

1                   **INTERVENTIONS FOR READING DIFFICULTIES SUNSET**

2                                   **AMENDMENTS**

3   2019 GENERAL SESSION

4   STATE OF UTAH

5   **Chief Sponsor: Ann Millner**

6   House Sponsor: Val L. Peterson

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8                   **LONG TITLE**

9                   **General Description:**

10                   This bill amends the Interventions for Reading Difficulties Pilot Program, including  
11 extending the sunset date.

12                   **Highlighted Provisions:**

13                   This bill:

- 14                   ▶ renames the Interventions for Reading Difficulties Pilot Program as the
- 15 Interventions for Reading Difficulties Program (program);
- 16                   ▶ repeals outdated provisions related to the program;
- 17                   ▶ modifies requirements related to the program;
- 18                   ▶ extends the sunset date for the program from July 1, 2019, to July 1, 2024; and
- 19                   ▶ makes technical and conforming changes.

20                   **Money Appropriated in this Bill:**

21                   None

22                   **Other Special Clauses:**

23                   None

24                   **Utah Code Sections Affected:**

25                   AMENDS:

26                   **53F-5-203**, as last amended by Laws of Utah 2018, Chapter 22 and renumbered and  
27 amended by Laws of Utah 2018, Chapter 2

28                   **63I-1-253**, as last amended by Laws of Utah 2018, Chapters 107, 117, 385, 415, and

30

31 *Be it enacted by the Legislature of the state of Utah:*32 Section 1. Section **53F-5-203** is amended to read:33 **53F-5-203. Interventions for Reading Difficulties Program.**

34 (1) As used in this section:

35 (a) "Board" means the State Board of Education.

36 (b) "Dyslexia" means a specific learning disability that is neurological in origin and  
37 characterized by difficulties with accurate or fluent word recognition and by poor spelling and  
38 decoding abilities that typically result from a deficit in the phonological component of language  
39 that is often unexpected in relation to other cognitive abilities and the provision of effective  
40 classroom instruction.

41 (c) "Local education agency" or "LEA" means:

42 (i) a school district;

43 (ii) a charter school; or

44 (iii) the Utah Schools for the Deaf and the Blind.

45 (d) "Multi-Tier System of Supports" or "MTSS" means a framework integrating  
46 assessment and intervention that:

47 (i) provides increasingly intensive interventions for students at risk for or experiencing  
48 reading difficulties, including:

49 (A) tier II interventions that, in addition to standard classroom reading, provide  
50 supplemental and targeted small group instruction in reading using evidence-based curricula;  
51 and

52 (B) tier III interventions that address the specific needs of students who are the most at  
53 risk or who have not responded to tier II interventions by providing frequent, intensive, and  
54 targeted small group instruction using evidence-based curricula; and

55 (ii) is developed to:

56 (A) maximize student achievement;

57 (B) reduce behavior problems; and

- 58 (C) increase long-term success.
- 59 (e) "Program" means the Interventions for Reading Difficulties [~~Pilot~~] Program.
- 60 (f) "Reading difficulty" means an impairment, including dyslexia, that negatively
- 61 affects a student's ability to learn to read.
- 62 (2) There is created the Interventions for Reading Difficulties [~~Pilot~~] Program to
- 63 provide:
- 64 (a) specific evidence-based literacy interventions using an MTSS for students in
- 65 kindergarten through grade 5 who are at risk for or experiencing a reading difficulty, including
- 66 dyslexia; and
- 67 (b) professional development to educators who provide the literacy interventions
- 68 described in Subsection (2)(a).
- 69 (3) (a) An LEA may submit a proposal to the board to participate in the program.
- 70 (b) An LEA proposal described in Subsection (3)(a) shall:
- 71 (i) specify:
- 72 (A) a range of current benchmark assessment in reading scores described in Section
- 73 [53E-4-307](#) that the LEA will use to determine whether a student is at risk for a reading
- 74 difficulty; and
- 75 (B) other reading difficulty risk factors that the LEA will use to determine whether a
- 76 student is at risk for a reading difficulty;
- 77 (ii) describe the LEA's existing reading program;
- 78 (iii) describe the LEA's MTSS approach; and
- 79 (iv) include any other information requested by the board.
- 80 (c) The board may:
- 81 (i) specify the format for an LEA proposal; and
- 82 (ii) set a deadline for an LEA to submit a proposal.
- 83 (4) The board shall:
- 84 (a) define criteria for selecting an LEA to participate in the program;
- 85 (b) [~~during fiscal year 2016, select five~~] select LEAs to participate in the program:

- 86 (i) on a competitive basis; and
- 87 (ii) using criteria described in Subsection (4)(a); and
- 88 (c) subject to legislative appropriations, provide each LEA, selected as described in
- 89 Subsection (4)(b), up to \$30,000 per school within the LEA.
- 90 ~~[(5) During fiscal years 2017, 2018, and 2019, if funding allows, the board may select~~
- 91 ~~additional LEAs to participate in the program.]~~
- 92 ~~[(6) An LEA that participates in the program:]~~
- 93 ~~[(a) shall, beginning with the 2016-17 school year, provide the interventions described~~
- 94 ~~in Subsection (7)(c) from the time the LEA is selected until the end of the 2018-19 school year;~~
- 95 ~~and]~~
- 96 ~~[(b) may provide the professional development described in Subsections (8)(a) and (b)~~
- 97 ~~beginning in fiscal year 2016.]~~
- 98 ~~[(7)]~~ (5) An LEA that participates in the program shall:
- 99 (a) select at least one school in the LEA to participate in the program;
- 100 (b) identify students in kindergarten through grade 5 for participation in the program
- 101 by:
- 102 (i) using current benchmark assessment in reading scores as described in Section
- 103 [53E-4-307](#); and
- 104 (ii) considering other reading difficulty risk factors identified by the LEA;
- 105 (c) provide interventions for each student participating in the program using an MTSS
- 106 implemented by an educator trained in evidence-based interventions;
- 107 (d) include the LEA's proposal submitted under Subsection (3)(b) in the reading
- 108 achievement plan described in Section [53E-4-306](#) for each school in the LEA that participates
- 109 in the program; ~~[and]~~
- 110 (e) participate in training provided by the state board; and
- 111 ~~[(e)]~~ (f) report annually to the board on:
- 112 (i) individual student outcomes in changes in reading ability;
- 113 (ii) school level outcomes; and

114 (iii) any other information requested by the board.

115 ~~[(8)]~~ (6) Subject to funding for the program, an LEA may use the funds described in  
116 Subsection (4)(c) for the following purposes:

117 (a) to provide for ongoing professional development in evidence-based literacy  
118 interventions;

119 (b) to support educators in earning a reading interventionist credential that prepares  
120 teachers to provide a student who is at risk for or experiencing reading difficulty, including  
121 dyslexia, with reading intervention that is:

122 (i) explicit;

123 (ii) systematic; and

124 (iii) targeted to a student's specific reading difficulty; and

125 (c) to implement the program.

126 ~~[(9)]~~ (7) The board shall contract with an independent evaluator to evaluate the  
127 program on:

128 (a) whether the program improves reading outcomes for a student who receives the  
129 interventions described in Subsection ~~[(7)]~~ (5)(c);

130 (b) whether the program may reduce ~~[future special education costs]~~ the need for a  
131 student to be referred for possible special education services; and

132 (c) any other student or school achievement outcomes requested by the board.

133 ~~[(10)(a) The board shall make a final report on the program to the Education Interim~~  
134 ~~Committee on or before November 1, 2018.]~~

135 ~~[(b) In the final report described in Subsection (10)(a), the board shall include the~~  
136 ~~results of the evaluation described in Subsection (9).]~~

137 Section 2. Section **63I-1-253** is amended to read:

138 **63I-1-253. Repeal dates, Titles 53 through 53G.**

139 The following provisions are repealed on the following dates:

140 ~~[(1) Subsection 53-10-202(18) is repealed July 1, 2018.]~~

141 ~~[(2) Section 53-10-202.1 is repealed July 1, 2018.]~~

- 142            [~~3~~] (1) Title 53B, Chapter 17, Part 11, USTAR Researchers, is repealed July 1, 2028.
- 143            [~~4~~] (2) Section 53B-18-1501 is repealed July 1, 2021.
- 144            [~~5~~] (3) Title 53B, Chapter 18, Part 16, USTAR Researchers, is repealed July 1, 2028.
- 145            [~~6~~] (4) Section 53B-24-402, Rural residency training program, is repealed July 1,
- 146 2020.
- 147            [~~7~~] (5) Subsection 53C-3-203(4)(b)(vii), which provides for the distribution of money
- 148 from the Land Exchange Distribution Account to the Geological Survey for test wells, other
- 149 hydrologic studies, and air quality monitoring in the West Desert, is repealed July 1, 2020.
- 150            [~~8~~] (6) Section 53E-3-515 is repealed January 1, 2023.
- 151            [~~9~~] (7) Section 53F-2-514 is repealed July 1, 2020.
- 152            [~~10~~] (8) Section 53F-5-203 is repealed July 1, [~~2019~~] 2024.
- 153            [~~11~~] (9) Title 53F, Chapter 5, Part 6, American Indian and Alaskan Native Education
- 154 State Plan Pilot Program, is repealed July 1, 2022.
- 155            [~~12~~] (10) Section 53F-6-201 is repealed July 1, 2019.
- 156            [~~13~~] (11) Section 53F-9-501 is repealed January 1, 2023.
- 157            [~~14~~] (12) Subsection 53G-8-211(4) is repealed July 1, 2020.