

SB0204S01 compared with SB0204

~~deleted text~~ shows text that was in SB0204 but was deleted in SB0204S01.

inserted text shows text that was not in SB0204 but was inserted into SB0204S01.

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Senator Aaron Osmond proposes the following substitute bill:

PARENTAL RIGHTS IN PUBLIC EDUCATION

AMENDMENTS

2015 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Aaron Osmond

House Sponsor: _____

LONG TITLE

General Description:

This bill amends provisions related to certain rights of a parent or guardian of a student enrolled in a public school and provisions related to achievement tests.

Highlighted Provisions:

This bill:

- ▶ defines terms;
- ▶ limits the grade levels of a student that is subject to a parent's or guardian's right to retain a student on grade level;
- ▶ amends provisions related to a parent's or guardian's right to excuse a student from attendance for certain purposes;

SB0204S01 compared with SB0204

- ▶ amends provisions related to a parent's or guardian's right to excuse a student from taking certain tests;
- ▶ provides ~~{a parental right related to the elements included in}~~ that an accommodation to certain rights of a parent or guardian may only be provided if the accommodation is consistent with federal law and a student's Individualized Education Plan, if applicable; and
- ▶ requires the State Board of Education to make rules providing that scores on certain tests may not be considered in determining a student's academic grade or whether a student may advance to the next grade level.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

AMENDS:

53A-1-603, as last amended by Laws of Utah 2013, Chapter 161

53A-15-1401, as enacted by Laws of Utah 2014, Chapter 392

53A-15-1403, as enacted by Laws of Utah 2014, Chapter 392

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

Section 1. Section **53A-1-603** is amended to read:

53A-1-603. Duties of State Board of Education.

(1) The State Board of Education shall:

(a) require each school district and charter school to implement the Utah Performance Assessment System for Students, hereafter referred to as U-PASS;

(b) require the state superintendent of public instruction to submit and recommend criterion-referenced achievement tests or online computer adaptive tests, college readiness assessments, an online writing assessment for grades 5 and 8, and a test for students in grade 3 to measure reading grade level to the board for approval and adoption and distribution to each school district and charter school by the state superintendent;

(c) develop an assessment method to uniformly measure statewide performance, school

SB0204S01 compared with SB0204

district performance, and school performance of students in grades 3 through 12 in mastering basic skills courses; and

(d) provide for the state to participate in the National Assessment of Educational Progress state-by-state comparison testing program.

(2) Except as provided in Subsection (3) and Subsection 53A-1-611(3), under U-PASS, the State Board of Education shall annually require each school district and charter school, as applicable, to administer:

(a) as determined by the State Board of Education, statewide criterion-referenced tests or online computer adaptive tests in grades 3 through 12 and courses in basic skill areas of the core curriculum;

(b) an online writing assessment to all students in grades 5 and 8;

(c) college readiness assessments as detailed in Section 53A-1-611; and

(d) a test to all students in grade 3 to measure reading grade level.

(3) Beginning with the 2014-15 school year, the State Board of Education shall annually require each school district and charter school, as applicable, to administer a computer adaptive assessment system that is:

(a) adopted by the State Board of Education; and

(b) aligned to Utah's common core.

(4) The board shall adopt rules for the conduct and administration of U-PASS to include the following:

(a) the computation of student performance based on information that is disaggregated with respect to race, ethnicity, gender, limited English proficiency, and those students who qualify for free or reduced price school lunch;

(b) security features to maintain the integrity of the system, which could include statewide uniform testing dates, multiple test forms, and test administration protocols;

(c) the exemption of student test scores, by exemption category, such as limited English proficiency, mobility, and students with disabilities, with the percent or number of student test scores exempted being publically reported at a district level;

(d) compiling of criterion-referenced, online computer adaptive, and online writing test scores and test score averages at the classroom level to allow for:

(i) an annual review of those scores by parents of students and professional and other

SB0204S01 compared with SB0204

appropriate staff at the classroom level at the earliest point in time;

(ii) the assessment of year-to-year student progress in specific classes, courses, and subjects;

(iii) a teacher to review, prior to the beginning of a new school year, test scores from the previous school year of students who have been assigned to the teacher's class for the new school year;

(e) allowing a school district or charter school to have its tests administered and scored electronically to accelerate the review of test scores and their usefulness to parents and educators under Subsection (4)(d), without violating the integrity of U-PASS; and

(f) providing that scores on the tests and assessments required under Subsection (2)(a) and Subsection (3) ~~shall~~ may not be considered in determining:

(i) a student's academic grade for the appropriate course ~~and~~; or

(ii) whether a student ~~shall~~ may advance to the next grade level.

(5) (a) A school district or charter school, as applicable, is encouraged to administer an online writing assessment to students in grade 11.

(b) The State Board of Education may award a grant to a school district or charter school to pay for an online writing assessment and instruction program that may be used to assess the writing of students in grade 11.

(6) The State Board of Education shall make rules:

(a) establishing procedures for applying for and awarding money for computer adaptive tests;

(b) specifying how money for computer adaptive tests shall be allocated among school districts and charter schools that qualify to receive the money; and

(c) requiring reporting of the expenditure of money awarded for computer adaptive testing and evidence that the money was used to implement computer adaptive testing.

(7) The State Board of Education shall assure that computer adaptive tests are administered in compliance with the requirements of Chapter 13, Part 3, Utah Family Educational Rights and Privacy Act.

(8) (a) The State Board of Education shall establish a committee consisting of 15 parents of Utah public education students to review all computer adaptive test questions.

(b) The committee established in Subsection (8)(a) shall include the following parent

SB0204S01 compared with SB0204

members:

- (i) five members appointed by the chair of the State Board of Education;
- (ii) five members appointed by the speaker of the House of Representatives; and
- (iii) five members appointed by the president of the Senate.
- (c) The State Board of Education shall provide staff support to the parent committee.
- (d) The term of office of each member appointed in Subsection (8)(b) is four years.
- (e) The chair of the State Board of Education, the speaker of the House of

Representatives, and the president of the Senate shall adjust the length of terms to stagger the terms of committee members so that approximately 1/2 of the committee members are appointed every two years.

(f) No member may receive compensation or benefits for the member's service on the committee.

(9) (a) School districts and charter schools shall require each licensed employee to complete two hours of professional development on youth suicide prevention within their license cycle in accordance with Section 53A-6-104.

(b) The State Board of Education shall develop or adopt sample materials to be used by a school district or charter school for professional development training on youth suicide prevention.

(c) The training required by this Subsection (9) shall be incorporated into professional development training required by rule in accordance with Section 53A-6-104.

Section 2. Section **53A-15-1401** is amended to read:

53A-15-1401. Definitions.

As used in this part:

(1) "Federal law" means:

(a) a statute passed by the Congress of the United States; or

(b) a final regulation:

(i) adopted by an administrative agency of the United States government; and

(ii) published in the code of federal regulations or the federal register.

(~~1~~2) "Individualized Education ~~Plan~~ 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.

SB0204S01 compared with SB0204

[~~(1)~~] (~~(2)~~~~(3)~~) "LEA" means a school district, charter school, or the Utah Schools for the Deaf and the Blind.

[~~(2)~~] (~~(3)~~~~(4)~~) "Reasonably accommodate" means an LEA shall make its best effort to enable a parent or guardian to exercise a parental right specified in Section 53A-15-1403:

(a) without substantial impact to staff and resources, including employee working conditions, safety and supervision on school premises and for school activities, and the efficient allocation of expenditures; and

(b) while balancing:

(i) the parental rights of parents or guardians;

(ii) the educational needs of other students;

(iii) the academic and behavioral impacts to a classroom;

(iv) a teacher's workload; and

(v) the assurance of the safe and efficient operation of a school.

Section 3. Section **53A-15-1403** is amended to read:

53A-15-1403. Parental right to academic accommodations.

(1) (a) A student's parent or guardian is the primary person responsible for the education of the student, and the state is in a secondary and supportive role to the parent or guardian. As such, a student's parent or guardian has the right to reasonable academic accommodations from the student's LEA as specified in this section.

(b) Each accommodation shall be considered on an individual basis and no student shall be considered to a greater or lesser degree than any other student.

(c) The parental rights specified in this section do not include all the rights or accommodations that may be available to a student's parent or guardian as a user of the public education system.

(d) An accommodation under this section may only be provided if the accommodation is:

(i) consistent with federal law; and

(ii) if the student has an IEP, consistent with the student's IEP.

(2) An LEA shall reasonably accommodate a parent's or guardian's written request to retain a student in kindergarten through grade 8 on grade level based on the student's academic ability or the student's social, emotional, or physical maturity.

SB0204S01 compared with SB0204

(3) An LEA shall reasonably accommodate a parent's or guardian's initial selection of a teacher or request for a change of teacher.

(4) An LEA shall reasonably accommodate the request of a student's parent or guardian to visit and observe any class the student attends.

~~[(5)(a) An LEA shall reasonably accommodate a written request of a student's parent or guardian to excuse the student from attendance for a family event or visit to a health care provider, without obtaining a note from the provider.]~~

~~[(b) An excused absence provided under Subsection (5)(a) does not diminish expectations for the student's academic performance.]~~

(5) Notwithstanding Chapter 11, Part 1, Compulsory Education Requirements, an LEA shall record an excused absence for a scheduled family event or a scheduled proactive visit to a health care provider if:

(a) the parent or guardian submits a written statement at least one school day before the scheduled absence; and

(b) the student agrees to make up course work for school days missed for the scheduled absence in accordance with LEA policy.

(6) (a) An LEA shall reasonably accommodate a parent's or guardian's written request to place a student in a specialized class or an advanced course.

(b) An LEA shall consider multiple academic data points when determining an accommodation under Subsection (6)(a).

(7) Consistent with Section 53A-13-108, which requires the State Board of Education to establish graduation requirements that use competency-based standards and assessments, an LEA shall allow a student to earn course credit towards high school graduation without completing a course in school by:

(a) testing out of the course; or

(b) demonstrating competency in course standards.

(8) An LEA shall reasonably accommodate a parent's or guardian's request to meet with a teacher at a mutually agreeable time if the parent or guardian is unable to attend a regularly scheduled parent teacher conference.

(9) (a) Upon ~~the~~ receipt of a written [request] statement of a student's parent or guardian, an LEA shall excuse the student from taking ~~a test that is administered statewide or~~

SB0204S01 compared with SB0204

the National Assessment of Educational Progress.]:

(i) any summative, interim, or formative test that ~~is not locally~~ was developed ~~for, or provided by, the state under this title~~; or

(ii) any test that is federally mandated or mandated by the state under this title.

(b) An LEA may not:

(i) require a meeting as a condition of excusing a student from taking a test described in Subsection (9)(a); or

(ii) specify the form of a written statement under Subsection (9)(a).

(c) A written statement to an LEA to excuse a student from taking a test under Subsection (9)(a) remains in effect across multiple school years until:

(i) further notice from the student's parent or guardian; or

(ii) the student is no longer enrolled at the LEA.

(d) An LEA may not reward a student for taking a test described in Subsection (9)(a).

~~(b)~~ (e) The State Board of Education shall ensure through board rule that neither an LEA nor its employees are negatively impacted through school grading or employee evaluation due to a student not taking a test pursuant to Subsection (9)(a).

(10) (a) An LEA shall provide for:

(i) the distribution of a copy of a school's discipline and conduct policy to each student in accordance with Section 53A-11-903; and

(ii) a parent's or guardian's signature acknowledging receipt of the school's discipline and conduct policy.

(b) An LEA shall notify a parent or guardian of a student's violation of a school's discipline and conduct policy and allow a parent or guardian to respond to the notice in accordance with Chapter 11, Part 9, School Discipline and Conduct Plans.

~~(11) An LEA shall reasonably accommodate a parent's or guardian's request to include in an Individualized Education Plan elements that the parent or guardian believes are in the best interest of the child.~~

SB0204S01 compared with SB0204

Legislative Review Note

~~as of 2-13-15 11:44 AM~~

~~Office of Legislative Research and General Counsel~~