

House Engrossed

~~literacy endorsement; noncertificated teachers~~
(now: early literacy; reading plans)

State of Arizona
House of Representatives
Fifty-fifth Legislature
Second Regular Session
2022

HOUSE BILL 2026

AN ACT

AMENDING SECTIONS 15-211, 15-501.01 AND 15-701, ARIZONA REVISED STATUTES;
RELATING TO SCHOOLS.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

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
10 state.

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

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

19 D. Each school district and charter school shall submit to the
20 department of education a plan for improving the reading proficiency of
21 the school district's or the charter school's pupils in kindergarten
22 programs and grades one, two and three. The plan shall include baseline
23 data on the reading proficiency of the school district's or the charter
24 school's pupils in kindergarten programs and grades one, two and three and
25 a budget for spending monies from both the K-3 support level weight and
26 the K-3 reading support level weight established in section 15-943. Each
27 school district and charter school shall annually submit to the department
28 of education on or before October 1 an updated K-3 reading program plan
29 that includes data on program expenditures and results, ~~except that a~~
30 ~~school district or charter school that is assigned a letter grade of A or~~
31 ~~B pursuant to section 15-241 shall submit this plan only in odd-numbered~~
32 ~~years.~~

33 E. School districts and charter schools shall use monies generated
34 by the K-3 reading support level weight established in section 15-943 only
35 on instructional purposes based on the plan submitted pursuant to
36 subsection D of this section intended to improve reading proficiency for
37 pupils in kindergarten programs and grades one, two and three with
38 particular emphasis on pupils in kindergarten programs and grades one and
39 two.

40 F. Each school district and charter school that is assigned a
41 letter grade of C, D or F pursuant to section 15-241 or that has more than
42 ten percent of its pupils in grade three who do not demonstrate sufficient
43 reading skills as established by the state board of education according to
44 the reading portion of the statewide assessment shall receive monies
45 generated by the K-3 reading support level weight established in section

1 15-943 only after the K-3 reading program plan of the school district or
2 charter school has been submitted, reviewed and recommended for approval
3 by the department of education and approved by the state board. The state
4 board must give approval to a school district or charter school before any
5 portion of the monies generated by the K-3 reading support level weight
6 may be distributed to the school district or charter school pursuant to
7 this subsection.

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

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

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

19 1. The proper use of monies in accordance with subsection E of this
20 section.

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

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

25 J. Pursuant to subsection I of this section, the department of
26 education shall develop program implementation guidance for school
27 districts and charter schools to assist schools in administering an
28 effective K-3 evidence-based reading program plan. This guidance shall
29 include identifying and recommending appropriate program expenditures,
30 providing technical oversight and assistance for annually updating reading
31 program plans, selecting and adopting evidence-based reading curricula and
32 providing and promoting teacher professional development that is based on
33 evidence-based reading research. The department shall prioritize supports
34 and interventions, including enrollment in reading trainings and
35 professional development, for school districts and charter schools that
36 have the highest percentage of pupils who do not demonstrate sufficient
37 reading skills as established by the state board of education. The
38 department shall deposit any monies received for offering reading
39 trainings or professional development, including coaching, in the
40 department of education professional development revolving fund
41 established by section 15-237.01.

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

1 the state board of education and the chairpersons of the education
2 committees of the senate and the house of representatives. The report
3 shall contain 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
12 continue to improve support and assistance for school districts and
13 charter schools in the administration of K-3 reading program plans.

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

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

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

36 5. Career and technical education teaching certificate.

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

39 1. Shall provide for a variety of alternative teacher and
40 administrator preparation programs that allow for variations in program
41 sequence and design to apply for program approval. The state board shall
42 adopt rules pursuant to this paragraph designed to allow for a variety of
43 formats and shall not require a prescribed answer or design from the
44 program provider in order to obtain approval from the state board. Any
45 rules adopted by the state board pursuant to this paragraph shall be

1 substantially different from the rules adopted for the approval of
2 traditional preparation programs and may not unnecessarily restrict a
3 variety of alternative preparation programs from operating and providing
4 instruction in this state. The state board shall evaluate each program
5 provider based on the program's ability to prepare teachers and
6 administrators and to recruit teachers and administrators with a variety
7 of experiences and talents. The state board shall allow universities
8 under the jurisdiction of the Arizona board of regents, community colleges
9 in this state, private postsecondary institutions licensed by this state,
10 school districts, charter schools, professional organizations, nonprofit
11 organizations and private entities to apply for program approval and shall
12 create application procedures and certification criteria that are
13 substantially less restrictive than those for traditional preparation
14 programs. At the completion of an alternative preparation program,
15 graduates shall:

16 (a) Hold a bachelor's degree from an accredited postsecondary
17 education institution.

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

20 (c) Obtain a valid fingerprint clearance card pursuant to section
21 15-534.

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

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

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

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

33 (a) Science of reading instruction, including systematic phonics
34 instruction.

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

40 3. Beginning August 1, 2025, shall establish a literacy endorsement
41 as a requirement for all certificated teachers who provide literacy
42 instruction in kindergarten programs or in any of grades one through ~~grade~~
43 five as determined by the board. The rules shall require that a
44 certificated teacher who receives a certificate after August 1, 2025 and
45 who provides literacy instruction in kindergarten programs or in any of

1 grades one through ~~grade~~ five must obtain a literacy endorsement within
2 three years after the teacher's certificate is issued. The rules shall
3 require that a certificated teacher who received a certificate before
4 August 1, 2025 and who provides literacy instruction in kindergarten
5 programs or in any of grades one through ~~grade~~ five must obtain a literacy
6 endorsement on or before August 1, 2028. The literacy endorsement shall
7 require the teacher to complete evidence-based science of reading training
8 or coursework as determined by the board and to pass a literacy
9 instruction assessment to show that the teacher is capable of doing all of
10 the following:

11 (a) Effectively teaching foundational reading skills, ~~phonemic~~
12 PHONOLOGICAL awareness, phonics, fluency, vocabulary and comprehension.

13 (b) Implementing reading instruction using high-quality
14 instructional materials.

15 (c) Providing effective instruction and interventions for students
16 with reading deficiencies, including students with characteristics of
17 dyslexia.

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

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

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

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

37 8. Shall provide for the issuance of a subject-matter expert
38 standard teaching certificate to persons who have expertise in a content
39 area or subject matter. Persons who are certified pursuant to this
40 paragraph shall complete training, if applicable, in structured English
41 immersion as prescribed by the state board pursuant to section 15-756.09.
42 Persons who are certified pursuant to this paragraph are exempt from the
43 subject knowledge proficiency requirements prescribed in section 15-533
44 and from the proficiency requirements prescribed in section 15-532 on the
45 Constitutions of the United States and Arizona. Persons who are subject

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

29 (a) Has taught courses relevant to a content area or subject matter
30 for the last two consecutive years and for a total of at least three years
31 at one or more regionally or nationally accredited public or private
32 postsecondary institutions. A person demonstrates compliance with this
33 requirement by providing the state board with written proof of employment
34 for specific durations from one or more qualifying postsecondary
35 institutions.

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

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

1 9. Notwithstanding section 15-533, shall exempt persons applying
2 for a secondary education certificate from the subject knowledge portion
3 of the proficiency examination if the state board determines that the
4 person has work experience in science, technology, engineering or
5 mathematics and can demonstrate adequate knowledge of a particular subject
6 through a postsecondary education degree or twenty-four credit hours of
7 relevant coursework.

8 10. Shall allow for a certificate issued to a person pursuant to
9 subsection B, paragraph 1, 3, 4 or 5 of this section or section 15-203 or
10 15-782.01, as applicable, to be both issued and renewed for at least
11 twelve years and may not require more than fifteen hours of continuing
12 education credits each year in order to renew that certificate pursuant to
13 this paragraph.

14 11. Shall allow for a certificate issued to a person pursuant to
15 subsection B of this section or section 15-132, 15-203 or 15-782.01, as
16 applicable, and any endorsement or approved area related to that
17 certificate, to be renewed at least two years but not more than ten years
18 after that certificate expires without any other requirements adopted by
19 the state board of education or the department of education if the person
20 is in good standing, has at least ten years of verified full-time
21 experience in this state in the area in which the person is seeking
22 renewed certification and possesses a valid fingerprint clearance card
23 issued pursuant to section 15-534. A certificate renewed pursuant to this
24 paragraph shall be identical to the expired certificate.

25 D. The rules for certification reciprocity shall include a
26 requirement that the applicant possess a comparable valid certification
27 from another state and be in good standing with that other state. An
28 applicant who possesses a valid certification from another state and a
29 fingerprint clearance card pursuant to section 15-534 and who is in good
30 standing with that other state shall be issued a comparable standard
31 certificate or a comparable certificate issued pursuant to section 15-132,
32 15-203 or 15-782.01, as applicable, without any other requirements from
33 the state board of education or the department of education. A person who
34 is issued a certificate pursuant to this subsection is not required to
35 meet any requirement prescribed in section 15-533.

36 E. Placement decisions of teaching intern certificate holders
37 issued pursuant to subsection C, paragraph 1 of this section and section
38 15-552 shall be based on agreements between the teacher preparation
39 provider, the provider's partner organizations and the local education
40 agency. The practices of the department of education and the rules and
41 policies of the state board of education may not restrict placement of
42 teaching intern certification holders based on local education agency
43 instructional models and may only consider the academic quality of the
44 school, the effectiveness of the teaching intern certification holder's

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

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

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

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

9 (a) A Native American language certificate.

10 (b) A student teaching intern certificate.

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

12 (d) An athletic coaching certificate.

13 (e) An emergency substitute certificate.

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

16 15-701. Common school; promotions; requirements; certificate;
17 supervision of eighth grades by superintendent of
18 high school district; high school admissions;
19 academic credit; definition

20 A. The state board of education shall:

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

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

30 (a) A requirement that a pupil not be promoted from the third grade
31 if the pupil obtains a score on the reading portion of the statewide
32 assessment that does not demonstrate sufficient reading skills as
33 established by the state board. A pupil may not be retained **PURSUANT TO**
34 **THIS SUBDIVISION** if data regarding the pupil's performance on the
35 statewide assessment is not available before the end of the current
36 academic year **AND MAY NOT BE RETAINED MORE THAN ONCE**. A pupil who is not
37 retained due to the unavailability of test data must receive
38 evidence-based intervention and remedial strategies pursuant to
39 subdivision (c) of this paragraph if the third grade assessment data
40 subsequently does not demonstrate sufficient reading skills.

41 (b) A mechanism to allow a school district governing board or the
42 governing body of a charter school to promote from the third grade a pupil
43 who does not demonstrate sufficient reading skills pursuant to subdivision

44 (a) of this paragraph if the pupil:

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

4 (ii) Is in the process of a special education referral or
5 evaluation for placement in special education, has been diagnosed as
6 having a significant reading impairment, including dyslexia, or is a child
7 with a disability as defined in section 15-761 if the pupil's
8 individualized education program team and the pupil's parent or guardian
9 agree that promotion is appropriate based on the pupil's individualized
10 education program.

11 (iii) Has demonstrated or subsequently demonstrates sufficient
12 reading skills or adequate progress toward sufficient reading skills of
13 the third grade reading standards as evidenced through a collection of
14 reading assessments approved by the state board of education, which
15 includes an alternative standardized reading assessment approved by the
16 state board.

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

21 (c) Evidence-based intervention and remedial strategies developed
22 by the state board of education for pupils who are not promoted from the
23 third grade. A school district governing board or the governing body of a
24 charter school shall offer more than one of the intervention and remedial
25 strategies developed by the state board of education. The parent or
26 guardian of a pupil who is not promoted from the third grade and the
27 pupil's teacher and principal may choose the most appropriate intervention
28 and remedial strategies that will be provided to that pupil. The
29 intervention and remedial strategies developed by the state board of
30 education shall include:

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

35 (ii) Summer school reading instruction.

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

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

42 (d) A requirement that a school district governing board or charter
43 school governing body that promotes a pupil pursuant to subdivision (b) of
44 this paragraph provide annual reporting to the department of education on
45 or before October 1 that includes information on the total number of

1 pupils subject to the retention provisions of subdivision (a) of this
2 paragraph, the total number of students promoted pursuant to subdivision
3 (b) of this paragraph, the total number of pupils retained in grade three
4 and the interventions administered pursuant to subdivision (c) of this
5 paragraph.

6 3. Provide for universal screening of pupils in preschool programs,
7 kindergarten programs and grades one through three that is designed to
8 identify pupils who have reading deficiencies pursuant to section 15-704.
9 If sufficient monies are appropriated, beginning in the 2022-2023 school
10 year, the state board of education shall adopt a statewide kindergarten
11 entry evaluation tool to administer to pupils in kindergarten programs
12 within forty-five calendar days after the beginning of each school year or
13 within forty-five calendar days after a pupil enrolls.

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

18 5. Distribute guidelines for the school districts to follow in
19 prescribing criteria for the promotion of pupils from grade to grade in
20 the common schools. These guidelines shall include recommended procedures
21 for ensuring that the cultural background of a pupil is taken into
22 consideration when criteria for promotion are being applied.

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

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

35 2. A description of the current reading services provided to the
36 pupil.

37 3. A description of the available supplemental instructional
38 services and supporting programs that are designed to remediate reading
39 deficiencies. Each school district or charter school shall offer more than
40 one evidence-based intervention strategy and more than one remedial
41 strategy developed by the state board of education for pupils with reading
42 deficiencies. The notification shall list the intervention and remedial
43 strategies offered and shall instruct the parent to choose, in
44 consultation with the pupil's teacher, the most appropriate strategies to
45 be provided and implemented for that child.

1 4. Parental strategies to assist the pupil to attain reading
2 proficiency.

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

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

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

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

16 1. Prescribe curricula that include the academic standards in the
17 required subject areas pursuant to subsection A, paragraph 1 of this
18 section.

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

25 D. The governing board may prescribe the course of study and
26 competency requirements for promotion that are in addition to or higher
27 than the course of study and competency requirements the state board
28 prescribes.

29 E. A teacher shall determine whether to promote or retain a pupil
30 in a grade in a common school on the basis of the prescribed
31 criteria. The governing board, if it reviews the decision of a teacher to
32 promote or retain a pupil in a grade in a common school as provided in
33 section 15-342, paragraph 11, shall base its decision on the prescribed
34 criteria.

35 F. A governing board may provide and issue certificates of
36 promotion to pupils whom it promotes from the eighth grade of a common
37 school. Such certificates shall be signed by the principal or
38 superintendent of schools. If there is no principal or superintendent of
39 schools, the certificates shall be signed by the teacher of an eighth
40 grade. The certificates shall admit the holders to any high school in the
41 state.

42 G. Within any high school district or union high school district,
43 the superintendent of the high school district shall supervise the work of
44 the eighth grade of all schools employing no superintendent or principal.

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

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

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

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

14 1. Is neurological in origin.

15 2. Is characterized by difficulties with accurate or fluent word
16 recognition and by poor spelling and decoding abilities, including
17 difficulties that typically result from a deficit in the phonological
18 component of language that is often unexpected in relation to other
19 cognitive abilities and to the provision of effective classroom
20 instruction.

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