

HOUSE FLOOR AMENDMENT EXPLANATION



Bill Number: **HB 2725**

Lopez Floor Amendment

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1. Removes the \$1,000,000 appropriation for the Museum of Democracy Presidential Project.

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ADDITIONAL COW
LOPEZ FLOOR AMENDMENT
HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2725
(Reference to House engrossed bill)

Amendment instruction key:

[GREEN UNDERLINING IN BRACKETS] indicates text added to statute or previously enacted session law.
[Green underlining in brackets] indicates text added to new session law or text restoring existing law.
[GREEN STRIKEOUT IN BRACKETS] indicates new text removed from statute or previously enacted session law.
[Green strikeout in brackets] indicates text removed from existing statute, previously enacted session law or new session law.
<<Green carets>> indicate a section added to the bill.
<<Green strikeout in carets>> indicates a section removed from the bill.

1 The bill as proposed to be amended is reprinted as follows:

2 Section 1. Section 15-701, Arizona Revised Statutes, is amended to
3 read:

4 15-701. Common schools; promotions; requirements;
5 certificate; supervision of eighth grades by
6 superintendent of high school district; high school
7 admissions; academic credit; definition

8 A. The state board of education shall:

9 1. Prescribe a minimum course of study incorporating the academic
10 standards adopted by the state board of education to be taught in the
11 common schools.

12 2. Prescribe competency requirements for the promotion of pupils
13 from the eighth grade and competency requirements for the promotion of
14 pupils from the third grade that incorporate the academic standards in at
15 least the areas of reading, writing, mathematics, science and social
16 studies. THE COMPETENCY REQUIREMENTS FOR THE PROMOTION OF PUPILS FROM THE
17 EIGHTH GRADE SHALL INCLUDE THE INSTRUCTION REQUIREMENTS PRESCRIBED BY
18 SECTION 15-701.05. The competency requirements for the promotion of
19 pupils from the third grade shall include the following:

20 (a) A requirement that a pupil not be promoted from the third grade
21 if the pupil obtains a score on the reading portion of the statewide
22 assessment that does not demonstrate sufficient reading skills as
23 established by the state board. A pupil may not be retained pursuant to
24 this subdivision if data regarding the pupil's performance on the
25 statewide assessment is not available before the end of the current
26 academic year and may not be retained more than once. A pupil who is not
27 retained due to the unavailability of test data must receive

1 evidence-based intervention and remedial strategies pursuant to
2 subdivision (c) of this paragraph if the third grade assessment data
3 subsequently does not demonstrate sufficient reading skills.

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

8 (i) Is an English learner or a limited English proficient student
9 as defined in section 15-751 and has had fewer than three years of English
10 language instruction.

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

18 (iii) Has demonstrated or subsequently demonstrates sufficient
19 reading skills or adequate progress toward sufficient reading skills of
20 the third grade reading standards as evidenced through a collection of
21 reading assessments approved by the state board of education, which
22 includes an alternative standardized reading assessment approved by the
23 state board.

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

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

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

42 (ii) Summer school reading instruction.

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

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

4 (d) A requirement that a school district governing board or charter
5 school governing body that promotes a pupil pursuant to subdivision (b) of
6 this paragraph provide annual reporting to the department of education on
7 or before October 1 that includes information on the total number of
8 pupils subject to the retention provisions of subdivision (a) of this
9 paragraph, the total number of students promoted pursuant to subdivision
10 (b) of this paragraph, the total number of pupils retained in grade three
11 and the interventions administered pursuant to subdivision (c) of this
12 paragraph.

13 3. Provide for universal screening of pupils in preschool programs,
14 kindergarten programs and grades one through three that is designed to
15 identify pupils who have reading deficiencies pursuant to section 15-704.

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

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

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

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

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

38 3. A description of the available supplemental instructional
39 services and supporting programs that are designed to remediate reading
40 deficiencies. Each school district or charter school shall offer more
41 than one evidence-based intervention strategy and more than one remedial
42 strategy developed by the state board of education for pupils with reading
43 deficiencies. The notification shall list the intervention and remedial
44 strategies offered and shall instruct the parent to choose, in
45 consultation with the pupil's teacher, the most appropriate strategies to
46 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 criteria.
31 The governing board, if it reviews the decision of a teacher to promote or
32 retain a pupil in a grade in a common school as provided in section
33 15-342, paragraph 11, shall base its decision on the prescribed criteria.

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

40 G. Within any high school district or union high school district,
41 the superintendent of the high school district shall supervise the work of
42 the eighth grade of all schools that do not employ a superintendent or
43 principal.

44 H. A school district shall not deny a pupil who is between the ages
45 of sixteen and twenty-one years admission to a high school because the
46 pupil does not hold an eighth grade certificate. Governing boards shall

1 establish procedures for determining the admissibility of pupils who are
2 under sixteen years of age and who do not hold eighth grade certificates.

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

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

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

11 1. Is neurological in origin.

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

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

21 Sec. 2. Title 15, chapter 7, article 1, Arizona Revised Statutes,
22 is amended by adding section 15-701.05, to read:

23 15-701.05. Promotion from eighth grade; competency
24 requirements; social studies; exemption

25 A. IN ADOPTING THE COURSE OF STUDY AND COMPETENCY REQUIREMENTS FOR
26 THE PROMOTION OF STUDENTS FROM THE EIGHTH GRADE PURSUANT TO SECTION
27 15-701, THE STATE BOARD OF EDUCATION SHALL INCLUDE A REQUIREMENT THAT EACH
28 STUDENT SUCCESSFULLY COMPLETE A TOTAL OF AT LEAST THREE COURSE CREDITS IN
29 SOCIAL STUDIES IN GRADES SIX, SEVEN AND EIGHT, INCLUDING AT LEAST ONE
30 COURSE CREDIT IN CIVICS EDUCATION.

31 B. THE CIVICS EDUCATION REQUIRED BY SUBSECTION A OF THIS SECTION
32 SHALL INCLUDE INSTRUCTION ON ALL OF THE FOLLOWING:

33 1. THE ROLES AND RESPONSIBILITIES OF FEDERAL, STATE AND LOCAL
34 GOVERNMENTS.

35 2. THE STRUCTURES AND FUNCTIONS OF THE LEGISLATIVE, EXECUTIVE AND
36 JUDICIAL BRANCHES OF GOVERNMENT.

37 3. THE MEANING AND SIGNIFICANCE OF HISTORICAL DOCUMENTS, INCLUDING
38 THE ARTICLES OF CONFEDERATION, THE DECLARATION OF INDEPENDENCE AND THE
39 CONSTITUTION OF THE UNITED STATES.

40 C. NOTWITHSTANDING SUBSECTION A OF THIS SECTION, A STUDENT WHO
41 TRANSFERS INTO A PUBLIC SCHOOL DURING THE SECOND SEMESTER OF THE EIGHTH
42 GRADE MAY BE PROMOTED FROM THE EIGHTH GRADE WITHOUT SUCCESSFULLY
43 COMPLETING AT LEAST ONE COURSE CREDIT IN CIVICS EDUCATION IF THE STUDENT
44 MEETS ALL OF THE FOLLOWING REQUIREMENTS:

45 1. TRANSFERS FROM ANOTHER STATE OR COUNTRY OR FROM A PRIVATE SCHOOL
46 OR HOMESCHOOL IN THIS STATE.

1 2. SUCCESSFULLY COMPLETED AT LEAST THREE COURSE CREDITS, OR THE
2 EQUIVALENT, IN SOCIAL STUDIES.

3 3. RECEIVED INSTRUCTION ON AMERICAN CIVICS IN ANY OF GRADES SIX,
4 SEVEN OR EIGHT.

5 <<Sec. 3. Appropriation; Arizona board of regents; museum of
6 democracy presidential project; exemption

7 A. The sum of \$1,000,000 is appropriated from the state general
8 fund in fiscal year 2025-2026 to the Arizona board of regents for the
9 museum of democracy presidential project.

10 B. The Arizona board of regents shall distribute monies
11 appropriated in subsection A of this section to universities under the
12 jurisdiction of the board to provide opportunities for undergraduate
13 students, high school students and the broader community to become better
14 informed on American presidencies and presidential elections. Programming
15 may include public speakers, high school leadership academies and
16 undergraduate student workshops. The monies shall also be used to display
17 presidential memorabilia collections, combining visual arts, exhibitions
18 and civic education programs.

19 C. The appropriation made in subsection A of this section is exempt
20 from the provisions of section 35-190, Arizona Revised Statutes, relating
21 to the lapsing of appropriations.>>

22 Enroll and engross to conform

23 Amend title to conform

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