

COMMITTEE ON EDUCATION  
HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2026  
(Reference to printed bill)

1 Strike everything after the enacting clause and insert:

2 "Section 1. Section 15-211, Arizona Revised Statutes, is amended to  
3 read:

4 15-211. K-3 reading program; dyslexia specialist; dyslexia  
5 training; receipt and use of monies; additional  
6 funding; annual report

7 A. The department of education shall administer a K-3 reading  
8 program to improve the reading proficiency of pupils in kindergarten  
9 programs and grades one, two and three in the public schools of this state.

10 B. The department of education shall designate a dyslexia specialist  
11 for the department to provide school districts and charter schools with  
12 support and resources that are necessary to assist students with dyslexia.

13 C. On or before July 1, 2022, each school district and charter  
14 school shall ensure that at least one kindergarten through third grade  
15 teacher in each school has received training related to dyslexia that  
16 complies with the requirements prescribed in section 15-219.

17 D. Each school district and charter school shall submit to the  
18 department of education a plan for improving the reading proficiency of the  
19 school district's or the charter school's pupils in kindergarten programs  
20 and grades one, two and three. The plan shall include baseline data on the  
21 reading proficiency of the school district's or the charter school's pupils  
22 in kindergarten programs and grades one, two and three and a budget for  
23 spending monies from both the K-3 support level weight and the K-3 reading

1 support level weight established in section 15-943. Each school district  
2 and charter school shall annually submit to the department of education on  
3 or before October 1 an updated K-3 reading program plan that includes data  
4 on program expenditures and results, ~~except that a school district or~~  
5 ~~charter school that is assigned a letter grade of A or B pursuant to~~  
6 ~~section 15-241 shall submit this plan only in odd-numbered years.~~

7 E. School districts and charter schools shall use monies generated  
8 by the K-3 reading support level weight established in section 15-943 only  
9 on instructional purposes based on the plan submitted pursuant to  
10 subsection D of this section intended to improve reading proficiency for  
11 pupils in kindergarten programs and grades one, two and three with  
12 particular emphasis on pupils in kindergarten programs and grades one and  
13 two.

14 F. Each school district and charter school that is assigned a letter  
15 grade of C, D or F pursuant to section 15-241 or that has more than ten  
16 percent of its pupils in grade three who do not demonstrate sufficient  
17 reading skills as established by the state board of education according to  
18 the reading portion of the statewide assessment shall receive monies  
19 generated by the K-3 reading support level weight established in section  
20 15-943 only after the K-3 reading program plan of the school district or  
21 charter school has been submitted, reviewed and recommended for approval by  
22 the department of education and approved by the state board. The state  
23 board must give approval to a school district or charter school before any  
24 portion of the monies generated by the K-3 reading support level weight may  
25 be distributed to the school district or charter school pursuant to this  
26 subsection.

27 G. Pupils in a charter school that is in its first year of operation  
28 and that is sponsored by the state board of education, the state board for  
29 charter schools, a university under the jurisdiction of the Arizona board  
30 of regents, a community college district or a group of community college  
31 districts are eligible for the K-3 reading support level weight.

1           H. The department of education shall solicit gifts, grants and  
2 donations from any lawful public or private source in order to provide  
3 additional funding for the K-3 reading program.

4           I. The state board of education may establish rules and policies for  
5 the K-3 reading program, including:

6           1. The proper use of monies in accordance with subsection E of this  
7 section.

8           2. The distribution of monies by the department of education in  
9 accordance with subsection D of this section.

10           3. The compliance of reading proficiency plans submitted pursuant to  
11 subsection D of this section with section 15-704.

12           J. Pursuant to subsection I of this section, the department of  
13 education shall develop program implementation guidance for school  
14 districts and charter schools to assist schools in administering an  
15 effective K-3 evidence-based reading program plan. This guidance shall  
16 include identifying and recommending appropriate program expenditures,  
17 providing technical oversight and assistance for annually updating reading  
18 program plans, selecting and adopting evidence-based reading curricula and  
19 providing and promoting teacher professional development that is based on  
20 evidence-based reading research. The department shall prioritize supports  
21 and interventions, including enrollment in reading trainings and  
22 professional development, for school districts and charter schools that  
23 have the highest percentage of pupils who do not demonstrate sufficient  
24 reading skills as established by the state board of education. The  
25 department shall deposit any monies received for offering reading trainings  
26 or professional development, including coaching, in the department of  
27 education professional development revolving fund established by section  
28 15-237.01.

29           K. On or before December 15, the department of education shall  
30 submit an annual report on the K-3 reading program to the governor, the  
31 president of the senate and the speaker of the house of representatives and  
32 shall provide a copy of this annual report to the secretary of state, the

1 state board of education and the chairpersons of the education committees  
2 of the senate and the house of representatives. The report shall contain  
3 all of the following:

4 1. Information on the improvement of K-3 reading in this state,  
5 including achievement data statewide and achievement data at the school  
6 district and charter school level. The information pursuant to this  
7 paragraph shall include data and information on continued proficiency on  
8 the statewide assessment in subsequent grades.

9 2. A description of the activities of the department to support  
10 school districts and charter schools in improving K-3 reading.

11 3. Specific findings on methods by which the department may continue  
12 to improve support and assistance for school districts and charter schools  
13 in the administration of K-3 reading program plans.

14 4. Information and data on K-3 reading program plans throughout this  
15 state and the expenditure of K-3 reading monies by school districts and  
16 charter schools.

17 5. Data reported pursuant to section 15-701, subsection A,  
18 paragraph 2, subdivision (d).

19 Sec. 2. Section 15-501.01, Arizona Revised Statutes, is amended to  
20 read:

21 15-501.01. Requirements for teachers; teaching certificates;  
22 rules; reciprocity; placement

23 A. Notwithstanding any other law, all teachers who are certificated  
24 pursuant to this section must have a baccalaureate degree and a valid  
25 fingerprint clearance card.

26 B. The state board of education shall adopt rules for the issuance  
27 of the following types of certificates for teachers to reflect the source  
28 of the training the teacher obtains:

29 1. Standard teaching certificate.

30 2. Alternative teaching certificate for persons who obtain training  
31 pursuant to subsection C, paragraph 1 of this section.

1           3. Subject-matter expert standard teaching certificate for persons  
2 who obtain training pursuant to subsection C, paragraph 8 of this section.

3           4. Classroom-based standard teaching certificate for persons who  
4 obtain training from a school district or charter school.

5           5. Career and technical education teaching certificate.

6           C. The state board of education shall adopt rules to carry out the  
7 purposes of this section. The rules:

8           1. Shall provide for a variety of alternative teacher and  
9 administrator preparation programs that allow for variations in program  
10 sequence and design to apply for program approval. The state board shall  
11 adopt rules pursuant to this paragraph designed to allow for a variety of  
12 formats and shall not require a prescribed answer or design from the  
13 program provider in order to obtain approval from the state board. Any  
14 rules adopted by the state board pursuant to this paragraph shall be  
15 substantially different from the rules adopted for the approval of  
16 traditional preparation programs and may not unnecessarily restrict a  
17 variety of alternative preparation programs from operating and providing  
18 instruction in this state. The state board shall evaluate each program  
19 provider based on the program's ability to prepare teachers and  
20 administrators and to recruit teachers and administrators with a variety of  
21 experiences and talents. The state board shall allow universities under  
22 the jurisdiction of the Arizona board of regents, community colleges in  
23 this state, private postsecondary institutions licensed by this state,  
24 school districts, charter schools, professional organizations, nonprofit  
25 organizations and private entities to apply for program approval and shall  
26 create application procedures and certification criteria that are  
27 substantially less restrictive than those for traditional preparation  
28 programs. At the completion of an alternative preparation program,  
29 graduates shall:

30           (a) Hold a bachelor's degree from an accredited postsecondary  
31 education institution.

1 (b) If applicable, demonstrate professional knowledge and subject  
2 knowledge proficiency pursuant to section 15-533.

3 (c) Obtain a valid fingerprint clearance card pursuant to section  
4 15-534.

5 (d) If applicable, complete training in structured English immersion  
6 as prescribed by the state board pursuant to section 15-756.09.

7 (e) If applicable, complete training in research-based systematic  
8 phonics instruction as prescribed in paragraph 2 of this subsection.

9 (f) Demonstrate the required proficiency in the Constitutions of the  
10 United States and Arizona as prescribed in section 15-532.

11 2. Shall require that, within three years after a certificate for  
12 elementary education or early childhood education is issued, the  
13 certificate holder complete, from a public or private provider, at least  
14 forty-five classroom hours or three college-level credit hours, or the  
15 equivalent, in both research-based:

16 (a) Science of reading instruction, including systematic phonics  
17 instruction.

18 (b) Reading instruction, including training on assessments,  
19 instructional practices and interventions to improve student reading  
20 proficiency. Beginning July 1, 2021, instruction provided pursuant to this  
21 subdivision must meet the requirements for dyslexia training prescribed in  
22 section 15-219.

23 3. Beginning August 1, 2025, shall establish a literacy endorsement  
24 as a requirement for all certificated teachers who provide literacy  
25 instruction in kindergarten programs or in any of grades one through ~~grade~~  
26 five as determined by the board. The rules shall require that a  
27 certificated teacher who receives a certificate after August 1, 2025 and  
28 who provides literacy instruction in kindergarten programs or in any of  
29 grades one through ~~grade~~ five must obtain a literacy endorsement within  
30 three years after the teacher's certificate is issued. The rules shall  
31 require that a certificated teacher who received a certificate before  
32 August 1, 2025 and who provides literacy instruction in kindergarten

1 programs or in any of grades one through ~~grade~~ five must obtain a literacy  
2 endorsement on or before August 1, 2028. The literacy endorsement shall  
3 require the teacher to complete evidence-based science of reading training  
4 or coursework as determined by the board and to pass a literacy instruction  
5 assessment to show that the teacher is capable of doing all of the  
6 following:

7 (a) Effectively teaching foundational reading skills, ~~phonemic~~  
8 **PHONOLOGICAL** awareness, phonics, fluency, vocabulary and comprehension.

9 (b) Implementing reading instruction using high-quality  
10 instructional materials.

11 (c) Providing effective instruction and interventions for students  
12 with reading deficiencies, including students with characteristics of  
13 dyslexia.

14 4. Beginning August 1, 2022, shall require all approved educator  
15 preparation programs in elementary education and early childhood education  
16 to require the courses that are necessary to obtain a literacy endorsement  
17 pursuant to paragraph 3 of this subsection.

18 5. Shall establish a process to allow a local education agency, at  
19 the request of a teacher, to verify to the department of education that the  
20 teacher possesses the instructional knowledge and skills prescribed in  
21 paragraph 3 of this subsection, demonstrated through classroom observations  
22 and student achievement data across subgroups using evidence-based  
23 measures. A certificated teacher who has had a local education agency  
24 verify the teacher's knowledge and skills in the science of reading  
25 pursuant to this paragraph is not required to complete the coursework,  
26 training or assessment requirements prescribed in paragraph 3 of this  
27 subsection to obtain the literacy endorsement.

28 6. Shall not require a teacher to obtain a master's degree or to  
29 take any additional graduate courses as a condition of certification or  
30 recertification.

31 7. Shall allow but shall not require the superintendent of a school  
32 district to obtain certification from the state board of education.

1           8. Shall provide for the issuance of a subject-matter expert  
2 standard teaching certificate to persons who have expertise in a content  
3 area or subject matter. Persons who are certified pursuant to this  
4 paragraph shall complete training, if applicable, in structured English  
5 immersion as prescribed by the state board pursuant to section 15-756.09.  
6 Persons who are certified pursuant to this paragraph are exempt from the  
7 subject knowledge proficiency requirements prescribed in section 15-533 and  
8 from the proficiency requirements prescribed in section 15-532 on the  
9 Constitutions of the United States and Arizona. Persons who are subject to  
10 subdivision (a) of this paragraph are also exempt from the professional  
11 knowledge proficiency requirements pursuant to section 15-533. A person  
12 who obtains a subject-matter expert standard teaching certificate pursuant  
13 to this paragraph may provide instruction in the person's field of  
14 expertise in grades six through twelve at any public school in this state.  
15 Issuance of the subject-matter expert standard teaching certificate may not  
16 be conditioned on the person's employment with a local education agency. A  
17 person who meets the requirements of this paragraph shall be issued a  
18 subject-matter expert standard teaching certificate without having to  
19 demonstrate professional knowledge proficiency pursuant to section 15-533,  
20 except that the person shall have at least two years to demonstrate  
21 professional knowledge proficiency pursuant to section 15-533. School  
22 districts shall evaluate and provide support pursuant to section 15-537 to  
23 teachers who are certified pursuant to this paragraph. If a person fails  
24 to meet the professional knowledge requirements of this section within two  
25 years, the department of education or state board of education may  
26 temporarily suspend the subject-matter expert standard teaching  
27 certificate. A certificate that is temporarily suspended pursuant to this  
28 paragraph is not considered a disciplinary action, and a person shall be  
29 allowed to correct the deficiency within the remaining time of the  
30 subject-matter expert standard teaching certification. This paragraph does  
31 not require a person who has obtained another type of teaching certificate  
32 from the state board to obtain a subject-matter expert standard teaching



1 certificate pursuant to this paragraph in order to provide instruction in  
2 grades six through twelve. A person is eligible for a subject-matter  
3 expert standard teaching certificate pursuant to this paragraph if the  
4 person has a baccalaureate degree and meets any of the following  
5 requirements:

6 (a) Has taught courses relevant to a content area or subject matter  
7 for the last two consecutive years and for a total of at least three years  
8 at one or more regionally or nationally accredited public or private  
9 postsecondary institutions. A person demonstrates compliance with this  
10 requirement by providing the state board with written proof of employment  
11 for specific durations from one or more qualifying postsecondary  
12 institutions.

13 (b) Has either a baccalaureate degree, a master's degree or a  
14 doctoral degree in a specific subject area that is relevant to a content  
15 area or subject matter taught in public schools.

16 (c) Demonstrates expertise through relevant work experience of at  
17 least five years in a field that is relevant to a content area or subject  
18 matter taught in public schools. A person demonstrates compliance with  
19 this requirement by providing the state board with written proof of  
20 employment.

21 9. Notwithstanding section 15-533, shall exempt persons applying for  
22 a secondary education certificate from the subject knowledge portion of the  
23 proficiency examination if the state board determines that the person has  
24 work experience in science, technology, engineering or mathematics and can  
25 demonstrate adequate knowledge of a particular subject through a  
26 postsecondary education degree or twenty-four credit hours of relevant  
27 coursework.

28 10. Shall allow for a certificate issued to a person pursuant to  
29 subsection B, paragraph 1, 3, 4 or 5 of this section or section 15-203 or  
30 15-782.01, as applicable, to be both issued and renewed for at least twelve  
31 years and may not require more than fifteen hours of continuing education

1 credits each year in order to renew that certificate pursuant to this  
2 paragraph.

3 11. Shall allow for a certificate issued to a person pursuant to  
4 subsection B of this section or section 15-132, 15-203 or 15-782.01, as  
5 applicable, and any endorsement or approved area related to that  
6 certificate, to be renewed at least two years but not more than ten years  
7 after that certificate expires without any other requirements adopted by  
8 the state board of education or the department of education if the person  
9 is in good standing, has at least ten years of verified full-time  
10 experience in this state in the area in which the person is seeking renewed  
11 certification and possesses a valid fingerprint clearance card issued  
12 pursuant to section 15-534. A certificate renewed pursuant to this  
13 paragraph shall be identical to the expired certificate.

14 D. The rules for certification reciprocity shall include a  
15 requirement that the applicant possess a comparable valid certification  
16 from another state and be in good standing with that other state. An  
17 applicant who possesses a valid certification from another state and a  
18 fingerprint clearance card pursuant to section 15-534 and who is in good  
19 standing with that other state shall be issued a comparable standard  
20 certificate or a comparable certificate issued pursuant to section 15-132,  
21 15-203 or 15-782.01, as applicable, without any other requirements from the  
22 state board of education or the department of education. A person who is  
23 issued a certificate pursuant to this subsection is not required to meet  
24 any requirement prescribed in section 15-533.

25 E. Placement decisions of teaching intern certificate holders issued  
26 pursuant to subsection C, paragraph 1 of this section and section 15-552  
27 shall be based on agreements between the teacher preparation provider, the  
28 provider's partner organizations and the local education agency. The  
29 practices of the department of education and the rules and policies of the  
30 state board of education may not restrict placement of teaching intern  
31 certification holders based on local education agency instructional models  
32 and may only consider the academic quality of the school, the effectiveness

1 of the teaching intern certification holder's on-site mentor and the  
2 opportunity for a wide variety of schools and school models to access  
3 teaching intern certification holders.

4 F. Notwithstanding subsection A of this section, the following  
5 persons are not required to have a baccalaureate degree:

6 1. A teacher who is otherwise exempt by law from obtaining a  
7 baccalaureate degree and who provides instruction in STEM or career and  
8 technical education pursuant to section 15-782.01.

9 2. A person who obtains any of the following:

10 (a) A Native American language certificate.

11 (b) A student teaching intern certificate.

12 (c) A junior reserve officer training corps certificate.

13 (d) An athletic coaching certificate.

14 (e) An emergency substitute certificate.

15 Sec. 3. Section 15-701, Arizona Revised Statutes, is amended to  
16 read:

17 15-701. Common school; promotions; requirements; certificate;  
18 supervision of eighth grades by superintendent of  
19 high school district; high school admissions;  
20 academic credit; definition

21 A. The state board of education shall:

22 1. Prescribe a minimum course of study incorporating the academic  
23 standards adopted by the state board of education to be taught in the  
24 common schools.

25 2. Prescribe competency requirements for the promotion of pupils  
26 from the eighth grade and competency requirements for the promotion of  
27 pupils from the third grade incorporating the academic standards in at  
28 least the areas of reading, writing, mathematics, science and social  
29 studies. The competency requirements for the promotion of pupils from the  
30 third grade shall include the following:

31 (a) A requirement that a pupil not be promoted from the third grade  
32 if the pupil obtains a score on the reading portion of the statewide

1 assessment that does not demonstrate sufficient reading skills as  
2 established by the state board. A pupil may not be retained PURSUANT TO  
3 THIS SUBDIVISION if data regarding the pupil's performance on the statewide  
4 assessment is not available before the end of the current academic year AND  
5 MAY NOT BE RETAINED MORE THAN ONCE. A pupil who is not retained due to the  
6 unavailability of test data must receive evidence-based intervention and  
7 remedial strategies pursuant to subdivision (c) of this paragraph if the  
8 third grade assessment data subsequently does not demonstrate sufficient  
9 reading skills.

10 (b) A mechanism to allow a school district governing board or the  
11 governing body of a charter school to promote from the third grade a pupil  
12 who does not demonstrate sufficient reading skills pursuant to subdivision  
13 (a) of this paragraph if the pupil:

14 (i) Is an English learner or a limited English proficient student as  
15 defined in section 15-751 and has had fewer than ~~two~~ THREE years of English  
16 language instruction.

17 (ii) Is in the process of a special education referral or evaluation  
18 for placement in special education, has been diagnosed as having a  
19 significant reading impairment, including dyslexia, or is a child with a  
20 disability as defined in section 15-761 if the pupil's individualized  
21 education program team and the pupil's parent or guardian agree that  
22 promotion is appropriate based on the pupil's individualized education  
23 program.

24 (iii) Has demonstrated or subsequently demonstrates sufficient  
25 reading skills or adequate progress toward sufficient reading skills of the  
26 third grade reading standards as evidenced through a collection of reading  
27 assessments approved by the state board of education, which includes an  
28 alternative standardized reading assessment approved by the state board.

29 (iv) Receives intervention and remedial services during the summer  
30 or a subsequent school year pursuant to subdivision (c) of this paragraph  
31 and demonstrates sufficient progress based on guidelines issued pursuant to  
32 subsection B, paragraph 7 of this section.

1 (c) Evidence-based intervention and remedial strategies developed by  
2 the state board of education for pupils who are not promoted from the third  
3 grade. A school district governing board or the governing body of a  
4 charter school shall offer more than one of the intervention and remedial  
5 strategies developed by the state board of education. The parent or  
6 guardian of a pupil who is not promoted from the third grade and the  
7 pupil's teacher and principal may choose the most appropriate intervention  
8 and remedial strategies that will be provided to that pupil. The  
9 intervention and remedial strategies developed by the state board of  
10 education shall include:

11 (i) A requirement that the pupil be assigned for evidence-based  
12 reading instruction by a different teacher who was designated in that  
13 teacher's most recent performance evaluation in one of the top two  
14 performance classifications.

15 (ii) Summer school reading instruction.

16 (iii) In the next academic year, intensive reading instruction that  
17 occurs before, during or after the regular school day, or any combination  
18 of before, during and after the regular school day.

19 (iv) Small group and teacher-led evidence-based reading instruction,  
20 which may include computer-based or online reading instruction.

21 (d) A requirement that a school district governing board or charter  
22 school governing body that promotes a pupil pursuant to subdivision (b) of  
23 this paragraph provide annual reporting to the department of education on  
24 or before October 1 that includes information on the total number of pupils  
25 subject to the retention provisions of subdivision (a) of this paragraph,  
26 the total number of students promoted pursuant to subdivision (b) of this  
27 paragraph, the total number of pupils retained in grade three and the  
28 interventions administered pursuant to subdivision (c) of this paragraph.

29 3. Provide for universal screening of pupils in preschool programs,  
30 kindergarten programs and grades one through three that is designed to  
31 identify pupils who have reading deficiencies pursuant to section 15-704.  
32 If sufficient monies are appropriated, beginning in the 2022-2023 school

1 year, the state board of education shall adopt a statewide kindergarten  
2 entry evaluation tool to administer to pupils in kindergarten programs  
3 within forty-five calendar days after the beginning of each school year or  
4 within forty-five calendar days after a pupil enrolls.

5 4. Develop evidence-based intervention and remedial strategies  
6 pursuant to paragraph 2, subdivision (c) of this subsection for pupils in  
7 kindergarten programs and grades one through three who are identified as  
8 having reading deficiencies pursuant to section 15-704.

9 5. Distribute guidelines for the school districts to follow in  
10 prescribing criteria for the promotion of pupils from grade to grade in the  
11 common schools. These guidelines shall include recommended procedures for  
12 ensuring that the cultural background of a pupil is taken into  
13 consideration when criteria for promotion are being applied.

14 B. School districts and charter schools shall provide annual written  
15 notification to parents of pupils in kindergarten programs and first,  
16 second and third grades that a pupil who does not demonstrate sufficient  
17 reading skills pursuant to subsection A of this section will not be  
18 promoted from the third grade. School districts and charter schools shall  
19 identify each pupil who is at risk of reading below grade level in  
20 kindergarten and grades one, two and three, based on local or statewide  
21 assessments, and shall provide to the parent of that pupil a specific  
22 written notification of the reading deficiency within three weeks after  
23 identifying the reading deficiency. The notification shall include the  
24 following information:

25 1. A description of the pupil's specific individual needs.

26 2. A description of the current reading services provided to the  
27 pupil.

28 3. A description of the available supplemental instructional  
29 services and supporting programs that are designed to remediate reading  
30 deficiencies. Each school district or charter school shall offer more than  
31 one evidence-based intervention strategy and more than one remedial  
32 strategy developed by the state board of education for pupils with reading

1 deficiencies. The notification shall list the intervention and remedial  
2 strategies offered and shall instruct the parent to choose, in consultation  
3 with the pupil's teacher, the most appropriate strategies to be provided  
4 and implemented for that child.

5 4. Parental strategies to assist the pupil to attain reading  
6 proficiency.

7 5. The frequency with which the school district or charter school  
8 will provide timely updates and information to the parent on the pupil's  
9 progress toward reading proficiency.

10 6. A statement that the pupil will not be promoted from the third  
11 grade if the pupil does not demonstrate sufficient reading skills pursuant  
12 to subsection A, paragraph 2, subdivision (a) of this section, unless the  
13 pupil is exempt from mandatory retention in grade three or the pupil  
14 qualifies for an exemption pursuant to subsection A, paragraph 2,  
15 subdivision (b) of this section.

16 7. A description of the school district or charter school policies  
17 on midyear promotion to a higher grade.

18 C. Pursuant to the guidelines that the state board of education  
19 distributes, the governing board of a school district shall:

20 1. Prescribe curricula that include the academic standards in the  
21 required subject areas pursuant to subsection A, paragraph 1 of this  
22 section.

23 2. Prescribe criteria for the promotion of pupils from grade to  
24 grade in the common schools in the school district. These criteria shall  
25 include accomplishment of the academic standards in at least reading,  
26 writing, mathematics, science and social studies, as determined by district  
27 assessment. Other criteria may include additional measures of academic  
28 achievement and attendance.

29 D. The governing board may prescribe the course of study and  
30 competency requirements for promotion that are in addition to or higher  
31 than the course of study and competency requirements the state board  
32 prescribes.

1           E. A teacher shall determine whether to promote or retain a pupil in  
2 a grade in a common school on the basis of the prescribed criteria. The  
3 governing board, if it reviews the decision of a teacher to promote or  
4 retain a pupil in a grade in a common school as provided in section 15-342,  
5 paragraph 11, shall base its decision on the prescribed criteria.

6           F. A governing board may provide and issue certificates of promotion  
7 to pupils whom it promotes from the eighth grade of a common school. Such  
8 certificates shall be signed by the principal or superintendent of  
9 schools. If there is no principal or superintendent of schools, the  
10 certificates shall be signed by the teacher of an eighth grade. The  
11 certificates shall admit the holders to any high school in the state.

12           G. Within any high school district or union high school district,  
13 the superintendent of the high school district shall supervise the work of  
14 the eighth grade of all schools employing no superintendent or principal.

15           H. A school district shall not deny a pupil who is between the ages  
16 of sixteen and twenty-one years admission to a high school because the  
17 pupil does not hold an eighth grade certificate. Governing boards shall  
18 establish procedures for determining the admissibility of pupils who are  
19 under sixteen years of age and who do not hold eighth grade certificates.

20           I. The state board of education shall adopt rules to allow common  
21 school pupils who can demonstrate competency in a particular academic  
22 course or subject to obtain academic credit for the course or subject  
23 without enrolling in the course or subject.

24           J. A school district may conduct a ceremony to honor pupils who have  
25 been promoted from the eighth grade.

26           K. For the purposes of this section, "dyslexia" means a condition  
27 that:

28           1. Is neurological in origin.

29           2. Is characterized by difficulties with accurate or fluent word  
30 recognition and by poor spelling and decoding abilities, including  
31 difficulties that typically result from a deficit in the phonological  
32 component of language that is often unexpected in relation to other



1 cognitive abilities and to the provision of effective classroom  
2 instruction.

3 3. May include secondary consequences such as problems with reading  
4 comprehension and reduced reading experience that may impede the growth of  
5 vocabulary and background knowledge."

6 Amend title to conform

And, as so amended, it do pass

MICHELLE UDALL  
CHAIRMAN

2026EDUCATION  
02/15/2022  
04:02 PM  
H: ra