accountability on how the money is spent. ADE has said it has no way to monitor the funds and privates are accountable to no 1; Joe Wright, Self: Please vote in opposition to any bill that would continue or increase the empowerment scholarships or any voucher systems. These programs will only further the financial problems of our public school system. Thank you for your consideration.; Dee Puff, Self: As a governing board member I am anxious to see increased investment in traditional public schools. This bill would provide funds with no accountability to privately owned institutions. I strongly oppose.; Noemi Cabrales, Self: As a governing board member this bill lacks any real accountability and we should not choose to invest in traditional public that provide full service to our students and community.; Tory Anderson, SECULAR COALITION FOR ARIZONA: The Secular Coalition for Arizona opposes public taxpayer dollars utilized for private religious education. We oppose the ESA program and the expansion of the program because there is no guarantee the money will not be used for religious education.; Paul Tighe, Self: This bill lacks accountability. We should be investing in public education, not private.; Ruth Ellen Elinski, Self: I am a parent and child advocate. This bill lacks any real accountability, and we should choose to invest in traditional public schools over privately-owned institutions.; Anita Mosesman, Self: Our public schools need investment first. There is not accountability for how the money is spent with this bill. There is not the ability to assess and prevent fraud with this bill. I am a parent in AZ and do not want this bill passed.; Barbara Underwood, Self: •ESAs spend extra general fund dollars on a program without accountability. I worry that ADE will not be able to prevent fraud & abuse. Please fund traditional public schools and not privately owned institutions. School Board President Barb Underwood; Deynice Bondurant, Self: 1. This bill lacks accountability 2. ESAs spend extra general fund dollars on a program without accountability. 3. There are serious concerns about the ability of ADE to prevent fraud and abuse. Deynice Bondurant constituent, school board member; Elizabeth Spilotro, Self: The ESA program is unconstitutional and designed to destroy traditional public education. The program has no accountability and is fraught with potential and actual fraud and abuse. "School Choice" REQUIRES a robust traditional district option.; Anne & Alfonso Velosa, Self: This bill lacks any real accountability, and we should choose to invest in traditional public schools over privately-owned institutions.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, equitable, stable and sufficient funding for public education is a value. Invest in our public schools, do not divest public tax dollars for private education with little accountability.; Matthew Owsley, Self: The benefit does not warrant the cost.; Sarah Ells, Self: Please do not approve this diversion of already scarce funds away from public schools when there is no system in place to assure services or accountability for students.; Barbara Perleberg, Self: NO on any empowerment scholarship funding. Dangerous lack of accountability and unconstitutional implications.; Tiffany Seay, Self: Empowerment scholarships drain money from public schools. There is NO accountability with the ESA's and the TAX PAYER's money is being used in manners where the state can not prove. Invest in our PUBLIC schools...don't steal from them.; Staci Burk, Self: Some special needs students are currently on ESAs and for others newly applying, they may rely on siblings for support and protection in their respective school choice setting. It is important that families are kept together if that is the desire.; Roseanne Lopez, Self: My tax dollar needs to go directly to ALL students in Arizona. No more vouchers for any group.; Karen Coleman, Self: I feel this bill lacks any true accountability and we should invest money in our traditional public schools.; Mitra Khazai, Self: As an Arizona taxpayer this bill allows public dollars to

be spent in a way that lacks proper oversight nor guarantees that students achieve certain educational standards. It is a poor use of limited tax dollars.; Jesus Rubalcava, Self: School Board member strongly oppose.; Susan Ashcraft, Self: Please do not expand any ESA's beyond their original intent. Please fully fund our district schools instead of awarding public funds to private schools.; Sandra Kravetz, Self: Stop draining our general funds of much needed money for other educational expenditures, such as the outstanding lawsuit payment.; Aiden Fleming, Arizona Department Of Education: ADE has concerns about complicating the application process and would like to work with the sponsor to make our processes more clear.; Kathryn Kozak, Self: Public school funds should be spent in a manner that is accountable to tax payers. There is a lack of accountability in this bill. Please vote no. FUSD School Board Member; Jake Hoffman, SCHOOL BOARD MEMBERS ALLIANCE: The School Board Members Alliance Believes that parents should be in primary control of their children's education. We respect the unique needs of each child and the family's right to choose the most appropriate educational environment.

HB2562, school property; proceeds; limitations; removal

Testified in support:

Mark Barnes, AZ SCHOOL ADMINISTRATORS ASSOC; Jeremy Calles, representing self

Support:

Jill Humpherys, representing self; doreen zannis, representing self; Matthew Owsley, representing self; Charles Essigs, Director of Government Relations, Arizona Association Of School Business Officials; Janice Palmer, AZ School Boards Assn; Mike Williams, VERDE VALLEY SCHOOL DISTRICT CONSTORIUM; Becky Hill, SCOTTSDALE UNIFIED SCHOOL DISTRICT

Oppose:

Kevin McCarthy, Arizona Tax Research Association; Pamela Hannley, representing self

All Comments:

Jill Humpherys, Self: I would support an amendment to only allow school plant monies to be used for capital purposes.; doreen zannis, Self: A volunteer w/ Support Our SchoolsAz, local control, equitable, stable & sufficient funding for public education are values. Self-governing how monies should be prioritized is a transparent & accountable system which best meets a community's needs; Matthew Owsley, Self: I would support schools being able to have more control over this.; Mark Barnes, AZ SCHOOL ADMINISTRATORS ASSOC: We support this bill.; Pamela Hannley, Self: I oppose HB2562 because it encourages school systems to sell public property to pay debts. Public funds built these schools; the public should benefit from them-- not private businesses. HB2562 only benefits the charter school industry.

HB2574, ADE; appropriation; geographic literacy

Testified in support:

Michael Ostapuk, representing self

Support:

Gale Ekiss, representing self; Jill Humpherys, representing self; Janice Palmer, AZ School Boards Assn; Kenneth de Masi, representing self; Patricia Sepp, representing self

Neutral:

doreen zannis, representing self

All Comments:

Michael Ostapuk, Self: As one of the co-founders of the Arizona Geographic Alliance, I advocate for passage of this bill that would FULLY restore PARTNERSHIP with the State of Arizona for training and teaching of Geography education in our schools, something lost in 2009!; Gale Ekiss, Self: To ensure America maintains its leading role in the world, it is important for children to have a sound education that includes geography. This bill restores funding to promote and improve geographic literacy of students and teachers.; doreen zannis, Self: A volunteer w/ Support Our SchoolsAz, equitable stable & sufficient funding for public education is a value. So much needs to be sufficiently funded for student achievement but foremost available dollars should go towards funding inflation deficit; Kenneth de Masi, Self: Advocate for restoring strong partnership with Arizona legislature supporting K-12 geographic education.; Patricia Sepp, Self: Support HB2574 to fund once again geographic literacy in our state!

HB2190, schools; common core; replacement

Testified in support:

Heather Kays, representing self; Brad McQueen, representing self; Sandra Jaeger, representing self

Testified as opposed:

Amanda McAdams, representing self; Garrick Taylor, Arizona Chamber Of Commerce And Industry; Jonathan Parker, representing self

Support:

Jose Borrajero, representing self; Karen Mackean, representing self; Jim Foust, representing self; Tom Helling, representing self; Susan Hicks, representing self; Ann Heins, representing self; Christine Maceri Genge, representing self; Joyce Hill, representing self; Dennis Genge, representing self; Richard Hofelich, representing self; Jane Schutte, representing self; Onita Davis, representing self; Olga Tarro, representing self; Patrick OMalley, representing self; Sandi Bartlett, representing self; Gene Dufoe, representing self; Gina Ray, representing self; Ana Henderson, representing self; Anita Christy, representing self; Paul Parisi, representing self; Tyler DiGrazia, representing self; Leslie White, representing self; Jered Skousen, representing self; Sarah Leska, representing self; Scott Leska, representing self; Stephanie Motter, representing self; madison harrell, representing self; Shelly Sundaram, representing self; Brenden Sundaram, representing self; Anette Hesselink, representing self; Emilena Turley, Council Member, representing self; Krystal Slivinski, AMERICANS FOR PROSPERITY AZ; Marla Closen, representing self; Karen Winfield, representing self; April Pinger, representing self; Jared Taylor, representing self; A J LaFaro, Self, representing self; Karen Damschen, representing self; Mickie Niland, representing self; Bill Blewster, representing self; Tanya Mihailov, representing self; Julie Farnsworth, representing self; Barbara Yates, representing self; Nancy Cottle, representing self; Geri Ottoboni-Gilmore, representing self; Eileen Eagar, representing self; thomas mcfadden, representing self; Michael Robinette, representing self; Beth Hallgren, 40 Days For Life campaign administrator, representing self; Christine Accurso, representing self; Paula Smith, representing self; Jason Mick, representing self; Staci Burk, Gilbert Unified Governing Board Member, representing self; Tom Jenney, AMERICANS FOR PROSPERITY AZ; John Hunnicutt, representing self; Stephanie Welch, representing self; Wesley Harris, representing self; Lynne Weaver, representing self; Greg Rucker, representing self; Lyle Tuttle, representing self; Jennifer Reynolds, representing self; Dori Hachmeister, representing self; Lisa Fink, representing self; Diane Wisda, representing self; Bob Huber, representing self; Patricia Sepp, representing

self; Donald Hawker, representing self; Carolyn Davidson, representing self; David Alger, representing self; John Reynolds, representing self; Mary Allen, representing self; Peggy McClain, representing self; Frank Johnson, representing self; Marilyn Zerull, representing self; Tom Platt, representing self; Jake Hoffman, SCHOOL BOARD MEMBERS ALLIANCE; Nancy Newman, representing self; Arthur Olivas, representing self; Aiden Fleming, Arizona Department Of Education; Clair Van Steenwyk, representing self; Michele Clendenen, representing self

Oppose:

Jacelyn Oroark, representing self; Christie Silverstein, representing self; Robyn Prud'homme-Bauer, representing self; Jane Rucker, representing self; Marcus Dell'Artino, CHANDLER UNIFIED SCHOOL DISTRICT NO 80; Francesca Thomas, representing self; Cindy Bitcon, representing self; Jill Humpherys, representing self; Terri Clark, representing self; Blake Sacha, representing self; Penny Allee Taylor, Valley Of The Sun United Way; Michael Sweedo, representing self; Erin Hart, representing self; Kristine Morris, representing self; Paul Kulpinski, representing self; Stephanie Newitt, representing self; Karen McClelland, representing self; Dana Wolfe Naimark, CHILDREN'S ACTION ALLIANCE; Mark Lane, representing self; Tamra Brady, representing self; Heather Heroldt, representing self; Joe Wright, representing self; Dee Puff, representing self; Sybil Francis, representing self; Amanda Burke, representing self; Gayle Galligan, representing self; Linda Gee, representing self; Dayna Burke, representing self; Tom Franz, GREATER PHOENIX LEADERSHIP INC; Lisa A. Atkins, Vice President for Public Policy, GREATER PHOENIX LEADERSHIP INC; Jim Zaharis, GREATER PHOENIX LEADERSHIP INC; Kimberly Baron, representing self; Noemi Cabrales, representing self; Mike Huckins, GREATER PHOENIX CHAMBER OF COMMERCE; Kelly McManus, STAND FOR CHILDREN; Pearl Chang Esau, representing self; Shayne Fleischman, representing self; Margie Looney, representing self; Elizabeth Hatch, SOUTHERN ARIZONA LEADERSHIP COUNCIL; Jaime Molera, FLAGSTAFF FORTY; Sandra Kravetz, representing self; Steven Zylstra, representing self; Andrea Misino, representing self; Theodora Schiro, representing self; Kelly Fant, representing self; Geoff Esposito, Arizona School Boards Association; Jackie Norton, representing self; Rebecca Gau, representing self; Karl Gaardsmoe, representing self; Ruth Ellen Elinski, representing self; Jennifer Liewer, representing self; jolie black, representing self; Joyce Harper, representing self; Dash SanMiguel, representing self; Danie Thompson, representing self; Linda O'Dell, representing self; Barbara Morrow, representing self; Anita Mosesman, representing self; Shelly Levi, representing self; Jason Silverstein, representing self; Janey Timm-Dawes, representing self; Barbara Underwood, representing self; Siva Elton, representing self; Deynice Bondurant, representing self; Susan Blakemore Briggs, representing self; Dale Volz, representing self; Sheila Donovan, representing self; Belinda McDonald, representing self; Ron Shoopman, President SALC, representing self; Linda Lee Arzoumanian, Ed.D., representing self; Cheryl Redfield, representing self; Elizabeth Spilotro, representing self; Kimberly Means, representing self; Gini McGirr, League of Women Voters of Arizona, Legislative Chair, representing self; Amanda Luna, representing self; Larisa Parks, representing self; Rebecca Lindgren, representing self; Patricia Geraghty, representing self; Jason Bagley, INTEL CORPORATION; Barry Williams, representing self; Diane McCarthy, representing self; Breanne Bushu, representing self; Matthew Schmitt, representing self; Cory Underhill, representing self; Quinn Kellis, Ed.D., representing self; Patrick Jordan, representing self; Kent Ashton, representing self; Margaret Atwood, representing self; Cathrine Zbonack, representing self; Linda Brouhard, representing self; Lisa Hoberg, representing self; Troy Hoberg, representing self; Kristie Martorelli, representing self; Erin Goodman, representing self; Jeff Goodman, representing self; Judith Simons, representing self; April Strom, representing self; Christina Martinez, Education Reform Now Advocacy; Ted Komada, representing self; Julianne Hartzell, representing self; Christa England, representing self; Nikcos Murrietta, representing self; Adriana Figueroa, representing self; Cara Herkamp, representing self; Faith Hester, representing self; Cheryl Greene, representing self; Shari Fleming, representing self; doreen zannis, representing self; Tammy Curtis, representing self; Althea Spencer, representing self; Marta Malloy, representing self; Brenda Petersen, representing self; Stephen Hughes, representing self; Matthew Owsley, representing self; Mary McGraw, representing self; J. Charles Santa Cruz, representing self; Leslie Welk,

representing self; James Kistner, representing self; Leanne Meyer, representing self; Jill Leshin, representing self; Geneva Haber, representing self; Charles Essigs, Director of Government Relations, Arizona Association Of School Business Officials; Gail Gold, representing self; Barbara Perleberg, representing self; Rachael Barkley, representing self; Erin Becker, representing self; Daniel Grumbling, representing self; Marc Dominguez, representing self; Janice Palmer, AZ School Boards Assn; Ruth Allard, representing self; Michelle Schwartz, representing self; Cathleen Barton, representing self; Tiffany Seay, representing self; Anna Van Zile, representing self; Mozhgan Kimble, representing self; Katie Gilbert, representing self; Valerie Conti, representing self; Roseanne Lopez, representing self; Virginia Warwick , representing self; Jennifer Walp, representing self; Jeff Mulder, representing self; Sara Vartola, representing self; Teresa Dellisanti, representing self; Brenda Griego, representing self; Antonio Alcazar, representing self; Nancy Westlake, representing self; Sarah Wilke, representing self; Erin Shearer, representing self; Mary Jenkins, representing self; Michael Winters, representing self; Ashley Morris, representing self; Carrie Hancock, representing self; Krystal Powell, representing self; Jennifer Foley, representing self; Victor Levi, representing self; Kim Barnes, representing self; Jamy Sewalk, representing self; Risha VanderWay, representing self; David Howell, Vice President - Wells Fargo, representing self; Misha Freeman, representing self; Michael Verlardi, representing self; Sandra Ramirez, representing self; Karen Coleman, representing self; Christy Foote-Dizdarevic, representing self; Leo Klebanow, representing self; Caitlin Gaspar, representing self; Jana Hutchins, representing self; Shalynne Orr, representing self; Kacy Frey, representing self; Lori Manha, representing self; Emily Boffa, representing self; Lana Wilson, representing self; Robyn Ericson, representing self; Kristen Vassar, representing self; Mary Ann Graffe, representing self; Robert Francis, representing self; Teresa rodriguez, representing self; Mitra Khazai, representing self; Wendy Coulter, representing self; Shura Wallin, representing self; Meghan Polselli, representing self; socorro rios, representing self; Paul Hatch, representing self; Miguel Nieto, representing self; Arielle Hope, representing self; luz bravo, representing self; Autumn Carlton, representing self; Lulu Lopez, representing self; Morgan Nina, representing self; judith campos, representing self; Cindy Novick, representing self; Suzanne Johnson, representing self; yasmin fatima, representing self; Tony Jimenez, representing self; Kim Horn, representing self; Nicole Petteruti, representing self; Ismael Flores, representing self; Sentari Minor, representing self; teresa Defina, representing self; maria vargas, representing self; benito franco, representing self; Krissy Washington, representing self; Elizabeth Bertsch, representing self; Jennifer Romweber, representing self; luisa cruz, representing self; Ellen Schatz, representing self; Jenny Francyk, representing self; Vivian Jeras, representing self; Kelly Smith, representing self; Rich Nickel, representing self; albertina sanchez, representing self; Jennifer Richardson, representing self; Erin Baril, representing self; carolina altuzar, representing self; Destiny Guerrero, representing self; Luis Acosta , representing self; Sandra Muller, representing self; Susan Hesse, representing self; yasmin altuzar, representing self; Brian MacKenzie, representing self; Lorrie Clark, representing self; Sherry Vogt, representing self; Denise Gould, representing self; Shannon Rogers, representing self; Blaine Donovan, representing self; Jeanette Vaux, representing self; Mary McKell, representing self; Ricardo Martinez, representing self; Susan Shaw, representing self; Katy Cavanagh, representing self; RW Postlethwaite, representing self; Patricia Hills, representing self; Mike Fogel, representing self; Albert Bechtel, representing self; Susan Partlow, representing self; Sally Pullen, representing self; Eileen Dailey, representing self; Hallie Brown, representing self; Maureen Salz, representing self; Eunice Lovejoy, representing self; Judith Richards, representing self; April Milne, representing self; Cynthia Tomlinson, representing self; Wendy Bergsman, representing self; Eddie Lopez, representing self; Jan Briski, representing self; Johanny Pena, representing self; Rosalia Maldonado, representing self; Chuck Rinaldi, representing self; Robin Dodder, representing self; Branda Maldonado, representing self; Sarah More, representing self; Dacia Murphy, representing self; luis breceda, representing self; Gail Barton, representing self; saul breceda, representing self; Neil Balter, representing self; Joseph Negron, representing self; Shannon Cunningham, representing self; jose luis hernandez, representing self; Marsha Lehman, representing self; Aimee Arnold, representing self; Royce Beasley, representing self; elisa torres, representing self; Tracy Smith, representing self; Lauren Gates, representing self; Stacie Banks, representing self; Kristie Cowan,

representing self; maria rodriguez, representing self; Kristin Taylor, representing self; Amy Saucerman, representing self; Katie Holck, representing self; Vanessa Erickson, representing self; bertha avila, representing self; Denny Silk, representing self; Michelle Raizer, representing self; Erin Acuna, representing self; Linda Lyon, representing self; Kimberly Schepp, representing self; oscar hernandez, representing self; Brandon Bradley, representing self; Paige Nett, representing self; Deborah Felnagle, representing self; Erin Burns, representing self; Charles Green, representing self; Jennifer Ho, representing self; Mitzi Lange, representing self; Karen Davis, representing self; Stephanie Burghart, representing self; Marisela Espinoza, representing self; Shannon Borchers, representing self; Ellen Young, representing self; Brett Allison, representing self; Sheila Vohs, representing self; Christopher Jones, representing self; Christina Spicer, representing self; Shawna Bradley, representing self; David Weintraub, representing self; Teresa Soto, representing self; Bill Christie, representing self; Jennifer Andersen, representing self; Marie Curley, representing self; Paul Licano, representing self; Edward Brown, representing self; Nikki Capetz, representing self; Christina Spicer, representing self; Amy Fuller, representing self; Roberto Reveles, representing self; Diane Ryan, representing self; Sandy Robbins, representing self; Amy Campbell, representing self; Elysabeth Campbell, representing self; Elizabeth Ostrom, representing self; Mark Jones, representing self; Leeann Nauta, representing self; Markitta Paulson, representing self; Kristi Broumley, representing self; Ruth Fisher, representing self; Stacy Hassebrook, representing self; Emanuel Wolff, representing self; Susan Klement, representing self; Marilyn Lemons, representing self; Nicole Patten, representing self; Michelle Penney, representing self; Jean Sax, representing self; Ellen DuBiel, representing self; Dan Bush, representing self; Rachel Yanof, representing self; Jean Bjorn, representing self; Sarha Beltran, representing self; Stacy Werner, representing self; George Martinez, representing self; Charlotte Reading, representing self; Raymond McDaniel, representing self; Terry Reeves, representing self; Jayne Weagle, representing self; Mary McDaniel, representing self; Lee Cameron, representing self; Millie DePrez, representing self; Stacey Nickels, representing self; Megan Todd, representing self; Manuel Medina, representing self; Rose Marie Brandwein, representing self; Kerry Mack, representing self; Noelle Sheehy, representing self; Blanca Cortez, representing self; Rebecca John, representing self; Paulette Goldman, representing self; Bob Cavallaro, representing self; JuliAnne Ebright, representing self; Angelica Zavala, representing self; Sandy Yost, representing self; Aimee Greenland, representing self; Alisha Gilbert, representing self; Katie Saluto, representing self; Constance Carroll, representing self; Denise Springer, representing self; Jennifer Vigil, representing self; Susan Burke, representing self; Herlinda Calderon, representing self; Dawn Kennedy, representing self; Fabiola Munoz, representing self; Kayla Strahan, representing self; Martha Goding, representing self; FR Shireman, representing self; Lee Mensay, representing self; Kelly Barney, representing self; Darcy Bernzen, representing self; maria De Los Reyes, representing self; Aaron Heinen, representing self; maria Del Carmen Zuniga, representing self; David Sansbury, representing self; Lindsay Gran, representing self; minerva lopez, representing self; Gary LaMaster, representing self; LeAnne Prenovost, representing self; Katherine Smith, representing self; oscar lopez, representing self; Peg Bogacz, representing self; Julie Coffinger, representing self; Diane Melcher, representing self; maria escareno, representing self; Rachel Hill, representing self; William Ebbinghaus, representing self; Angela Edgerton, representing self; Lonna Garai, representing self; Heather Spears, representing self; Rosalinda Figueroa, representing self; Jenny Miller-Westcott, representing self; Christine Burnett, representing self; Krystal Yeager, representing self; Mary Ann Miller, TEMPE CHAMBER OF COMMERCE; Irma Rubio, representing self; Ruth and Bill Hurguy, representing self; Samantha Olsen, representing self; Manuel Jimenez, representing self; Dru Waggoner, representing self; Lynn Flock, representing self; Rachelle Hayes, representing self; Daniel Openden, Ph.D., BCBA-D, representing self; Victor Bustos, representing self; Katie Aikins, representing self; Isabel Bustos, representing self; Robert Brown, representing self; Marina Parker, representing self; carmen zayas, representing self; Selena Llamas, representing self; Amie King, representing self; Corinna Holmberg, representing self; nubia lizarraga, representing self; Jose Luna, representing self; Tracy Gibson, representing self; Angie Paul, representing self; Carmen Lopez, representing self; Annie Crego, representing self; Donna Davis, representing self; Kelly Fisher, representing self; Leslie Dubien, representing self;

Sandra Szymeczek, representing self; Armando Lopez, representing self; Tracey Brown, representing self; Jennifer Garcia, representing self; Margo Wilson, representing self; Elizabeth Hernandez, representing self; Victor Vazquez, representing self; David Palladini, representing self; Joe Daleo, representing self; Laurri Hudson, representing self; Julian Cisneros, representing self; Bruce Iverson, representing self; Heather Raia, representing self; fany madrigal, representing self; Anne Kresge, representing self; Emily Yeaman, representing self; Jenifer Meadows, representing self; ivonne sanchez, representing self; Eric Hilkman, representing self; Robin Lippincott, representing self; Javier Villela, representing self; Tracy Sullivan, representing self; Patricia Miller, representing self; Sean Sullivan, representing self; maria mejia, representing self; Christina Newport, representing self; Carla Dunlap, representing self; Ana Valenzuela, representing self; April Baldwin, representing self; Jessa Wilson, representing self; Laurie Stoff, representing self; Adriana Armenta, representing self; Tanya Stark, representing self; Mari Helen High, representing self; Matt Hannen, representing self; Lucrecia Veya, representing self; Susan Jean Harris, representing self; Olu Omodara, representing self; Shardaesia Sautter, representing self; Jennifer Blunt, representing self; Javier cano, representing self; Pam Duty, representing self; Lindsay Smith, representing self; Alice Draisin Burmeister, representing self; Beth Malekow-Gillette, representing self; Lucy Mendoza, representing self; Stacy Barraclough, representing self; Rick Penquite, representing self; Aaron Cremona, representing self; hilda barrios, representing self; Kim Rimbey, representing self; Pam Pruess, representing self; Melody Pinkston, representing self; xochitl moreno, representing self; Kendy Gonzalez, representing self; Philip Shook, representing self; Alma Hernandez, representing self; Denise Geisler, representing self; Amelia Valadez, representing self; Wendy Resnik, representing self; Jeremy Atkin, representing self; Reina Perez, representing self; leah newton, representing self; Brittany Ray, representing self; Guadalupe Orozco, representing self; Ashley Cousin, representing self; Stephanie Gray, representing self; Lisa Ferko, representing self; Tamara Gooden, representing self; Jean Johnson, representing self; Dick Foreman, representing self; Amy Kurko, representing self; Monica McNelly, representing self; Magdaelena Morazan, representing self; Adrienne Golbeck, representing self; Michael Sanderfer, representing self; ana orozco, representing self; Page McDonald, representing self; Sheri MacGregor, representing self; silvia fowlkes, representing self; Janna Hunt, representing self; Dale Fitzner, representing self; Jessica Jaeger, representing self; Joan Wininger, representing self; silvia fowlkes, representing self; Julie Ctibor, representing self; sandra gallarzo, representing self; Ron Lansing, representing self; Linda Faria, representing self; Kevin Aikins, representing self; Octavio Vizcarra, representing self; Erika Rocha, representing self; Luisa Cruz, representing self; Reginald Hutcheson, representing self; Charles LaBarbera, representing self; jim Lamb, representing self; Liliana Hutcheson, representing self; Sara Baker, representing self; maria maldonado, representing self; Nicole Keniston, representing self; Lindsey OBrien, representing self; Carla Weil-Martin, representing self; Robbie McCamman, representing self; Jessica Guthrie, representing self; jose hernandez, representing self; Rosalie D'amico, representing self; Karla Bellisima, representing self; Robert Medler, TUCSON METROPOLITAN CHAMBER OF COMMERCE; Ruth Kearns, representing self; Griselda Palafox, representing self; rosario marin, representing self; Jill Maratea, representing self; Elvira Adame, representing self; Darrin Thomas, representing self; John Peterkin, representing self; Josefia Barrera, representing self; Carrie Kaufman, representing self; Vernon Huber, representing self; Reyes Adrade, representing self; Gabriela Guzman, representing self; Teresita Krenytzky, representing self; oneyda verdugo, representing self; Alma Aguirre, representing self; Hector Granados, representing self; Jana McKay, representing self; Willie Schlentz, representing self; Estela Esperanza, representing self; lucyla duarte, representing self; Kimberly Searles, representing self; Jorge Amaro, representing self; Tonya Glover, representing self; maria orozco, representing self; Miriam Angulo, representing self; Kim Hartman, representing self; Anayeli Colin, representing self; odensa navarro, representing self; Leslie Riffle, representing self; Martha Huerta, representing self; Kelly Clement, representing self; Alma Vital-Johnson, representing self; Celeste Biegen, representing self; Billie Freiwald, representing self; Katie Brodt, representing self; susan sipe, representing self; patti moore, representing self; Kati Barrera, representing self; Carolyn Rosa, representing self; Jenifer Wheeler, representing self; Dave Frons, representing self; Kendra Malaney, representing self; Dave Fronske, representing self; Stephen Brittle,

representing self; Julia Olsen, representing self; Susan Williams, representing self; Joyce Kasting, representing self; Alice Wells, representing self; Christine Pauken, representing self; Nicholas Krump, representing self; martha diaz, representing self; Beatriz Urrea, representing self; Amy Ponce, representing self; Leslie Goodwin, representing self; Tony LaMantia, representing self; Mark Barnes, AZ SCHOOL ADMINISTRATORS ASSOC; Diana Tibben, representing self; Mara Davenport, representing self; Michelle Traficano, representing self; Laurie Neagle, representing self; Jim Evans, representing self; Gabriel de Paul, representing self; Dena Merricks, representing self; Felicitas Sastre, representing self; Robert Pulsinelle, representing self; Ewa Pulsinelle, representing self; Peter McKinney, representing self; Eugene Dudo, representing self; Chelsea Chapman, representing self; Amy McCracken, representing self; Emily Broschart, representing self; Laura Richardson, representing self; Valerie Blaser, representing self; Robert Klassen, representing self; Heidi Ebel, representing self; Alicia Klassen, representing self; Jennifer Boll, representing self; Claire Place, representing self; Patricia Tate, representing self; Carrie Reay, representing self; Courtney Odden, representing self; Graeme Potterton, representing self; Jim Green, representing self; Gale Bauder, representing self; Richard Nickel, representing self; Rocio Cress, representing self; Barry Aarons, ARIZONA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS; Rip Wilson, K12; Pamela Hannley, representing self; Jennifer Loreda, Arizona Education Association; Anna McCauley, representing self; Katherine Burglin, representing self; Kelly Anderson, representing self; Tracy Davis, representing self; Nancie Lindblom, representing self; Pam Betten, representing self; Christa Harris, representing self; Malory Smith, representing self; Jaime Beal, representing self; Sheryl Rednor, representing self; Lattie Coor, representing self; Elizabeth Hatch, Mesa Public Schools; Michelle Reese, representing self; Jaclyn Santos, representing self; Kathryn Nail, GREATER PHOENIX CHAMBER OF COMMERCE; Kelsy Baker, representing self; Tammy McLeod, representing self; Patricia Welborn, representing self; Cathy Poplin, representing self; Gina Woodall, representing self; Bill Dolezal, representing self; Wendy Peterson, representing self; Sheila Schumacher, representing self; Ylenia Aguilar, representing self; Loru Shough, representing self; Nancy Pratt, representing self; Bobbie O'Boyle, representing self; Danielle Evans, representing self; Lee Nelson, representing self; Tamika Davis, representing self; robbie mccamman, representing self; Terri Lymer, representing self; Mike Williams, VERDE VALLEY SCHOOL DISTRICT CONSTORIUM; Darcy Bernzen, representing self; Brenda Crater, representing self; Anne Greenberg, representing self; Beth Summerhill, representing self; Staci Fletcher, representing self; Mindy Boadilla, representing self; Becky Hill, SCOTTSDALE UNIFIED SCHOOL DISTRICT; Jeff Smith, representing self; John Hamilton, representing self; Kathryn Kozak, representing self; lynn robershotte, representing self; Jennifer Mellor, representing self; Jana Miller, representing self; Kim Rimbey, representing self; Terri Kimble, representing self; Marie Caldwell, representing self; Juli Peach, representing self

All Comments:

Jacelyn Oroark, Self: Please don't undo the hard work we teachers have put in over the past few years. Our students deserve high expectations!; Susan Hicks, Self: It's past time to do this. Let's support our students and teachers with standards of excellence.; Onita Davis, Self: The State Board of Education with input from the citizenry, not the Federal Government, should determine our state's curriculum. Please help us to return the power to the people!; Olga Tarro, Self: I'm a Mom who has researched CC for 2 yrs. This experiment is bad for AZ: adopted sight unseen, written by profiteers from testing companies. Cut scores set to fail kids. Experts say CC is lower quality. Restore local control to make improvements.; Patrick OMalley, Self: Lost of problems with Common Core. This gives us an alternative.; Gina Ray, Self: AZ needs this bill to pass to help bring back local control of our schools. The Common Core Standards are dictating the curriculum in our schools and many corporations, so called non-profits, and textbook companies have profited off our children.; Anita Christy, Self: Please read aloud. The SBE adopted CCSS without due diligence, indebting Arizonans \$387 million, in exchange for \$25 m in RTTT funds. FERPA will NOT protect student privacy anymore! USDOE's regulatory changes to it means SLDS data is compromised.; Paul Parisi, Self: I am in favor of repealing Common Core and replace it with a state test; Francesca

Thomas, Self: This bill and the striker undermine efforts to further implement the ACCRS which have proven to be beneficial to learning. For validation of this claim, please come visit our public schools. Vote no please.; Cindy Bitcon, Self: We cannot undo all the work and money spent implementing these standards. I am strongly opposed to this bill and the striker.; Jill Humpherys, Self: My name is Jill Humpherys, and I am a school board member. We have spent four years implementing the new standards: that equals lots of time and money invested. Taking the test will allow us to know where we need to help students' learning.; Sarah Leska, Self: Please support this bill and vote YES on this bill. The Common Core standards are riddled with detrimental material and force non-age appropriate material on kids from K-8. Return educational rights to parents and to local control.; Scott Leska, Self: Common Core is detrimental to our children. Please eliminate this curriculum from Arizona! This is hurting children and our families. We cannot afford for an entire generation to be guinea pigs for Washington and big business to make money off us.; Michael Sweedo, Self: We have spent a fortune to improve school success. This bill does not give ANYTHING to replace what is currently in the process. Again, no plan to replace what is currently being implemented AT LARGE district expense!; Erin Hart, Self: Passing this bill will undo the work of Arizona teachers and schools who have been working hard to raise the bar for our students over the past four years. Our students are making progress - please don't change everything again.; Kristine Morris, Self: This bill is bad for children, teachers, schools and our State. Please vote No.; Paul Kulpinski, Self: High standards create a foundation for high expectations. The standards outlined in the "common core" is more rigorous than any standards Arizona has used in decades. This bill would be a step backwards to lower standards and rigor.; Stephanie Newitt, Self: If we wish to be fiscal conservatives then we will NOT pull our current education standards. The state has NO money to fund further standard development and has NOT properly funded standards implementation in local districts. I am a Gilbert parent.; Amanda McAdams, Self: This bill is a slap in the face to teachers who have worked many hours to align to the new rigorous standards. Removing these standards takes Arizona backwards, not forwards. This would also be wasting taxpayer dollars.; Karen McClelland, Self: vote for the Otondo striker. Do NOT repeal common core. We need high standards that emphasize critical thinking and understanding informative texts as well as fiction.; Mark Lane, Self: Curriculum and materials are still determined by the local school boards. As a board member with PVUSD, we have spent funds on the training teachers and implementation of the methods that will allow our students to be ready for a career/college.; Tamra Brady, Self: This is a step backwards for our schools. Our districts have been implementing our high quality standards since 2010 and expending large amounts of financial and human capital resources.; Heather Heroldt, Self: Still going backward! NO on the striker for this, too - please move on...; Joe Wright, Self: Please vote in opposition to any attempts to replace the common core. Our state has spent too many resources to back out now. The common core standards are good for Arizona!; Dee Puff, Self: Since 2010 our district has worked to incorporate the AZ College & Career Ready Standards into our instruction. It would be a huge step backwards and great expense to now replace the Common Core which underpins them. As a Board member I oppose.; Gayle Galligan, Self: Arizona needs to maintain the current higher standards for students.; Linda Gee, Self: Do not set our kids learning back to 2010 standards. Let's get some real work done and skip these distractions.; Dayna Burke, Self: These standards are good for students! please do not undermine all of the hard work, dollars, and time spent by dedicated teachers.; madison harrell, Self: I believe that we need to control educational standards in the state of Arizona. Common Core is a horrible idea.; Kimberly Baron, Self: This is fiscally irresponsible and would be detrimental to the progress of our students. They deserve better.; Pearl Chang Esau, Self: We work with schools all over the state and have talked with educators and students who are making progress with the new standards. Our old standards were too low and did not prepare students to succeed. Starting all over again would be harmful.; Anette Hesselink, Self: As one who has Homeschooled, Private Schooled and Charter Schooled my kids, I am devastated at how Common Core has eliminated School Choice in Arizona. Where is there a Common Core free choice? Vote YES; bring true School Choice back to Arizona!; Steven Zylstra, Self: The Arizona Technology Council who represents almost 800 member companies statewide, vehemently opposes HB2190.; Andrea Misino, Self: NO to this bill. The financial repercussions would be

devastating to our school systems, not to mention nullifying three years of work students and faculties have put into these sound, rigorous standards. Stop the testing, not the teaching.; Heather Kays, Self: Requested to speak by Rep. Finchem on behalf of the Heartland Institute.; Kelly Fant, Self: How much time, effort, & money has been spent on creating greater rigor for our students? We NEED these standards. These are not top-down standards. They were created by the people. What kind of adults do you want taking care of you in the future?; Marla Closen, Self: We need legislation to defeat the new turn our educational system has taken.; Karen Winfield, Self: Precinct Committeeman, LD25; Karl Gaardsmoe, Self: Districts all across AZ have spent considerable resources over the past 5+ years implementing new standards. If there are standards to be revised then let's get to work on making those changes but do not go backwards. Look at Florida who we modeled.; Ruth Ellen Elinski, Self: I am a parent and advocate. This bill is a step backwards for our schools, as districts have been implementing our high quality standards since 2010, expending large amounts of financial and human capital. We cannot afford to move backwards.; Dash SanMiguel, Self: Do not remove common core. This state's education system is already trailing the nation!; Barbara Morrow, Self: Ridiculous not to continue with Common Core. I don't want my kids education to be dumbed down once again.; Anita Mosesman, Self: We need high quality standards.; Jared Taylor, Self: Unfortunately, CCSS has not proven to get students college or career ready. It is very expensive and hurts the struggling schools while bogging down the high-performing schools. Sharing data with the federal gov't doesn't help students or parents.; Janey Timm-Dawes, Self: Please vote no on this bill. As an educator, for over 30 years, I feel this would undo all the progress we have made implementing higher academic standards in the classroom. We truly cannot afford the time or money to start over again.; Barbara Underwood, Self: Please lets not go backwards now. Our district has invested a lot of time and money implementing high quality standards to change again. Thanks, Barb Underwood Payson School Board President.; Siva Elton, Self: We needs to keep up with the rest of the country. We need common core!; Deynice Bondurant, Self: Our school districts have been implementing our high quality standards since 2010. A substantial amt of \$'s & time has been spent. Please don't waste it!; Susan Blakemore Briggs, Self: Why undo all the work that has already been done? Why waste all the money that has already been spent?; Dale Volz, Self: Arizona needs its College and Career Readiness Standards. We helped develop them, the State Board approved them, and districts are well along with implementing them. This is a foolish piece of legislation.; Sheila Donovan, Self: Please do not negate the progress of the past five years by repealing the current educational standards. Please do not politicize Arizona's education standards further by requiring legislative review anytime new standards are adopted.; Belinda McDonald, Self: I am so appauld at the lack of funding for our children's education. Not only are we near the bottom for the whole United States but globally I am embarrassed and shamed to see how little we value education. Pay the 300 mil to school funding; Ron Shoopman, Self: The 126 CEO's and Community Leaders of the Southern Arizona Leadership Council support high education standards and oppose this legislation; Linda Lee Arzoumanian, Ed.D., Self: FOR PIMA COUNTY SCHL SUPT -- Eliminating the AZ College & Career Ready Standards will only serve to decimate the rigor that our students need to experience in the classroom to compete in our global economy.; Cheryl Redfield, Self: The new standards raise the bar on what our students must understand and be able to do! It is not a curriculum! It is the means by which innovative teachers can provide customized instruction that prepares students to be successful, global citizens.; Elizabeth Spilotro, Self: Replacing the standards that have been in place since 2010 would be a terrible step backward for our schools and teachers and an even worse waste of the already limited financial and human resources our schools have available. Let's be smart!; Kimberly Means, Self: We need to continue the work we have started with raising the standards for our students. Passing this bill would move us backwards rather than forward.; Gini McGirr, Self: Please vote No on HB2190. Common Core program should stay as it is.; Amanda Luna, Self: I think having money cut away from the schools again and to start a new program will hurt our kids. The government can cut funds in unnessasary spending. Thi way our schools can have more money that is needed.; Larisa Parks, Self: Common Core is good for our students and the community. Do not roll back the progress made in implementing higher standards.; Rebecca Lindgren, Self: These standards are good for Arizona's students!; Barry

Williams, Self: Standards have never been cast in stone, they have evolved over time and will need continuous review and revision. Current ACCR standards have more good than bad when compared to 2010 standards. Lets move forward and build on the good, not start over.; Quinn Kellis, Ed.D., Self: This mistake will last forever. Listen to educational professionals give sound rationale for high standards. Give Arizona students a fair chance to succeed in college with higher K-12 standards.; Kent Ashton, Self: There is nothing in place to replace this. It will set school goals back 5 years and not make us competitive with other states.; Margaret Atwood, Self: Common Core is an acceptable standard for our Arizona students. It will take a few years for students, instructors, parents and school administrators to adjust to. Our students should have a strong national standard with which to evaluate progress.; Cathrine Zbonack, Self: I am a teacher in a public school district who believes the common core standards are helping teachers help students grow their understanding of mathematical concepts. Please don't undo all this progress. We can't afford to start over, again.; Bill Blewster, Self: The U.S. Constitution says nothing about regulating education; therefore, Common Core is unconstitutional and needs to be nullified at the state level. Education is a state prerogative and not the federal government's business.; Tanya Mihailov, Self: I fully support the dismantlement of Common Core in AZ and the extensive student data collection in particular.; Linda Brouhard, Self: When a state is complaining about education budgets it should avoid changes that not only void effectiveness of money spent but also requires additional funds to create and implement any new system. Why fix that which isn't broken in the 1st place?; Lisa Hoberg, Self: Please also note opposition to the striker amendment.; Kristie Martorelli, Self: Teachers in AZ have seen the positive impact of these standards on our students. Don't make us move backwards. This will be bad for our students and drive teachers out of our profession. Please do what is best for kids. Vote against this bill.; Julie Farnsworth, Self: Common Core is detrimental to the education of our children!; Erin Goodman, Self: Rolling back the AZCCRS now would be damaging to students and a waste of taxpayer resources. The assessment was fairly selected and procured and should be implemented as planned.; Jeff Goodman, Self: This is not in the best interest of our students. Arizona schools have already adopted the standards, and teachers support them. Let's move forward, not back.; Judith Simons, Self: Please listen to teachers who have worked hard to implement these standards. Those who oppose them are largely uninformed or misinformed and have agendas other than what's best for students & education in general.; Ted Komada, Self: AZCCRS have driven the development of a deeper curriculum across the state. Infrastructure has been put into place to support that work and good progress is being made. Please maintain the current standards.; Julianne Hartzell, Self: This bill would roll back all of the progress our educators and students have made implementing higher academic standards in their classrooms over the last 4yrs. We are making progress and can't afford to start over again!; Christa England, Self: This is not the best course of action for AZ students.; Cara Herkamp, Self: Old Content Standards vs New Process Standards. Students need to learn what to DO with knowledge. They can look up content; we need to teach process and critical thinking. Don't undo our progress over the past five years.; Geri Ottoboni-Gilmore, Self: 1. Focusing on teaching to the test. 2. Experts say poor standards. 3. Math etc. one size does not fit all.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz education above politics and collaboratively doing what is right for the children of Az are values. It is fiscally irresponsible to rescind these standards and assessment.; Tammy Curtis, Self: We do not have the time or resources to develop a replacement for Common Core. We have been working hard on this over the last several years and I feel students are performing at a more rigorous and relevant level than before. Please VOTE NO!; Althea Spencer, Self: Again, we do not have the monies or time to revamp processes we are making progress on, especially, by funding with monies needed for more staff, resources, etc. to maintain the education and safety of our schools.; Brenda Petersen, Self: We are already way in debt and I don't think the common core standards should be changed. It cost a lot and we should be holding are children to a higher standard. We don't have money to throw away and we don't have time to train and adapt new.; Eileen Eagar, Self: The Federal Government should not be involved at all in the education of our children. I would actually want to abolish the Department of Education in Washington; thomas mcfadden, Self: Dear Legislators, I ask that you vote to pass HB 2190. As a father of 3 boys in the Amphitheater School district,

I have witnessed first hand the detrimental effects of Common Core. I am tired of my kids being treated like lab rats. Please vote yes; Stephen Hughes, Self: Besides being part of someone's personal agenda, what are the reasons based on facts that would warrant replacing the Common Core Standards?; Matthew Owsley, Self: Our current standards are far superior to what we had before. As a parent and an educator, I believe that this bill would hurt our children.; Mary McGraw, Self: These standards raise the bar for both students and teachers. I am a first grade teacher and I support AZ College and Career Ready Standards.; Michael Robinette, Self: As an Advanced Placement Calculus teacher, I can attest to the deleterious effects that Common Core (reform-based math) will have on the ability of our students to learn math. The standards are developmentally inappropriate and cannot be modified.; J. Charles Santa Cruz, Self: We have invested a significant amount of time and money into creating these standards. Please do not undo a framework that holds great potential for the students of Arizona. I am a Board member who supports CCRS. Vote to keep the standards.; James Kistner, Self: This bill further wastes time and money that Arizona school districts have spent implementing new, rigorous standards. There is no reason to throw the baby out with the bath water and start from scratch. I am not in favor of this type of legislation.; Beth Hallgren, Self: Studying Common Core I realized, no matter what name you give it, these sub-"standards" are NOT good for America's children. Arizona had superior standards with a second, in the nation rating. Arizona can and should replace CC quickly with better.; Jonathan Parker, Self: To knowingly abandon rigorous standards and willingly return to insufficient standards is state sponsored neglect. A retreat is no more than the state abdicating its duty and returning to a renewed legislative commitment to mediocrity.; Daniel Grumbling, Self: Common core is not a federal mandate. It began and grew as an outgrowth of the nation's governors, most of whom are Republican. Shame on us for hoping our students can learn how to think. Amend, do not replace.; Michelle Schwartz, Self: Common core was not implemented lightly. Please do not undo so much hard, well-informed work.; Cathleen Barton, Self: Teachers and school leaders helped develop these standards and have been working hard to implement them. do not pull the rug out from under them. Support their efforts to provide great education to all of our students. Thank you.; Jason Mick, Self: Yes for HB2190.; Tiffany Seay, Self: I am a teacher and a parent. I have seen my own children and my students achieve success with common core. We do NOT want to return to the standards from 5 years ago. Our kids deserve consistency and CC provides that.; Anna Van Zile, Self: As a 30-year English teacher, it's nice to see some rigor that is actually changing instructional planning for the positive. Teachers are having to actually create and teach rather than turn to textbook for canned instruction.; Katie Gilbert, Self: Do not repeal the higher standards that are helping our students achieve. Constantly overhauling standards is costly and confusing to students and teachers.; Valerie Conti, Self: This bill will erase the gains we have made with the Common Core. We should always set the bar high for all students. I strongly oppose HB2190.; John Hunnicutt, Self: It is essential that we remove 'common core' from our education system. It is a Personal data grab that will only succeed in dumbing down our children. It is now in your hands to protect our education system.; Stephanie Welch, Self: I am a parent, and I am asking you to please, make this change. We need to restore local control, and this starts with your vote.; Roseanne Lopez, Self: The implementation of the new standards is a necessary move to improve education in the State of Arizona. Rewriting standards is a waste of precious dollars.; Virginia Warwick, Self: This is a step backwards for our education system. Arizona college and career ready standards were created by educators and experts not textbook companies. Taking us away from these standards takes us back 9 steps in the process. Let's have control.; Jennifer Walp, Self: I have been teaching for 20 years, and the Common Core standards have been a breath of fresh air. No more "drill and kill", no more rote memorization, but actual thinking and analyzing. Please don't undo these last 4 years of productive hard work!; Jeff Mulder, Self: Please vote no on this; Teresa Dellisanti, Self: Please keep the drive moving forward for Arizona school children. They deserve the best we can provide. AZCCR is the right direction; Antonio Alcazar, Self: I am against HB2190 as it will roll back the progress made implementing higher education standards over the last 5 years and require legislative review any time standards are modified.; Michael Winters, Self: Repealing the state standards would negatively impact all children in AZ. Changing the standards would cost the state and districts millions of dollars. Millions of dollars have

already been spent on materials and training. Do not do this!; Ashley Morris, Self: The Common Core Standards area highly rigorous set of standards. While the change has been challenging and we have seen some issues perhaps we should stop wasting time trying to repeal them but invest in training teachers to teach them better!; Carrie Hancock, Self: Students across the country are implementing College and Career Ready Standards focused on deep understanding and relevant application. To go backward and handicap AZ students and teachers even more than they already are is irresponsible and unfair.; Krystal Powell, Self: Arizona ranks as one of the worst states in terms of education. With 72% of 4th graders not reading proficiently and 69% not at standards for math. How can we afford to keep taking resources and time from our children...our future and economy.; Wesley Harris, Self: Common Core is a Federal Overreach and has no place in Arizona by virtue of the 10th Amendment to the U.S. Constitution. This bill is a good start but more needs to be done to reestablish local control over our schools. The State Board needs change; Jennifer Foley, Self: The AZCCRS encourage deeper, more meaningful learning for all students.; Kim Barnes, Self: I am a Republican voter in Scottsdale and the current standards of Common Core are a high standard that we wish to keep. The teachers and kids deserve to this. We need accountability in our school districts. Our kids are our future. Thank you; David Howell, Self: Arizona schools have adopted and embraced the Arizona College and Career Ready Standards. They can be improved and amended within the existing system. This bill would set Arizona public education back. We need to move beyond this distraction.; Misha Freeman, Self: After all the time & effort teachers and students have invest in the AZCCRS, it was be more then just a financial loss to remove the AZCCRS. As a National Board Certified Teacher I strongly support the rigor and depth of the standards.; Karen Coleman, Self: Standards are necessary in education. Schools and students should be held accountable. With the transient nature of society common standards are a necessity. This movement came from the states and should not be repealed.; Mary Ann Graffe, Self: We would like to voice our opposition to House Bill 2190 which would require our state to revert back to the old standards, a system that did not prepare students for college and a career; Lyle Tuttle, Self: Do what the people voted for!; Mitra Khazai, Self: As a parent with three boys in district schools and charter schools I have seen firsthand the positive impact common core has had on my children's academic achievement. My school district board approved curriculum - we have local control.; Lulu Lopez, Self: I would like to voice my opposition to this ridiculous bill!; Ellen Schatz, Self: Educating our young people for the future and how they can compete internationally. That's where we are today. It is imperative that we do not go backwards but go forward in this day and age when education is so necessary for democracy.; Erin Baril, Self: As an educator, I see firsthand the positive benefits of common core to our students. This bill would be a disastrous step backwards for education in Arizona.; Sandra Muller, Self: I believe my children are currently excelling in school due to the current standards. I do not wish for things to change again. I also think it gets confusing for the students when the standards and curriculums change so often.; Brian MacKenzie, Self: As a 2009 Arizona Education Foundation Ambassador for Excellence and Teacher of the Year Finalist, I would like to voice my opposition to this bill and any effort to backtrack on Common Core and lower standards for Arizona kids.; Sherry Vogt, Self: Arizona should be striving to be #1 in education instead of keeping status quo mentality. How sad.; Jennifer Reynolds, Self: Return local control over standards and assessments in our state. CCSS has not been proven that it will prepare our students for college nor a career. Federal overreach and data mining of our students needs to be stopped.; Dori Hachmeister, Self: LD 11; Mary McKell, Self: I am an Arizona voter and I believe this bill will have a harmful effect on schools and districts who have spent a great deal of time and resources on the Common Core.; Susan Partlow, Self: It would be harmful and ridiculous to revert back to the old standards.; Hallie Brown, Self: We have spent 5 years aligning our curriculum to meet the standards, and more importantly we have not given it enough of a chance to see how our students perform under these rigorous standards. Reverting back to old standards would move us backwards; Judith Richards, Self: I am a retired high school guidance counselor with over 36 years of experience. I am opposed to any bill which guts college and career preparedness. These kids are our future, and we have an obligation to prepare them!; Robin Dodder, Self: I am a high school English teacher, and I Strongly oppose this bill. The AZCCR Standards focus on skills student desperately need for their everyday lives. Please do

not go back to the "dumbed down" standards of yesterday.; Lisa Fink, Self: Common Core will destroy school choice. As board president of an "A" school, there are many standards and curricula that are not in alignment to our mission and philosophy. We need the freedom to provide parents a choice in education.; Lauren Gates, Self: I strongly oppose HB2190. As a teacher I see the benefits of the Common Core State Standards and it would be terrible for our students if we reverted back to the old standards.; Katie Holck, Self: I oppose HB2190. It would be terrible for our students to go back to the old standards.; Charles Green, Self: I wanted to write and voice my opposition to HB2190. Please don't send us back to 2010! My name is Charles Green and I am principal of EDUPRIZE High School in Gilbert.; Brett Allison, Self: We must go forward not backward; our students deserve only the best from us! They are the leaders of tomorrow and we owe them an excellent education.; Sheila Vohs, Self: I am strongly against this bill! In my opinion, Arizona is not supporting its schools, students, or teachers. Children are our future and should be prepared for college once they graduate from high school.; Shawna Bradley, Self: As a teacher and parent, I finally feel there is a cohesive, logical set of standards that raises the bar for our children's education. As a teacher I've seen more growth in my students the last couple of years than I've seen in my 16 years teaching; Diane Ryan, Self: Please do not do away with the new standards!; Elizabeth Ostrom, Self: I'm a parent of two young boys and former elementary school teacher. I am opposed to HB2190. While I believe that teachers and schools should not be predominately judged on test scores, I believe we should not go backwards by eliminated Common Core.; Ruth Fisher, Self: I know that Arizona will not attract businesses with a subpar education system. There must be some way to make our representatives see that.; Diane Wisda, Self: PLEASE PASS; Millie DePrez, Self: The standards are good standards that can be improved upon (as all standards are) through teacher committees and collaborative work. Passing this bill will set AZ back decades be a HUGE waste of taxpayer \$. They have been implemented for 5 yrs!; Sandy Yost, Self: This would be a disaster to the education of our kids.; Jennifer Vigil, Self: I oppose HB2190. We need to embrace Common Core and move forward not backward.; FR Shireman, Self: Please say NO to HB 2190. It is not a kids first standard. We need to take care of Arizona kids first!; David Sansbury, Self: I am opposed to any changes that abbreviate the capacity of young people to thrive. I am particularly eager to separate education from politics or any other self-interest guidance.; Lindsay Gran, Self: I am opposing this bill and I am in favor of continuing to teach and implement the CCSS.; Bob Huber, Self: Please support HB 2190 & HB2246. We need to have local control and parents need the opportunity to "opt out." Thank you. Bob Huber Oro Valley; William Ebbinghaus, Self: I oppose legislation that would move our educational system backward.; Dru Waggoner, Self: Please do not pass this bill.; Lynn Flock, Self: As an educator, I am opposed to this bill.; Rachelle Hayes, Self: I am an educator and feel it is necessary for our state to continue using the college and career ready standards! Changing them or reverting back to the old state standards would be a mistake for children in Arizona!; Daniel Openden, Ph.D., BCBA-D, Self: President & CEO of SARRC; Patricia Sepp, Self: CC needs to be removed and replaced with state standards. No data sharing.; Donald Hawker, Self: not only stop the "standard", get the textbooks out too, they are extremely damaging; Tracy Gibson, Self: As an educator for over 16 years, I do not think that this bill is in the best interest of the education system of Arizona.; Annie Crego, Self: I am vehemently opposed to this bill.; Donna Davis, Self: The passage of this bill would adversely affect military families.; Elizabeth Hernandez, Self: Arizona has made so much progress in regards to academics the last couple of years. I would like the progress to continue, instead of starting something new.; Mari Helen High, Self: The old standards do not represent the children's need for 21st century knowledge, either for needed skills or for improving critical thinking. Passing this bill will be another step backward for Arizona's children.; Kim Rimbey, Self: Teachers all across Arizona have spent the past four years transitioning to using Arizona's College and Career Standards. We've spent countless hours learning to use locally-selected curriculum implementing effective teaching strategies.; Melody Pinkston, Self: I have been an Arizona Teacher since 8/20/1969, and the common core standards are the 1st Arizona Standards that I think challenges students.; Tamara Gooden, Self: As both an educator and PARENT, this can't happen! We need to keep moving forward.; Dick Foreman, Self: The Arizona Business and Education Coalition opposes H. 2190. We join our Business and Education voices in opposition to

2190 and urge your "NO" vote.; Sheri MacGregor, Self: Please support strong instruction to prepare our students for the real world. I have been fortunate enough to utilize these standards in my instruction this year, and have seen tremendous growth in my classroom.; Robert Medler, TUCSON METROPOLITAN CHAMBER OF COMMERCE: The Tucson Metro Chamber adamantly OPPOSES any effort to eliminate the current Arizona College and Career Readiness Standards. On behalf of our members we have worked for years, with others in the business community, to adopt these national standards; David Alger, Self: Common Core will dumb down our achievement, further politicize curricula, and sap resources for profit of a secretive monopoly.; Billie Freiwald, Self: As a registered and active voter, I would like to voice my opposition to HB2190. As a teacher, I feel the Common Core is necessary.; Mark Barnes, AZ SCHOOL ADMINISTRATORS ASSOC: Against Strike-everything Amendment; Claire Place, Self: School Board Member-opposed. It works against the significant investments districts have made to prepare for mandated testing, and puts our state at risk for loss of federal funds for failing to comply. Allow completion of a cycle to assess merit.; Patricia Tate, Self: Our results clearly show that instruction in AZCCRS has significantly increased Osborn student achievement and teacher collaboration. Reversing course will negatively impact our progress and quite possibly endanger \$2M in Osborn Title 1 funding.; John Reynolds, Self: We need to get rid of Common Core (by whatever name it masquerades as) and be in charge of our own standards once again. AZ's standards were not an "F" before we were committed to Common Core's adoption through accepting the NCLB waivers!!; Carrie Reay, Self: Please do what is best for educating our children in this changing world and continue with the new standards and conceptual teaching/learning for the future.; Gale Bauder, Self: I strongly oppose this bill. Our school is so amazing - going from a C to an A in one year! We need the help of lawmakers to support us as we support our kids and future leaders.; Richard Nickel, Self: The pipeline to a better economy starts in elementary school. Please do not undo years of great work that will let our kids compete. Standards that have been agreed upon will make our kids career and college ready. This is not a partisan issue!; Rocio Cress, Self: Why lower our standards? We want our students to be able to think, problem solve, and be creative and effective with finding solutions. Our current standards are high, and should be kept. Keep our higher standards.; Rip Wilson, K12: Oppose Boyer s/e; Pamela Hannley, Self: I oppose HB2190. Common Core has been unnecessarily vilified by politicians. Teaching common skills and core facts to all US school children makes sense. Withholding basics from AZ students puts them at a disadvantage & hurt AZ's competitiveness.; Kelly Anderson, Self: Please reconsider HB2190 that would require the state to revert back to old standards! It is NOT in the best interest of our children!; Pam Betten, Self: As a 25 year educator I firmly believe that AZCCRS are essential in helping prepare students to be globally competitive. The main difference in the standards are that they require students to do more than just "know" - to "do" with knowledge.; Bill Dolezal, Self: Do not move us backwards in our attempts to educate Arizona's children - keep AZ CCR standards; Ylenia Aguilar, Self: I am really worried about any attempt to remove Arizona's College and Career Ready Standards from our classrooms. The standards are working. I have seen my own children grow tremendously since the implementation of these standards.; frank Johnson, Self: Strongly favor Parental rights, not common core.; Staci Fletcher, Self: I am a Dean of Students at a small inner city charter school. I have also been a math/science teacher for 12 years. I want you to know I am in opposition of HB2190.; Jake Hoffman, SCHOOL BOARD MEMBERS ALLIANCE: The school board members alliance is in support of replacing common core with highly rigorous, Arizona-driven standards that reflect both the unique needs and values of Arizona.; Becky Hill, SCOTTSDALE UNIFIED SCHOOL DISTRICT: Also oppose striker; John Hamilton, Self: Stay the course and stand by our children; Nancy Newman, Self: Never told why CCore wants to change basic teaching especially math I am a victim of 1950s memorization instead of phonics This has been hugely detrimental to my life communicating/spelling/writing CC could deny late bloomers success Gov power play; Kathryn Kozak, Self: Teachers and administrators have been trained in the common core. If you remove it with no replacement all of the time, energy, and money that have gone into the training will be wasted. Please do not waste my tax dollars. FUSD school board member.; Lynn Robershotte, Self: Please allow choice schools who are in favor of the common core to speak today. I am the original founder of EduPrize and have presented on the common core throughout

the state. I would appreciate the option to speak for a couple minutes.; Jennifer Mellor, Self: As a parent, business person and concerned Arizonan, I strongly oppose this bill. We have spent years developing and adopting Arizona's standards and we need to stick behind them and support our teachers and administrators in their implementation.; Arthur Olivas, Self: We voted against Common Core already. Why are we here?; Marie Caldwell, Self: Please vote no on HB2190. As a 6th Grade teacher in Northern Arizona, my students and I have worked hard over the last several years to up the rigor and be ready for the College and Career Ready Standards that are in place. Do not go back!!!!; Juli Peach, Self: To much time has been devoted to the new standards. We need to move forward with the implementation, not backward. These standards tie us together with most of our country. We need to feel united, not torn apart. New is scary, but not wrong!

HB2246, statewide assessments; parental opt out

Testified in support:

Gina Ray, representing self; Aiden Fleming, Arizona Department Of Education; Jennifer Loreda, Arizona Education Association

Testified as neutral:

Janice Palmer, AZ School Boards Assn

Testified as opposed:

Kelly McManus, STAND FOR CHILDREN

Support:

Olga Tarro, representing self; Patrick OMalley, representing self; Sandi Bartlett, representing self; Gene Dufoe, representing self; Ana Henderson, representing self; Paul Parisi, representing self; Jered Skousen, representing self; Sarah Leska, representing self; Scott Leska, representing self; Shirley Dye, representing self; Stephanie Motter, representing self; madison harrell, representing self; Anette Hesselink, representing self; Marla Closen, representing self; Joyce Hill, representing self; April Pinger, representing self; Jared Taylor, representing self; A J LaFaro, Self, representing self; Karen Damschen, representing self; Mickie Niland, representing self; Bill Blewster, representing self; Judith Simons, representing self; Julie Farnsworth, representing self; Barbara Yates, representing self; Nancy Cottle, representing self; Tanya Mihailov, representing self; Geri Ottoboni-Gilmore, representing self; Eileen Eagar, representing self; thomas mcfadden, representing self; Barbara Blewster, representing self; Michael Robinette, representing self; Christine Accurso, representing self; Beth Hallgren, 40 Days For Life campaign administrator, representing self; Jason Mick, representing self; Staci Burk, Gilbert Unified Governing Board Member, representing self; Tom Jenney, AMERICANS FOR PROSPERITY AZ; Stephanie Welch, representing self; Jane Schutte, representing self; Wesley Harris, representing self; Lyle Tuttle, representing self; Jennifer Reynolds, representing self; Lisa Fink, representing self; Diane Wisda, representing self; Karen Mackean, representing self; Patricia Sepp, representing self; Donald Hawker, representing self; Carolyn Davidson, representing self; David Alger, representing self; Dori Hachmeister, representing self; John Reynolds, representing self; Mary Allen, representing self; Peggy McClain, representing self; Marilyn Zerull, representing self; Jake Hoffman, SCHOOL BOARD MEMBERS ALLIANCE; Nancy Newman, representing self

Oppose:

Karen Winfield, representing self; Francesca Thomas, representing self; Cindy Bitcon, representing self; Jill Humpherys, representing self; Blake Sacha, representing self; Kristine Morris, representing self; Paul Kulpinski,

representing self; Heather Heroldt, representing self; Mike Huckins, GREATER PHOENIX CHAMBER OF COMMERCE; Gerald Stoops, representing self; Ron Shoopman, President SALC, representing self; Christina Martinez, Education Reform Now Advocacy; doreen zannis, representing self; Karen McClelland, representing self; Roseanne Lopez, representing self; Karen Coleman, representing self; Mitra Khazai, representing self; Mark Barnes, AZ SCHOOL ADMINISTRATORS ASSOC; Anna McCauley, representing self; Mike Williams, VERDE VALLEY SCHOOL DISTRICT CONSTORIUM

All Comments:

Olga Tarro, Self: Critical thinking says untested standards on a untested test with cut score set to fail kids at a cost of \$19 mil is a bad idea. Kids data privacy is at risk and hours of prep to take an 8 hr experimental test is not the best use of class time.; Patrick OMalley, Self: Parents do still have some rights, don't they?; Gina Ray, Self: Parents should have a right to opt their children out of taking a non-proven test that may affect a child's GPA that also calls for personally identifiable data collection which will be stored and shared in a manner that is objectionable to parents.; Paul Parisi, Self: It is the parents responsibility to educate their children. They have a right to opt out of Common Core.; Francesca Thomas, Self: If parents can opt out of testing, or be encouraged to opt of testing, should they fear failure by their children, the only people who are actually punished are the children whom we never realize are falling far behind in their education. Pls vote no; Cindy Bitcon, Self: Assessments are an important measure of education for the student, teacher and parent. Parents should not have the option to take this critical tool away for fear of failure. This bill opens the door to potential abuse by schools and parents.; Jill Humpherys, Self: The AZMerit test will better inform instruction when we look at the results. This can benefit the child as teachers individualize instruction. How can you hold schools, principals, and teachers accountable if you allow children to opt out? Vote no!; Sarah Leska, Self: Please vote yes on this bill and maintain parental rights. No statewide assessments should be required of any student.; Scott Leska, Self: This bill gives the citizens of Arizona our rights back. In order for parents to exercise free choice, then the legislature should allow its citizens to exercise this right. Freedom to choose schools and to opt out of school activities as well.; Shirley Dye, Self: The burdensome Common Core linked assessments are too hard on young children and unnecessary to determine how a child is progressing in class. Parents should be able to opt their kids out of testing without a challenge from a teacher. Vote yes!; Paul Kulpinski, Self: Parental opt-out of a state mandated test contradicts existing state law requiring school districts to test 95% of its students or risk not meeting state mandated AYP goals. Vote no or change the existing AYP laws which conflict with 2246.; Heather Heroldt, Self: What's the point of having the standards at all if folks just opt out? We have to be able to assess where we are in order to continue to improve - this would make that meaningless.; madison harrell, Self: Parents should have the right to keep their children out of Common Core. The Common Core standards are detrimental to education.; Gerald Stoops, Self: This bill is another attempt to weaken the public school system in Arizona. What is the point of State Education Requirements if you can just "Opt Out"?; Anette Hesselink, Self: Please support this bill and give our kids legal cover to opt out of the data collection in the Common Core tests. Our family has experienced persecution at our charter school since we opted out on last year's field test. Take a stand; make it STOP!; Marla Closen, Self: Parents need to be in control of their childrens' education. At the very least, have a say in what is taught. Additionally, the state of Arizona does not have the funds to administer extraneous, time- wasting tests.; Bill Blewster, Self: Parents are ultimately responsible for the education of their children and, therefore, should be able to opt out of testing requirements imposed by the State.; Judith Simons, Self: These standardized tests provide nothing except a lot of profit for the companies that write & score the tests.; Geri Ottoboni-Gilmore, Self: No critical thinking and overprices testing. Money maker for those who developed it. 2.Data mining. 3. Many states are smart enough to Opt out. Bad testing doesn't make it right.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, education above politics, collaboratively doing what is right for the children of Az and stable & sufficient funding for public education are values. This unfunded mandate is fiscally irresponsible.; Eileen Eagar, Self: Please do not

allow the Federal Government to get their hands on our children's education. According to the constitution this should be a state and parental right; thomas mcfadden, Self: Dear Legislators, Please vote for HB 2246. Given the problems with SBC and the high failure rate of the Utah students who took their flawed test, I ask that you vote to give parents the right to opt out of AZmerit. Thank you, Tom McFadden ACSE; Barbara Blewster, Self: On the Glenn Beck show this last summer, one of the ladies from the left said that Common Core tests were designed to fail 1/2 the students for profit.; Michael Robinette, Self: I implore you to pass this bill to allow parents the right to remove their children from testing that is inherently flawed and purposefully designed to promote abject failure. Parents must have the right to protect their children from mental abuse.; Karen McClelland, Self: This will be another unfunded mandate requiring districts to purchase and administer more than one test-and what if the parent wants to opt out of the alternate test?; Janice Palmer, AZ School Boards Assn: significant concerns regarding the 95% testing requirement and the unintended consequences of the opt out.; Beth Hallgren, Self: I am hoping we can design an opt in verses an opt out. With that said, this is a starting point.; Stephanie Welch, Self: I am a parent and we should absolutely have rights to choose what is best for our children.; Roseanne Lopez, Self: We cannot have this bill pass if our public schools are evaluated based on student test results.; Wesley Harris, Self: While Title 15 already contains provisions for parents to opt their children out of offensive programs in our public schools, this bill further clarifies this right as it relates to testing under Common Core.; Karen Coleman, Self: Schools and students must be held accountable. If Arizona develops its own test parents should not have the ability to opt out.; Lyle Tuttle, Self: Let the parents have a choice!!; Mitra Khazai, Self: As a parent with children who will attend college, a benefit of a common set of national standards is that I will learn how my children compare against students with whom they will compete for college slots. This bill will dilute that opportunity.; Jennifer Reynolds, Self: Parents should have the right to opt out their children out of any state assessment that has been unproven and contains data mining. The AzMERIT test has been hastily adopted and the cost impact to our state is also unknown.; Lisa Fink, Self: Parents should have the right to opt their children out. In our country, the family has the responsibility for their children not the state.; Diane Wisda, Self: Please pass.; Patricia Sepp, Self: We need to provide an opt out for these statewide assessments. PERIOD.; Donald Hawker, Self: hopefully hb 2190 will make opting out unnecessary; David Alger, Self: AZ should opt out of this Federal intrusion and moneymaking scheme for testing companies.; Dori Hachmeister, Self: LD 11. Oro Valley; John Reynolds, Self: The AzMerit test has been be boondoggle from the start. Hastily chosen and not field tested being chosen just back In Nov of 2014 with the potential to affect GPA's? Ludicrous!!! As a parent I want to ability to opt-out my scholars from such a test!; Aiden Fleming, Arizona Department Of Education: Superintendent Douglas supports the parental opt out, but federal requirements could make the implementation of the measure difficult.; Jake Hoffman, SCHOOL BOARD MEMBERS ALLIANCE: The school board members alliance believes that parents should be in primary control of their child's education. We respect and support a parents right to opt out of the statewide assessment.; Nancy Newman, Self: Parents trust schools all economic levels No so anymore Need help guarding student 2246 Transparency helps working overwhelmed parent stay on top making sure student is successful Letter from school better than note home by child 2246 is Win Win

HB2620, charter schools; zoning; public airports

Support:

Michael Racy, Lobbyist, TUCSON AIRPORT AUTHORITY; Michael Gardner, Arizona Airports Association; Jill Humpherys, representing self; Joseph Husband, Past President, Arizona Airports Association, Arizona Airports Association; doreen zannis, representing self; Eric Emmert, Mesa Chamber Of Commerce; Scott Butler, MESA, CITY OF; Leah Hubbard Rhineheimer, GILBERT, TOWN OF

Neutral:

Jay Kaprosy, Arizona Charter Schools Association

All Comments:

Joseph Husband, Arizona Airports Association: Representing the Arizona Airports Association and speaking in favor of HB2620; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, equity of public charter and public districts schools is a value.

HB2622, student count; growth; current year

Testified as neutral:

Aiden Fleming, Arizona Department Of Education

Testified as opposed:

Charles Essigs, Director of Government Relations, Arizona Association Of School Business Officials; Jeremy Calles, representing self

Support:

Jonathan Butcher, representing self; Kevin McCarthy, Arizona Tax Research Association; Sydney Hay, A Plus, Every Child Can Learn; Michael Hunter, BARRY GOLDWATER INSTITUTE FOR PUBLIC POLICY RESEARCH

Oppose:

Jill Humpherys, representing self; Geoff Esposito, Arizona School Boards Association; Janice Palmer, AZ School Boards Assn; Roseanne Lopez, representing self; Karen Coleman, representing self; doreen zannis, representing self; Jennifer Loreda, Arizona Education Association; Mike Williams, VERDE VALLEY SCHOOL DISTRICT CONSTORIUM; Linda Polito, Polito Associates

All Comments:

Karen Coleman, Self: Changing to a completely different funding mechanism may not be in the best interest of students.; doreen zannis, Self: As a volunteer w/ Support Our SchoolsAz, equitable, stable & sufficient funding for public education is a value. District schools take every student, every day; a transitory, diverse population already insufficiently funded for academic success.

HB2668, results based school-readiness contracts

Support:

Jill Humpherys, representing self; Kelly McManus, STAND FOR CHILDREN; Christina Martinez, Education Reform Now Advocacy; Geoff Esposito, Arizona School Boards Association; Janice Palmer, AZ School Boards Assn; Roseanne Lopez, representing self; Karen Coleman, representing self; doreen zannis, representing self; Jennifer Loreda, Arizona Education Association; Mike Williams, VERDE VALLEY SCHOOL DISTRICT CONSTORIUM

All Comments:

Jill Humpherys, Self: I support early childhood education and intervention to help students overcome deficits.; Janice Palmer, AZ School Boards Assn: support the concept and look forward to continued work bill language.;

Karen Coleman, Self: Early childhood education is essential for success in school.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, equity, sufficient & stable funding and local control are values. A funded mandate focused on at-risk-student academic achievement, with balanced leadership & accountability measures is of value.

HB2302, ADE; state and federal monies

Support:

Jill Humpherys, representing self

Neutral:

doreen zannis, representing self; Aiden Fleming, Arizona Department Of Education

All Comments:

Jill Humpherys, Self: I think it is a good idea to keep federal monies separate. Remember that both district and charter schools may apply for federal money if they are willing to service the populations those federal funds are tied to and follow the rules involved.; doreen zannis, Self: As a Volunteer with Support Our SchoolsAz, equitable, stable and sufficient funding for public education is a value. Unfunded mandates burden ADE's system at the expense of effectively supporting student achievement.; Aiden Fleming, Arizona Department Of Education: ADE Already separates the funds, but is willing to enshrine the current practice in statute.

HB2208, charter schools; agricultural buffer zones

Testified in support:

Jason Barraza, Associate Director, AZ CHARTER SCHOOLS ASSN

Support:

Jay Kaprosy, Arizona Charter Schools Association; Eileen Sigmund, Arizona Charter Schools Association

Neutral:

doreen zannis, representing self

Oppose:

Mary Jenkins, representing self

All Comments:

Eileen Sigmund, Arizona Charter Schools Association: support the strike everything amendment; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, equity of public charter and public district schools is a value.

HB2448, technical correction; air pollution; orders

Testified in support:

Morgen Thruston, representing self

Support:

Lyric Thruston, representing self

Neutral:

Aiden Fleming, Arizona Department Of Education

Oppose:

Karen McClelland, representing self; Janice Palmer, AZ School Boards Assn; doreen zannis, representing self; Mike Williams, VERDE VALLEY SCHOOL DISTRICT CONSTORIUM

All Comments:

Karen McClelland, Self: This does not appear to be very well written. Does the public school get to count the homeschooler as a full ADM if he takes only one course? since we are funded a year behind this bill will make estimating enrollment and class sizes much harder.; Janice Palmer, AZ School Boards Assn: have significant concerns regarding financial and accountability issues; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, equitable, stable and sufficient funding for public education is a value. Using district schools to subjectively supplement homeschooling burdens the financial & human resources of our schools.; Morgen Thruston, Self: Arizona parents have the right to educate their children in the best way they deem fit for their family. The children's needs come first and foremost.; Lyric Thruston, Self: As a student, I would like to participate in public schools core curriculum if I want to.

HB2449, water protection; technical correction

Testified as neutral:

Aiden Fleming, Arizona Department Of Education

Testified as opposed:

Charles Essigs, Director of Government Relations, Arizona Association Of School Business Officials; Jeremy Calles, representing self

Oppose:

Geoff Esposito, Arizona School Boards Association; Jeramy Plumb, representing self; Karen McClelland, representing self; Janice Palmer, AZ School Boards Assn; Joe Wright, representing self; doreen zannis, representing self; Karen Coleman, representing self; Jesus Rubalcava, representing self; Paul Kulpinski, representing self; Sarah Ells, representing self; Michelle Reese, representing self; Jennifer Loreda, Arizona Education Association; Paul Stanton, representing self; Linda Polito, Polito Associates; Mark Barnes, AZ SCHOOL ADMINISTRATORS ASSOC

All Comments:

Jeramy Plumb, Self: I urge you to vote "NO" on the proposed strike-everything amendment to HB 2449. This measure is punitive to school districts that are in severe financial distress. Transportation funding is already insufficient to cover actual costs.; Karen McClelland, Self: This striker to change the transportation formula will reduce school budgets-similarity in student #s does not = similarity in miles of bus miles. This MUST be unique calculation for each district. VOTE NO!; Joe Wright, Self: Please vote against the strike amendment on this bill. This amendment would drastically impact transportation funding for schools. This area is already underfunded. Please do not support such tactics.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, equitable,

stable and sufficient funding for public education is a value. With the inflation funding deficit, to further cut district funding in any way, shape, or form, is harmful to student achievement.; Karen Coleman, Self: Funding is critical for our schools.; Jesus Rubalcava, Self: A school board member and an educator, I urge a vote "no"!; Paul Kulpinski, Self: The Flagstaff school district transports students over 1 million miles each year. The cuts to the TRCL by this striker would compromise our ability to safely transport children to and from school. If kids aren't in school teachers can't educate them.; Sarah Ells, Self: Please oppose this bill. The language of this bill makes assumptions about district transport needs. Advancement of this bill could have very large negative impacts for districts and their students who rely on district transportation.; Aiden Fleming, Arizona Department Of Education: Conducting impact study. Using an average could create winners and losers.; Linda Polito, Polito Associates: Against strike everything amendment



HOUSE OF REPRESENTATIVES

HB 2190

schools; common core; replacement

Sponsors: Representatives Finchem, Barton, Lawrence, et al.

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2190 requires the Arizona State Board of Education (SBE) to redevelop the statewide academic standards.

Summary of the Proposed Strike-Everything Amendment to HB 2190

The proposed strike-everything amendment to HB 2190 establishes a process for SBE to redevelop the statewide academic standards and assessments, establishes a steering committee to collaborate with SBE on the creation of new standards and places restrictions on the use of student data.

HISTORY

SBE is required to adopt a minimum course of study and competency requirements for the promotion of children from grade to grade that incorporate the academic standards in at least reading, writing, math, science and social studies (Arizona Revised Statutes §§ 15-701 and 15-701.01). On June 28, 2010, SBE adopted new standards in Math and English Language Arts and Literacy called Arizona's College and Career Ready Standards. The required statewide assessment for the old standards is being phased out and the new assessment named AzMERIT is being phased in beginning in the Spring of 2015.

More information about the standards may be found on <http://www.azed.gov/standards-practices>.

PROVISIONS

Statewide Academic Standards and Assessments

1. Prohibits SBE from adopting and the Arizona Department of Education (ADE) from implementing the following:
 - a. Common Core Standards.
 - b. Arizona College and Career Ready Standards.
 - c. Any standards from a third-party provider that are aligned with standards or assessments proposed by the Partnership for Assessment of Readiness for College and Careers.
 - d. Any standards or assessments that are the same or substantially similar to standards or assessments used by 20 or more other states.
2. Declares any previous action taken to adopt or implement any of the previous standards or assessments to be void.
3. Establishes the Arizona Education Standards Steering Committee (Steering Committee) within ADE.
4. Requires the Steering Committee to adopt and SBE to administer the Ar Standards for the state's public schools.

Fifty-second Legislature
First Regular Session

Analyst Initials AW
February 16, 2015

Attachment 2

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5. Prohibits appointed and elected officials from joining any consortium, association or other entity on behalf of the state or a state agency if membership would require the state to cede any measure of control over education, including academic content standards and assessments.
6. Requires SBE, in collaboration with the Steering Committee, to:
 - a. Provide public notice of any proposed adoption or revision of academic content standards on ADE's website.
 - b. Request comments on proposed changes from the general public, including parents, teachers, experts and representatives of political, educational, faith-based and nonpartisan policy organizations.
 - c. Accept all public comments submitted within 60 days of the public notice.
7. Prohibits SBE, in collaboration with the Steering Committee, from adopting or revising any academic content standards until public meetings are held in each Congressional District in the state.
 - a. Requires SBE to post a notice of each public meeting on ADE's website and in a newspaper of general circulation in the respective Congressional District.
8. Directs SBE, in collaboration with the Steering Committee, to adopt areas of subject matter standards that are subject to legislative review and approval beginning in School Year (SY) 2016.
9. Requires the subject matter standards to be implemented in every public school in the state.
10. Determines any SBE revisions to the standards to be subject to legislative review and approval.
11. Requires SBE, in collaboration with the Arizona Board of Regents (ABOR) and the Steering Committee, to adopt subject matter standards by August 1, 2017, in English Language Arts, American History, Science and Math to replace the previous standards.
 - a. Directs ADE and ABOR to evaluate the standards.
 - b. Requires the standards to address the goals of reducing the need for remedial postsecondary coursework and increase the completion of a postsecondary education.
 - c. Determines that the adopted subject matter standards and corresponding assessments are to be approved and controlled solely by the state through SBE.
12. Directs SBE, in collaboration with the Steering Committee, to begin the process of adopting new standards in the required areas on the effective date of this act.
13. Requires reasonable opportunity, consistent with best practices, for public comment on the revisions of the standards, including specified persons.
14. Instructs SBE to implement the standards that were in place on May 31, 2010, in English Language Arts, American History, Science and Math until the statewide student assessments for those areas are implemented.
15. Requires SBE to seek certification from ABOR on the effective date of this act that the subject matter standards in English Language Arts, American History, Science and Math that were in place on May 31, 2010, are college and career ready as defined in the Elementary and Secondary Education Act flexibility document issued by the United States Department of Education (ED).

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- a. Instructs ABOR to provide to SBE a detailed description of the certification process and results, including a list of deficiencies if ABOR deems the standards are not college and career ready.
16. Directs SBE to post on ADE's website all documents, materials, reports, descriptions and correspondence produced or used by ABOR in the certification process.
17. Requires SBE, in collaboration with the Steering Committee and consultation with ABOR, to direct the process of developing annual high-quality statewide student assessments that align with the adopted college and career ready subject matter standards by SY 2019.
18. Requires statewide student assessments to continue to assess standards and objectives in the standards that were in place on May 31, 2010, and continue to align to those standards and objectives until the replacement assessments are implemented.
19. Prohibits SBE from entering into any agreement, memorandum of understanding or contract with a federal agency or private entity that cedes or limits state discretion and control over the process of developing, adopting or revising subject matter standards and the corresponding assessments in the public school system, including agreements in exchange for funding.
 - a. Requires SBE to initiate efforts to amend any agreement existing that is in conflict with this section on the effective date of this act.
 - b. Stipulates that this requirement does not prohibit SBE from seeking and being granted a federal waiver if the conditions for the waiver do not cede or limit control over the process of developing, adopting or revising standards and assessments.
20. Permits ADE to participate in a multistate or multi-governmental cooperative.
 - a. Prohibits ADE from binding the state contractually or otherwise to the authority of any other state, organization or entity that supersedes SBE's authority.
21. Instructs the content of all subject matter standards and corresponding assessments to be approved and controlled solely by the state through SBE in collaboration with the Steering Committee.
22. Requires SBE, in collaboration with the Steering Committee, to maintain independence of all subject matter standards and corresponding assessments and prohibits the relinquishment of authority over standards and assessments.
 - a. Exempts the benchmarking of standards and assessments with those of other states or nations to allow for comparisons of Arizona's standards and assessments.
23. Directs school districts and charter schools to determine the instruction, curricula, reading lists, instructional materials and textbooks to be used in meeting the Arizona Education Standards.
24. Allows school districts and charter schools to adopt supplementary assessments that are in addition to the state assessments.
25. Instructs SBE, in collaboration with the Steering Committee, to compare the adopted standards with the previous standards in the specified areas.
26. Requires SBE to consider public comments, the use of best practices, evidence and research in the evaluation of both sets of standards when comparing the standards.

27. Directs SBE and the Steering Committee, on completion of the standards comparison, to submit a report outlining the results of the comparison to the Speaker of the House of Representatives, the President of the Senate, the House Minority Leader, the Senate Minority Leader and the Governor.
28. Requires all subject matter standards and corresponding assessments to be carefully circumscribed to reflect direct application to subject matter proficiency.
29. Prohibits subject matter standards and corresponding assessments from collecting or measuring non-cognitive, emotional or psychological characteristics, attributes or skills.
30. Directs SBE to amend or repeal any rule in conflict with the requirements of this act.
31. Defines *English Language Arts*.

Arizona Education Standards Steering Committee

32. Prohibits SBE from adopting or revising any standards until the proposed standards or revisions are approved by the Legislature and the appropriate Steering Committee subcommittee.
33. Requires SBE to propose any new or revised standards to the Steering Committee prior to seeking legislative review and approval.
34. Mandates Steering Committee meetings be open to the public, including subcommittee meetings.
35. Establishes the following 13-member Steering Committee membership:
 - a. The Governor or his/her designee.
 - b. Four parents of children in public schools, two appointed by the Speaker of the House of Representatives and two appointed by the President of the Senate.
 - c. Two persons with expertise in information technology, one appointed by the Speaker of the House of Representatives and one appointed by the President of the Senate.
 - d. Six persons who are either high school teachers or university instructors that meet qualifications, three appointed by the Speaker of the House of Representatives and three appointed by the President of the Senate.
36. Requires the Steering Committee to:
 - a. Select a chairperson and co-chairperson.
 - b. Select four persons to oversee the development of standards documents who understand and are able to use subject-specific symbols.
 - i. Permits ADE and SBE to provide assistance to these persons.
 - c. Contract, if necessary, with a person who has a national reputation in academic content standards and assessments to facilitate the Steering Committee's work.
 - d. Establish a separate subcommittee for English Language Arts, American History, Science and Math.
 - e. Select a chairperson for each subcommittee by a majority vote.
 - i. Requires each chairperson to be an instructor in a related subject area in a university or a community college.
37. Instructs each subcommittee to be composed of teachers with at least 10 years of teaching experience.
38. Limits each subcommittee to five members.

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39. Permits a school librarian to be selected to provide technical assistance to the English Language Arts subcommittee.
40. Permits an engineer to be selected to provide technical assistance to the math and science subcommittees.
41. Directs each subcommittee to approve or disapprove of the academic content standards for the appropriate subject area.
42. Requires subcommittees to obtain comments from teachers on the appropriateness and wording of the proposed standard for each grade and, if necessary, offer revisions on the proposed standards.
 - a. Directs the comments to be recorded and transcribed.
43. Sunsets the Steering Committee on July 1, 2023.

Legislative Review of the Standards

44. Determines all subject matter standards and revisions adopted by SBE, in collaboration with the Steering Committee, to be subject to legislative review.
 - a. Prohibits the implementation of standards until the legislative review process is complete.
45. Directs SBE, on adoption of any subject matter standards, to submit the standards to the Speaker of the House of Representatives and the President of the Senate at least 30 days before the opening day of the next Regular Session or, if needed to give SBE additional time to adopt the standards, a Special Session called for this purpose.
46. Instructs the Legislature to adopt legislation that takes one of the following actions relating to the standards:
 - a. Approve.
 - b. Disapprove, in part or in whole.
 - c. Amend, in part or in whole.
 - d. Disapprove, in part or in whole, with corresponding instructions to SBE.
47. Deems the standards approved if the corresponding legislation is vetoed and the Legislature does not override the veto or if the Legislature fails to adopt legislation within 30 days of the opening of the respective legislative session.
48. Permits SBE, in collaboration with the Steering Committee, to adopt and submit new standards for legislative review if the proposed standards are disapproved in whole or in part or with instructions.
49. Instructs SBE to continue to implement the current standards until new standards have been reviewed and approved by the Legislature.
 - a. Permits SBE, in collaboration with the Steering Committee, to revise standards that were amended or disapproved by the Legislature in accordance with the legislative changes and implement the revised standards.
50. Requires introduced legislation to be limited to the provisions necessary for approving, disapproving, amending or disapproving with instructions and any other direction regarding the standards deemed necessary, unless otherwise provided for by a specific vote of the Legislature.
 - a. Prohibits the legislation from containing other provisions.

Student Data

51. Prohibits data that measures the academic performance of a student from being collected unless the data is specifically used to evaluate whether the student has met the conditions for promotion to the next grade level or high school graduation.
52. Prohibits personally identifiable data that is collected from being transmitted to any public or private person or entity other than the school district governing board or charter school governing body where the student is enrolled.
 - a. Exempts data that is not personally identifiable.
53. Prohibits collected academic performance data from being manipulated or altered.
54. Prohibits the Superintendent of Public Instruction, SBE, ADE and any other state entity that deals with education from:
 - a. Spending monies on the construction, enhancement or expansion of a statewide longitudinal data system designed to track students or compile personally identifiable student information, unless it is necessary for basic administrative purposes, academic evaluation of programs and student progress or for compliance with this act.
 - b. Sharing any personally identifiable student or teacher information with an entity outside of the state, excluding virtual, online or hard drive file storage hosted by a third party.
 - c. Sharing any personally identifiable student or teacher information with an entity that intends to use the information to develop commercial products or services or transfer the information to another entity to develop products or services.
 - d. Sharing any personally indefinable student or teacher information with any entity within the state unless it is an educational agency or an institution that expressly prohibits:
 - i. Using the information to develop commercial products or services or transferring the information to an entity to develop products or services; and
 - ii. Using the information for economic or workforce development planning.
 - e. Sharing any personally identifiable student or teacher information with ED unless the following apply.
 - i. The sharing of information is required to receive a federal education grant.
 - ii. The grant or program is authorized by federal law.
 - iii. ED agrees in writing to all of the following:
 1. To use the information only to evaluate the program or programs funded through the grant.
 2. To not use the information for any research unrelated to the grant, unless the teacher or parent or guardian of the student consents to that use in writing.
 3. To not share the information with any other governmental or private entity without the consent of the teacher or parent or guardian of the student.
 4. To destroy the information on completion of the evaluation of the program or programs funded by the grant.
55. Requires a grant recipient to notify the teacher or parent or guardian of a student of all of the following if ED requires that the grant recipient provide personally identifiable teacher or student information in a manner that is not authorized by this act.
 - a. That the grant recipient has been required to turn over the teacher's or student's information to ED;
 - b. That neither the grant recipient or any other entity or official will have control of the use or further sharing of the information; and
 - c. The contact information, including telephone numbers and e-mail addresses, of the ED official seeking the information.

PROPOSED

HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2190

(Reference to printed bill)

- 1 Strike everything after the enacting clause and insert:
2 "Section 1. Title 15, chapter 1, article 8, Arizona Revised Statutes,
3 is amended by adding section 15-186, to read:
4 15-186. New charter schools; location restriction
5 A. A CHARTER SCHOOL THAT IS ESTABLISHED AFTER DECEMBER 31, 2015 MAY
6 NOT BE LOCATED WITHIN FIVE MILES OF A SCHOOL THAT HAS BEEN ASSIGNED A LETTER
7 GRADE OF A OR B PURSUANT TO SECTION 15-241 WITHIN THE PREVIOUS THREE YEARS.
8 B. SUBSECTION A OF THIS SECTION DOES NOT APPLY TO ANY CHARTER SCHOOL
9 THAT WAS ESTABLISHED BEFORE JANUARY 1, 2016."
10 Amend title to conform

LISA A. OTONDO

2190-se-otondo
2/13/15
1:27 PM
H:laa

Attachment 3

Adopted _____ # of Verbals _____
Failed _____ Withdrawn _____
Not Offered _____ Analysts Initials _____

PROPOSED
HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2190
(Reference to printed bill)

1 Strike everything after the enacting clause and insert:

2 "Section 1. Title 15, chapter 7, article 1, Arizona Revised Statutes,
3 is amended by adding sections 15-701.02, 15-701.03, 15-701.04, 15-701.05,
4 15.701.06 and 15-701.07, to read:

5 15-701.02. Arizona education standards and assessments; notice;
6 public meetings; adoption; student and teacher
7 information privacy

8 A. NOTWITHSTANDING ANY OTHER LAW, THE STATE BOARD OF EDUCATION MAY NOT
9 ADOPT AND THE DEPARTMENT OF EDUCATION MAY NOT IMPLEMENT THE COMMON CORE
10 STANDARDS, THIS STATE'S COLLEGE AND CAREER READY STANDARDS OR ANY OTHER
11 STANDARDS OR ASSESSMENTS FROM ANY THIRD-PARTY PROVIDER THAT ARE ALIGNED WITH
12 STANDARDS OR ASSESSMENTS PROPOSED BY THE PARTNERSHIP FOR ASSESSMENT OF
13 READINESS FOR COLLEGE AND CAREERS OR THAT ARE THE SAME AS OR SUBSTANTIALLY
14 SIMILAR TO STANDARDS OR ASSESSMENTS USED BY TWENTY OR MORE OTHER STATES. ANY
15 ACTIONS THAT WERE PREVIOUSLY TAKEN TO ADOPT OR IMPLEMENT STANDARDS OR
16 ASSESSMENTS THAT CONFLICT WITH THIS SECTION ARE VOID ON THE EFFECTIVE DATE OF
17 THIS SECTION.

18 B. THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE ESTABLISHED BY
19 SECTION 15-701.05, SHALL ADOPT AND THE STATE BOARD OF EDUCATION SHALL
20 ADMINISTER THE ARIZONA EDUCATION STANDARDS FOR THIS STATE'S PUBLIC SCHOOLS.
21 AN OFFICIAL OF THIS STATE, WHETHER APPOINTED OR ELECTED, MAY NOT JOIN ANY
22 CONSORTIUM, ASSOCIATION OR OTHER ENTITY ON BEHALF OF THIS STATE OR
23 AGENCY IF THE MEMBERSHIP WOULD REQUIRE THIS STATE TO

Attachment 4
Adopted # of Verbals _____
Failed _____ Withdrawn _____
Not Offered _____ Analysts Initials _____

1 CONTROL OVER EDUCATION, INCLUDING ACADEMIC CONTENT STANDARDS AND ASSESSMENTS
2 OF THOSE STANDARDS.

3 C. THE STATE BOARD OF EDUCATION, IN COLLABORATION WITH THE ARIZONA
4 EDUCATION STANDARDS STEERING COMMITTEE, SHALL PROVIDE PUBLIC NOTICE OF ANY
5 PROPOSED ADOPTION OR REVISION OF ACADEMIC CONTENT STANDARDS ON THE DEPARTMENT
6 OF EDUCATION'S WEBSITE. THE STATE BOARD OF EDUCATION, IN COLLABORATION WITH
7 THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE, SHALL REQUEST COMMENTS ON
8 THE PROPOSED CHANGES FROM THE GENERAL PUBLIC, INCLUDING PARENTS, TEACHERS,
9 EXPERTS ON ACADEMIC CONTENT STANDARDS AND REPRESENTATIVES OF POLITICAL
10 ORGANIZATIONS, EDUCATIONAL ORGANIZATIONS, FAITH-BASED ORGANIZATIONS AND
11 NONPARTISAN POLICY ORGANIZATIONS. THE STATE BOARD OF EDUCATION, IN
12 COLLABORATION WITH THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE, SHALL
13 ACCEPT ALL PUBLIC COMMENTS THAT ARE SUBMITTED WITHIN SIXTY DAYS AFTER THE
14 PUBLIC NOTICE REQUIRED BY THIS SUBSECTION.

15 D. THE STATE BOARD OF EDUCATION, IN COLLABORATION WITH THE ARIZONA
16 EDUCATION STANDARDS STEERING COMMITTEE, MAY NOT ADOPT OR REVISE ANY STATEWIDE
17 ACADEMIC CONTENT STANDARDS UNTIL PUBLIC MEETINGS ARE HELD IN EACH
18 CONGRESSIONAL DISTRICT IN THIS STATE. THE STATE BOARD OF EDUCATION SHALL
19 POST NOTICE OF EACH PUBLIC MEETING ON THE DEPARTMENT OF EDUCATION'S WEBSITE
20 AND IN A NEWSPAPER OF GENERAL CIRCULATION IN THE RESPECTIVE CONGRESSIONAL
21 DISTRICT.

22 E. NOTWITHSTANDING ANY OTHER LAW, THE SUPERINTENDENT OF PUBLIC
23 INSTRUCTION, THE STATE BOARD OF EDUCATION, THE DEPARTMENT OF EDUCATION AND
24 ANY OTHER STATE ENTITY THAT DEALS WITH EDUCATION MAY NOT DO ANY OF THE
25 FOLLOWING:

26 1. SPEND ANY MONIES ON THE CONSTRUCTION, ENHANCEMENT OR EXPANSION OF
27 ANY STATEWIDE LONGITUDINAL DATA SYSTEM DESIGNED TO TRACK STUDENTS OR COMPILE
28 PERSONALLY IDENTIFIABLE STUDENT INFORMATION, UNLESS THE EXPENDITURE IS
29 NECESSARY FOR BASIC ADMINISTRATIVE PURPOSES, FOR ACADEMIC EVALUATION OF
30 PROGRAMS AND STUDENT PROGRESS OR FOR COMPLIANCE WITH THIS SECTION.

31 2. SHARE ANY PERSONALLY IDENTIFIABLE INFORMATION OF STUDENTS OR
32 TEACHERS WITH ANY ENTITY OUTSIDE THIS STATE, EXCEPT AS PROVIDED IN THIS

1 SECTION. THIS PARAGRAPH DOES NOT APPLY TO VIRTUAL FILE STORAGE, ONLINE FILE
2 STORAGE OR HARD DRIVE FILE STORAGE THAT IS HOSTED BY THIRD PARTIES OUTSIDE OF
3 THIS STATE.

4 3. SHARE ANY PERSONALLY IDENTIFIABLE INFORMATION OF STUDENTS OR
5 TEACHERS WITH ANY ENTITY THAT INTENDS TO USE THAT INFORMATION TO DEVELOP
6 COMMERCIAL PRODUCTS OR SERVICES OR THAT INTENDS TO TRANSFER THE INFORMATION
7 TO ANY OTHER ENTITY FOR USE IN DEVELOPING COMMERCIAL PRODUCTS OR SERVICES.

8 4. SHARE ANY PERSONALLY IDENTIFIABLE INFORMATION OF STUDENTS OR
9 TEACHERS WITH ANY ENTITY WITHIN THIS STATE, UNLESS THAT ENTITY IS AN
10 EDUCATIONAL AGENCY OR AN INSTITUTION THAT THIS STATE EXPRESSLY PROHIBITS, IN
11 WRITING, FROM DOING BOTH OF THE FOLLOWING:

12 (a) USING THE INFORMATION TO DEVELOP COMMERCIAL PRODUCTS OR SERVICES
13 OR TRANSFERRING THE INFORMATION TO ANY OTHER ENTITY TO DEVELOP COMMERCIAL
14 PRODUCTS OR SERVICES.

15 (b) USING THE TRANSFER OF INFORMATION FOR ECONOMIC OR WORKFORCE
16 DEVELOPMENT PLANNING.

17 5. SHARE ANY PERSONALLY IDENTIFIABLE INFORMATION OF STUDENTS OR
18 TEACHERS WITH THE UNITED STATES DEPARTMENT OF EDUCATION, UNLESS ALL OF THE
19 FOLLOWING APPLY:

20 (a) THE SHARING OF INFORMATION IS REQUIRED AS A CONDITION OF RECEIVING
21 A FEDERAL EDUCATION GRANT.

22 (b) THE UNITED STATES DEPARTMENT OF EDUCATION AGREES, IN WRITING, TO
23 ALL OF THE FOLLOWING:

24 (i) TO USE THE INFORMATION ONLY TO EVALUATE THE PROGRAM OR PROGRAMS
25 FUNDED BY THE GRANT.

26 (ii) TO NOT USE THE INFORMATION FOR ANY RESEARCH EXCEPT AS RELATED TO
27 THE EVALUATION OF THE PROGRAM OR PROGRAMS FUNDED BY THE GRANT, UNLESS THE
28 TEACHER OR THE PARENT OR GUARDIAN OF ANY STUDENT WHOSE INFORMATION WILL BE
29 USED FOR THE RESEARCH AFFIRMATIVELY CONSENTS TO THAT USE IN WRITING.

30 (iii) TO NOT SHARE THE INFORMATION WITH ANY OTHER GOVERNMENTAL OR
31 PRIVATE ENTITY, UNLESS THE TEACHER OR THE PARENT OR GUARDIAN OF ANY STUDENT

1 WHOSE INFORMATION WILL BE SHARED AFFIRMATIVELY CONSENTS TO THAT SHARING IN
2 WRITING.

3 (iv) TO DESTROY THE INFORMATION ON COMPLETION OF THE EVALUATION OF THE
4 PROGRAM OR PROGRAMS FUNDED BY THE GRANT.

5 (c) THE GRANT OR PROGRAM FOR WHICH THE INFORMATION IS REQUIRED IS
6 AUTHORIZED BY FEDERAL LAW.

7 F. IF THE UNITED STATES DEPARTMENT OF EDUCATION REQUIRES AS A
8 CONDITION OF A FEDERAL EDUCATION GRANT THAT THE GRANT RECIPIENT PROVIDE
9 PERSONALLY IDENTIFIABLE INFORMATION OF STUDENTS OR TEACHERS IN A WAY THAT
10 DOES NOT COMPLY WITH THIS SECTION, THE GRANT RECIPIENT SHALL NOTIFY THE
11 TEACHER OR THE PARENT OR GUARDIAN OF ANY STUDENT WHOSE INFORMATION IS
12 REQUIRED OF ALL OF THE FOLLOWING:

13 1. THAT THE GRANT RECIPIENT HAS BEEN REQUIRED TO TURN OVER THE
14 TEACHER'S OR STUDENT'S INFORMATION TO THE UNITED STATES DEPARTMENT OF
15 EDUCATION.

16 2. THAT NEITHER THE GRANT RECIPIENT NOR ANY OTHER ENTITY OR OFFICIAL
17 WITHIN THIS STATE WILL HAVE CONTROL OF THE USE OR FURTHER SHARING OF THAT
18 INFORMATION.

19 3. THE CONTACT INFORMATION, INCLUDING THE TELEPHONE NUMBER AND E-MAIL
20 ADDRESS, OF THE UNITED STATES DEPARTMENT OF EDUCATION OFFICIAL WHO IS SEEKING
21 THE INFORMATION.

22 15-701.03. Subject matter standards; statewide student
23 assessments; adoption and transition;
24 certification; definition

25 A. BEGINNING WITH THE 2015-2016 SCHOOL YEAR, THE STATE BOARD OF
26 EDUCATION, IN COLLABORATION WITH THE ARIZONA EDUCATION STANDARDS STEERING
27 COMMITTEE ESTABLISHED BY SECTION 15-701.05, SHALL ADOPT AREAS OF SUBJECT
28 MATTER STANDARDS THAT ARE SUBJECT TO LEGISLATIVE REVIEW AND APPROVAL PURSUANT
29 TO SECTION 15-701.06. THE SUBJECT MATTER STANDARDS SHALL BE IMPLEMENTED
30 STATEWIDE BY EVERY PUBLIC SCHOOL IN THIS STATE. ANY REVISIONS ADOPTED BY THE
31 STATE BOARD OF EDUCATION, IN COLLABORATION WITH THE ARIZONA EDUCATION

1 STANDARDS STEERING COMMITTEE, ARE SUBJECT TO LEGISLATIVE REVIEW AND APPROVAL
2 PURSUANT TO SECTION 15-701.06.

3 B. IN ADDITION TO THE REQUIREMENTS PRESCRIBED IN SUBSECTION A OF THIS
4 SECTION, ON OR BEFORE AUGUST 1, 2017, THE STATE BOARD OF EDUCATION, IN
5 COLLABORATION WITH THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE AND IN
6 CONSULTATION WITH THE ARIZONA BOARD OF REGENTS, SHALL ADOPT SUBJECT MATTER
7 STANDARDS FOR ENGLISH LANGUAGE ARTS, AMERICAN HISTORY, SCIENCE AND
8 MATHEMATICS THAT WILL REPLACE THE PREVIOUS STANDARDS. THE STANDARDS SHALL BE
9 EVALUATED BY THE DEPARTMENT OF EDUCATION AND THE ARIZONA BOARD OF REGENTS AND
10 ADDRESS THE GOALS OF REDUCING THE NEED FOR REMEDIAL COURSEWORK AT THE
11 POSTSECONDARY LEVEL AND INCREASING THE SUCCESSFUL COMPLETION OF POSTSECONDARY
12 EDUCATION. THE SUBJECT MATTER STANDARDS AND CORRESPONDING STATEWIDE STUDENT
13 ASSESSMENTS FOR ENGLISH LANGUAGE ARTS, AMERICAN HISTORY, SCIENCE AND
14 MATHEMATICS SHALL BE APPROVED AND CONTROLLED SOLELY BY THIS STATE THROUGH THE
15 STATE BOARD OF EDUCATION.

6 C. ON THE EFFECTIVE DATE OF THIS SECTION, THE STATE BOARD OF
17 EDUCATION, IN COLLABORATION WITH THE ARIZONA EDUCATION STANDARDS STEERING
18 COMMITTEE, SHALL BEGIN THE PROCESS OF ADOPTING THE ENGLISH LANGUAGE ARTS,
19 AMERICAN HISTORY, SCIENCE AND MATHEMATICS STANDARDS AND SHALL PROVIDE
20 REASONABLE OPPORTUNITY, CONSISTENT WITH BEST PRACTICES, FOR PUBLIC COMMENT ON
21 THE REVISION OF THE STANDARDS, INCLUDING COMMENTS FROM STUDENTS, PARENTS,
22 EDUCATORS, ORGANIZATIONS REPRESENTING STUDENTS WITH DISABILITIES AND ENGLISH
23 LANGUAGE LEARNERS, HIGHER EDUCATION REPRESENTATIVES, CAREER TECHNOLOGY
24 EDUCATION REPRESENTATIVES, SUBJECT MATTER EXPERTS, COMMUNITY-BASED
25 ORGANIZATIONS, NATIVE AMERICAN TRIBAL REPRESENTATIVES AND BUSINESS COMMUNITY
26 REPRESENTATIVES.

27 D. UNTIL THE STATEWIDE STUDENT ASSESSMENTS FOR ENGLISH LANGUAGE ARTS,
28 AMERICAN HISTORY, SCIENCE AND MATHEMATICS ARE IMPLEMENTED, THE STATE BOARD OF
29 EDUCATION SHALL IMPLEMENT THE STANDARDS FOR ENGLISH LANGUAGE ARTS, AMERICAN
30 HISTORY, SCIENCE AND MATHEMATICS THAT WERE IN PLACE ON MAY 31, 2010.

31 E. ON THE EFFECTIVE DATE OF THIS SECTION, THE STATE BOARD OF EDUCATION
2 SHALL SEEK CERTIFICATION FROM THE ARIZONA BOARD OF REGENTS THAT THE SUBJECT

1 MATTER STANDARDS FOR ENGLISH LANGUAGE ARTS, AMERICAN HISTORY, SCIENCE AND
2 MATHEMATICS THAT WERE IN PLACE ON MAY 31, 2010 ARE COLLEGE AND CAREER READY
3 AS DEFINED IN THE FEDERAL ELEMENTARY AND SECONDARY EDUCATION ACT FLEXIBILITY
4 DOCUMENT ISSUED BY THE UNITED STATES DEPARTMENT OF EDUCATION AND REFERENCED
5 IN OPTION B OF PRINCIPLE 1: COLLEGE AND CAREER-READY EXPECTATIONS FOR ALL
6 STUDENTS. THE ARIZONA BOARD OF REGENTS SHALL PROVIDE TO THE STATE BOARD OF
7 EDUCATION A DETAILED DESCRIPTION OF THE CERTIFICATION PROCESS AND RESULTS,
8 INCLUDING A LIST OF DEFICIENCIES IF THE ARIZONA BOARD OF REGENTS CONCLUDES
9 THAT THE STANDARDS ARE NOT COLLEGE AND CAREER READY. THE STATE BOARD OF
10 EDUCATION SHALL POST ON THE DEPARTMENT OF EDUCATION'S WEBSITE ALL DOCUMENTS,
11 MATERIALS, REPORTS, DESCRIPTIONS AND CORRESPONDENCE PRODUCED OR USED BY THE
12 ARIZONA BOARD OF REGENTS IN THE CERTIFICATION PROCESS.

13 F. ON OR BEFORE THE 2018-2019 SCHOOL YEAR, THE STATE BOARD OF
14 EDUCATION, IN COLLABORATION WITH THE ARIZONA EDUCATION STANDARDS STEERING
15 COMMITTEE AND IN CONSULTATION WITH ARIZONA BOARD OF REGENTS, SHALL DIRECT THE
16 PROCESS OF DEVELOPING ANNUAL HIGH-QUALITY STATEWIDE STUDENT ASSESSMENTS FOR
17 ENGLISH LANGUAGE ARTS, AMERICAN HISTORY, SCIENCE AND MATHEMATICS THAT ALIGN
18 WITH THE COLLEGE AND CAREER READY SUBJECT MATTER STANDARDS ADOPTED PURSUANT
19 TO THIS SECTION.

20 G. THE STATEWIDE STUDENT ASSESSMENTS FOR ENGLISH LANGUAGE ARTS,
21 AMERICAN HISTORY, SCIENCE AND MATHEMATICS SHALL CONTINUE TO ASSESS STANDARDS
22 AND OBJECTIVES FOUND IN THE SUBJECT MATTER STANDARDS FOR ENGLISH LANGUAGE
23 ARTS, AMERICAN HISTORY, SCIENCE AND MATHEMATICS THAT WERE IN PLACE ON MAY 31,
24 2010 AND SHALL CONTINUE TO ALIGN TO THE STANDARDS AND OBJECTIVES FOUND IN
25 THOSE SUBJECT MATTER STANDARDS UNTIL THE REPLACEMENT ASSESSMENTS ARE
26 IMPLEMENTED.

27 H. THE STATE BOARD OF EDUCATION MAY NOT ENTER INTO ANY AGREEMENT,
28 MEMORANDUM OF UNDERSTANDING OR CONTRACT WITH ANY FEDERAL AGENCY OR PRIVATE
29 ENTITY THAT IN ANY WAY CEDES OR LIMITS STATE DISCRETION OR CONTROL OVER THE
30 PROCESS OF DEVELOPING, ADOPTING OR REVISING SUBJECT MATTER STANDARDS AND
31 CORRESPONDING STATEWIDE STUDENT ASSESSMENTS IN THE PUBLIC SCHOOL SYSTEM,
32 INCLUDING AGREEMENTS, MEMORANDA OF UNDERSTANDING AND CONTRACTS IN EXCHANGE

1 FOR FUNDING FOR PUBLIC SCHOOLS AND PROGRAMS. IF THE STATE BOARD OF EDUCATION
2 IS A PARTY TO SUCH AN AGREEMENT, MEMORANDUM OF UNDERSTANDING OR CONTRACT ON
3 THE EFFECTIVE DATE OF THIS SECTION, THE STATE BOARD OF EDUCATION SHALL
4 INITIATE NECESSARY EFFORTS TO AMEND THE AGREEMENT, MEMORANDUM OF
5 UNDERSTANDING OR CONTRACT TO COMPLY WITH THE REQUIREMENTS OF THIS SUBSECTION.

6 I. THIS SECTION DOES NOT PROHIBIT THE STATE BOARD OF EDUCATION FROM
7 SEEKING AND BEING GRANTED A WAIVER FROM FEDERAL LAW IF THE CONDITIONS FOR THE
8 WAIVER DO NOT REQUIRE THIS STATE TO CEDE OR LIMIT ITS DISCRETION OR CONTROL
9 OVER THE PROCESS OF DEVELOPING, ADOPTING OR REVISING SUBJECT MATTER STANDARDS
10 AND CORRESPONDING STATEWIDE STUDENT ASSESSMENTS.

11 J. THE DEPARTMENT OF EDUCATION MAY PARTICIPATE IN A MULTISTATE OR
12 MULTIGOVERNMENTAL COOPERATIVE BUT MAY NOT BIND THIS STATE, CONTRACTUALLY OR
13 OTHERWISE, TO THE AUTHORITY OF ANY OTHER STATE, ORGANIZATION OR ENTITY THAT
14 SUPERSEDES THE AUTHORITY OF THE STATE BOARD OF EDUCATION.

15 K. THE CONTENT OF ALL SUBJECT MATTER STANDARDS AND CORRESPONDING
16 STATEWIDE STUDENT ASSESSMENTS SHALL BE APPROVED AND CONTROLLED SOLELY BY THIS
17 STATE THROUGH THE STATE BOARD OF EDUCATION, IN COLLABORATION WITH THE ARIZONA
18 EDUCATION STANDARDS STEERING COMMITTEE. THE STATE BOARD OF EDUCATION, IN
19 COLLABORATION WITH THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE, SHALL
20 MAINTAIN INDEPENDENCE OF ALL SUBJECT MATTER STANDARDS AND CORRESPONDING
21 STATEWIDE STUDENT ASSESSMENTS AND MAY NOT RELINQUISH AUTHORITY OVER THE
22 STANDARDS AND ASSESSMENTS. THIS SUBSECTION DOES NOT PROHIBIT BENCHMARKING
23 THE STATE SUBJECT MATTER STANDARDS AND CORRESPONDING STATEWIDE STUDENT
24 ASSESSMENTS WITH THOSE OF OTHER STATES OR NATIONS TO ALLOW COMPARISON OF THIS
25 STATE'S SUBJECT MATTER STANDARDS AND CORRESPONDING STATEWIDE STUDENT
26 ASSESSMENTS WITH THOSE OF OTHER STATES AND NATIONS.

27 L. SCHOOL DISTRICTS AND CHARTER SCHOOLS SHALL DETERMINE THE
28 INSTRUCTION, CURRICULA, READING LISTS AND INSTRUCTIONAL MATERIALS AND
29 TEXTBOOKS, SUBJECT TO ANY APPLICABLE PROVISIONS OR REQUIREMENTS AS SET FORTH
30 IN LAW, TO BE USED IN MEETING THE ARIZONA EDUCATION STANDARDS. SCHOOL
31 DISTRICTS AND CHARTER SCHOOLS MAY ADOPT SUPPLEMENTARY STUDENT ASSESSMENTS
32 THAT ARE IN ADDITION TO THE STATEWIDE STUDENT ASSESSMENTS.

1 M. ON THE ADOPTION OF ENGLISH LANGUAGE ARTS, AMERICAN HISTORY, SCIENCE
2 AND MATHEMATICS SUBJECT MATTER STANDARDS PURSUANT TO THIS SECTION, THE STATE
3 BOARD OF EDUCATION, IN COLLABORATION WITH THE ARIZONA EDUCATION STANDARDS
4 STEERING COMMITTEE, SHALL COMPARE THE ENGLISH LANGUAGE ARTS, AMERICAN
5 HISTORY, SCIENCE AND MATHEMATICS STANDARDS WITH THOSE THAT WERE ADOPTED BY
6 THE STATE BOARD OF EDUCATION BEFORE THE IMPLEMENTATION OF THE REQUIREMENTS OF
7 THIS SECTION. THE STATE BOARD OF EDUCATION SHALL CONSIDER PUBLIC COMMENTS,
8 THE USE OF BEST PRACTICES, EVIDENCE AND RESEARCH IN THE EVALUATION OF BOTH
9 SETS OF STANDARDS. THE STATE BOARD OF EDUCATION, IN COLLABORATION WITH THE
10 ARIZONA EDUCATION STANDARDS STEERING COMMITTEE, SHALL COMPARE THE STANDARDS
11 IN THE AREAS OF:

12 1. EFFECTIVE PREPARATION FOR ACTIVE CITIZENSHIP AND POSTSECONDARY
13 EDUCATION OR THE WORKFORCE.

14 2. SUBJECT MATTER CONTENT.

15 3. SEQUENCING OF SUBJECT MATTER CONTENT AND RELATIONSHIP TO
16 MEASUREMENT OF STUDENT PERFORMANCE AND THE APPLICATION OF SUBJECT MATTER
17 STANDARDS.

18 4. DEVELOPMENTAL APPROPRIATENESS OF GRADE-LEVEL EXPECTATIONS, ACADEMIC
19 CONTENT AND INSTRUCTIONAL RIGOR.

20 5. CLARITY FOR EDUCATORS AND PARENTS.

21 6. EXEMPLARS TIED TO THE STANDARDS.

22 7. MEASURABILITY OF STUDENT PROFICIENCY IN THE SUBJECT MATTER.

23 8. PEDAGOGY.

24 9. DEMONSTRATION OF APPLICATION OF ACQUIRED KNOWLEDGE AND SKILLS.

25 N. ON COMPLETION OF THE COMPARISON OF THE ENGLISH LANGUAGE ARTS,
26 AMERICAN HISTORY, SCIENCE AND MATHEMATICS SUBJECT MATTER STANDARDS REQUIRED
27 BY SUBSECTION M OF THIS SECTION, THE STATE BOARD OF EDUCATION, IN
28 COLLABORATION WITH THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE, SHALL
29 SUBMIT TO THE GOVERNOR, THE SPEAKER OF THE HOUSE OF REPRESENTATIVES, THE
30 PRESIDENT OF THE SENATE, THE MINORITY LEADER OF THE HOUSE OF REPRESENTATIVES
31 AND THE MINORITY LEADER OF THE SENATE A REPORT OUTLINING THE RESULTS OF THE
32 COMPARISON OF THE STANDARDS.

1 O. ALL SUBJECT MATTER STANDARDS AND CORRESPONDING STATEWIDE STUDENT
2 ASSESSMENTS ADOPTED BY THE STATE BOARD OF EDUCATION, IN COLLABORATION WITH
3 THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE, SHALL BE CAREFULLY
4 CIRCUMSCRIBED TO REFLECT DIRECT APPLICATION TO SUBJECT MATTER PROFICIENCY AND
5 MAY NOT INCLUDE STANDARDS OR ASSESSMENT QUESTIONS THAT ARE DESIGNED TO
6 COLLECT OR MEASURE NONCOGNITIVE, EMOTIONAL OR PSYCHOLOGICAL CHARACTERISTICS,
7 ATTRIBUTES OR SKILLS OF STUDENTS.

8 P. THE STATE BOARD OF EDUCATION SHALL AMEND OR REPEAL ANY RULE THAT
9 CONFLICTS WITH THE REQUIREMENTS OF THIS SECTION AS NECESSARY TO COMPLY WITH
10 THIS SECTION.

11 Q. FOR THE PURPOSES OF THIS SECTION, "ENGLISH LANGUAGE ARTS" MEANS
12 INSTRUCTION IN SENTENCE STRUCTURE, CLASSIC LITERATURE, READING SKILLS OF
13 FLUENCY AND COMPREHENSION, GRAMMAR AND SPELLING.

14 15-701.04. Arizona education standards; adoption prerequisites

15 THE STATE BOARD OF EDUCATION MAY NOT ADOPT OR REVISE ANY ARIZONA
16 EDUCATION STANDARDS IN THE AREAS OF ENGLISH LANGUAGE ARTS, AMERICAN HISTORY,
17 SCIENCE OR MATHEMATICS UNTIL BOTH OF THE FOLLOWING CONDITIONS ARE SATISFIED:

18 1. THE PROPOSED STANDARDS OR REVISIONS ARE APPROVED BY THE LEGISLATURE
19 PURSUANT TO SECTION 15-701.06.

20 2. THE PROPOSED STANDARDS OR REVISIONS FOR EACH SUBJECT AREA ARE
21 APPROVED BY THE APPROPRIATE SUBCOMMITTEE ESTABLISHED UNDER SECTION 15-701.05.

22 15-701.05. Arizona education standards steering committee;

23 membership; powers and duties; subcommittees;

24 committee termination

25 A. THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE IS ESTABLISHED
26 WITHIN THE DEPARTMENT OF EDUCATION.

27 B. BEFORE SUBMITTING THE ARIZONA EDUCATION STANDARDS TO THE
28 LEGISLATURE AS PRESCRIBED IN SECTION 15-701.06, THE STATE BOARD OF EDUCATION
29 SHALL PROPOSE ANY NEW OR REVISED STANDARDS TO THE ARIZONA EDUCATION STANDARDS
30 STEERING COMMITTEE.

31 C. MEETINGS OF THE STEERING COMMITTEE AND ITS SUBCOMMITTEES SHALL BE
32 OPEN TO THE PUBLIC.

1 D. THE STEERING COMMITTEE SHALL BE COMPOSED OF THE FOLLOWING THIRTEEN
2 MEMBERS:

3 1. THE GOVERNOR OR THE GOVERNOR'S DESIGNEE.

4 2. FOUR PARENTS OF CHILDREN WHO ARE ENROLLED IN PUBLIC SCHOOLS IN THIS
5 STATE, TWO OF WHOM ARE APPOINTED BY THE SPEAKER OF THE HOUSE OF
6 REPRESENTATIVES AND TWO OF WHOM ARE APPOINTED BY THE PRESIDENT OF THE SENATE.

7 3. TWO PERSONS WHO HAVE EXPERTISE IN INFORMATION TECHNOLOGY, ONE OF
8 WHOM IS APPOINTED BY THE PRESIDENT OF THE SENATE AND ONE OF WHOM IS APPOINTED
9 BY THE SPEAKER OF THE HOUSE OF REPRESENTATIVES.

10 4. SIX PERSONS, THREE OF WHOM ARE APPOINTED BY THE SPEAKER OF THE
11 HOUSE OF REPRESENTATIVES AND THREE OF WHOM ARE APPOINTED BY THE PRESIDENT OF
12 THE SENATE, WHO ARE EITHER OF THE FOLLOWING:

13 (a) A TEACHER IN A PUBLIC HIGH SCHOOL IN THIS STATE WHO PROVIDES
14 INSTRUCTION IN ENGLISH LANGUAGE ARTS, AMERICAN HISTORY, SCIENCE OR
15 MATHEMATICS.

16 (b) AN INSTRUCTOR IN A UNIVERSITY UNDER THE JURISDICTION OF THE
17 ARIZONA BOARD OF REGENTS OR A COMMUNITY COLLEGE UNDER THE JURISDICTION OF A
18 COMMUNITY COLLEGE DISTRICT IN THIS STATE WHO PROVIDES INSTRUCTION IN THE
19 ACADEMIC DEPARTMENTS OF ENGLISH LANGUAGE ARTS, AMERICAN HISTORY, SCIENCE OR
20 MATHEMATICS.

21 E. THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE SHALL:

22 1. SELECT A CHAIRPERSON AND CO-CHAIRPERSON OF THE COMMITTEE.

23 2. SELECT FOUR PERSONS TO OVERSEE THE DEVELOPMENT OF THE STANDARDS
24 DOCUMENTS, EACH OF WHOM UNDERSTANDS AND IS ABLE TO USE SUBJECT-SPECIFIC
25 SYMBOLS. THE DEPARTMENT OF EDUCATION AND THE STATE BOARD OF EDUCATION MAY
26 PROVIDE ASSISTANCE TO THESE PERSONS.

27 3. CONTRACT, IF NECESSARY, WITH A PERSON WHO HAS A NATIONAL REPUTATION
28 IN THE AREAS OF ACADEMIC CONTENT STANDARDS AND ASSESSMENTS TO FACILITATE THE
29 WORK OF THE STEERING COMMITTEE.

30 4. ESTABLISH A SUBCOMMITTEE IN EACH OF THE AREAS OF ENGLISH LANGUAGE
31 ARTS, AMERICAN HISTORY, SCIENCE AND MATHEMATICS AND SELECT, BY A MAJORITY
32 VOTE OF ALL STEERING COMMITTEE MEMBERS, A CHAIRPERSON FOR EACH SUBCOMMITTEE.

1 THE CHAIRPERSON OF EACH SUBCOMMITTEE SHALL BE AN INSTRUCTOR IN A RELATED
2 SUBJECT AREA AT A UNIVERSITY UNDER THE JURISDICTION OF THE ARIZONA BOARD OF
3 REGENTS OR A COMMUNITY COLLEGE UNDER THE JURISDICTION OF A COMMUNITY COLLEGE
4 DISTRICT IN THIS STATE. OTHER MEMBERS OF THE SUBCOMMITTEE SHALL BE TEACHERS
5 WITH AT LEAST TEN YEARS OF TEACHING EXPERIENCE. NOT MORE THAN FIVE MEMBERS
6 MAY SERVE ON A SUBCOMMITTEE. A SCHOOL LIBRARIAN MAY BE SELECTED TO PROVIDE
7 TECHNICAL ASSISTANCE TO THE ENGLISH LANGUAGE ARTS SUBCOMMITTEE. AN ENGINEER
8 MAY BE SELECTED TO PROVIDE TECHNICAL ASSISTANCE TO THE MATHEMATICS
9 SUBCOMMITTEE AND THE SCIENCE SUBCOMMITTEE.

10 F. EACH SUBCOMMITTEE ESTABLISHED PURSUANT TO SUBSECTION E OF THIS
11 SECTION SHALL APPROVE OR DISAPPROVE THE ACADEMIC CONTENT STANDARDS FOR THAT
12 SUBCOMMITTEE'S SUBJECT AREA. EACH SUBCOMMITTEE SHALL OBTAIN COMMENTS FROM
13 TEACHERS ON THE APPROPRIATENESS AND WORDING OF THE PROPOSED ARIZONA EDUCATION
14 STANDARDS FOR EACH GRADE AND, IF NECESSARY, OFFER REVISIONS ON THE PROPOSED
15 STANDARDS. THE COMMENTS SHALL BE RECORDED OR TRANSCRIBED BY ONE OF THE FOUR
6 PERSONS SELECTED PURSUANT TO SUBSECTION E, PARAGRAPH 2 OF THIS SUBSECTION.

17 G. THE STEERING COMMITTEE AND SUBCOMMITTEES ESTABLISHED BY THIS
18 SECTION END ON JULY 1, 2023 PURSUANT TO SECTION 41-3103.

19 15-701.06. Subject matter standards; legislative review and
20 approval

21 A. ALL SUBJECT MATTER STANDARDS AND REVISIONS TO THE STANDARDS ADOPTED
22 BY THE STATE BOARD OF EDUCATION, IN COLLABORATION WITH THE ARIZONA EDUCATION
23 STANDARDS STEERING COMMITTEE ESTABLISHED BY SECTION 15-701.05, ARE SUBJECT TO
24 LEGISLATIVE REVIEW AS SET FORTH IN THIS SECTION. THE STANDARDS MAY NOT BE
25 IMPLEMENTED BY THE STATE BOARD OF EDUCATION UNTIL THE LEGISLATIVE REVIEW
26 PROCESS IS COMPLETED AS PROVIDED IN THIS SECTION.

27 B. ON ADOPTION OF ANY SUBJECT MATTER STANDARDS, THE STATE BOARD OF
28 EDUCATION, IN COLLABORATION WITH THE ARIZONA EDUCATION STANDARDS STEERING
29 COMMITTEE, SHALL SUBMIT THE ADOPTED STANDARDS TO THE SPEAKER OF THE HOUSE OF
30 REPRESENTATIVES AND THE PRESIDENT OF THE SENATE AT LEAST THIRTY DAYS BEFORE
31 THE OPENING DAY OF THE NEXT REGULAR SESSION OF THE LEGISLATURE, OR AT LEAST
32 THIRTY DAYS BEFORE THE OPENING DAY OF A SPECIAL SESSION OF THE LEGISLATURE IF

1 A SPECIAL SESSION IS NEEDED IN ORDER TO GIVE THE STATE BOARD OF EDUCATION
2 ADDITIONAL TIME TO ADOPT THE STANDARDS.

3 C. THE LEGISLATURE SHALL ADOPT LEGISLATION TO APPROVE THE STANDARDS,
4 DISAPPROVE THE STANDARDS IN WHOLE OR IN PART, AMEND THE STANDARDS IN WHOLE OR
5 IN PART OR DISAPPROVE THE STANDARDS IN WHOLE OR IN PART WITH CORRESPONDING
6 INSTRUCTIONS TO THE STATE BOARD OF EDUCATION. IF THE LEGISLATION IS VETOED
7 BY THE GOVERNOR AND THE LEGISLATURE DOES NOT OVERRIDE THE VETO, THE STANDARDS
8 ARE DEEMED APPROVED. IF THE LEGISLATURE FAILS TO ADOPT LEGISLATION PURSUANT
9 TO THIS SECTION WITHIN THIRTY DAYS AFTER THE OPENING OF THAT REGULAR SESSION
10 OF THE LEGISLATURE, THE STANDARDS ARE DEEMED APPROVED.

11 D. IF THE SUBJECT MATTER STANDARDS ARE DISAPPROVED IN WHOLE BY THE
12 LEGISLATURE OR ARE DISAPPROVED IN WHOLE WITH INSTRUCTIONS AS PROVIDED FOR IN
13 SUBSECTION C OF THIS SECTION, THE STATE BOARD OF EDUCATION, IN COLLABORATION
14 WITH THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE, MAY ADOPT NEW
15 STANDARDS AND SUBMIT THE NEW STANDARDS FOR LEGISLATIVE REVIEW PURSUANT TO
16 THIS SECTION. THE STATE BOARD OF EDUCATION SHALL CONTINUE TO IMPLEMENT
17 CURRENT STANDARDS IN PLACE UNTIL THE NEW STANDARDS HAVE BEEN REVIEWED BY THE
18 LEGISLATURE AND APPROVED AS PROVIDED FOR IN THIS SECTION. IF THE SUBJECT
19 MATTER STANDARDS ARE AMENDED BY THE LEGISLATURE, DISAPPROVED IN PART OR
20 DISAPPROVED IN PART WITH INSTRUCTIONS, THE STATE BOARD OF EDUCATION, IN
21 COLLABORATION WITH THE ARIZONA EDUCATION STANDARDS STEERING COMMITTEE, MAY
22 REVISE THE STANDARDS IN ACCORDANCE WITH THE LEGISLATIVE CHANGES AND SHALL
23 IMPLEMENT THE REVISED STANDARDS.

24 E. UNLESS OTHERWISE PROVIDED BY SPECIFIC VOTE OF THE LEGISLATURE,
25 LEGISLATION INTRODUCED FOR PURPOSES OF APPROVING, DISAPPROVING, AMENDING OR
26 DISAPPROVING WITH CORRESPONDING INSTRUCTIONS ANY SUBJECT MATTER STANDARDS
27 SHALL BE LIMITED TO THE PROVISIONS NECESSARY FOR APPROVING, DISAPPROVING,
28 AMENDING OR DISAPPROVING WITH INSTRUCTIONS ANY SUBJECT MATTER STANDARDS AND
29 ANY OTHER DIRECTION OR MANDATE REGARDING THE STANDARDS DEEMED NECESSARY BY
30 THE LEGISLATURE. THE LEGISLATION MAY NOT CONTAIN ANY OTHER PROVISIONS.

1 15-701.07. Student data; collection; retention; prohibitions
2 A. DATA THAT MEASURES THE ACADEMIC PERFORMANCE OF A STUDENT MAY NOT BE
3 COLLECTED PURSUANT TO THIS ARTICLE UNLESS THE DATA IS USED SPECIFICALLY TO
4 EVALUATE WHETHER THE STUDENT HAS MET THE CONDITIONS FOR EITHER PROMOTION TO
5 THE NEXT GRADE LEVEL OR GRADUATION FROM HIGH SCHOOL.
6 B. PERSONALLY IDENTIFIABLE DATA THAT IS COLLECTED PURSUANT TO THIS
7 ARTICLE MAY NOT BE TRANSMITTED TO ANY PUBLIC OR PRIVATE PERSON OR ENTITY
8 OTHER THAN THE SCHOOL DISTRICT GOVERNING BOARD OF THE SCHOOL OR THE GOVERNING
9 BODY OF THE CHARTER SCHOOL WHERE THE STUDENT IS ENROLLED. THIS SUBSECTION
10 DOES NOT PROHIBIT THE TRANSMISSION OF DATA THAT DOES NOT CONTAIN PERSONALLY
11 IDENTIFIABLE INFORMATION.
12 C. DATA COLLECTED PURSUANT TO THIS ARTICLE THAT MEASURES ACADEMIC
13 PERFORMANCE MAY NOT BE MANIPULATED OR ALTERED."
14 Amend title to conform

PAUL BOYER

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02/16/2015
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ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session

ROLL CALL VOTE

COMMITTEE ON EDUCATION BILL NO. HB 2190

DATE February 18, 2015 MOTION: DPA S/E

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding			✓		
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo			✓		
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		5	2	0	0

APPROVED:

Paul Boyer
 PAUL BOYER, Chairman
 JAY LAWRENCE, Vice-Chairman

Jackie O'Donnell
 COMMITTEE SECRETARY

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2208

charter schools; agricultural buffer zones

Sponsor: Representative Boyer

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2208 permits a charter school to locate within a quarter-mile of agricultural land if the owner of the land is required to comply with buffer zone requirements due to the presence of certain facilities.

Summary of the Proposed Strike-Everything Amendment to HB 2208

The proposed strike-everything amendment to HB 2208 includes claims against a public school in the notice of claim requirements.

HISTORY

Arizona Revised Statutes (A.R.S.) § 12-821.01 directs persons with claims against a public entity or employee to file the claim within 180 days of the cause of action. The claim is required to contain sufficient facts for the public entity to understand the liability. Additionally, claims are required to contain an amount for which the claim can be settled and the facts supporting that amount. No action may be taken if the claim is filed after 180 days. A cause of action is determined when the damaged party realizes they have been damaged and knows (or reasonably should know) the cause of the damage. Claims are deemed denied 60 days after the claim is filed or if the entity provides written denial.

Public school is defined in A.R.S. § 15-101 as any public institution established to offer instruction to preschool students with disabilities, kindergarten and/or grades 1-12. Both district and charter schools are included in the definition of public school.

PROVISIONS

1. Includes claims against a public school in the notice of claim requirements.

PROPOSED

HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2208

(Reference to printed bill)

1 Strike everything after the enacting clause and insert:

2 "Section 1. Section 12-821.01, Arizona Revised Statutes, is amended to
3 read:

4 12-821.01. Authorization of claim against public entity, public
5 school or public employee

6 A. Persons who have claims against a public entity, PUBLIC SCHOOL or a
7 public employee shall file claims with the person or persons authorized to
8 accept service for the public entity, PUBLIC SCHOOL or public employee as set
9 forth in the Arizona rules of civil procedure within one hundred eighty days
10 after the cause of action accrues. The claim shall contain facts sufficient
11 to permit the public entity, PUBLIC SCHOOL or public employee to understand
12 the basis on which liability is claimed. The claim shall also contain a
13 specific amount for which the claim can be settled and the facts supporting
14 that amount. Any claim that is not filed within one hundred eighty days
15 after the cause of action accrues is barred and no action may be maintained
16 thereon.

17 B. For the purposes of this section, a cause of action accrues when
18 the damaged party realizes he or she has been damaged and knows or reasonably
19 should know the cause, source, act, event, instrumentality or condition that
20 caused or contributed to the damage.

21 C. Notwithstanding subsection A, any claim that must be submitted to a
22 binding or nonbinding dispute resolution process or an administrative claims
23 process or review process pursuant to a statute, ordinance, resolution,
24 administrative or governmental rule or regulation, or all
25 not accrue for the purposes of this section until Attachment 1 accrues,
26 processes or remedies have been exhausted. The time in which to give notice
27 of a potential claim and to sue on the claim shall run from the date
28 a final decision or notice of disposition is issued in

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1 resolution procedure, administrative claim process or review process. This
2 subsection does not prevent the parties to any contract from agreeing to
3 extend the time for filing such notice of claim.

4 D. Notwithstanding subsection A, a minor or an insane or incompetent
5 person may file a claim within one hundred eighty days after the disability
6 ceases.

7 E. A claim against a public entity or public employee filed pursuant
8 to this section is deemed denied sixty days after the filing of the claim
9 unless the claimant is advised of the denial in writing before the expiration
10 of sixty days.

11 F. This section applies to all causes of action that accrue on or
12 after July 17, 1994.

13 G. If a genuine issue of material fact exists as to whether the
14 requirements of this section have been complied with, the issue shall be
15 resolved before a trial on the merits and at the earliest possible time.

16 H. This section does not apply to any claim for just compensation
17 pursuant to chapter 8, article 2.1 of this title."

18 Amend title to conform

PAUL BOYER

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**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON _____ EDUCATION _____ BILL NO. HB 2208

DATE February 18, 2015 MOTION: OPA SE

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding		✓			
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo		✓			
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		7	0	0	0

Jackie O'Donnell
COMMITTEE SECRETARY

APPROVED:

Paul Boyer

PAUL BOYER, Chairman
JAY LAWRENCE, Vice-Chairman

ATTACHMENT _____

Attachment 8



HOUSE OF REPRESENTATIVES

HB 2246

statewide assessments; parental opt out
Sponsors: Representatives Ackerley, Finchem, Leach

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2246 permits a parent to opt his/her child out of statewide assessments.

HISTORY

The Arizona State Board of Education (SBE) is required to adopt and implement an Arizona Instrument to Measure Standards (AIMS) test to measure student achievement of the adopted standards in reading, writing and math in at least four grades (Arizona Revised Statutes (A.R.S.) § 15-741). Third grade students are required to take the AIMS test and if the student receives a score on the reading portion that demonstrates that the student falls far below the third grade level that student is required to be retained. This requirement is referred to as *Move on When Reading* (A.R.S. § 15-701).

School districts annually receive an achievement profile that is reported as an A-F letter grade (A.R.S. § 15-241). Letter grades are determined by the following academic performance indicators: the Arizona Measure of Academic Progress, AIMS performance, the results of English Language Learner tests and, for high schools, the annual dropout rate and graduation rate. Additionally, school districts annually distribute a report card that contains information about the school such as programs, academic goals and a summary of the past three years of AIMS results (A.R.S. § 15-746).

In 2014, SBE adopted a new statewide assessment (AzMERIT) to replace AIMS. SBE administered the last AIMS test in Spring 2014 and is in the process of phasing in AzMERIT. AzMERIT will be taken by students in grades 3 through high school and testing will begin in Spring 2015 (<http://www.azed.gov/assessment/>).

PROVISIONS

1. Permits a parent to opt his/her child out of required statewide assessments.
2. Directs SBE to develop and make available forms for parents to opt their child out of statewide assessments.
 - a. Instructs parents to sign the form and submit it to the school principal or head teacher.
3. Determines that if a parent elects to opt out of the statewide assessment:
 - a. The lack of assessment results for the child will not factor into the school or school district's A-F letter grade or school report card.
 - b. The school district or charter school is required to use an alternative to the statewide assessment to determine whether the student meets Move on When Reading requirements.

HB 2246

4. Requires school districts or charter schools that require a passing score on a statewide assessment as a requirement to graduate to use an alternative method to satisfy that requirement for children who have been opted out.
5. Makes technical and conforming changes.

PROPOSED

HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2246

(Reference to printed bill)

1 Page 8, between lines 12 and 13, insert:

2 "3. THE LACK OF ASSESSMENT RESULTS FOR THAT CHILD MAY NOT BE FACTORED
3 INTO PERFORMANCE CLASSIFICATIONS ADOPTED PURSUANT TO SECTION 15-203,
4 SUBSECTION A, PARAGRAPH 38 OR PERFORMANCE BASED COMPENSATION SYSTEMS ADOPTED
5 PURSUANT TO SECTION 15-977."

6 Renumber to conform

7 Amend title to conform

PAUL BOYER

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Attachment 10

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HOUSE OF REPRESENTATIVES

HB 2250

empowerment scholarship accounts; applications
Sponsors: Representatives Mitchell, Borrelli, Lawrence, et al.

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2250 expands the definition of *qualifying student* under the Empowerment Scholarship Account (ESA) Program and requires the Arizona Department of Education (ADE) to issue ESA's within 45 days of application.

HISTORY

Laws 2011, Chapter 75, established the ESA Program. Arizona Revised Statutes (A.R.S.) § 15-2401 defines an ESA *qualified student* as an Arizona resident who is any of the following:

- Identified as having a disability,
- Attends or is eligible to attend kindergarten at a D or F school or school district,
- A previous scholarship recipient of the ESA program or the Arizona Scholarships for Pupils with Disabilities Program,
- A child whose parent or guardian is a member of the armed forces and on active duty or was killed in the line of duty (these students are exempt from any further requirements for qualification),
- A child who is a ward of the juvenile court, or
- A child who is a sibling of a current or previous ESA recipient.

The *qualifying student* must also meet at least one of the following requirements:

- Attended a governmental primary or secondary school as a full-time student for at least 100 days of the prior fiscal year and who transferred under a contract to participate in an ESA,
- Previously participated in the ESA program,
- Received a scholarship from a School Tuition Organization and continues to attend a qualified school,
- Was eligible for an Arizona Scholarship for Pupils with Disabilities, or
- Has not previously attended a governmental primary or secondary school but is currently eligible to enroll in a kindergarten or preschool children with disabilities program.

Laws 2013, Chapter 250, enacted session law that caps new ESAs through 2019 at 0.5% of the total number of students enrolled in school districts and charter schools during the previous school year.

ADE is required to establish a period, between July 1 and May 1 of the following year, to accept ESA applications (A.R.S. § 15-2403). The current application cycle established by ADE is from January 1 to April 1 (azed.gov).

HB 2250

PROVISIONS

1. Expands the definition of an ESA *qualified student* to include a student who is the sibling of a first-time ESA recipient and submitted an application during the same application period.
2. Requires, after January 1 of each year, ADE to issue an ESA contract to eligible applicants within 45 days after receipt of the completed application and all required documentation.
3. Makes a technical change.

ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session

ROLL CALL VOTE

COMMITTEE ON _____ EDUCATION _____ BILL NO. HB 2250

DATE February 18, 2015 MOTION: DP

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding			✓		
Mr. Coleman			✓		
Mrs. Norgaard		✓			
Ms. Otondo			✓		
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		4	3	0	0

Jackie Dannel
 COMMITTEE SECRETARY

APPROVED: *[Signature]*
 PAUL BOYER, Chairman
 JAY LAWRENCE, Vice-Chairman

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2302

ADE; state and federal monies

Sponsor: Representative Farnsworth E

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2302 prohibits the Arizona Department of Education (ADE) from co-mingling federal monies with state and local funds.

HISTORY

ADE provides services such as funding, training and technical assistance to locally governed school districts and charter schools, under the direction of the Superintendent of Public Instruction. The Arizona State Board of Education (SBE) sets policies for ADE and acts as the chief educational authority for federal and state appropriations. Additionally, SBE is allowed to accept any federal funds for educational purposes (Arizona Revised Statutes § 15-206).

According to the Joint Legislative Budget Committee, ADE received approximately \$5.1 billion in funding in Fiscal Year 2013. \$3.5 billion of ADE's funding was received from state appropriations and local monies while federal programs and funding constituted \$1.1 billion of ADE's budget. In addition, \$489 million was received from other non-appropriated funds.

PROVISIONS

1. Requires ADE to maintain federal monies in a separate account than state and local monies.
 - a. Prohibits ADE from co-mingling federal monies with state and local funds.

Attachment 14

PROPOSED

HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2302

(Reference to printed bill)

- 1 Page 1, line 8, strike "MAINTAINED" insert "ACCOUNTED FOR"
- 2 Amend title to conform

PAUL BOYER

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10:28 AM
H:ajs

Attachment 15

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Not Offered _____	Analysts Initials _____

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON _____ EDUCATION _____ BILL NO. HB 2302

DATE February 18, 2015 MOTION: DPA

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding		✓			
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo		✓			
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		7	0	0	0

Jackie O'Donnell
COMMITTEE SECRETARY

APPROVED:
h j
PAUL BOYER, Chairman
JAY LAWRENCE, Vice-Chairman

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2448

technical correction; air pollution; orders

Sponsor: Representative Olson

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2448 makes a technical change.

Summary of the Proposed Strike-Everything Amendment to HB 2448

The proposed strike-everything amendment to HB 2448 requires schools to enroll homeschool students who wish to take courses at the school if the student lives within the school's attendance area or if the student lives outside of the school's attendance area and the school has capacity.

HISTORY

Every child in Arizona between six and sixteen years of age is required to attend a school and be instructed in at least reading, grammar, math, social studies and science, with exceptions for physical and mental disabilities, work-related reasons or completion of the course of study for tenth grade (Arizona Revised Statutes (A.R.S.) § 15-802). Parents are allowed to choose a school district, charter school, private school or homeschool to meet the education requirement.

All schools are required by A.R.S. § 15-821 to admit children who are between six and twenty-one years old who reside in the school district and meet the requirements for enrollment, unless the child has graduated from high school.

PROVISIONS

1. Requires school districts and charter schools to include in Average Daily Membership calculations, homeschool students that are enrolled in district or charter school courses that award elective or core credits.
2. Requires schools to allow homeschool students who reside within the school's attendance area to enroll in a portion of the curriculum in the same manner as other students enrolled in the school.
 - a. Establishes the same requirement for homeschool students who reside outside of the school's attendance area only if the school has sufficient capacity.
3. Makes a conforming change.

Attachment 17

PROPOSED

HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2448

(Reference to printed bill)

1 Strike everything after the enacting clause and insert:

2 "Section 1. Section 15-802, Arizona Revised Statutes, is amended to
3 read:

4 15-802. School instruction; exceptions; violations;
5 classification; definitions

6 A. Every child between the ages of six and sixteen years shall attend
7 a school and shall be provided instruction in at least the subjects of
8 reading, grammar, mathematics, social studies and science. The person who
9 has custody of the child shall choose a public, private or charter school or
10 a homeschool as defined in this section to provide instruction or shall sign
11 a contract to participate in an Arizona empowerment scholarship account
12 pursuant to section 15-2402.

13 B. The parent or person who has custody shall do the following:

14 1. If the child will attend a public, private or charter school,
15 enroll the child in and ensure that the child attends a public, private or
16 charter school for the full time school is in session. In accordance with
17 guidelines adopted by the department of education, school districts and
18 charter schools shall require and maintain verifiable documentation of
19 residency in this state for pupils who enroll in the school district or
20 charter school. If a child attends a school that is operated on a year-round
21 basis, the child shall regularly attend during school sessions that total not
22 less than one hundred eighty school days or two hundred school days, as
23 applicable, or the equivalent as approved by the superintendent of public
24 instruction.

25 2. If the child will attend a private school or homesc
26 affidavit of intent with the county school superintendent sta ... that the
7 child is attending a regularly organized private school on a
28 with instruction in a homeschool. The affidavit of int

Attachment 18

Adopted	<input checked="" type="checkbox"/>	# of Verbals	_____
Failed	_____	Withdrawn	_____
Not Offered	_____	Analysts Initials	_____

- 1 (a) The child's name.
- 2 (b) The child's date of birth.
- 3 (c) The current address of the school the child is attending.
- 4 (d) The names, telephone numbers and addresses of the persons who
- 5 currently have custody of the child.

6 3. If the child will attend homeschool, the child has not reached
7 eight years of age by September 1 of the school year and the person who has
8 custody of the child does not desire to begin home instruction until the
9 child has reached eight years of age, file an affidavit of intent pursuant to
10 paragraph 2 of this subsection stating that the person who has custody of the
11 child does not desire to begin homeschool instruction.

12 C. An affidavit of intent shall be filed within thirty days from the
13 time the child begins to attend a private school or homeschool and is not
14 required thereafter unless the private school or the homeschool instruction
15 is terminated and then resumed. The person who has custody of the child
16 shall notify the county school superintendent within thirty days of the
17 termination that the child is no longer being instructed at a private school
18 or a homeschool. If the private school or homeschool instruction is resumed,
19 the person who has custody of the child shall file another affidavit of
20 intent with the county school superintendent within thirty days.

21 D. A person is excused from the duties prescribed by subsection A or B
22 of this section if any of the following is shown to the satisfaction of the
23 school principal or the school principal's designee:

24 1. The child is in such physical or mental condition that instruction
25 is inexpedient or impracticable.

26 2. The child has completed the high school course of study necessary
27 for completion of grade ten as prescribed by the state board of education.

28 3. The child has presented reasons for nonattendance at a public
29 school that are satisfactory to the school principal or the school
30 principal's designee. For the purposes of this paragraph, the principal's
31 designee may be the school district governing board.

1 4. The child is over fourteen years of age and is employed, with the
2 consent of the person who has custody of the child, at some lawful wage
3 earning occupation.

4 5. The child is enrolled in a work training, career education, career
5 and technical education, vocational education or manual training program that
6 meets the educational standards established and approved by the department of
7 education.

8 6. The child was either:

9 (a) Suspended and not directed to participate in an alternative
10 education program.

11 (b) Expelled from a public school as provided in article 3 of this
12 chapter.

13 7. The child is enrolled in an education program provided by a state
14 educational or other institution.

15 E. Unless otherwise exempted in this section or section 15-803, a
16 parent of a child between six and sixteen years of age or a person who has
17 custody of a child, who does not provide instruction in a homeschool and who
18 fails to enroll or fails to ensure that the child attends a public, private
19 or charter school pursuant to this section or fails to sign a contract to
20 participate in an empowerment scholarship account pursuant to section 15-2402
21 is guilty of a class 3 misdemeanor. A parent who fails to comply with the
22 duty to file an affidavit of intent to provide instruction in a homeschool is
23 guilty of a petty offense.

24 F. If a child will be educated pursuant to an empowerment scholarship
25 account pursuant to section 15-2402, the department of education shall
26 provide a list of students participating in empowerment scholarship accounts
27 to the school superintendent of the county where the pupil resides.

28 G. A SCHOOL DISTRICT OR CHARTER SCHOOL SHALL INCLUDE IN THE SCHOOL
29 DISTRICT'S OR CHARTER SCHOOL'S AVERAGE DAILY MEMBERSHIP PUPILS WHO ATTEND
30 HOMESCHOOL AND WHO ALSO ENROLL IN COURSES AT THE SCHOOL DISTRICT OR CHARTER
31 SCHOOL THAT AWARD ELECTIVE OR CORE CREDITS. IF A PUPIL WHO ATTENDS HOMESCHOOL
32 RESIDES IN THE ATTENDANCE AREA OF THE SCHOOL, THE PUPIL SHALL BE ALLOWED TO

1 ENROLL IN THE PORTION OF THE CURRICULUM SELECTED BY THAT PUPIL IN THE SAME
2 MANNER AS OTHER PUPILS WHO ARE ENROLLED IN THAT SCHOOL. IF A PUPIL WHO
3 ATTENDS HOMESCHOOL DOES NOT RESIDE IN THE ATTENDANCE AREA OF THE SCHOOL, THE
4 PUPIL SHALL BE ALLOWED TO ENROLL IN THE PORTION OF THE CURRICULUM SELECTED BY
5 THAT PUPIL IF THE SCHOOL HAS SUFFICIENT CAPACITY TO ENROLL THAT PUPIL.

6 ~~G-~~ H. For the purposes of this section:

7 1. "Educated pursuant to an empowerment scholarship account" means a
8 child whose parent has signed a contract pursuant to section 15-2402 to
9 educate the child outside of any school district or charter school and in
10 which the parent may but is not required to enroll the child in a private
11 school or to educate the child through any of the methods specified in
12 section 15-2402.

13 2. "Homeschool" means a nonpublic school conducted primarily by the
14 parent, guardian or other person who has custody of the child or nonpublic
15 instruction provided in the child's home.

16 3. "Private school" means a nonpublic institution, other than the
17 child's home, where academic instruction is provided for at least the same
18 number of days and hours each year as a public school.

19 Amend title to conform

PAUL BOYER

2448-se-boyer
2/13/15
2:20 PM
H:ajs

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON _____ EDUCATION _____ BILL NO. HB 2448

DATE February 18, 2015 MOTION: DPA S/E

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding		✓			
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo		✓			
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		7	0	0	0

APPROVED

Paul Boyer
PAUL BOYER, Chairman
JAY LAWRENCE, Vice-Chairman

Jackie O'Donnell
COMMITTEE SECRETARY

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2449

water protection; technical correction

Sponsor: Representative Olson

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2449 makes a technical change.

Summary of the Proposed Strike-Everything Amendment to HB 2449

The proposed strike-everything amendment to HB 2449 removes the Transportation Revenue Control Limit (TRCL) and replaces the calculation for the Transport Support Level (TSL).

HISTORY

School districts determine the amount of budget capacity allocated for transportation through the calculation of the TSL and TRCL (Arizona Revised Statutes §§ 15-945 and 15-946). The TSL is partially determined through the multiplication of the district's approved daily route mileage by the number of school days (either 180 or 200). That number is multiplied by the State Support Level per Route Mile, a number set by the Legislature based on the average mileage per eligible student transported. The full TSL is determined by the sum of the previous calculation plus additional calculations for trips for academic education, career and technical education, vocation education and athletic events and extended school year services for students with disabilities.

The TRCL is a hold harmless calculation that if ever is lower than the TSL in a given year is adjusted to equal the TSL. Otherwise the TRCL is equal to the TRCL from the prior year plus the increase in the TSL from the prior to current year, except that a TRCL in excess of 120% of the TSL may not receive an increase.

State equalization assistance is determined by adding a district's Base Support Level (BSL) to the lesser of the TSL or TRCL. A school district's total budget capacity is determined by adding the BSL to the TRCL, if the TRCL is greater than the TSL.

PROVISIONS

1. Repeals the TRCL.
2. Removes the TSL calculation.
3. Calculates the TSL by multiplying the school district's student count by the average per-pupil transportation funding for peer school districts prescribed in the most recent school district performance audits by the Auditor General.
4. Directs Legislative Council staff to prepare proposed conforming legislation for consideration in the Fifty-Second Legislature, Second Regular Session.
5. Makes technical and conforming changes.

PROPOSED

HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2449

(Reference to printed bill)

1 Strike everything after the enacting clause and insert:

2 "Section 1. Section 15-945, Arizona Revised Statutes, is amended to
3 read:

4 15-945. Transportation support level

5 A. The TRANSPORTATION support level ~~for to and from school~~ for each
6 school district for the current year shall be computed as follows:

7 1. DETERMINE THE STUDENT COUNT FOR THE SCHOOL DISTRICT.

8 2. MULTIPLY THE AMOUNT DETERMINED IN PARAGRAPH 1 OF THIS SECTION BY
9 THE AVERAGE PER PUPIL TRANSPORTATION FUNDING AMOUNT FOR PEER SCHOOL
10 DISTRICTS AS PRESCRIBED IN THE MOST RECENT PERFORMANCE AUDIT OF SCHOOL
11 DISTRICTS PREPARED BY THE AUDITOR GENERAL PURSUANT TO SECTION 41-1279.03.

12 ~~1. Determine the approved daily route mileage of the school district
13 for the fiscal year prior to the current year.~~

14 ~~2. Multiply the figure obtained in paragraph 1 of this subsection by
15 one hundred eighty, or for a school district that elects to provide two
16 hundred days of instruction pursuant to section 15 902.04, multiply the
17 figure obtained in paragraph 1 of this subsection by two hundred.~~

18 ~~3. Determine the number of eligible students transported in the fiscal
19 year prior to the current year.~~

20 ~~4. Divide the amount determined in paragraph 1 of this subsection by
21 the amount determined in paragraph 3 of this subsection to determine the
22 approved daily route mileage per eligible student transported.~~

23 ~~5. Determine the classification in column 1 of this paragraph for the
24 quotient determined in paragraph 4 of this subsection. Multiply the product
25 obtained in paragraph 2 of this subsection by the corresponding s
26 level for each route mile as provided in column 2 of this parag.~~

Attachment 21

Column 1 _____ Column 2 _____
Approved Daily Route _____ State Support Lev _____

Adopted <input checked="" type="checkbox"/>	# of Verbals _____
Failed _____	Withdrawn _____
Not Offered _____	Analysts Initials _____

28

1	Mileage per Eligible	Route Mile for
2	Student Transported	Fiscal Year 2014-2015
3	0.5 or less	2.49
4	More than 0.5 through 1.0	2.04
5	More than 1.0	2.49

6 ~~6. Add the amount spent during the prior fiscal year for bus tokens~~
7 ~~and bus passes for students who qualify as eligible students as defined in~~
8 ~~section 15-901.~~

9 ~~B. The support level for academic education, career and technical~~
10 ~~education, vocational education and athletic trips for each school district~~
11 ~~for the current year is computed as follows:~~

12 ~~1. Determine the classification in column 1 of paragraph 2 of this~~
13 ~~subsection for the quotient determined in subsection A, paragraph 4 of this~~
14 ~~section.~~

15 ~~2. Multiply the product obtained in subsection A, paragraph 5 of this~~
16 ~~section by the corresponding state support level for academic education,~~
17 ~~career and technical education, vocational education and athletic trips as~~
18 ~~provided in column 2, 3 or 4 of this paragraph, whichever is appropriate for~~
19 ~~the type of district.~~

20	Column 1	Column 2	Column 3	Column 4
21	Approved Daily Route			
22	Mileage per Eligible	District Type	District Type	District Type
23	Student Transported	02 or 03	04	05
24	0.5 or less	0.15	0.10	0.25
25	More than 0.5 through 1.0	0.15	0.10	0.25
26	More than 1.0	0.18	0.12	0.30

27 ~~For the purposes of this paragraph, "district type 02" means a unified school~~
28 ~~district or an accommodation school that offers instruction in grades nine~~
29 ~~through twelve, "district type 03" means a common school district not within~~
30 ~~a high school district, "district type 04" means a common school district~~
31 ~~within a high school district or an accommodation school that does not offer~~

1 instruction in grades nine through twelve and "district type 05" means a high
2 school district.

3 C. ~~The support level for extended school year services for pupils with~~
4 ~~disabilities is computed as follows:~~

5 1. ~~Determine the sum of the following:~~

6 (a) ~~The total number of miles driven by all buses of a school district~~
7 ~~while transporting eligible pupils with disabilities on scheduled routes from~~
8 ~~their residence to the school of attendance and from the school of attendance~~
9 ~~to their residence on routes for extended school year services in accordance~~
10 ~~with section 15-881.~~

11 (b) ~~The total number of miles driven on routes approved by the~~
12 ~~superintendent of public instruction for which a private party, a political~~
13 ~~subdivision or a common or a contract carrier is reimbursed for bringing an~~
14 ~~eligible pupil with a disability from the place of the pupil's residence to a~~
15 ~~school transportation pickup point or to the school facility of attendance~~
16 ~~and from the school transportation scheduled return point or from the school~~
17 ~~facility to the pupil's residence for extended school year services in~~
18 ~~accordance with section 15-881.~~

19 2. ~~Multiply the sum determined in paragraph 1 of this subsection by~~
20 ~~the state support level for the district determined as provided in subsection~~
21 ~~A, paragraph 5 of this section.~~

22 D. ~~The transportation support level for each school district for the~~
23 ~~current year is the sum of the support level for to and from school as~~
24 ~~determined in subsection A of this section, the support level for academic~~
25 ~~education, career and technical education, vocational education and athletic~~
26 ~~trips as determined in subsection B of this section and the support level for~~
27 ~~extended school year services for pupils with disabilities as determined in~~
28 ~~subsection C of this section.~~

29 E. ~~The state support level for each approved route mile, as provided~~
30 ~~in subsection A, paragraph 5 of this section, shall be adjusted by the growth~~
31 ~~rate prescribed by law, subject to appropriation.~~

1 ~~F. School districts must provide the odometer reading for each bus as~~
2 ~~of the end of the current year and the total bus mileage during the current~~
3 ~~year.~~

4 Sec. 2. Repeal

5 Section 15-946, Arizona Revised Statutes, is repealed.

6 Sec. 3. Conforming legislation

7 The legislative council staff shall prepare proposed legislation
8 conforming the Arizona Revised Statutes to the provisions of this act for
9 consideration in the fifty-second legislature, second regular session."

10 Amend title to conform

PAUL BOYER

2449-se-boyer

2/13/15

2:30 PM

S: ajs

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON _____ EDUCATION _____ BILL NO. HB 2449

DATE February 18, 2015 MOTION: DPA SE

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding			✓		
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo			✓		
Mr. Thorpe	✓	✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		5	2	0	0

Jackie O'Donnell
COMMITTEE SECRETARY

APPROVED:

Paul Boyer
PAUL BOYER, Chairman
JAY LAWRENCE, Vice-Chairman

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2562

school property; proceeds; limitations; removal

Sponsors: Representatives Norgaard; Fann

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2562 removes limitations on a school district's use of proceeds from the sale or lease of school property.

HISTORY

School district governing boards are locally elected governing bodies charged with administering the schools within the district. Arizona Revised Statutes (A.R.S.) § 15-341 provides school district governing boards with discretionary powers including the authority to sell school sites and enter into leases or lease-purchase agreements. School district governing boards are required to call an election to approve the sale or lease of property that is over \$50,000 in value, with certain exceptions.

A.R.S. § 15-1102 authorizes a school district governing board to expend the proceeds from the sale or lease of school property on any outstanding bond indebtedness or to reduce district taxes, without limitations. Additionally, proceeds may be expended for maintenance and operations (M&O) or capital outlay purposes, with limitations. Limitations on the expenditure for M&O or capital outlay purposes are broken into two categories. For non-unified school districts with an outstanding bond indebtedness of 7% of the assessed valuation or less or 14% or less for unified districts, the following apply:

- Proceeds from the sale of property before Fiscal Year (FY) 1998 or the lease of property expended for M&O are prohibited from exceeding 15% of the Revenue Control Limit (RCL) of which 10% may be utilized without an election and the remaining 5% is subject to voter approval.
- Proceeds from property sold after FY 1998 are prohibited from being used for M&O.
- If a district has an override in place the total increase to the RCL may not exceed 15% with specifications to where the increase is attributable.

For non-unified school districts with an outstanding bond indebtedness of greater than 7% of the assessed valuation or greater than 14% for unified districts, the following apply:

- M&O expenditures are prohibited from exceeding the lesser of a 15% increase to the RCL or a quarter of the amount of proceeds from the lease of property.
- Capital outlay expenditures using proceeds from the sale of property are unlimited.
- Capital outlay expenditures using proceeds from the lease of property are prohibited from exceeding 62% of the proceeds.

Governing boards are permitted to use the proceeds from the sale of property before FY 2000 the lease of property for the additional M&O expenses incurred from a school, subject to the previous limitations. School districts are required to

Fifty-second Legislature
First Regular Session

Attachment 23
Analyst Initials AW
February 17, 2015

HB 2562

funds to place the proceeds of the sale or lease of property in the district with specifications on the monies that may be deposited in each fund. If a school district's voters approve the sale of school property and the use of proceeds for the construction, improvement or furnishing of school facilities, that money is required to be placed in a separate fund.

PROVISIONS

1. Removes limitations on the ability of a school district to expend the proceeds from the sale or lease of school property to permit a school district to use the proceeds for any M&O or capital outlay expense.
2. Reduces the number of school plant funds a district is required to utilize from three to one.
3. Removes the requirement for the use of proceeds from the sale of school property for voter-approved school facilities construction, improvement or furnishing projects to be placed in a separate fund.
4. Makes technical and conforming changes.

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON EDUCATION BILL NO. HB 2562

DATE February 18, 2015 MOTION: DP

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding		✓			
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo		✓			
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		7	0	0	0

Jackie O'Donnell
COMMITTEE SECRETARY

APPROVED:

Paul Boyer
PAUL BOYER, Chairman
JAY LAWRENCE, Vice-Chairman

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2574

ADE; appropriation; geographic literacy

Sponsors: Representatives Coleman, Cardenas, Brophy McGee, et al.

X Committee on Education
Committee on Appropriations
Caucus and COW
House Engrossed

OVERVIEW

HB 2574 appropriates \$100,000 from the state General Fund (GF) in Fiscal Year (FY) 2016 to the Arizona Department of Education (ADE) to issue a grant to strengthen geographic literacy.

HISTORY

The Arizona Geographic Alliance (AzGA) was founded in 1992 as part of a national network of state geography alliances sponsored by the National Geographic Society. The AzGA is Arizona's partnership between ADE, the National Geographic Society Education Foundation and Arizona State University. The National Geographic Society defines geographic literacy as the understanding of human and natural systems and geographic and systematic decision-making (<http://geoalliance.asu.edu/>).

The Legislature appropriated \$50,000 to ADE in FY 2008 to issue a grant to strengthen geographic literacy. The monies were distributed to AzGA to provide funds to teachers for professional development, resource sharing, website development and workshops.

PROVISIONS

1. Appropriates \$100,000 in FY 2016 to ADE to issue a grant to a statewide geographic alliance to strengthen geographic literacy.
2. Exempts the appropriation from lapsing.

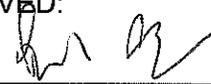
**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

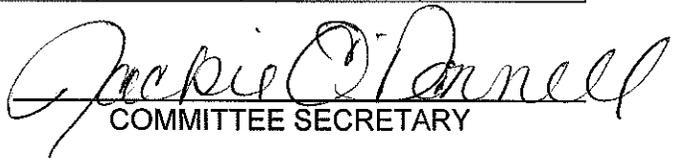
COMMITTEE ON _____ EDUCATION _____ BILL NO. HB 2574

DATE February 18, 2015 MOTION: DP

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding		✓			
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo		✓			
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		7	0	0	0

APPROVED:


 PAUL BOYER, Chairman
 JAY LAWRENCE, Vice-Chairman


 COMMITTEE SECRETARY

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2622

student count; growth; current year

Sponsor: Representative Olson

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2622 requires a school district that increases its budget based on current year growth to use the current year student count to determine the district's budget in subsequent years.

HISTORY

Arizona school districts determine an annual budget capacity through the formula contained in Arizona Revised Statutes (A.R.S.) Title 15, Chapter 9. The formula contains multiple areas of funding including monies allocated for capital, transportation, maintenance and operations. Most components of the funding formula are based on the Average Daily Membership (ADM) of the district, which is defined as the total enrollment of fractional and full-time students through the first 100 days. When determining a budget for the current year, a school district utilizes the ADM from the prior year in the formula calculation. A.R.S. § 15-948 permits a school district to increase its Revenue Control Limit (RCL) and District Support Level (DSL), components of a district's budget, if the school district experiences growth in the student population or disabled student population in the current year. If a district recalculates the ADM and determines there is an increase from the prior year, the district may hold a public hearing and revise its budget any time before May 15 to receive additional state aid. In the event that a school district experiences negative growth in the current year it is held harmless and will not receive less state aid that year.

PROVISIONS

1. Requires a school district that increases its DSL and/or RCL for current year growth to adjust the DSL and/or RCL in each subsequent year to the actual current year student count.

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON _____ EDUCATION _____ BILL NO. HB 2622

DATE February 18, 2015 MOTION: DP

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding			✓		
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo			✓		
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		5	2	0	0

APPROVED:



 PAUL BOYER, Chairman
 JAY LAWRENCE, Vice-Chairman


 COMMITTEE SECRETARY

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2668

results-based school-readiness contracts
Sponsors: Representatives Bolding, Coleman

X Committee on Education
Caucus and COW
House Engrossed

OVERVIEW

HB 2668 establishes the Arizona High Quality School Readiness Program.

HISTORY

HB 2668 allows students at risk of needing special education in kindergarten or grades one through six to enter into a High Quality School Readiness Program to prepare for elementary school. The program would be funded by private investors that would see a return on their investments should the program prevent students from entering special education and costing the state additional money. If a program does not produce results, the investor would assume all costs.

PROVISIONS

School Readiness Board (Board)

1. Establishes the Board in the Governor's Office of Strategic Planning and Budgeting (OSPB), consisting of each of the following members:
 - a. The presiding officer of the State Board of Education (SBE) or his/her designee.
 - b. The President of the State Board of Charter Schools or his/her designee.
 - c. One member of the Education Committee of the House of Representatives, appointed by the Speaker of the House of Representatives.
 - d. One member of the Education Committee of the State Senate, appointed by the President of the Senate who is of a different political party than the designee appointed by the Speaker of the House of Representatives.
 - e. One early childhood educator, appointed by the Governor.
 - f. One representative of the business community, appointed by the Governor.
 - g. One member with expertise in early childhood education, appointed by the Governor.
 - h. The parent of a child enrolled in a public school in this state, appointed by the Governor.
2. Prohibits any individual from Board membership that is an officer or employee of or has any financial interest in any provider that receives a school readiness grant.
3. Specifies that appointed Board members serve a two-year term.
4. Specifies that, in the event of a vacancy for an appointed member, the individual that appointed the member must appoint a replacement to serve the remainder of the term.
5. States that members of the Board are not entitled to compensation.
6. Requires OSPB to provide staff support to the Board, upon request.
7. Requires the members of the Board to elect a chairperson among themselves.

Attachment 29

8. Directs the Board to meet at the call of the chairperson or a majority of the members.
9. Sunsets the Board on July 1, 2023.

School Readiness Fund (Fund)

10. Establishes the Fund consisting of appropriations, federal grants, private donations and interest earned on monies deposited into the Fund.
11. Designates OSPB as the administrator of the Fund.
12. Specifies that monies in the Fund are subject to legislative appropriation.
13. Requires monies in the Fund to be distributed by OSPB for the following purposes:
 - a. To fund or award grants under the High Quality School Readiness Grant Program.
 - b. To fund results-based school-readiness contracts for eligible students to participate in:
 - i. A high quality preschool program; or
 - ii. An eligible home-based educational technology (HBET) program.
 - c. To contract with an independent evaluator.
 - d. To make payments to private entities that the Board has entered into a results-based contract with, if the independent evaluator determines that the performance-based results have been met.
 - e. For administration costs.

High Quality School Readiness Program (Program)

14. Permits the Program, to be operated by an eligible local education agency (LEA) or private provider.
15. Requires the Program to include the following components:
 - a. An evidence-based curriculum, aligned with applicable state standards, that incorporates intentional and differentiated instruction in whole-group, small-group and child-directed learning, including the following academic content areas:
 - i. Oral language and listening comprehension.
 - ii. Phonological awareness and pre-reading.
 - iii. Alphabet and word knowledge.
 - iv. Pre-writing
 - v. Book knowledge and print awareness.
 - vi. Numeracy
 - vii. Creative arts.
 - viii. Science and technology.
 - ix. Social studies.
 - x. Health and safety.
 - b. Ongoing, focused and intensive professional development for staff who participate in the Program.
 - c. Ongoing assessment of a student's educational growth and developmental progress to inform instruction.
 - d. A pre-assessment and post-assessment of each student, to be selected by the Board.
 - e. Ongoing program evaluation and data collection to monitor program goal achievement and implementation of required program components.
 - f. Family engagement, including:
 - i. Ongoing communication between home and school; and
 - ii. Parent education opportunities based on each family's circumstances.

16. Limits the class size for a high quality preschool program run by an LEA, to 20 students, with at least 1 adult for every 10 students.
17. Requires each teacher working with an LEA preschool program to obtain at least a child development associate certification or an Associate or Bachelor's Degree in an early childhood education related field.
18. Requires each teacher working with a preschool program operated by a private provider to obtain at least a child development associate certification or an Associate or Bachelor's Degree in an early childhood education related field by the teacher's second year.
19. Stipulates that a Program operated by a HBET provider must:
 - a. Be an evidence-based and age appropriate individualized interactive instruction assessment and feedback technology program that teaches eligible students early learning skills needed to be successful to enroll in a kindergarten program.
 - b. Require regular parental engagement with the student in the program.
 - c. Be aligned with applicable state standards.
 - d. Require the administration of the pre-assessment and post-assessment of each student.
 - e. Require technology providers to ensure successful implementation and utilization of the technology program.

School Readiness Grant Program

20. Establishes school readiness grants to upgrade an existing preschool or HBET program to a Program for an eligible private provider, LEA or HBET provider.
21. Requires SBE to solicit proposals from eligible LEA's and make recommendations to the Board to award grants to respondents.
22. Requires the Board to select a community organization to solicit proposals from eligible private providers and HBET providers and make recommendations to the Board to award grants to respondents.
23. Directs the Board to award grants based on the recommendations of SBE and the community organization selected by the Board, if sufficient monies are appropriated.
24. Requires SBE, community organizations and the Board to consider all of the following when awarding grants:
 - a. A respondent's capacity to effectively implement the Program required components.
 - b. The percentage of a respondent's students who are economically disadvantaged.
 - c. The level of administrative support and leadership at a respondent's program to effectively implement, monitor and evaluate the Program.
25. Prohibits the Board from awarding a grant to an eligible LEA without obtaining approval from SBE.
26. Requires an LEA respondent to submit a proposal to SBE that details all of the following:
 - a. The respondent's strategy to implement the components required of the Program.
 - b. The number of students the respondent plans to serve, categorized by age and economically disadvantaged status.
 - c. The number of high quality preschool classrooms the respondent plans to operate.
 - d. The estimated cost per student.
27. Requires a respondent that is a private provider or HBET provider to submit a proposal to the community organization selected by the Board that details each of the following:

- a. The respondent's strategy to implement the components required of the Program.
 - b. The number of students the respondent plans to serve, categorized by age and economically disadvantaged status.
 - c. The number of high quality preschool classrooms the respondent plans to operate.
 - i. Only required for private providers.
 - d. The estimated cost per student.
28. Requires all grant recipients to establish a preschool or HBET program with all required components.
29. Directs a grant recipient to allow classroom or other visits by an independent evaluator chosen by the Board.
 - a. Requires the independent evaluator to determine whether the grant recipient has effectively implemented the required components and report findings to the Board.
30. Requires an LEA, private provider or HBET that receives a grant to assign a statewide unique student identifier to each student funded by a school readiness grant.
31. Directs an LEA grant recipient to annually report all of the following to the Board and SBE:
 - a. The number of students served by the preschool, reported by economically disadvantaged status.
 - b. Attendance data.
 - c. The cost per student.
 - d. Assessment results.
32. Directs a private provider or HBET provider grant recipient to annually report all of the following to the Board and community organization selected by the Board:
 - a. The number of students served by the preschool or HBET program, reported by economically disadvantaged status.
 - b. Attendance data.
 - c. The cost per student.
 - d. Assessment results.
33. Requires SBE to adopt rules to effectively administer and monitor the School Readiness Grant Program, including the following:
 - a. A requirement that grant recipients use the pre-assessment and post-assessment selected by the Board.
 - b. The establishment of reporting requirements for grant recipients.
34. Requires the Board to annually share the information received from grant recipients with SBE, upon request of the Board, SBE and community organization selected by the Board.

Program Eligibility Requirements

35. Requires an LEA to establish or currently operate a high quality preschool to receive funding under the Program.
36. Directs an LEA, private provider or HBET to assign a statewide unique student identifier to each eligible student funded by a results-based readiness contract.
37. Prohibits an LEA or private provider from using funding awarded through a results-based contract to supplant monies for an existing high quality program.
 - a. Allows these funds to be used to supplement an existing high quality program.

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38. Allows an LEA or private provider to charge a sliding scale fee based on household income of a student participating in a high quality preschool program, if federal law permits.
39. Allows an eligible LEA to contract with an eligible private provider to provide a high quality preschool program to a portion of the LEA's eligible students funded by a results-based school-readiness contract.
 - a. Directs the Board to determine the portion of an LEA's eligible students funded by a private provider.
 - b. Requires the contract to comply with the requirements of the Arizona Constitution.
40. Requires an eligible private provider to do all of the following to receive funding from a results-based readiness contract:
 - a. Establish or currently operate a preschool program that contains the Program required components.
 - b. Allow classroom visits by an independent evaluator to ensure that the required components are implemented.
 - c. Allow the evaluator to administer the pre-assessment and post-assessments to students in the Program.
 - d. Report the required information to the Board and any contracted LEA.
41. Allows an LEA to provide the eligible private provider with all of the following:
 - a. Professional development.
 - b. Staffing or staff support.
 - c. Materials.
 - d. Assessments.
42. Authorizes a private provider to use grants, scholarships or other funds to fund a high quality preschool program.
43. Requires the independent evaluator to annually evaluate all of the following:
 - a. The quality and outcomes of the Program.
 - b. Adherence to the Program required components.
 - c. Pre-assessment and post-assessment results.
 - d. Whether the performance outcome measures set in the results-based school-readiness contract have been met.
44. Directs SBE to annually share with the Board, aggregated longitudinal data on eligible students that currently receive or previously received Program funding, including:
 - a. Academic achievement outcomes;
 - b. Special education use; and
 - c. English Language Learner services.
45. Requires a HBET provider, in order to receive funding, to administer a HBET program designed to prepare children for kindergarten.
46. Requires a HBET provider to establish or currently operate a high quality school readiness program with the Program required components.
47. Directs a HBET provider that receives funding from a results-based school-readiness contract to provide de-identified information for students funded in whole or in part by the contract, including:
 - a. The number of students served by the HBET program, reported by economically disadvantaged status and English Language Learner status;

- b. The average time usage that an eligible student spent using the Program each week;
- c. The cost per student;
- d. The pre-assessment and post-assessment results; and
- e. The number of students served by the HBET program who participated in any other public or private preschool school program, including the type of preschool attended.

Results-based School-readiness Contracts

- 48. Allows the Board to negotiate and enter into a results-based school-readiness contract with a private entity, selected by a competitive process, to fund a high quality preschool program, high quality HBET program or a combination of both.
- 49. Prohibits the Board from issuing a contract if the total outstanding obligations of all issued contracts would exceed \$15 million at any one time.
- 50. Allows the Board to include in the repayment to a private entity, a return of investment and an additional return on investment, dependent on the achievement of specific performance outcome measures outlined in the contract.
- 51. Requires a results-based school-readiness contract to include each of the following:
 - a. A requirement that the repayment to the private entity be conditioned on specified performance outcome measures.
 - b. A requirement for an independent evaluator to determine whether all performance outcome measures have been achieved.
 - c. A provision stating that repayment to the private entity is based on available monies in the Fund and is subject to Legislative appropriation.
 - d. A provision stating that the private entity is not eligible to receive or view any personally identifiable student data.
- 52. Requires the Board to select an independent, nationally recognized early childhood education evaluator, through a request for proposals process, to annually evaluate performance outcome measures of a contract and of a recipient of a high quality school readiness grant.
 - a. Contract evaluations must be completed at the end of each year of a contract, after a contract funded student completes kindergarten.
- 53. Directs the Board to select a uniform assessment of age-appropriate cognitive or language skills that:
 - a. Is nationally norm-referenced;
 - b. Has established reliability;
 - c. Has established validity with other similar measures and with later school outcomes; and
 - d. Has strong psychometric characteristics.
- 54. Requires the Board to ensure that the parent or guardian of a student participating in a contract funded program has given permission and signed an acknowledgement that the student's data may be shared with the independent evaluator.
 - a. Requires the Board to maintain documentation of this permission.
- 55. Requires the Arizona Department of Education to track the academic progress of students covered by a contract.
- 56. Requires an eligible LEA, private provider or HBET provider that receives funding from a results-based school-readiness contract to annually report the following de-identified information for students that are funded in whole or in part by a contract:

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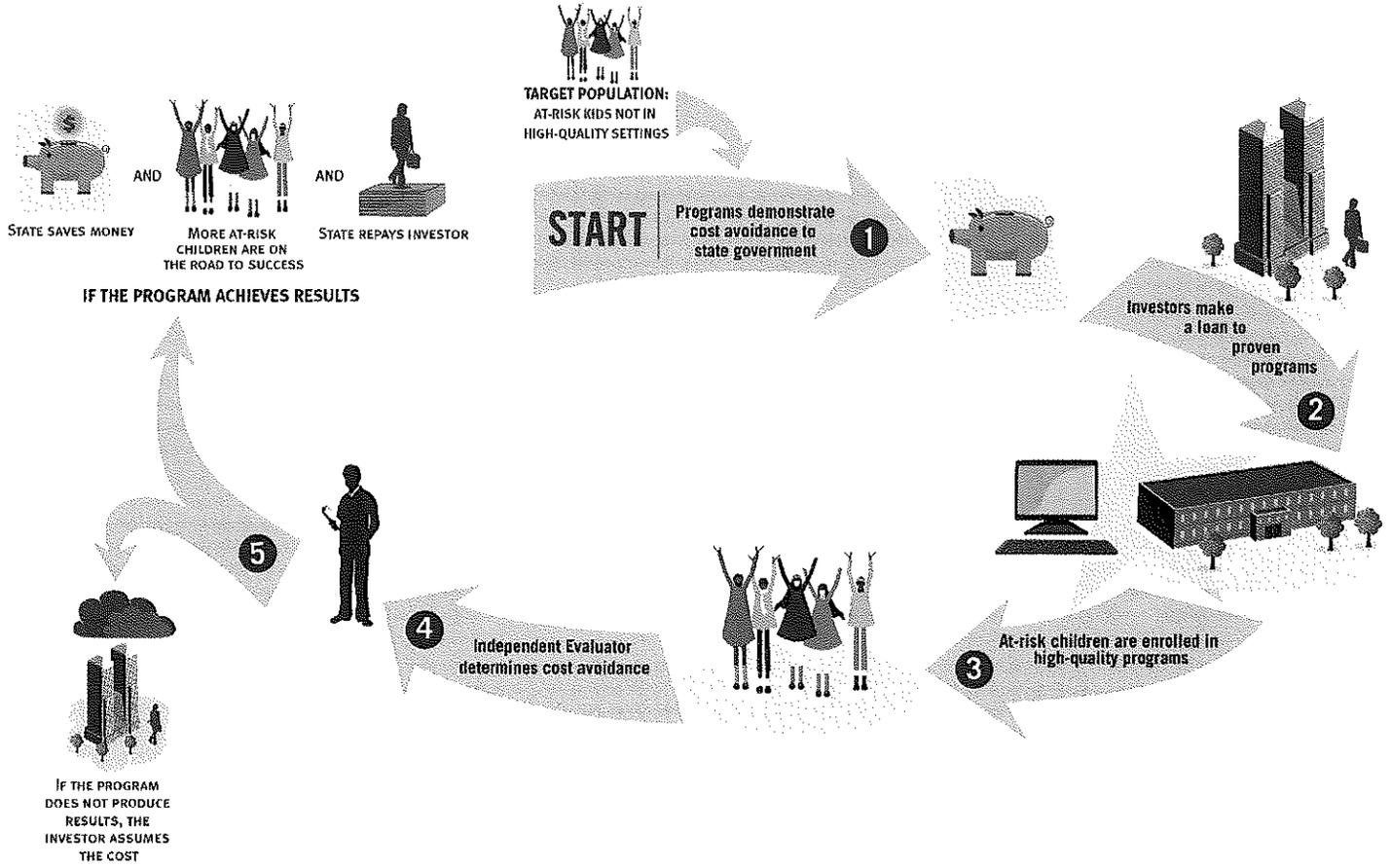
- a. The number of eligible students served by the preschool or HBET program, reported by economically disadvantaged status and English Language Learner status.
 - b. Attendance data.
 - c. The cost per student.
 - d. The results of the pre-assessments and post-assessments.
 - e. Aggregated longitudinal data on eligible students that currently receive or previously received Program funding, including:
 - i. Academic achievement outcomes;
 - ii. Special education use; and
 - iii. English Language Learner services.
57. Requires the Board, for each year of a contract, to report to the Governor, the President of the Senate and the Speaker of the House of Representatives, each of the following:
- a. The information collected for each LEA, private provider or HBET provider.
 - b. The terms of the contract, including:
 - i. The name of each private entity and the funding source;
 - ii. The amount of monies invested by each private entity;
 - iii. The performance outcome measures; and
 - iv. The repayment schedule to the private entity, if the performance outcomes are met.

Miscellaneous

58. Sunsets the Program on July 1, 2025.
59. Defines terms.

TARGETED EARLY INTERVENTION AND RESULTS-BASED FINANCING

How it Works



HB 2668 results based school-readiness contacts

Establishes an early childhood education intervention program designed to target at risk, economically disadvantaged students who based on early testing would likely end up in K-12 special education placements. The goal is to avoid the higher costs associated with K-12 special education by intervening early and saving the state money in the long term. The Arizona School Readiness Program will allow private entities to enter into results based contracts to provide funding for providers to deliver a high impact and targeted curriculum to increase school readiness and academic performance to preschool aged students. Evaluators will determine annually after completion of the program if high quality performance standards have been met resulting in a cost-avoidance to the state. If so, the private entities will be repaid by the state plus a return on investment and will not be repaid if the standards are not met.

Cost Savings to the State

According to the JLBC, this bill does not appropriate any state monies for the program, so it would not have a direct state fiscal impact. Also, these private contracts could potentially reduce state costs in the long term if they kept participating students out of high cost special education programs in future years. These cost savings cannot be predicted in advance, as they would depend on future program effectiveness.

Cost Savings in Utah

In Utah, \$7 million in private capital from J.B. Pritzker and Goldman Sachs will finance an expansion of the Utah High Quality Preschool Program to provide early education services to up to five 3,500 children. Utah's cost to fund special education per pupil per year is an addition