

## Part 1 Standards

### **53A-15-102 Early graduation incentives -- Incentive to school district -- Partial tuition scholarship for student -- Payments.**

- (1) Any secondary public school student who has completed all required courses or demonstrated mastery of required skills and competencies may, with the approval of the student, the student's parent or guardian, and an authorized local school official, graduate at any time.
- (2) Each public high school shall receive an amount equal to 1/2 of the scholarship awarded to each student who graduates from the school at or prior to the conclusion of the eleventh grade, or a proportionately lesser amount for any student who graduates after the conclusion of the eleventh grade but prior to the conclusion of the twelfth grade.
- (3)
  - (a) A student who graduates from high school at or prior to the conclusion of the eleventh grade shall receive a centennial scholarship in the lesser amount of full tuition for one year or \$1,000 to be used for full time enrollment at a Utah public college, university, community college, applied technology college within the Utah College of Applied Technology, or any other institution in the state of Utah, accredited by the Northwest Association of Schools and Colleges that offers postsecondary courses of the student's choice upon verification that the student has registered at the institution during the fiscal year following graduation from high school.
  - (b) In the case of a student who graduates after the conclusion of the eleventh grade but prior to the conclusion of the twelfth grade, the student shall receive a centennial scholarship of a proportionately lesser amount.
- (4)
  - (a) The payments authorized in Subsections (2) and (3)(a) shall be made during the fiscal year that follows the student's graduation.
  - (b) The payments authorized in Subsection (3)(b) may be made during the fiscal year in which the student graduates or the fiscal year following the student's graduation.
- (5)
  - (a) The State Board of Education shall administer the payment program authorized in Subsections (2), (3), and (4).
  - (b) The Legislature shall make an annual appropriation from the Education Fund to the State Board of Education for the costs associated with the Centennial Scholarship Program based on the projected number of students who will graduate before the conclusion of the twelfth grade in any given year.

Amended by Chapter 236, 2016 General Session

Amended by Chapter 415, 2016 General Session

### **53A-15-104 Critical Languages Program -- Pilot.**

- (1)
  - (a) As used in this section, "critical languages" means those languages described in the federal National Security Language Initiative, including Chinese, Arabic, Russian, Farsi, Hindi, and Korean.
  - (b) The Legislature recognizes:

- (i) the importance of students acquiring skills in foreign languages in order for them to successfully compete in a global society; and
  - (ii) the academic, societal, and economic development benefits of the acquisition of critical languages.
- (2)
  - (a) The State Board of Education, in consultation with the Utah Education and Telehealth Network, shall develop and implement courses of study in the critical languages.
  - (b) A course may be taught:
    - (i) over the state's two-way interactive video conferencing system for video and audio, to students in the state's public education system;
    - (ii) through the Electronic High School;
    - (iii) through traditional instruction; or
    - (iv) by visiting guest teachers.
- (3)
  - (a) The courses authorized in Subsection (2) may use paraprofessionals in the classroom who:
    - (i) are fluent in the critical language being taught; and
    - (ii) can provide reinforcement and tutoring to students on days and at times when they are not receiving instruction under Subsection (2)(b).
  - (b) The State Board of Education, through the state superintendent of public instruction, shall ensure that the paraprofessionals are fluent in the critical languages.
- (4) The State Board of Education shall make rules on the critical languages courses authorized under this section in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to include:
  - (a) notification to school districts on the times and places of the course offerings; and
  - (b) instructional materials for the courses.
- (5) The State Board of Education shall track and monitor the Critical Languages Program and may expand the program to include more course offerings and other critical languages, subject to student demand for the courses and available resources.
- (6)
  - (a) Subject to funding for the program, the State Board of Education shall establish a pilot program for school districts and schools to initially participate in the Critical Languages Program that provides:
    - (i) up to \$6,000 per language per school, for up to 60 schools, for courses offered in critical languages;
    - (ii) up to \$100 per student who completes a critical languages course; and
    - (iii) up to an additional \$400 per foreign exchange student who completes a critical languages course.
  - (b) If the available funding is insufficient to provide the amounts described under Subsection (6)(a), the amounts provided shall be reduced pro rata so that the total provided does not exceed the available funding.

Amended by Chapter 63, 2014 General Session

**53A-15-105 Dual Language Immersion Program -- Pilot.**

- (1) Subject to funding for the program, the State Board of Education shall establish a pilot program for school districts and schools to initially participate in the Dual Language Immersion Program.
- (2) The program shall provide funds as an incentive to 15 qualifying schools for the following languages:

- (a) six pilots for Chinese;
  - (b) six pilots for Spanish;
  - (c) two pilots for French; and
  - (d) one pilot for Navajo.
- (3) Subject to funding for the program, a qualifying school shall:
- (a) receive up to \$18,000 per year for up to six years;
  - (b) establish an instructional model that uses 50% of instruction in English and 50% of instruction in another language; and
  - (c) begin the instructional model described under Subsection (3)(b) in kindergarten or grade 1 and add an additional grade each year.

Enacted by Chapter 235, 2008 General Session

**53A-15-106 Interventions for Reading Difficulties Pilot Program.**

- (1) As used in this section:
- (a) "Board" means the State Board of Education.
  - (b) "Dyslexia" means a specific learning disability that is neurological in origin and characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that typically result 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.
  - (c) "Endorsement" means the same as that term is defined in Section 53A-6-103.
  - (d) "Local education agency" or "LEA" means:
    - (i) a school district;
    - (ii) a charter school; or
    - (iii) the Utah Schools for the Deaf and the Blind.
  - (e) "Multi-Tier System of Supports" or "MTSS" means a framework integrating assessment and intervention that:
    - (i) provides increasingly intensive interventions for students at risk for or experiencing reading difficulties, including:
      - (A) tier II interventions that, in addition to standard classroom reading, provide supplemental and targeted small group instruction in reading using evidence-based curricula; and
      - (B) tier III interventions that address the specific needs of students who are the most at risk or who have not responded to tier II interventions by providing frequent, intensive, and targeted small group instruction using evidence-based curricula; and
    - (ii) is developed to:
      - (A) maximize student achievement;
      - (B) reduce behavior problems; and
      - (C) increase long-term success.
  - (f) "Program" means the Interventions for Reading Difficulties Pilot Program.
  - (g) "Reading difficulty" means an impairment, including dyslexia, that negatively affects a student's ability to learn to read.
- (2) There is created the Interventions for Reading Difficulties Pilot Program to provide:
- (a) specific evidence-based literacy interventions using an MTSS for students in kindergarten through grade 5 who are at risk for or experiencing a reading difficulty, including dyslexia; and
  - (b) professional development to educators who provide the literacy interventions described in Subsection (2)(a).
- (3)

- (a) An LEA may submit a proposal to the board to participate in the program.
- (b) An LEA proposal described in Subsection (3)(a) shall:
  - (i) specify:
    - (A) a range of current benchmark assessment in reading scores described in Section 53A-1-606.6 that the LEA will use to determine whether a student is at risk for a reading difficulty; and
    - (B) other reading difficulty risk factors that the LEA will use to determine whether a student is at risk for a reading difficulty;
  - (ii) describe the LEA's existing reading program;
  - (iii) describe the LEA's MTSS approach; and
  - (iv) include any other information requested by the board.
- (c) The board may:
  - (i) specify the format for an LEA proposal; and
  - (ii) set a deadline for an LEA to submit a proposal.
- (4) The board shall:
  - (a) define criteria for selecting an LEA to participate in the program;
  - (b) during fiscal year 2016, select five LEAs to participate in the program:
    - (i) on a competitive basis; and
    - (ii) using criteria described in Subsection (4)(a); and
  - (c) provide each LEA, selected as described in Subsection (4)(b), up to \$30,000 per school within the LEA.
- (5) During fiscal years 2017, 2018, and 2019, if funding allows, the board may select additional LEAs to participate in the program.
- (6) An LEA that participates in the program:
  - (a) shall, beginning with the 2016-17 school year, provide the interventions described in Subsection (7)(c) from the time the LEA is selected until the end of the 2018-19 school year; and
  - (b) may provide the professional development described in Subsections (8)(a) and (b) beginning in fiscal year 2016.
- (7) An LEA that participates in the program shall:
  - (a) select at least one school in the LEA to participate in the program;
  - (b) identify students in kindergarten through grade 5 for participation in the program by:
    - (i) using current benchmark assessment in reading scores as described in Section 53A-1-606.6; and
    - (ii) considering other reading difficulty risk factors identified by the LEA;
  - (c) provide interventions for each student participating in the program using an MTSS implemented by an educator trained in evidence-based interventions;
  - (d) include the LEA's proposal submitted under Subsection (3)(b) in the reading achievement plan described in Section 53A-1-606.5 for each school in the LEA that participates in the program; and
  - (e) report annually to the board on:
    - (i) individual student outcomes in changes in reading ability;
    - (ii) school level outcomes; and
    - (iii) any other information requested by the board.
- (8) Subject to funding for the program, an LEA may use the funds described in Subsection (4)(c) for the following purposes:
  - (a) to provide for ongoing professional development in evidence-based literacy interventions;

- (b) to support educators in earning a reading interventionist endorsement that prepares teachers to provide a student who is at risk for or experiencing reading difficulty, including dyslexia, with reading intervention that is:
    - (i) explicit;
    - (ii) systematic; and
    - (iii) targeted to a student's specific reading difficulty; and
  - (c) to implement the program.
- (9) The board shall contract with an independent evaluator to evaluate the program on:
- (a) whether the program improves reading outcomes for a student who receives the interventions described in Subsection (7)(c);
  - (b) whether the program may reduce future special education costs; and
  - (c) any other student or school achievement outcomes requested by the board.
- (10)
- (a) The board shall make a final report on the program to the Education Interim Committee on or before November 1, 2018.
  - (b) In the final report described in Subsection (10)(a), the board shall include the results of the evaluation described in Subsection (9).

Enacted by Chapter 431, 2015 General Session

**53A-15-107 Rulemaking -- Standards for high quality programs operating outside of the regular school day.**

- (1) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, and in consultation with the Department of Workforce Services, the State Board of Education shall make rules that describe the standards for a high quality program operating outside of the regular school day:
- (a) for elementary or secondary students; and
  - (b) offered by a:
    - (i) school district;
    - (ii) charter school;
    - (iii) private provider, including a non-profit provider; or
    - (iv) municipality.
- (2) The standards described in Subsection (1) shall specify that a high quality program operating outside of the regular school day:
- (a) provides a safe, healthy, and nurturing environment for all participants;
  - (b) develops and maintains positive relationships among staff, participants, families, schools, and communities;
  - (c) encourages participants to learn new skills; and
  - (d) is effectively administered.

Enacted by Chapter 343, 2016 General Session