

HB0393S02 compared with HB0393

~~{Omitted text}~~ shows text that was in HB0393 but was omitted in HB0393S02

inserted text shows text that was not in HB0393 but was inserted into HB0393S02

DISCLAIMER: This document is provided to assist you in your comparison of the two bills. Sometimes this automated comparison will NOT be completely accurate. Therefore, you need to read the actual bills. This automatically generated document could contain inaccuracies caused by: limitations of the compare program; bad input data; or other causes.

1 **Early Intervention for Dyslexia Amendments**
2026 GENERAL SESSION
STATE OF UTAH
Chief Sponsor: Ariel Defay
Senate Sponsor: Ann Millner



2
3 **LONG TITLE**

4 **General Description:**

5 This bill creates the Dyslexia Screening Pilot Program.

6 **Highlighted Provisions:**

7 This bill:

- 8 ▶ defines terms;
- 9 ▶ ~~{provides certain protections to educational professionals;}~~
- 10 ▶ creates the Dyslexia Screening Pilot Program to:
 - 11 • provide dyslexia related resources to district and charter schools; and
 - 12 • create a dyslexia screener at the University of Utah College of Education and the University of Utah Education Policy Center;
- 14 ▶ creates ~~{a reporting requirement upon request of}~~ reporting requirements to the Education Interim Committee;
- 14 ▶ requires the University of Utah Education Policy Center to:
 - 15 • develop a statewide dyslexia intervention plan; and
 - 16 • report to the State Board of Education (state board);

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- 15 ▶ requires the state board to:
- 16 • administer and oversee the pilot program; {and}
- 19 • choose two schools participating in the program to receive dyslexia intervention;
- 20 • procure an intervention provider; and
- 17 • make certain rules related to the pilot program;
- 18 ▶ provides a repeal date for the pilot program; and
- 19 ▶ makes technical and conforming changes.

Money Appropriated in this Bill:

- 25 ▶ **This bill appropriates \$3,500,000 in operating and capital budgets for fiscal year 2027, all**
- 26 **of which is from the various sources as detailed in this bill.**
-

Other Special Clauses:

28 This bill provides a special effective date.

Utah Code Sections Affected:

30 AMENDS:

26 ~~{53E-1-102 (Effective 07/01/26), as last amended by Laws of Utah 2025, Chapter 343}~~

31 **53E-1-201 (Effective 07/01/26) (Partially Repealed 07/01/27)**, as last amended by Laws of Utah
2025, First Special Session, Chapter 9

29 ~~{53E-4-307 (Effective 07/01/26), as last amended by Laws of Utah 2024, Chapter 60}~~

33 **63I-1-253 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, First Special Session,
Chapter 9

35 ENACTS:

36 **53F-5-224 (Effective 07/01/26)**, Utah Code Annotated 1953

38 *Be it enacted by the Legislature of the state of Utah:*

36 ~~{Section 1. Section 53E-1-102 is amended to read: }~~

53E-1-102. Public education code definitions.

37 Unless otherwise indicated, as used in this title, Title 53F, Public Education System --
Funding, and Title 53G, Public Education System -- Local Administration:

40 (1) "Bullying" means the same as that term is defined in Section 53G-9-601.

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- (2) "Charter agreement" means an agreement made in accordance with Section 53G-5-303 that authorizes the operation of a charter school.
- 43 (3) "Charter school governing board" means the board that governs a charter school.
- 44 (4) "District school" means a public school under the control of a local school board.
- 45 (5) "Dyslexia" means a specific learning disability:
- 46 (a) characterized by cognitive strengths in higher-level cognitive functions, including:
- 47 (i) reasoning;
- 48 (ii) critical thinking;
- 49 (iii) complex problem solving;
- 50 (iv) visualization; and
- 51 (v) persistent difficulties with accurate or fluent word recognition, spelling, and decoding abilities;
- 53 (b) characterized by difficulties in word reading or spelling, or both, involving accuracy, speed, or a combination of accuracy and speed, that vary depending on the orthography;
- 56 (c) that exists along a continuum of severity and persists despite instruction that is effective for an individual's peers;
- 58 (d) that has complex causes involving interacting genetic, neurobiological, and environmental influences across development;
- 60 (e) for which difficulties with phonological or morphological processing are common but not universal and early oral language weaknesses often precede later literacy challenges;
- 63 (f) that may result in secondary consequences, including difficulties with reading comprehension and reduced reading and writing experience that may impede the development of language, knowledge, written expression, and overall academic achievement and may affect psychological well-being and employment opportunities; and
- 68 (g) that is identifiable at any age, although language and literacy support provided before and during the early years of education is particularly effective.
- 70 [~~5~~] (6) "Individualized education program" or "IEP" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. Sec. 1400 et seq.
- 73 [~~6~~] (7) "LEA governing board" means:
- 74 (a) for a school district, the local school board;
- 75 (b) for a charter school, the charter school governing board; or

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76 (c) for the Utah Schools for the Deaf and the Blind, the state board.

77 [~~(7)~~] (8) "Local education agency" or "LEA" means:

78 (a) a school district;

79 (b) a charter school; or

80 (c) the Utah Schools for the Deaf and the Blind.

81 [~~(8)~~] (9) "Local school board" means a board elected under Title 20A, Chapter 14, Part 2, Election of
Members of Local Boards of Education.

83 [~~(9)~~] (10) "Minimum School Program" means the same as that term is defined in Section 53F-2-102.

85 [~~(10)~~] (11) "Parent" means a parent or legal guardian.

86 [~~(11)~~] (12) "Public education code" means:

87 (a) this title;

88 (b) Title 53F, Public Education System -- Funding; and

89 (c) Title 53G, Public Education System -- Local Administration.

90 (13) "School nurse" means a registered nurse:

91 (a) who holds:

92 (i) a license under Title 58, Chapter 31b, Nurse Practice Act; or

93 (ii) a multistate license as that term is defined in Section 58-31e-102; and

94 (b) whose primary role is the care of a defined group of students enrolled in the public school system.

96 [~~(12)~~] (14) "Section 504 accommodation plan" means a plan developed in accordance with Section 504
of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 701 et seq., for a student with a disability, to meet
the student's educational needs and ensure equitable access to a free appropriate public education.

100 [~~(13)~~] "School nurse" means a registered nurse:]

101 [(a) ~~who holds:~~]

102 [(i) ~~a license under Title 58, Chapter 31b, Nurse Practice Act; or]~~

103 [(ii) ~~a multistate license as that term is defined in Section 58-31e-102; and]~~

104 [(b) ~~whose primary role is the care of a defined group of students enrolled in the public school system.~~]

106 [~~(14)~~] (15) "State board" means the State Board of Education.

107 [~~(15)~~] (16) "State superintendent" means the state superintendent of public instruction appointed under
Section 53E-3-301.

39 Section 1. Section **53E-1-201** is amended to read:

40 **53E-1-201. Reports to and action required of the Education Interim Committee.**

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- 112 (1) In accordance with applicable provisions and Section 68-3-14, the following recurring reports are
due to the Education Interim Committee:
- 114 (a) the report described in Section 9-22-109 by the STEM Action Center Board, including the
information described in Section 9-22-113 on the status of the computer science initiative and
Section 9-22-114 on the Computing Partnerships Grants Program;
- 118 (b) the prioritized list of data research described in Section 53H-15-303 and the report on research and
activities described in Section 53H-15-305 by the Utah Data Research Center;
- 121 (c) the report described in Section 53H-1-203 by the Utah Board of Higher Education on career and
technical education issues and addressing workforce needs;
- 123 (d) the annual report of the Utah Board of Higher Education described in Section 53H-1-203;
- 125 (e) the reports described in Section 53H-7-603 by the Utah Board of Higher Education regarding
activities related to campus safety;
- 127 (f) the State Superintendent's Annual Report by the state board described in Section 53E-1-203;
- 129 (g) the annual report described in Section 53E-2-202 by the state board on the strategic plan to improve
student outcomes;
- 131 (h) the report described in Section 53E-3-501 by the state board on students in an LEA who receive
academic credit through the packet method;
- 133 (i) the report described in Section 53E-8-204 by the state board on the Utah Schools for the Deaf and
the Blind;
- 135 (j) the report described in Section 53E-10-703 by the Utah Leading through Effective, Actionable, and
Dynamic Education director on research and other activities;
- 137 (k) the report described in Section 53F-2-522 regarding mental health screening programs;
- 139 (l) the report described in Section 53F-4-203 by the state board and the independent evaluator on an
evaluation of early interactive reading software;
- 71 (m) the reports described in Section 53F-5-224 by the state board and a district and charter school
regarding the Dyslexia Screening Pilot Program;
- 141 ~~(m)~~ (n) the report described in Section 53F-6-412 by the program manager of the Utah Fits All
Scholarship Program;
- 143 ~~(m)~~ (o) the report described in Section 63N-20-107 by the Governor's Office of Economic Opportunity
on UPSTART;

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- 147 ~~[(p)]~~ (p) the report described in Section 53F-5-215 by the state board related to a grant for an elementary teacher preparation assessment;
- 149 ~~[(q)]~~ (q) upon request, the report described in Section 53F-5-219 by the state board on the Local Innovations Civics Education Pilot Program;
- 152 ~~[(r)]~~ (r) the report described in Section 53F-5-405 by the state board regarding an evaluation of a partnership that receives a grant to improve educational outcomes for students who are low-income;
- 154 ~~[(s)]~~ (s) the report described in Section 53H-1-604 regarding the Higher Education and Corrections Council;
- 156 ~~[(t)]~~ (t) the report described in Section 53G-7-221 by the state board regarding innovation plans; and
- 158 ~~[(u)]~~ (u) the reports described in Section 53F-6-412 regarding the Utah Fits All Scholarship Program.
- (2) In accordance with applicable provisions and Section 68-3-14, the following occasional reports are due to the Education Interim Committee:
- 160 (a) in 2027, 2030, 2033, and 2035, the reports described in Sections 53H-1-502, 53H-1-503, and 53H-1-504;
- 162 (b) in 2025, the report described in Section 53H-6-203 by a degree-granting institution regarding policies on abusive coaching practices;
- 164 (c) if required, the report described in Section 53E-4-309 by the state board explaining the reasons for changing the grade level specification for the administration of specific assessments;
- 167 (d) if required, the report described in Section 53E-5-210 by the state board of an adjustment to the minimum level that demonstrates proficiency for each statewide assessment;
- 170 (e) the report described in Section 53E-10-702 by Utah Leading through Effective, Actionable, and Dynamic Education;
- 172 (f) if required, the report described in Section 53F-2-513 by the state board evaluating the effects of salary bonuses on the recruitment and retention of effective teachers in high-poverty schools;
- 175 ~~{(g) upon request, the report described in Section 53F-5-224 by a district or charter school or the state board regarding the Dyslexia Screening Pilot Program;}~~
- 177 ~~{(g)} { (h) }~~ upon request, the report described in Section 53F-10-303 by the state board regarding the Rural School Sports Facilities Grant Program;
- 179 ~~{(h)} { (i) }~~ upon request, a report described in Section 53G-7-222 by an LEA regarding expenditure of a percentage of state restricted funds to support an innovative education program;
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~~{(i)} {+}~~ the reports described in Section 53G-11-304 by the state board regarding proposed rules and results related to educator exit surveys; and

184 ~~{(j)} {+}~~ the report described in Section 26B-5-113 by the Office of Substance Use and Mental Health, the state board, and the Department of Health and Human Services regarding recommendations related to Medicaid reimbursement for school-based health services.

188 (3) In accordance with applicable provisions and Section 68-3-14, every five years the Education Interim Committee shall review the programs described in the following sections of code:

191 (a) beginning July 1, 2027, ~~[Title 53E, Chapter 10, Part 3]~~ Chapter 10, Part 3, Concurrent Enrollment;

193 (b) beginning July 1, 2027, Section 53F-2-408, Enhancement for Accelerated Students Program;

195 (c) beginning July 1, 2027, Section 53F-2-409, Concurrent enrollment funding;

196 (d) beginning July 1, 2027, Section 53F-2-415, Student health and counseling support -- Qualifying personnel -- Distribution formula -- Rulemaking;

198 (e) beginning July 1, 2028, Section 53F-2-416, Appropriation and distribution for the Teacher and Student Success Program;

200 (f) beginning July 1, 2028, Section 53F-2-510, Digital Teaching and Learning Grant Program;

202 (g) beginning July 1, 2028, Section 53F-9-306, Teacher and Student Success Account;

203 (h) beginning July 1, 2028, Title 53G, Chapter 7, Part 13, Teacher and Student Success Program; and

205 (i) beginning July 1, 2029, Section 53F-2-502, Dual language immersion.

206 ~~{Section 3. Section 53E-4-307 is amended to read: }~~

207 **53E-4-307. Benchmark assessments in reading -- Report to parent.**

209 (1) As used in this section:

210 (a) "Competency" means a demonstrable acquisition of a specified knowledge, skill, or ability that has been organized into a hierarchical arrangement leading to higher levels of knowledge, skill, or ability.

213 (b)

(i) "Diagnosis" means a formal determination that an individual has dyslexia based on a comprehensive evaluation conducted by a qualified professional acting within the scope of the professional's license or credentials.

216 (ii) "Diagnosis" does not mean:

217 (A) screening;

218 (B) a recommendation from an educational professional to screen a student for dyslexia; or

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- 220 (C) results from a diagnostic assessment.
- 221 ~~[(b)]~~ (c) "Diagnostic assessment" means an assessment that measures key literacy skills, including
phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding and encoding skills,
and comprehension, to determine a student's specific strengths and weaknesses in a skill area.
- 225 ~~[(e) "Dyslexia" means a learning disorder that:]~~
- 226 ~~[(i) is neurological in origin and is characterized by difficulties with:]~~
- 227 ~~[(A) accurate or fluent word recognition; and]~~
- 228 ~~[(B) poor spelling and decoding abilities; and]~~
- 229 ~~[(ii) typically results from a deficit in the phonological component of language that is often unexpected
in relation to other cognitive abilities and the provision of effective classroom instruction.]~~
- 232 (d) "Evidence-based" means the same as that term is defined in Section 53G-11-303.
- 233 (e) "Evidence-informed" means the same as that term is defined in Section 53G-11-303.
- 234 (f) "Screening" means the use of evidence-based measures to identify whether a student may:
- 236 (i) be at risk for characteristics of dyslexia; and
- 237 (ii) need additional assessment, progress monitoring, and intervention related to dyslexia.
- 239 (2) The state board shall approve a benchmark assessment for use statewide by school districts and
charter schools to assess the reading competency of students in grades 1 through 6 as provided by
this section.
- 242 (3) A school district or charter school shall:
- 243 (a) administer benchmark assessments to students in grades 1, 2, and 3 at the beginning, middle, and
end of the school year using the benchmark assessment approved by the state board; and
- 246 (b) after administering a benchmark assessment, report the results to a student's parent.
- 247 (4)
- (a) If a benchmark assessment or supplemental reading assessment indicates a student lacks competency
in a reading skill, is demonstrating characteristics of dyslexia, or is lagging behind other students in
the student's grade in acquiring a reading skill, the school district or charter school shall:
- 251 (i) administer diagnostic assessments to the student;
- 252 (ii) using data from the diagnostic assessment, provide specific, focused, and individualized
intervention or tutoring to develop the reading skill;
- 254 (iii) administer formative assessments and progress monitoring at recommended levels for the
benchmark assessment to measure the success of the focused intervention;

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- 257 (iv) inform the student's parent of activities that the parent may engage in with the student to assist
the student in improving reading proficiency;
- 259 (v) provide information to the parent regarding appropriate interventions available to the student
outside of the regular school day that may include tutoring, before and after school programs, or
summer school; and
- 262 (vi) provide instructional materials that are evidence-informed for core instruction and evidence-
based for intervention and supplemental instruction.
- 264 (b) Nothing in this section or in Section 53F-4-203 or 53G-11-303 requires a reading software product
to demonstrate the statistically significant effect size described in Subsection 53G-11-303(1)(a) in
order to be used as an instructional material described in Subsection (4)(a)(vi).
- 268 (5)
- (a) In accordance with Section 53F-4-201 and except as provided in Subsection (5)(b), the state board
shall contract with one or more educational technology providers for a benchmark assessment
system for reading for students in kindergarten through grade 6.
- 272 (b) If revenue is insufficient for the benchmark assessment system for the grades described in
Subsection (5)(a), the state board shall first prioritize funding a benchmark assessment for students
in kindergarten through grade 3.
- 275 (6) A student with dyslexia is only eligible for special education services if the student meets federal
eligibility criteria.
- 277 (7)
- (a) A school district or charter school may not discipline, retaliate against, or subject to adverse
employment action an educational professional solely for recommending or referring a student for
dyslexia screening, consistent with:
- 280 (i) the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 et seq.; or
- 281 (ii) Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 701 et seq.
- 282 (b) An educational professional's recommendation that a student receive dyslexia screening does not
constitute a diagnosis of dyslexia.
- 136 Section 2. Section 2 is enacted to read:
- 137 **53F-5-224. Dyslexia Screening Pilot Program.**
- 286 (1) As used in this section:
- 287 (a) { "**Diagnosis**" } "**Dyslexia**" means the same as that term is defined in Section 53E-4-307.

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- 288 (b) "Program" means the Dyslexia Screening Pilot Program created in Subsection (2).
- 141 (c) "Rural elementary school" means a public elementary school located in a county of the fourth, fifth, or sixth class as described in Section 17-60-104.
- 289 (c){(d)} "Screening" means the ~~{same as that term is defined in Section 53E-4-307.}~~ use of evidence-based measures to identify whether a student may:
- 145 (i) be at risk for characteristics of dyslexia; and
- 146 (ii) need additional assessment, progress monitoring, and intervention related to dyslexia.
- 148 (e) "Urban elementary school" means a public elementary school located in a county of the first, second, or third class as described in Section 17-60-104.
- 290 (2) There is created a four-year pilot program known as the Dyslexia Screening Pilot Program to:
- 292 (a) provide dyslexia resources to a district and charter school; {and}
- 153 (b) provide dyslexia intervention to one rural elementary school and one urban elementary school;
- 155 (c) create a statewide dyslexia intervention plan; and
- 293 (b){(d)} create a dyslexia screener at the University of Utah Education Policy Center and the University of Utah College of Education.
- 295 (3) The state board shall:
- 296 (a) administer and oversee the program in coordination with the University of Utah Education Policy Center and the University of Utah College of Education;
- 298 (b) solicit proposals from and select district and charter schools to participate in the program;
- 163 (c) select one rural elementary school and one urban elementary school participating in the program to receive dyslexia intervention;
- 165 (d) in accordance with Title 63G, Chapter 6a, Utah Procurement Code, procure a vendor to provide the dyslexia intervention described in Subsection (3)(c);
- 300 (c){(e)} identify and maintain an approved list of dyslexia screeners, including the screener developed under Subsection (5), that, in identifying risks for dyslexia and informing instructional decision-making, demonstrate evidence of validity and reliability; {and}
- 170 (f) report annually to the Education Interim Committee detailing:
- 171 (i) the reports described in Subsections (5)(f) and (g); and
- 172 (ii) the outcomes and effectiveness of the screener and dyslexia intervention; and
- 303 (d){(g)} publish on the state board's website a webpage that:
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- (i) provides a list of dyslexia screeners the state board approves district and charter schools to use for the program;
- 306 (ii) provides additional dyslexia resources for parents, teachers, and students, including:
- 308 (A) information on early indicators and reported risk factors;
- 309 (B) characteristics of dyslexia and related literacy difficulties;
- 310 (C) information on evidence-based instruction and intervention practices;
- 311 (D) expectations for progress monitoring and communication; and
- 312 (E) guidance on a referral process for diagnosis; and
- 313 (iii) links to all other dyslexia resources the state board creates or approves.
- 314 ~~{(4) }~~
- ~~{(a) {To participate in the program, a district or charter school shall submit an application to the state board.}}~~
- 316 (b){(4)} To participate in the program, a district or charter school shall:
- 317 ~~{(i) {allocate funds from the district or charter school's budget to:}}~~
- 318 (A){(a)} ~~{pay for-}~~ submit an application to the state board ~~{approved dyslexia screener the district or charter school selects; and}~~ ;
- 320 ~~{(B) {pay other costs incurred under the program; or}}~~
- 321 (ii){(b)} use the free dyslexia screener the University of Utah Education Policy Center and University of Utah College of Education develops in accordance with {Subsection(5)(a)-} Subsection(5)(a);
- 189 and
- (c) allocate funds from the district or charter school's budget to pay other costs incurred under the program.
- 324 (5) The University of Utah Education Policy Center and the University of Utah College of Education shall:
- 326 (a) work with the state board and stakeholders to develop and maintain a dyslexia screening process a district or charter school may use in accordance with the requirements of this section;
- 329 (b) ensure that the screening process described in Subsection (5)(a):
- 330 (i) is free to use for district and charter schools participating in the program;
- 331 (ii) uses scientifically sound, evidence-based measures;
- 332 (iii) aligns with nationally recognized best practices for dyslexia screening; and
- 333 (iv) identifies indicators of risk for dyslexia for the purpose of informing;

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- 334 (A) instruction;
335 (B) interventions;
336 (C) progress monitoring;
337 (D) reporting; and
338 (E) further evaluation;
339 (c) recommend to the state board the data elements the district and charter schools participating in the
program should collect and report;
341 (d) evaluate the program screener's validity, reliability, and usefulness in:
342 (i) identifying a student at risk for dyslexia; and
343 (ii) informing instruction and interventions;
211 (e) in consultation with the state board, develop and maintain a comprehensive statewide dyslexia
intervention plan, that:
213 (i) establishes evidence-based standards for early identification and intervention for a student with
dyslexia;
215 (ii) provides guidance, resources, and best practices to district and charter schools; and
217 (iii) promotes statewide coordination, training, and implementation of best practices for dyslexia
intervention;
219 (f) regarding the schools described in Subsection (3)(c) that the state board selects for dyslexia
intervention, collaborate with the state board to:
221 (i) evaluate the implementation and effectiveness of evidence-based interventions provided under the
program, including:
223 (A) analyses of student progress-monitoring data;
224 (B) updates on a student's IEP or 504 Accommodation Plan;
225 (C) intervention fidelity; and
226 (D) student literacy outcomes; and
227 (ii) report annually to the state board on the intervention outcomes described in this Subsection (5)(f);
229 (g) report annually to the state board regarding the creation and outcomes of the screener developed
under Subsection (5)(a);
344 (e){(h)} use the reports the state board requires under Subsection {~~(8)(b)~~} (9)(b) to annually evaluate
the program; and
346 (f){(i)} provide professional learning for educators on:

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- 347 (i) recognizing early indicators and characteristics of dyslexia;
- 348 (ii) using screeners and progress monitoring tools;
- 349 (iii) implementing evidence-based instruction and intervention practices; and
- 350 (iv) communicating with families.
- 238 (6) The University of Utah Education Policy Center and the University of Utah College of Education may work in collaboration with the reading clinic at the University of Utah established in Section 53H-4-209 to implement the requirements of Subsection (5).
- 351 (6){(7)}
- (a) A district or charter school shall use the state board approved list described in Subsection {(3)(e)-} (3)(e) when screening a student for dyslexia.
- 353 (b) A school district or charter school may use the dyslexia screening process the University of Utah Education Policy Center and the University of Utah College of Education develops under Subsection (5)(a), at no cost, to satisfy the requirements of this section.
- 357 (7){(8)} Beginning July 1, 2027, a school district or charter school participating in the program:
- 358 (a) shall use the state board approved screener to screen a student for dyslexia one time who:
- 359 (i) scores below or well below average on the benchmark assessments described in Section 53E-4-307; and
- 361 (ii) is in kindergarten, first grade, or was not tested in kindergarten or first grade and is demonstrating characteristics of dyslexia in second or third grade;and
- 363 (b) shall provide additional screening to a student in kindergarten or first grade when {screening data,-} teacher observation{-} or parent concern{-} indicates characteristics of dyslexia{;-and} .
- 366 {(e) {may refer a student to a state board approved dyslexia screener for dyslexia screening.-}}
- 367 (8){(9)} In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules to:
- 369 (a) create an application process for a district or charter school to participate in the program;
- 371 (b) create reporting requirements for a district or charter school participating in the program;
- 262 (c) establish reporting requirements related to intervention delivery, including documentation of intervention, dosage, duration, and student response;
- 373 (c){(d)} in accordance with Subsection (7)(a), enforce required dyslexia screening under the program;
- 375 (d){(e)} create a process for reviewing and criteria for approving dyslexia screeners;
- 376 (e){(f)} identify the intervals for administering the dyslexia screener; and

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- 377 (f){(g)} maintain accessibility for the screener for district and charter schools.
- 378 (9){(10)} {Upon request of the Education Interim Committee, a} A district or charter school that
participates in the pilot program or the state board shall report annually to the Education Interim
Committee on the program's progress and outcomes.
- 272 Section 3. Section **63I-1-253** is amended to read:
- 273 **63I-1-253. Repeal dates: Titles 53 through 53G.**
- 383 (1) Section 53-1-122, Road Rage Awareness and Prevention Restricted Account, is repealed July 1,
2028.
- 385 (2) Section 53-2a-105, Emergency Management Administration Council created -- Function --
Composition -- Expenses, is repealed July 1, 2029.
- 387 (3) Section 53-2a-1103, Search and Rescue Advisory Board -- Members -- Compensation, is repealed
July 1, 2030.
- 389 (4) Section 53-2a-1104, General duties of the Search and Rescue Advisory Board, is repealed July 1,
2027.
- 391 (5) Title 53, Chapter 2a, Part 15, Grid Resilience Committee, is repealed July 1, 2027.
- 392 (6) Section 53-2d-104, State Emergency Medical Services Committee -- Membership -- Expenses, is
repealed July 1, 2029.
- 394 (7) Section 53-2d-503, Establishment of maximum rates, is repealed July 1, 2027.
- 395 (8) Section 53-5a-302, Concealed Firearm Review Board -- Membership -- Compensation -- Terms --
Duties, is repealed July 1, 2029.
- 397 (9) Section 53-11-104, Board, is repealed July 1, 2029.
- 398 (10) Title 53, Chapter 31, Department Interaction With Local Law Enforcement, is repealed July 1,
2027.
- 400 (11) Subsection 53C-3-203(4)(b)(vii), regarding the distribution of money from the Land Exchange
Distribution Account to the Geological Survey for test wells and other hydrologic studies in the
West Desert, is repealed July 1, 2030.
- 403 (12) Subsection 53E-1-201(1)(q), regarding the Higher Education and Corrections Council, is repealed
July 1, 2027.
- 405 (13) Subsection 53E-2-304(6), regarding foreclosing a private right of action or waiver of governmental
immunity, is repealed July 1, 2027.

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- 411 (14) Subsection 53E-3-503(5), regarding coordinating councils for youth in care, is repealed July 1,
412 2027.
- 409 (15) Subsection 53E-3-503(6), regarding coordinating councils for youth in care, is repealed July 1,
410 2027.
- 411 (16) Subsection 53E-4-202(8)(b), regarding a standards review committee, is repealed January 1, 2028.
- 413 (17) Section 53E-4-203, Standards review committee, is repealed January 1, 2028.
- 414 (18) Title 53E, Chapter 6, Part 5, Utah Professional Practices Advisory Commission, is repealed July 1,
415 2033.
- 416 (19) Subsection 53E-7-207(7), regarding a private right of action or waiver of governmental immunity,
417 is repealed July 1, 2027.
- 418 (20) Section 53F-5-215, Elementary teacher preparation assessment grant, is repealed July 1, 2028.
- 420 (21) Section 53F-5-219, Local Innovations Civics Education Pilot Program, is repealed July 1, 2026.
- 422 ~~(22)~~ (24) Section 53F-5-224, Dyslexia Screening Pilot Program, is repealed July 1, 2030.
- 423 ~~[(22)]~~ (23) Title 53F, Chapter 10, Part 2, Capital Projects Evaluation Panel, is repealed July 1, 2027.
- 425 ~~[(23)]~~ (24) Subsection 53G-4-608(2)(b), regarding the Utah Seismic Safety Commission, is repealed
426 January 1, 2025.
- 427 ~~[(24)]~~ (25) Subsection 53G-4-608(4)(b), regarding the Utah Seismic Safety Commission, is repealed
428 January 1, 2025.
- 429 ~~[(25)]~~ (26) Section 53G-9-212, Drinking water quality in schools, is repealed July 1, 2027.
- 430 ~~[(26)]~~ (27) Subsection 53G-9-703(4), regarding the parental video presentation concerning student use
431 of technology, is repealed January 1, 2030.
- 432 ~~[(27)]~~ (28) Subsection 53H-1-402(1)(j), regarding the Higher Education and Corrections Council, is
433 repealed July 1, 2027.
- 434 ~~[(28)]~~ (29) Section 53H-1-604, Higher Education and Corrections Council, is repealed July 1, 2027.
- 436 ~~[(29)]~~ (30) Subsection 53H-4-210(3), regarding the creation of the SafeUT and School Safety
435 Commission, is repealed January 1, 2030.
- 438 ~~[(30)]~~ (31) Subsection 53H-4-210(4), regarding the appointment of the members of the SafeUT and
437 School Safety Commission, is repealed January 1, 2030.
- 440 ~~[(31)]~~ (32) Subsection 53H-4-210(5), regarding the attorney general designating the chair of the SafeUT
439 and School Safety Commission, is repealed January 1, 2030.

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- 444 [(32)] (33) Subsection 53H-4-210(6), regarding the quorum requirements of the SafeUT and School Safety Commission, is repealed January 1, 2030.
- 446 [(33)] (34) Subsection 53H-4-210(7), regarding a formal action of the SafeUT and School Safety Commission, is repealed January 1, 2030.
- 448 [(34)] (35) Subsection 53H-4-210(8), regarding compensation for members of the SafeUT and School Safety Commission, is repealed January 1, 2030.
- 450 [(35)] (36) Subsection 53H-4-210(9), regarding the support staff for the SafeUT and School Safety Commission, is repealed January 1, 2030.
- 452 [(36)] (37) Section 53H-4-306.1, Definitions -- Electrification of Transportation Infrastructure Research Center, is repealed July 1, 2028.
- 454 [(37)] (38) Section 53H-4-306.2, Electrification of Transportation Infrastructure Research Center -- Designation -- Duties, is repealed July 1, 2028.
- 456 [(38)] (39) Section 53H-4-306.3, Electrification of Transportation Infrastructure Research Center -- Steering committee, is repealed July 1, 2028.
- 458 [(39)] (40) Section 53H-4-306.4, Electrification of Transportation Infrastructure Research Center -- Industry advisory board, is repealed July 1, 2028.
- 460 [(40)] (41) Section 53H-4-306.5, Electrification of Transportation Infrastructure Research Center -- Duties of the project director, is repealed July 1, 2028.
- 462 [(41)] (42) Section 53H-4-306.6, Electrification of Transportation Infrastructure Research Center -- Project development and strategic objectives -- Reporting requirements, is repealed July 1, 2028.
- 464 [(42)] (43) Section 53H-4-307.1, Center for Civic Excellence, is repealed July 1, 2030.
- 466 [(43)] (44) Section 53H-4-307.2, Center for Civic Excellence -- Duties -- Authority, is repealed July 1, 2030.
- 468 [(44)] (45) Section 53H-4-307.3, Center for Civic Excellence -- Leadership, is repealed July 1, 2030.
- 470 [(45)] (46) Section 53H-4-307.4, Center for Civic Excellence -- Faculty, is repealed July 1, 2030.
- 472 [(46)] (47) Section 53H-4-307.5, Center for Civic Excellence -- Curriculum, is repealed July 1, 2030.
- 474 [(47)] (48) Section 53H-4-307.6, Center for Civic Excellence -- Oversight -- Reporting, is repealed July 1, 2030.
- 476 [(48)] (49) Section 53H-4-313, Food Security Council, is repealed July 1, 2027.
- [(49)] (50) Section 53H-8-305, Five-year performance goals, is repealed July 1, 2027.

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Section 5. **Effective date.**

Effective Date.

This bill takes effect on July 1, 2026.

2-25-26 5:08 PM