

Education Committee

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EDUCATION COMMITTEE

LEGISLATION ENACTED

English language learners; instruction; budgeting (S.B. 1014/H.B. 2184) – Chapter 3

Directs the State Board of Education (SBE) to adopt research-based structured English immersion (SEI) models and alternative English instruction models, rather than adopt only SEI programs approved by the English Language Learners Task Force or new, SBE-developed SEI program models. SEI models must include outlined minimum amounts of English language development per day according to an English language learner's (ELL's) grade level. An ELL may be concurrently enrolled in an SEI model and an alternative English instruction model. The SBE must establish an evaluation framework that ensures adopted models meet prescribed criteria relating to proficiency standards, language instruction and supports, and parental engagement.

Removes requirements that the SBE: 1) limit models to programs for ELLs to participate in an SEI program intended to not normally exceed one year; 2) identify a minimum amount of English language development per day for all models; and 3) develop separate models for first-year ELLs that include at least four hours of English language development per day.

Removes the requirement that school districts and charter schools offset the incremental costs of selected models in their budget requests by specified monies. The Arizona Department of Education may distribute monies for the ELL support level weight and from the Arizona English Language Learner Fund for pupils classified as ELLs for over two years.

Repeals the testing requirement for previously-classified ELLs and the subsequent reenrollment of pupils who fail to demonstrate English proficiency. Modifies annual reporting requirements and removes audit requirements relating to ELL programs.

hours; seventh and eighth grades (S.B. 1022) – Chapter 40

Decreases, from 1,000 to 890, the minimum number of hours seventh and eighth grade instructional programs must meet in a 180-day school year for an enrolled student to be considered a *full-time student* when calculating average daily membership. For schools that operate on a 144-day school year, fourth through eighth grade students are *full-time students* if enrolled in instructional programs that meet for the equivalent of the 890 hours required for a 180-day school year.

school pupils; emergency medication administration (S.B. 1026) – Chapter 214

[SEE THE HEALTH & HUMAN SERVICES COMMITTEE.](#)

school districts; personnel evaluations (S.B. 1071) – Chapter 191

Replaces the State Board of Education's model framework for school district and charter school teacher and principal evaluation instruments with requirements that school district

governing boards and charter school governing bodies adopt teacher evaluation systems and principal evaluation policies. Adopted systems and policies must include four designated performance classifications and quantitative data on student academic progress that accounts for between 20 and 33 percent, rather than between 33 and 50 percent, of evaluation outcomes.

Removes requirements that school district governing boards annually discuss aggregate teacher and principal performance classifications at a public meeting and that district policies describe professional development alignment with evaluations and incentives and contract processes depending on principals' performance classifications. Principal evaluation policies must describe performance evaluation methods and the formula used to determine evaluation outcomes.

~~school district consolidations; elections~~ (NOW: school district consolidations) ([S.B. 1073](#)) – Chapter 116

Delays, until January 1, 2023, the expiration of the statutory authorization and related requirements for the consolidation of a common school district that is part of a union high school district consisting of two or fewer common school districts with that union high school district. A school district resulting from the unification or consolidation of a school district that was participating in a career and technical education district (CTED) must participate in that CTED in the same manner as the former school district.

~~fine arts proficiency; state seal~~ (NOW: arts proficiency; state seal) ([S.B. 1111](#)) – Chapter 235

Directs the Superintendent of Public Instruction (SPI) to establish the State Seal of Arts Proficiency Program (Program) to recognize students graduating from a district or charter school who attain a high level of proficiency in the arts. The State Board of Education must collaborate with the Arizona Department of Education and arts education experts to adopt Program requirements and rules.

Any school district or charter school wishing to participate in the Program must notify the SPI. A participating school district governing board or charter school governing body must identify students who meet Program requirements, place a State Seal of Arts Proficiency on a qualifying student's high school diploma and note it on the student's transcript. The Program terminates on July 1, 2029.

~~technical correction; payment method~~ (NOW: school facilities; revisions) ([S.B. 1161](#)) – Chapter 247

Requires each school district to report any school or school buildings that are vacant or partially used to the School Facilities Board (SFB). Replaces the SFB list of vacant and unused buildings or portions of buildings owned by the state or school districts that may be suitable for charter school operations with a list of vacant buildings and partially used buildings that may be suitable for school operations. The SFB must make the list publicly available on its website and to additional entities upon request, including SFB applicants for additional space and existing district schools, and provide a copy to the State Board for Charter Schools.

Removes the requirement that a school district attempt to obtain the highest possible value for the sale or lease of a building. Allows a lease for an existing tenant that is a public school or

provides services to public school students to only be terminated or renewed according to the existing agreement or renewed with a negotiated increase. The building owner must provide a rationale for a proposed lease increase. Prescribes statutory definitions for buildings that qualify as *partially used buildings* and *vacant buildings*. Buildings used for career and technical education, special education services, magnet schools, preschool programs and schools open for less than five years are not considered *partially used buildings*. The exemptions may not apply to more than 25 percent of a school district's buildings.

Allows a school district to enter into a partnership to operate a school or offer educational services with a charter school, another school district or a military base according to a written agreement. Extends, from 15 years to 20 years, the maximum duration of a school building construction lease or lease-purchase agreement. A school district governing board may enter into leases or lease-purchase agreements for school buildings and grounds for a minimum of 20 years, rather than a minimum of 15 years, if authorized by voters.

~~community colleges; benefits; technical correction~~ (NOW: home school district; special education) (S.B. 1177) – Chapter 159

Redefines *home school district* as the school district or charter school where a child last attended, rather than the school district in which the person with legal custody of a child resides. If a child has not attended an Arizona public school, the home school district remains the school district in which the person with legal custody of a child resides.

~~department of revenue; applicants; fingerprinting~~ (S.B. 1180) – Chapter 58

[SEE THE FINANCE COMMITTEE.](#)

~~schools; economics; personal financial management~~ (S.B. 1184) – Chapter 84

Directs the State Board of Education to require at least a one-half course credit in economics, including financial literacy and personal financial management, for high school graduation.

~~school districts; procurement practices; auditors~~ (NOW: school districts; procurement practices; auditors) (S.B. 1256) – Chapter 85 E

An emergency measure effective April 11, 2019, that repeals the requirement, set to take effect July 1, 2019, that the State Board of Education adopt school district procurement rules requiring contracts to be awarded based on the lowest qualified bidder and removes certain restrictions on auditing services.

Requires the School Facilities Board (SFB) to select three qualifying school districts by September 1, 2019, to participate in a School Procurement Consulting Pilot Program (Pilot Program). Each participating school district must have ongoing or planned procurement of construction services using alternative project delivery methods. The SFB must provide technical assistance and procurement consulting services to the school districts and submit a report of its findings by September 1, 2020. Repeals the Pilot Program on February 16, 2021.

~~schools; dyslexia; screening; training~~ (NOW: schools; training; screening; dyslexia) ([S.B. 1318](#)) – Chapter 198 E

An emergency measure effective May 8, 2019, that requires the Arizona Department of Education (ADE) to develop a dyslexia screening plan by July 1, 2020, that ensures all public school students in kindergarten and grade one are screened for outlined indicators of dyslexia within the first 45 calendar days of each school year or of student enrollment. Dyslexia screenings may be integrated with existing reading proficiency screenings. ADE must designate a dyslexia specialist to provide district schools and charter schools with resources to assist students with dyslexia.

By July 1, 2021, each district school and charter school must have at least one kindergarten through grade three teacher who has received specific dyslexia training. ADE must annually develop a list of qualifying dyslexia-related training opportunities. Beginning July 1, 2021, the reading instruction required for applicants for common school instruction certificates must meet outlined dyslexia training requirements.

Establishes the 13-member Dyslexia Screening, Intervention and Funding for Pupils Identified as Having Indicators of Dyslexia Study Committee (Study Committee). Outlines membership and requirements for the Study Committee and a report date of December 1, 2019.

~~common school districts; realignment; exemption~~ (NOW: school; assessments; instruction; reporting) ([S.B. 1346](#)) – Chapter 86

Delays the implementation of a menu of achievement assessments (menu of assessments) for grades 3 through 8 until the 2023-2024 school year. Retroactive to July 1, 2019, the State Board of Education must, by July 1, 2019, establish a plan for a new statewide assessment and the menu of assessments for grades 3 through 8 and grades 9 through 12. Delays, from October 1 to December 1, the annual deadline for community colleges to report all exceptions to the dual enrollment class status requirements and the justification for the exceptions to the Joint Legislative Budget Committee.

Removes the prohibition on a school district including, in its course of study, instruction that promotes a homosexual lifestyle, portrays homosexuality as a positive alternative lifestyle or suggests that some methods of homosexual sex are safe. The school district must provide parents with a description of the acquired immune deficiency syndrome and human immunodeficiency virus course curriculum.

~~vision screening; schools; appropriation~~ ([S.B. 1456](#)) – Chapter 316

[SEE THE HEALTH & HUMAN SERVICES COMMITTEE.](#)

~~schools; suicide prevention training~~ ([S.B. 1468](#)) – Chapter 199

Requires the Arizona Health Care Cost Containment System (AHCCCS) Administration to make suicide awareness and prevention training available on its website and outlines

requirements for the training. The AHCCCS Administration must post a list of approved materials for schools by July 1, 2020, and annually update the approved materials.

Requires each Arizona teacher training program to provide suicide awareness and prevention training to all teacher candidates in the program. Beginning in the 2020-2021 school year, school districts and charter schools must provide suicide awareness and prevention training to school personnel who work with pupils in grades 6 through 12. School personnel must complete the training every three years. A person is not civilly liable for actions taken in good faith relating to suicide awareness and prevention training except in cases of gross negligence, willful misconduct or intentional wrongdoing.

~~technical correction; tax correction~~ (NOW: school tuition organization; inflator) ([S.B. 1485](#)) – Chapter 281

[SEE THE FINANCE COMMITTEE.](#)

treatment and education facilities; exemption ([H.B. 2074](#)) – Chapter 208

[SEE THE FINANCE COMMITTEE.](#)

kindergarten; survey; report. ([H.B. 2083](#)) – Chapter 175

Requires the Arizona Department of Education (ADE) to annually conduct, until January 1, 2024, a statewide survey that assesses outlined information on each school's reading program and kindergarten instruction based on school district and charter school plans to improve the reading proficiency of students in kindergarten through grade three. ADE must include a summary of survey and data collection results in the Early Literacy Program Report.

school districts; understatement; expenditures ([H.B. 2116](#)) – Chapter 6 E

[SEE THE FINANCE COMMITTEE.](#)

school safety; reporting ([H.B. 2119](#)) – Chapter 177

Directs each school district governing board (district governing board) and charter school governing body (charter governing body) to prescribe and enforce policies and procedures for school personnel to report: 1) any suspected crime that is a serious offense or that involves a deadly weapon, dangerous instrument or serious physical injury; and 2) any conduct posing a threat of death or serious physical injury to an employee, student or other person on school property. The policies must outline a documentation and reporting process, specify employees responsible for reporting to a local law enforcement agency and be posted on each school district's or charter school's website by January 1, 2020. Conduct that is considered bullying, harassment or intimidation must be addressed following district governing board and charter governing body policies prohibiting bullying, harassment or intimidation. The school district or charter school must

prescribe notification policies for the parent or guardian of a student involved in a suspected crime or the specified conduct.

The Arizona Department of Education must develop a verification process by July 1, 2020, to determine whether each school district and charter school has adopted the required policies and procedures. Beginning January 21, 2020, a school district or charter school that has not adopted the required policies and procedures is ineligible to apply for School Safety Program grants.

A person who violates reporting requirements may be subject to disciplinary action and dismissal. Each district governing board and charter governing body must prescribe and enforce policies and procedures to maintain a record of any person who is disciplined and make the record available upon request to outlined entities.

TPT; distribution; community college districts.. (H.B. 2123) – Chapter 241

[SEE THE HIGHER EDUCATION & WORKFORCE DEVELOPMENT COMMITTEE.](#)

college credit by examination; payments (H.B. 2176) – Chapter 98

Expands the College Credit by Examination Incentive Program (CCEIP) to allow a school principal, school district governing board or charter school governing body to identify additional teachers of relevant subjects to receive CCEIP bonus monies. The Arizona Department of Education (ADE) must annually distribute CCEIP monies to schools by March 1 and the amount due to teachers must be provided to the teachers no later than 30 days after the end of the school year. Establishes the College Credit by Examination Development Fund (Fund) consisting of monies appropriated to ADE that are not distributed by the CCEIP by the end of the fiscal year and outlines criteria for the distribution of Fund monies.

~~computer science; credit; mathematics; science~~ (NOW: computer science; credit; science; mathematics) (H.B. 2303) – Chapter 128 E

An emergency measure effective April 24, 2019, that expands eligibility for Computer Science Professional Development Program Fund grants to all public schools that do not provide computer science instruction. The Arizona Department of Education grant application process must prioritize grant awards to rural schools and school in which at least 60 percent of students are eligible for the Free and Reduced-Price Lunch Program.

The State Board of Education and the Arizona Board of Regents must develop science and mathematics course guidelines for school districts and charter schools on the rigor and content required to meet high school graduation requirements and university admission requirements.

school tax credit; contributions (H.B. 2425) – Chapter 164

[SEE THE FINANCE COMMITTEE.](#)

~~technical correction; collection agencies; qualifications~~ (NOW: study committee; special education; gifted) ([H.B. 2670](#)) – Chapter 296

Establishes the Special Education Weights and Funding for Gifted Pupils Study Committee (Study Committee) and outlines membership requirements. The Study Committee must make recommendations on special education weights and funding for gifted pupils and submit a report of its findings and recommendations by January 1, 2020.

K-12 education; budget reconciliation; 2019-2020. ([H.B. 2749/S.B. 1551](#)) – Chapter 265

[SEE THE APPROPRIATIONS COMMITTEE.](#)

higher education; budget reconciliation; 2019-2020. ([H.B. 2750/S.B. 1552](#)) – Chapter 266

[SEE THE APPROPRIATIONS COMMITTEE.](#)

empowerment scholarships; qualified school ([H.B. 2758/S.B. 1545](#)) – Chapter 276

Retroactive to July 1, 2017, allows a student enrolled in an empowerment scholarship account (ESA) to use ESA monies until July 1, 2020, to pay tuition at an out-of-state nongovernmental school if: 1) the student resides on an Indian reservation in Arizona; 2) the student paid tuition to a nongovernmental primary or secondary school or preschool for pupils with disabilities; 3) the school is located in an adjacent state within two miles of the Arizona border; and 4) the student paid tuition to that school in the 2018-2019 school year. If an out-of-state school within two miles of the shared border accepted ESA monies in the 2017-2018 or 2018-2019 school year, the school is a *qualified school* for ESA purposes until July 1, 2020. A qualifying student is not required to repay the Arizona Department of Education (ADE) for monies previously spent for tuition at a qualifying school and, if the student received a termination letter from ADE, remains eligible for and must be reinstated in an ESA.