



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **June 11, 2019**

TITLE: **Periodic Legislative Update – Legislation Signed by the Governor**

BACKGROUND:

This item permits the Governing Board to review and discuss the K-12 education-related legislation proposed in the first regular session of the Fifty-Fourth Arizona legislature this year and that Governor Ducey has signed into law.

The Fifty-Fourth Arizona legislature adjourned *Sine Die* (indefinitely) on May 28, 2019. This means that the legislature will remain adjourned until next January unless it is called into special session.

The general effective date for these new laws will be August 27, 2019, unless noted otherwise.

RECOMMENDATION:

This item is presented for the Board's information only at this time. No action is required.

INITIATED BY:

Michelle H. Tong, J.D.,
Associate to the Superintendent and General Counsel

Date: May 28, 2019

Todd A. Jaeger, J.D., Superintendent

SCHOOLS – Assessments

HB 2303 – computer science; credit; science; mathematics *NOW*

An emergency measure that establishes priorities for the Arizona Department of Education's (ADE's) Computer Science Professional Development Program Fund (Computer Science Fund) grant application process. Requires the State Board of Education (SBE) and the Arizona Board of Regents (ABOR) to develop mathematics and science course guidelines.

High School Graduation Requirement

- Directs SBE and ABOR to:
 - Develop guidelines for district/charters on the necessary rigor and content that a mathematics or science course must have to meet SBE's high school graduation requirements and ABOR's university admissions requirements; and
 - Prioritize developing guideline for computer science and integrated science courses, and to work with mathematics and science teaching communities and representatives from related workforce industries to develop these guidelines.
- Specifies that ABOR must review the timeliness and transparency of its process for determining whether courses submitted by district/charters meet university admissions standards.
- Repeals these requirements from and after June 30, 2020.

Computer Science Professional Development Program Fund

- Directs ADE to prioritize Computer Science Professional Development Fund grant awards to eligible public schools that either:
 - Have at least 60% of students enrolled who are eligible for free and reduced-priced lunches under the National School Lunch and Child Nutrition Acts; and
 - Are rural schools as defined in A.R.S. § 15-249.13.
- Clarifies that ADE may not distribute grant monies in an amount that is more than 50% of the total state General Fund appropriation to this fund unless matching monies are received from gifts, grants, or donations of monies or in-kind services.

Status: **SIGNED by the Governor 4/24/19**

SB 1111 – arts proficiency; state seal

Creates a State Seal of Arts Proficiency Program (Program) recognizing students who achieve a high level of proficiency in the arts.

- Establishes a Program to recognize students who:
 - attain a high level of proficiency in the arts; and
 - graduate from a school district or charter school.
- Requires the Superintendent of Public Instruction (SPI) to:
 - create a State Seal of Arts Proficiency (Seal) to be placed on a qualifying student's diploma and noted on their transcript; and
 - deliver the Seal to each participating school district or charter school.
- Requires State Board of Education (SBE) in collaboration with the Arizona Department of Education (ADE) and experts in arts education to adopt minimum requirements and adopt necessary rules for the Program.
- Allows any school district or charter school to voluntarily participate in the Program by notifying the SPI.
- Requires each participating school district or charter school to:
 - identify the students meeting the Program requirements; and

- place the Seal on a qualifying student's high school diploma and note it on their transcript.
 - Terminates the Program on July 1, 2029.
- Status:* **SIGNED by the Governor 5/14/19.**

SCHOOLS – Building(s)

HB 2113 – public restrooms, changing stations

A strike-everything amendment revised HB 2113 to address adult changing stations. Provisions include:

- Requires a public entity that constructs a new restroom that is accessible to the public in a public building, or that totally renovates an existing restroom that is accessible to both men and women and to the public, to:
 - Include in at least 1 restroom in each building at least 1 changing station that is capable of serving both a baby and an adult;
 - Provide signage at or near the entrance to the changing station indicating the location of the changing station; and
 - Indicate the location of the changing station in the central building directory, if such a directory exists.
- Allows the responsible authority to grant an exemption from the requirements if they determine that:
 - Any of the following would apply to the installation of a changing station that is capable of serving both a baby and an adult:
 - The installation would not be feasible;
 - The installation would result in a failure to comply with the ADA standards for access for persons with disabilities;
 - The installation would threaten or destroy the historic significance of a historic property; and;
 - The public building is not frequented by the public.
- Specifies that the installation of a changing station must provide sufficient clear floor space to comply with the requirements of the 2010 ADA standards for accessible design.
- Applies to construction and renovation projects in which the design has been approved on and after January 1, 2020.
- Defines terms:
 - *Public building* – a building or appurtenance to a building that is built in whole or in part with public monies.
 - *Public entity* - Any state or local government; department, agency, special purpose district or other instrumentality of a state or local government, including the legislature.
 - *Responsible Authority* – an organization, office or individual responsible for enforcing the requirements of a code/standard or for approving equipment, materials, an installation or a procedure.
 - *Totally renovates* – to perform construction that is at least \$50,000 and that totally removes all nonstructural interior walls, floor and ceiling finishes, mechanical systems, electrical systems and plumbing fixtures and supply and waste lines.

Status: **SIGNED by the Governor 5/7/19.**

SB 1161 – school facilities; revisions

Requires the School Facilities Board (SFB) to list vacant or partially used buildings that are suitable for school operations and establishes guidelines for the sale or lease of those buildings. Provisions are:

School Facilities Board

- Requires the SFB to:
 - develop guidelines and definitions for reporting information on schools or school buildings that are vacant or partially used and that have been leased to another entity or that operate a charter school.
 - inspect school buildings at least once every 5 years to ensure the accuracy of the reporting of vacant and partially used buildings.
 - in conjunction with the Department of Administration, to annually publish a publicly available list of state- or district-owned vacant buildings and partially used buildings that may be suitable for the operation of a school.

- Requires each district to report to the SFB any school or school building that is vacant or partially used and that has been leased to another entity or that operates a charter school.

District Governing Boards

- Forbids a district from prohibiting a charter school or private school from negotiating to buy or lease a vacant or partially used building.
- Allows a district governing board to enter into a partnership with an entity—including a charter school, another district or a military base—pursuant to a written agreement to:
 - operate a school
 - offer educational services in a district building, including at a vacant or partially used school building,
 - offer educational services in any building on the entity's property.
- Allows a district to sell used equipment to a charter school or private school before it attempts to sell or dispose of this equipment.

Elections related to district property

- Allows a district governing board to:
 - Enter into leases or lease-purchase agreements for school buildings or grounds, as a lessor or lessee, for periods of less than 20 years, instead of 15 years, that are subject to voter approval for school building construction.
 - Sell school sites or enter into leases or lease-purchase agreements for school buildings and grounds for a period of 20 years or more, rather than 15 years or more, if authorized by a vote of the district's electors.
- Requires a district governing board to call a special election to reauthorize it to negotiate a lease for school buildings or grounds, if the lease is not entered into within 20 years, rather than 10 years, of the election date.
- Exempts the sale or lease of a school building or the lease of a portion of a building, if the building is vacant or partially use for at least 3 years, from being subject to approval at an election.

Definitions

- *Partially used buildings* - buildings with at least 4,500 square feet of contiguous, unused space, but excludes buildings used for special education services, preschool programs, career technical education, schools that have been open for less than 5 years and magnet schools provided that these exclusions are not applied to more than 25% of a district's school buildings.
- *Vacant buildings* - a building that has been vacant and unused for at least 2 years.

Status: **SIGNED by the Governor 5/22/19.**

SCHOOLS – Curriculum

SB 1014 - English language learners; instruction; budgeting

Substitute for HB 2184 - English language learners; instruction; budgeting

Modifies statute relating to English language learners (ELL). Provisions include:

- Directs the State Board of Education (SBE) to:
 - adopt and approve models that include a minimum amount of English language development as follows:
 - 120 minutes per day, 600 minutes per week, or 360 hours per school year for pupils in kindergarten through grade 6; and
 - 100 minutes per day, 500 minutes per week, or 300 hours per school year for pupils in grades 7 through 12.
 - adopt alternative English instruction models that are evidence-based and research-based.
 - establish a framework for evaluating research-based models submitted for approval and solicit input from experienced educators. Requires the framework to ensure that adopted or approved models meet the following criteria:
 - Provide coherent instruction aligned with Arizona's English language proficiency standards;

- Include oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies;
 - Include access to complex language content through grade-level textbooks with appropriate support; and
 - Include parental engagement strategies.
- Allows districts/charters to submit SEI models and alternative English instruction for approval by the SBE.
- Removes the requirement that:
 - State Board of Education (SBE) use programs developed by the ELL Task Force.
 - SEI models be limited to programs not to exceed one year.
 - SBI:
 - Identify the minimum amount of English language development per day for all models; and
 - Develop separate models for the first year in which a pupil is classified as an ELL that include at least four hours per day of English language development.
 - Districts/charters include a copy of the adopted ELL program in the annual report.
 - Arizona Department of Education (ADE):
 - each month, select a random sample of 300 ELLs to determine how many can read certain factors as outlined.
 - Present a detailed annual summary of all ELL programs and funding at a public State Board of Education (SBE) meeting; and
 - Present a summary of information relating to the demonstrated success of schools and school districts at achieving English proficiency for ELLs.
- Declares that ELLs are not prohibited from concurrently enrolling in an SEI and alternative English instruction model.
- Removes:
 - the prohibition on distributing ELL Fund monies and ELL support level weight monies for the same student for more than two fiscal years.
 - the offset for federal monies and the exclusion of incremental costs of any students classified as ELL for more than two years.
- Renames the Arizona SEI Fund to the Arizona ELL Fund.
- Repeals A.R.S. §15-756.06 relating to the annual testing of previously classified ELLs and the subsequent reenrollment of students who fail to demonstrate English proficiency on the reassessment test in the two years following their exit from SEI.
- In the Senate Committee of the Whole, an amendment was adopted that reduces the minimum hours of English language development for 6th grade English language learner (ELL) students to be the same as students in grades 7 through 12.

Status: **SIGNED by the Governor 2/14/19.**

SB 1177 – home school district, special education

Defines *home school district* as either:

- the school district or charter school that the child last attended; or
- the school district in which the person resides who has legal custody of child if the child has not previously attended a public school in this state.

Status: **SIGNED by the Governor 4/20/19.**

SB 1184 - schools; economics; personal financial management

Directs State Board of Education (SBE) to require at least a one-half course credit in economics for high school graduation, which includes financial literacy; and personal financial management.

ASBA is neutral.

Status: **SIGNED by the Governor 4/11/19.**

SCHOOLS – Employees / Employment

HB 2007 - ASRS; political subdivision plans; adjustments

Adjusts the amount a political subdivision must pay to the Arizona State Retirement System (ASRS) and prohibits employees from receiving service credit from two separate public retirement systems for the same period of employment.

- Requires the political subdivision to pay to ASRS the amount equal to the present value of the costs of benefits to service for the political subdivision using the actuarial assumptions approved by the Board.
- Specifies that an employee is ineligible to receive service credit from ASRS for the same period of employment if an employee of a political subdivision receives or is eligible to receive retirement benefits from that public employee retirement system.
- Allows an employer to correct a contributions error if the adjustment is made within the same fiscal year that the contributions were due and if the employer obtains written consent from the employee.
- Outlines the manner in which the employer may correct a contributions error pursuant to statute.

Status: **SIGNED by the Governor 3/22/19.**

HB 2008 – duty to report; supervisor; administrator

Requires the immediate or next-higher-level supervisor or administrator of a person responsible for the care or treatment of a minor other than a parent, stepparent, or guardian to report a reasonable belief of abuse, physical injury, neglect, or deprivation of care developed in the course of employment.

- Adds an immediate or next higher-level supervisor or administrator of a person with the duty to report to the list of mandatory reporters if that supervisor or administrator has a reasonable belief that the minor is or has been the victim of an outlined offense.
- Excludes an immediate or next higher-level supervisor or administrator from the duty to report if the supervisor or administrator *reasonably believes* that the report has been made by a person who is required to report.

Status: **SIGNED by the Governor 4/11/19.**

SB 1016 - ASRS; ineligible contributions; unfunded liability

Requires employers in the Arizona State Retirement System (ASRS) to pay the unfunded liability for ineligible contributions. Provisions:

- Requires an ASRS employer that has paid contributions on compensation that is not eligible by statute or rule for ASRS contributions to pay to ASRS any unfunded liability resulting from the provision of benefits or credit to the person.
- Applies current statute to contributions made on behalf of any person who is not eligible by rule, in addition to statute.
- Redefines *unfunded liability* to include contributions on compensation that is not eligible by statute or rule for ASRS contributions, the difference, if any, of the amount that the present value of a person's benefit or credit, using the actuarial assumptions approved by ASRS, exceeds the amount of the present value of the benefit or credit the person would receive if the ineligible contributions, and the compensation and credit associated with those ineligible contributions, had not been reported to ASRS and the amount in the person's ASRS account that is associated with the ineligible contributions on compensation.

Status: **SIGNED by the Governor 4/20/19.**

SB 1017 - ASRS; paying interest; authorization

Prohibits the Arizona State Retirement System (ASRS) from paying interest on any amount to a member, an alternate payee or an employer, unless specifically authorized by retirement statutes.

Status: **SIGNED by the Governor 3/17/19.**

SB 1018 - ASRS; compensation; definition

Bifurcates, by date of hire, the definition of *compensation* for the Arizona State Retirement System (ASRS) members, and revises that definition for members hired on or after January 1, 2020. Provisions:

- *Compensation* defined, for those members of the ASRS who are hired on or after January 1, 2020, as only gross wages paid to a member by the employer for services rendered to the employer during the period considered as credited service, including amounts reported as wages and tips and other compensation on the member's federal form W-2 wage and tax statement, including pretax deductions, except for:
 - payments made for accrued leave that is not being used to replace regular work hours, whether paid in a lump sum or in installments;
 - payments made on termination from employment, whether paid in a lump sum or in installments or as a bonus or an incentive for termination or retirement;
 - employer-paid contributions that are made to, and any distributions from, plans, programs or arrangements qualified under the Internal Revenue Code (IRC), e.g., deferred compensation plans;
 - payments for allowances;
 - reimbursements for employee business expenses or employee personal expenses;
 - employer-paid contributions for coverage under, or distributions from, an accident, health or life insurance plan, program or arrangement;
 - payments made in lieu of any employer-paid insurance coverage;
 - workers' compensation, unemployment compensation payments and disability payments;
 - merit awards;
 - payments paid pursuant to a court order or settlement agreement;
 - payments made in the form of goods or services in lieu of gross wages;
 - any other payment that is not reported as wages and tips and other compensation on the member's federal form W-2 wage and tax statement;
 - payments in excess of IRC limits;
 - payments for any other employment benefit; and
 - payments for which employer or employee contributions have not been paid.

Status: **SIGNED by the Governor 5/7/19.**

SB 1071 – school districts; personnel evaluations

Replaces the State Board of Education (SBE) model framework and guidelines for teacher and principal evaluation instruments with requirements for teacher and principal evaluation systems established by a school district governing board (governing board). Provisions include:

State Board of Education (SBE):

- Removes the requirements that State Board of Education (SBE) adopt:
 - a model framework for a teacher and principal evaluation instrument;
 - guidelines for school districts and charter schools to use in evaluation instruments; and
 - best practices for professional development and evaluator training.
- Removes State Board of Education (SBE) authority to adjust the model framework to align with state assessment or data changes, and removes requirements that the model framework:
 - account for between 33 and 50 percent of evaluation outcomes using quantitative data on student academic progress; and
 - include the four performance classifications. Reinserted by amendment.

Governing Boards and Charter Schools

- Replaces the requirement that a governing board establish a teacher performance evaluation system that meets State Board of Education (SBE) requirements with a requirement that a governing board establish a system that:
 - is designed to improve teacher performance and improve student achievement; and
 - accounts for between 20 and 33 percent of the evaluation outcomes using quantitative data on student academic progress on the statewide assessment, or an assessment from the menu of assessments for high school students in a district that uses the menu.
- Replaces the requirement that a principal performance evaluation system meet State Board of Education (SBE) requirements and be used to annually evaluate principals with the requirement that a governing board adopt principal evaluation policies that:
 - are designed to improve principal performance and improve student achievement;
 - require quantitative data on student academic progress on the statewide assessment, or another assessment on the menu of assessments for high school students, to account for between 20 and 33 percent of the evaluation outcomes;
 - describe the principal performance evaluation methods, including the data used to measure student performance and job effectiveness; and
 - describe the formula used to determine evaluation outcomes.
- Removes the requirement that governing board policies describe:
 - the principal evaluation instrument, including the four performance classifications;
 - alignment of professional development opportunities with principal evaluations;
 - incentives for principals in the two highest performance classifications;
 - multiyear contracts;
 - incentives to work at schools assigned a D or F letter grade; and
 - transfer and contract processes for principals in the two lowest performance classifications.
- Replaces the requirement that charter schools establish teacher evaluation systems that meet SBE requirements with the requirement that charter governing bodies establish a system that:
 - is designed to improve teacher performance and improve student achievement;
 - accounts for between 20 and 33 percent of the evaluation outcomes using quantitative data on student academic progress; and
 - includes the four performance classifications of highly effective, effective, developing and ineffective.
- Requires charter governing bodies to adopt, in a public meeting and after opportunities for public discussion, principal evaluation policies that:
 - are designed to improve principal performance and improve student achievement;
 - require quantitative data on student academic progress to account for between 20 and 33 percent of the evaluation outcomes;
 - include the four performance classifications of highly effective, effective, developing and ineffective;
 - describe the principal performance evaluation methods, including the data used to measure student performance and job effectiveness; and
 - describe the formula used to determine evaluation outcomes.
- Reinstated through House Floor Amendment the requirement that a charter holder principal evaluation instrument apply to each charter school's instructional leader with the primary responsibility of overseeing the school's academic performance and the exemption for a charter holder officer, director, member or partner.
- Removes the requirement that governing boards discuss aggregate teacher and principal performance classifications at least annually at a public meeting.
- *Performance classifications* redefined to mean classifications adopted by a governing board.

ASBA supports.

Status: **SIGNED** by the Governor 5/8/19.

SB 1079 - ASRS; long term disability program

Expands consideration of members of the Arizona State Retirement System (member) with disabilities to include members unable to perform one or more duties of the occupation. Authorizes the Arizona State Retirement System (ASRS) to investigate falsified information or records related to Long-term Disability Program (LTD) eligibility or benefits. Provisions include:

- Considers a member to have a disability if during the first 30 months of a period of disability, based on objective medical evidence, the member is unable to perform one or more duties of the member's occupation, rather than being unable to perform all duties of the member's position.
- Allows the ASRS or its contracted administrator to investigate information that indicates falsification related to LTD eligibility or benefits.
- Allows ASRS, its contracted administrator or an authorized third party to collect and examine any statement or evidence related to falsification.
- Excludes, from the requirement of a minimum \$50 monthly LTD benefit, members who receive 100 percent of their pre-disability monthly compensation

ASBA is monitoring.

Status: **SIGNED by the Governor 5/2.**

SCHOOLS – Funding

SB 1022 - hours; seventh and eighth grades

Decreases, from 1,000 to 890, the minimum number of hours 7th and 8th grade instructional programs must meet in a 180-day school year for an enrolled student to be considered a *full-time student* when calculating ADM. In definition of *full-time student*, includes 4th through 8th grade student at schools that operate on a 144-day school year who are enrolled in an instructional program that meets for the equivalent of the 890 hours required for a 180-day school year.

ASBA supports.

Status: **SIGNED by the Governor 4/1/19.**

SB 1256 – school districts; procurement practices; auditors

- Removes the prohibition against a district from hiring the same auditor/auditing firm for more than 3 consecutive years
- Permits an auditor/auditing firm hired by a district to receive consulting fees from that district.
- Repeals the requirement that the SBE adopt rules for district procurement requiring contracts for materials, services, goods, construction or construction services to be awarded based on the lowest qualified bidder.
- Requires, by September 1, 2019, the School Facilities Board (SFB) to select three districts with ongoing or planned procurements of construction services using alternative project delivery methods to establish a School Procurement Consulting Pilot Program (Pilot Program). Requires:
 - One selected school to have an average daily membership (ADM) between 2,000 and 8,000, and two selected schools to have an ADM of less than 2,000.
 - Selected districts to agree to participate in the Pilot Program.
 - The selected districts' ongoing or planned procurements of construction services and alternative project delivery methods to be SFB-approved projects or locally-procured projects that are not submitted to or paid for through the SFB.
- Requires the SFB to provide technical assistance and procurement consulting services to the districts, including:
 - drafting specifications;
 - developing solicitations;

- managing the procurement and construction processes; and
- reviewing all bids, proposals, responses to requests for information, technical offers, statements of qualifications, specifications and protests.
- Requires the SFB to provide guidance and advice to a selected district's procurement evaluation committee, if any, and prohibits the SFB from serving as a voting member of the committee.
- Repeals the Pilot Program on February 16, 2021.

Status: **SIGNED by the Governor 4/11/19.**

SCHOOLS - Reporting

HB 2241 – JLAC; political subdivisions; investigation

Requires political subdivisions to comply with the Uniform Expenditure Reporting Systems using instructions and forms prescribed by the Auditor General (AG). Permits the AG to investigate any entity violating this section. Provisions include:

- Specifies that the governing body of each political subdivision must officially submit the current fiscal year's expenditure limitation report on behalf of the governing body to the AG.
- Requires each political subdivision that is subject to the expenditure limitations in the Arizona Constitution to comply with the uniform expenditure reporting system, instructions and forms prescribed by the AG.
- Allows the Auditor General to notify JLAC and the Attorney General if any political subdivision does not comply with instructions, forms and the uniform expenditure reporting system prescribed by the AG.
- Authorizes the Attorney General to file a petition for special action in any court of competent jurisdiction to compel any political subdivision to comply with this Act.
- Permits the Attorney General to apply for injunctive relief in any court of competent jurisdiction to enjoin any political subdivision from violating statute.
- Specifies that injunctive and special action proceedings are in addition to all other penalties and remedies prescribed in statute.

Status: **SIGNED by the Governor 5/13/19.**

SCHOOLS - Students / Student Health

SB 1026 - school pupils; emergency medication administration

Permits a district/charter employee to administer epinephrine auto-injectors, naloxone and inhalers to a minor child without consent of a parent or guardian in the case of an emergency. Amendment passed in the House Education Committee includes “private schools” and “preschools” as an entity in which emergency administration may occur.

Status: **SIGNED by the Governor 5/13/19.**

SB 1318 – schools; training; screening; dyslexia

Requires the Arizona Department of Education (ADE) to develop a dyslexia plan and training opportunities that are intended to screen students for risk factors and to provide dyslexia specialists, support and resources to districts/charter schools. Provisions include:

- Directs ADE to designate a dyslexia specialist to provide school districts and charter schools with support and resources to assist students with dyslexia.
- Requires the ADE to annually develop a list of training opportunities related to dyslexia.
- Requires each district/charter to ensure that at least one K-3 teacher in each school will have received training related to dyslexia by July 1, 2020.

- Directs the rules developed for dyslexia training comply with professional development requirements and will include at least one online training opportunity.
- Mandates dyslexia training opportunities meet the following requirements:
 - comply with the knowledge and practice standards of an international organization on dyslexia that is designated by the ADE;
 - enable the teacher to understand and recognize dyslexia; and
 - enable the teacher to implement structured literacy instruction that is systematic, explicit, multisensory and evidence based to meet the educational needs of students with dyslexia.
- Requires, beginning on July 1, 2020, the SBE's rules for certification for common school instruction to include reading instruction that satisfies dyslexia training requirements.
- Requires the ADE to develop a dyslexia screening plan that:
 - ensures that each K-1 student is screened for risk factors of dyslexia within 45 days after the beginning of each school year or student enrollment occurs;
 - provides guidance for notifications sent by school districts to the parents of students who are identified as being at risk for dyslexia based on a screening of risk factors;
 - is developed collaboratively with ADE's dyslexia specialist and other experts on dyslexia, including representatives in this state of an international organization on dyslexia; and
 - Ensures that dyslexia screenings include the following:
 - phonological and phonemic awareness;
 - rapid naming skills;
 - correspondence between sounds and letters;
 - nonsense word repetition;
 - sound symbol recognition; and
 - identification of family history with difficulty in learning to read.
- Allows screenings of risk factors for dyslexia to be integrated with reading proficiency screenings.
- Bill effective upon Governor's signature.

ASBA is opposed.

Status: **SIGNED by the Governor 5/8/19.**

SB 1346 – schools; tests; menu of assessments

Modifies the statutory requirements for the menu of assessments and directs the State Board of Education (SBE) to adopt a plan for the development, implementation, and adoption of a new statewide assessment and menu of assessments. Provisions include:

SBE Plan for Statewide Assessment and Menu of Assessments

- Directs the SBE to adopt a plan for the development, implementation, and adoption of a new statewide assessment and menu of assessments in grades 3-8 and 9-12 before July 2, 2019.
 - Requires this plan to include a timeline for implementation and the possibility of implementing the menu of assessments in grades 3-8 in the 2021-2022 school year.
 - Directs the Arizona Department of Education (ADE) to collaborate with a diverse group of Arizona educators and school administrators to revise and replace test items for the statewide assessment.
 - Contains a retroactivity clause that applies on July 1, 2019.

LEA Selection of Assessment from the Menu of Assessments

- Extends to the 2023-2024 school year the deadline for an LEA that offers instruction in grades 3-8 to select an assessment from the menu of assessments instead the statewide assessment.
- Allows the SBE to designate which grades an LEA that offers instruction to grades 9-12 may administer an assessment from the menu of assessments.
- Directs the SBE to adopt policies, rules and procedures to carry out these statutory changes.
- Clarifies that any policy, rule, or procedure adopted may not require an LEA to receive additional approval from the SBE or ADE to select an assessment from the menu of assessments.

Classroom Instruction

- Requires those school districts that deliver instruction on AIDS and HIV to provide a description of the course curriculum for this instruction to all parents.

ASBA supports.

Status: **SIGNED by the Governor 4/11/19.**

SB 1468 – schools; suicide prevention training

Requires the Arizona Health Care Cost Containment System Administration (AHCCCS) to make suicide awareness and prevention training available and requires districts/charters and Arizona teacher training programs to include suicide awareness and prevention training. Provisions include:

- Requires AHCCCS to make available and post to the AHCCCS website suicide awareness and prevention training that meets outlined requirements for districts/charters and teacher training programs.
- Requires, beginning in the 2020-2021 school year, districts/charters to provide the following at least once every three years to school guidance counselors, teachers, principals and other school personnel who work with pupils in grades 6 through 12:
 - training in suicide prevention;
 - training to identify warning signs of suicidal behavior in adolescents and teens; and
 - intervention and referral techniques.
- Personnel required to take the training must complete the training once every three years.
- Requires AHCCCS, by July 1, 2020, to identify or develop, and post on the AHCCCS website, a list of approved materials that schools may use to provide suicide awareness and prevention training and annually update the materials.
- Requires Arizona teacher training programs to include suicide awareness and prevention training that meets the same requirements as training provided by districts/charters.
- Requires suicide prevention training to use evidence-based training materials.
- Allows districts/charters to provide suicide awareness and prevention training within the framework of existing in-service training programs or as part of professional development activities.
- Subjects a person to civil liability for actions relating to suicide prevention training only in cases of gross negligence, willful misconduct or intentional wrongdoing.
- Classifies as classroom spending school district implementation costs for the purposes of the Auditor General's annual report.

Status: **SIGNED by the Governor 5/8/19.**

SCHOOLS - Miscellaneous

HB 2083 – kindergarten; survey; report

- Requires Arizona Department of Education (ADE) to conduct an annual statewide kindergarten survey on or before January 1, 2020 and each year after based on information that districts/charters submit as part of the K-3 reading program, including:
 - The reading program used at each school;
 - The reading proficiency of pupils in kindergarten programs and in grades 1, 2 and 3 at each school;
 - How full-day kindergarten instruction is funded at each school; and
 - How many hours per day of kindergarten instruction are provided at each school.
- Requires a summary of results of the survey and data collection to be included in the early literacy program report.

Status: **SIGNED by the Governor 5/7/19.**

HB 2119 – school safety; reporting

- Requires districts/charters to:
 - Prescribe/enforce policies/procedures for reporting any suspected crime that is a “serious offense”, as defined in the criminal code, or that involves a deadly weapon, a dangerous instrument, serious physical injury or conduct that poses a threat of death or serious injury to anyone on school property.
 - Requires the policies to dictate a process for employees to documents and report the conduct, including specifying the employees responsible for making a report to law enforcement.
 - Post the policies/procedures on its website by January 1, 2020.
 - Allows a link to the online manual of policies and procedures to be posted with a reference to the reporting/notification policies and procedures.
 - Notify parent/guardian of each student involved, subject to the requirements of federal law.
- ADE must develop a process by July 1, 2020 to verify the districts/charters have adopted the policies/procedures.
- Failure to adopt the policies/procedures will invalidate School Safety Program eligibility.
- Allows a person who fails to report a suspected crime/threatening conduct to be disciplined in the same manner as a person who violates districts/charters policies
 - Employee may be subject to dismissal.
 - Maintain a record that is available upon request to any school intending to hire that person.
- Permits information obtained through a background investigation, including any records that an employee or applicant for employment violated the policy of a district, be retained and provided to any other district/school that is performing a background investigation.
- Senate Judiciary Committee amended the bill to provide for a 30-day violation correction period before monies can be withheld for violating procedures.

Status: Passed the House on a 31-27 vote and **SIGNED by the Governor 5/7/19.**

- At least 50% of a district’s school are assigned a D or F letter grade;

TAXES

HB 2425 – school tax credit; contributions

- Permits tax credit donations to be used for acquiring capital items between June 30, 2019 and June 30, 2020, including:
 - furniture, furnishings, athletic equipment and other equipment, including computer software;
 - pupil and nonpupil transportation vehicles and equipment, including all capital expenditures within a contract if the school district contracts for pupil transportation;
 - textbooks and related printed subject matter materials adopted by the governing board of the school district;
 - instructional aids;
 - library books;
 - payment of principal and interest on bonds; and
 - school district administration emergency needs that are directly related to pupils;
 - community school meal programs;
 - student consumable healthcare supplies; and
 - playground equipment and shade structures for playground equipment.
- Allows the site council to transfer undesignated contributions to any school within the same school district.
- *Community school meal programs*, which are defined as a school meal program that takes place before or after the regular school day on school property
- *Student consumable health care supplies*, which are defined as including tissues, hand wipes, bandages and other health care consumables that are generally used by children

- A school site council may transfer undesignated contributions to any other school within the same
Status: SIGNED by the Governor 5/1.

MISCELLANEOUS

HB 2176 - college credit by examination; payments

Establishes the College Credit by Examination Development Fund, which consists of appropriated monies and is administered by 8, Arizona Department of Education (ADE).

- Beginning in fiscal year 2018, ADE shall pay the following incentive bonuses to districts/charters for each student who receives a passing score on a qualifying exam:
 - \$300 per passing score for a student who is enrolled in a school where *less* than 50% of the students are eligible for free or reduced-price lunches.
 - \$450 per passing score for a student who is enrolled in a school where *more* than 50% of the students are eligible for free or reduced-price lunches.
- \$5 million from the state General Fund for fiscal year 2020 for the College Credit by Examination Incentive Program was appropriated. This amount is unchanged from fiscal year 2019.
- Allows a school principal to identify additional teachers who instructed a student in a relevant subject area so that they may receive an incentive bonus if the student passed a qualifying examination for college credit while in high school.
- Allows either a school principal, school district governing board, or charter school governing body to identify additional teachers who instructed a student in the same department or subject area so that they may receive an incentive bonus if the student passed a qualifying examination for college credit while in high school.
- Requires the incentive bonus to be provided to the teacher no earlier than the end of the school year and by no later than 30 days after the end of the school year.
- Requires ADE to prioritize distributions from the fund based on need.
- Mandates ADE distribute monies in the fund to schools in which 50% or more of the students are eligible for free and reduced-priced lunches.

Status: SIGNED by the Governor 4/17/19.