

# HB0218S01 compared with HB0218

~~{Omitted text}~~ shows text that was in HB0218 but was omitted in HB0218S01

inserted text shows text that was not in HB0218 but was inserted into HB0218S01

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## Digital ~~{Literacy}~~ Skills Amendments

2026 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Jordan D. Teuscher

Senate Sponsor:

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### LONG TITLE

#### General Description:

This bill ~~{requires high school students to complete a half-credit}~~ changes the requirements for the existing grades 7 and 8 required digital ~~{literacy}~~ course ~~{to graduate}~~ .

#### Highlighted Provisions:

This bill:

- ▶ creates ~~{a requirement for}~~ requirements for the digital ~~{literacy education}~~ skills course;
- ▶ defines digital ~~{literacy}~~ skills concepts ~~{including social media awareness and artificial intelligence literacy}~~ ;
- ▶ ~~{requires integration of digital literacy throughout k-12 education;}~~
- ▶ ~~{establishes a specific graduation requirement course for high school students;}~~
- ▶ ~~{mandates a half-credit digital literacy course for graduation;}~~
- ▶ ~~{requires end-of-course assessments for the graduation requirement and an opt-out for the assessment;}~~
- ▶ creates ~~{a task force}~~ an advisory tech council to ~~{oversee digital literacy}~~ advise on technology related courses and education;and

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- 18       ▸ {~~sets an implementation timeline for new graduation requirements; and~~}
- 19       ▸ makes technical changes.

### Money Appropriated in this Bill:

None

### Other Special Clauses:

None

### Utah Code Sections Affected:

#### AMENDS:

~~{53E-4-204, as last amended by Laws of Utah 2025, Chapter 142}~~

**53F-2-510, as last amended by Laws of Utah 2025, First Special Session, Chapter 9**

~~{53G-7-501, as last amended by Laws of Utah 2025, Chapter 382}~~

#### ENACTS:

**53E-4-208**, Utah Code Annotated 1953

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

~~{Section 1. Section 53E-4-204 is amended to read: }~~

#### **53E-4-204. Standards and graduation requirements.**

- (1) The state board shall establish rigorous core standards [for Utah public schools] and graduation requirements under Section 53E-3-501 for grades 9 through 12 that:
- (a) are consistent with state law and federal regulations;
  - (b) use competency-based standards and assessments;
  - (c) in accordance with Section 53E-3-505, include instruction that stresses general financial literacy from basic budgeting to financial investments, including bankruptcy education and a general financial literacy test-out option;
  - (d) include graduation requirements in language arts, mathematics, and science that exceed:
    - (i) 3.0 units in language arts including up to 0.5 units emphasizing verbal communication completed in a course or a school sponsored activity;
    - (ii) 2.0 units in mathematics; and
    - (iii) ~~[and]~~ 2.0 units in science; ~~[and]~~

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(e) include a graduation requirement in social studies that is equal to or exceeds 3.5 units, including at least 1.0 unit in American constitutional government and citizenship as described in Section 53E-4-205.2;

(f) ensure up to 0.5 units described in Subsection (1)(e) may be earned by:

(i) completing a course or a school sponsored activity emphasizing verbal communication provided that a significant portion of the course or activity is dedicated to civic education, including:

(A) policy analysis;

(B) governmental systems; and

(C) civic engagement; or

(ii) participation in the Junior Reserve Officers' Training Corps described in 10 U.S.C. Sec. 2031[-] ;  
and

(g) include a graduation requirement of 0.5 units in digital literacy, administered through the general digital literacy course established in Section 53E-4-208 that stresses general digital literacy from basic digital citizenship to artificial intelligence awareness, including digital wellness education and a general digital literacy test-out option.

(2) The state board shall establish competency-based standards and assessments for elective courses.

(3) The state board shall study requiring all LEAs to issue a high school diploma to students who receive:

(a) an associate's degree with at least 60 credit hours from an accredited post-secondary institution; or

(b) an industry certification with at least 500 hours of instruction from a business, trade association, or other industry group in accordance with Section 53E-3-501.

(4) New graduation requirements the Legislature adds to this section shall be implemented for the incoming freshman class one school year after the next full school year following passage of the legislation creating the new graduation requirement unless otherwise specified in the legislation.

Section 1. Section 1 is enacted to read:

**53E-4-208. Digital {literacy} skills education and course standards.**

(1) As used in this section:

(a) "Digital {literacy} skills activities" include activities related to the topics listed in Subsection (1)(b).

(b) "Digital {literacy} skills concepts" include concepts related to the following topics:

(i) digital {citizenship} protection and online ethics as foundational principles for participation in digital society;

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- 84 (ii) social media awareness and healthy usage patterns, including short-form video platforms and  
understanding the impact of social media on mental health, relationships, and civic discourse;
- 87 (iii) artificial intelligence literacy, including understanding artificial intelligence capabilities,  
limitations, ethical considerations, and societal implications;
- 89 (iv) digital privacy and data protection rights and responsibilities;
- 90 (v) cybersecurity fundamentals and safe online practices for personal and civic security;
- 92 (vi) identifying and evaluating digital information credibility, misinformation, and media manipulation  
across digital and traditional media formats;
- 94 (vii) digital footprint awareness and reputation management in personal and professional contexts;
- 96 (viii) online communication skills, digital etiquette, and constructive digital discourse;
- 97 (ix) understanding algorithms and the algorithms' influence on digital experiences and information  
access;
- 99 (x) {~~digital wellness and~~} screen time management for physical and mental health, including  
understanding the symptoms of problematic or addictive media use;
- 101 (xi) cyberbullying prevention, response, and the promotion of positive digital communities;
- 103 (xii) intellectual property rights, fair use, and creative commons in digital environments;
- 105 (xiii) digital accessibility and inclusive design principles;
- 106 (xiv) emerging technology awareness and adaptation skills;
- 107 (xv) critical thinking in digital environments and information evaluation;
- 108 (xvi) digital content creation and responsible sharing practices;
- 109 (xvii) traditional and digital media literacy, including critical evaluation of television, film, music,  
streaming content, and short-form video platforms; and
- 111 (xviii) economic and career implications of digital literacy in a technology-driven society.
- 113 (c) {~~"General digital literacy"~~} "Digital skills course" means {~~the~~} a course {~~of instruction~~  
administered by the state board under Subsection (3) to fulfill the graduation requirement  
established} offered in {~~Section 53E-4-204~~} grade 7 or 8 that incorporates digital skills concepts.
- 116 (2) Beginning with the 2027-2028 school year, the state board shall{:} offer a digital skills course  
taught in grade 7 or 8.
- 117 {(a) {~~more fully integrate existing and new digital literacy education, including digital literacy~~  
concepts, into instruction in kindergarten through grade 12 by{:}}
- 119

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- {(i) ~~{coordinating digital literacy instruction with existing instruction in other areas of the core standards, such as language arts, social studies, and career and technical education;}~~}
- 122 {(ii) ~~{using curriculum mapping;}~~}
- 123 {(iii) ~~{creating training materials and staff development programs that:}~~}
- 65 (3)
- (a) The state superintendent may establish an advisory tech council to provide guidance and recommendations on technology education in the state's public education system.
- 68 (b) The advisory tech council established under Subsection (3)(a) shall include membership the state superintendent selects.
- 70 (c) The advisory tech council may:
- 124 (A){(i) ~~{highlight areas of potential coordination between}~~ review and recommend standards and objectives for the digital ~~{literacy education}~~ skills course and other ~~{core standards}~~ technology related education; {and}}
- 126 {(B) ~~{demonstrate specific examples of digital literacy concepts as a way of teaching other core standards; and}~~}
- 128 {(iv) ~~{using appropriate digital literacy assessments to improve digital literacy education and, if necessary, developing assessments;}~~}
- 73 (ii) identify effective digital skills curriculum and instructional resources;
- 74 (iii) recommend professional development opportunities for educators teaching digital skills;
- 76 (iv) advise on emerging technologies and trends that should be incorporated into digital skills education;
- 130 (b){(v) ~~{work}~~ coordinate with interested public, private, and nonprofit entities to{:} improve digital skills education; and}
- 131 {(i) ~~{identify, and make available to teachers, online resources for digital literacy education, including modules with interactive activities and turnkey instructor resources;}~~}
- 134 {(ii) ~~{coordinate school use of existing digital literacy education resources;}~~}
- 135 {(iii) ~~{develop simple, clear, and consistent messaging to reinforce and link existing digital literacy resources;}~~}
- 137 {(iv) ~~{coordinate the efforts of school, work, private, nonprofit, and other digital education providers in implementing methods of appropriately communicating to teachers, students, and parents key digital literacy messages; and}~~}

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- 140    ~~{(v) {encourage parents and students to engage in ongoing digital wellness practices and family digital citizenship;}-}~~
- 142    ~~{(e) {in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, make rules to develop guidelines and methods for an LEA to more fully integrate digital literacy education into other core standards; and}-}~~
- 145    ~~{(d) {in cooperation with LEAs and interested private and nonprofit entities, provide opportunities for professional development in digital literacy concepts to teachers, including:-}~~
- 148    ~~{(i) {a statewide learning community for digital literacy;-}~~
- 149    ~~{(ii) {summer workshops; and}-}~~
- 150    ~~{(iii) {online videos of experts in the field of digital literacy education.-}~~
- 151    ~~{(3) {Beginning with the 2027-2028 school year, the state board shall:-}~~
- 152    ~~{(a) {administer a general digital literacy course in the same manner that the state board administers other core standards for courses in grades 9 through 12 to fulfill the graduation requirement established in Section 53E-4-204;-}~~
- 155    ~~{(b) {adopt standards and objectives for the general digital literacy course that address:-}~~
- 156    ~~{(i) {digital literacy concepts as defined in Subsection (1)(b);-}~~
- 157    ~~{(ii) {age-appropriate social media literacy and healthy usage strategies, including recognition of social media's impact on mental health and civic discourse;-}~~
- 159    ~~{(iii) {artificial intelligence awareness and ethical interaction, including understanding artificial intelligence's role in information filtering and decision-making;-}~~
- 161    ~~{(iv) {digital wellness and mental health considerations in digital environments;-}~~
- 162    ~~{(v) {technology that relates to digital citizenship, privacy, and security;-}~~
- 163    ~~{(vi) {critical evaluation of digital information sources and media literacy skills necessary for informed digital citizenship; and}-}~~
- 165    ~~{(vii) {practical application of digital literacy skills required for responsible participation in digital society and fulfillment of the graduation requirement under Section 53E-4-204; and}-}~~
- 168    ~~{(e) }~~
- ~~{(i) {develop an online, end-of-course assessment for the general digital literacy course required for graduation under Section 53E-4-204;-}~~
- 170    ~~{(ii) {require an LEA to administer an online, end-of-course assessment to a student who takes the general digital literacy course to fulfill the graduation requirement; and}-}~~

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- 173 { (iii) { ~~develop a plan, through the state superintendent, to analyze the results of an online, end-of-~~  
course assessment in general digital literacy that includes: } }  
175 { (A) { ~~an analysis of assessment results by standard; and~~ } }  
176 { (B) { ~~average scores statewide and by school district and school.~~ } }  
177 { (4) }  
(a) { (vi) } { ~~The state board shall establish a task force to study and~~ } make recommendations to the  
state board on { ~~how~~ } methods to { ~~improve digital literacy education in the public school system,~~  
including both the general integration of } assess student proficiency in digital { literacy concepts  
throughout K-12 education and the specific graduation requirement course } skills.  
181 { (b) { ~~The chair of the state board shall select the task force membership, which shall include~~  
representatives of: } }  
183 { (i) { ~~the state board;~~ } }  
184 { (ii) { ~~LEAs;~~ } }  
185 { (iii) { ~~the Utah System of Higher Education;~~ } }  
186 { (iv) { ~~individuals with expertise in:~~ } }  
187 { (A) { ~~child development; and~~ } }  
188 { (B) { ~~media related specialties; and~~ } }  
189 { (v) { ~~private or public entities that teach digital literacy and share a commitment to empower~~  
individuals and families to achieve digital wellness, safety, and responsible technology use. } }  
192 { (c) { ~~The state board shall convene the task force at least once every three years to review and~~  
recommend adjustments to the standards and objectives of the general digital literacy course and the  
integration of digital literacy concepts throughout K-12 education. } }

82 Section 2. Section 53F-2-510 is amended to read:

### 83 **53F-2-510. Digital Teaching and Learning Grant Program.**

84 (1) As used in this section:

85 [(a) "Advisory committee" means the committee established by the state board under Subsection (6)  
(b).]

87 [(b)] (a) "Digital readiness assessment" means an assessment provided by the state board that:

89 (i) is completed by an LEA analyzing an LEA's readiness to incorporate comprehensive digital teaching  
and learning; and

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(ii) informs the preparation of an LEA's plan for incorporating comprehensive digital teaching and learning.

93 [(e)] (b) "High quality professional learning" means the professional learning standards described in Section 53G-11-303.

95 [(d)] (c) "Implementation assessment" means an assessment that analyzes an LEA's implementation of an LEA plan, including identifying areas for improvement, obstacles to implementation, progress toward the achievement of stated goals, and recommendations going forward.

99 [(e)] (d) "LEA plan" means an LEA's plan to implement a digital teaching and learning program that meets the requirements of this section and requirements set forth by the state board and the advisory committee.

102 [(f)] (e) "Program" means the Digital Teaching and Learning Grant Program created and described in Subsections [(5)] (4) through [(10)] (9).

104 [(g)] (f) "Utah Education and Telehealth Network" or "UETN" means the Utah Education and Telehealth Network created in Section 53H-4-213.4.

106 [(2)]

(a) ~~The state board shall establish a digital teaching and learning task force to develop a funding proposal to present to the Legislature for digital teaching and learning in elementary and secondary schools.]~~

109 [(b) ~~The digital teaching and learning task force shall include representatives of:]~~

110 [(i) ~~the state board;~~]

111 [(ii) ~~UETN;~~]

112 [(iii) ~~LEAs; and~~]

113 [(iv) ~~the Governor's Education Excellence Commission.~~]

114 [(3)] (2) As funding allows, the state board shall develop a master plan for a statewide digital teaching and learning program, including the following:

116 (a) a statement of purpose that describes the objectives or goals the state board will accomplish by implementing a digital teaching and learning program;

118 (b) a forecast for fundamental components needed to implement a digital teaching and learning program, including a forecast for:

120 (i) student and teacher devices;

121 (ii) Wi-Fi and wireless compatible technology;



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- 122 (iii) curriculum software;
- 123 (iv) assessment solutions;
- 124 (v) technical support;
- 125 (vi) change management of LEAs;
- 126 (vii) high quality professional learning;
- 127 (viii) Internet delivery and capacity; and
- 128 (ix) security and privacy of users;
- 129 (c) a determination of the requirements for:
- 130 (i) statewide technology infrastructure; and
- 131 (ii) local LEA technology infrastructure;
- 132 (d) standards for high quality professional learning related to implementing and maintaining a digital  
teaching and learning program;
- 134 (e) a statewide technical support plan that will guide the implementation and maintenance of a digital  
teaching and learning program, including standards and competency requirements for technical  
support personnel;
- 137 (f)
- (i) a grant program for LEAs; or
- 138 (ii) a distribution formula to fund LEA digital teaching and learning programs;
- 139 (g) in consultation with UETN, an inventory of the state public education system's current technology  
resources and other items and a plan to integrate those resources into a digital teaching and learning  
program;
- 142 (h) an ongoing evaluation process that is overseen by the state board;
- 143 (i) proposed rules that incorporate the principles of the master plan into the state's public education  
system as a whole; and
- 145 (j) a plan to ensure long-term sustainability that:
- 146 (i) accounts for the financial impacts of a digital teaching and learning program; and
- 147 (ii) facilitates the redirection of LEA savings that arise from implementing a digital teaching and  
learning program.
- 149 ~~[(4)]~~ (3) UETN shall:
- 150 (a) in consultation with the state board, conduct an inventory of the state public education system's  
current technology resources and other items as determined by UETN, including software;

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- (b) perform an engineering study to determine the technology infrastructure needs of the public education system to implement a digital teaching and learning program, including the infrastructure needed for the state board, UETN, and LEAs; and
- (c) as funding allows, provide infrastructure and technology support for school districts and charter schools.
- ~~[(5)]~~ (4) There is created the Digital Teaching and Learning Grant Program to improve educational outcomes in public schools by effectively incorporating comprehensive digital teaching and learning technology.
- ~~[(6)]~~ (5) The state board shall:
- (a) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, adopt rules for the administration of the program, including rules requiring:
- (i) an LEA to complete a digital readiness assessment the first time an LEA applies for the grant;
- (ii) measures to ensure that the LEA monitors and implements technology with best practices; and
- (iii) robust goals for learning outcomes and appropriate measurements of goal achievement; and
- ~~[(b) establish an advisory committee to make recommendations on the program and LEA plan requirements and report to the state board; and]~~
- ~~[(e)]~~ (b) in accordance with this section, approve LEA plans and award grants.
- ~~[(7)]~~ (6)
- (a) The state board shall, subject to legislative appropriations, award a grant to an LEA:
- (i) that submits an LEA plan that meets the requirements described in Subsection (8); and
- (ii) for which the LEA's leadership and management members have completed a digital teaching and learning leadership and implementation training as provided in Subsection ~~[(7)(b)]~~ (6)(b).
- (b) The state board or its designee shall provide the training described in Subsection ~~[(7)(a)(ii)]~~ (6)(a)(ii).
- ~~[(8)]~~ (7) The state board shall establish requirements of an LEA plan that shall include:
- (a) the results of the LEA's digital readiness assessment and a proposal to remedy an obstacle to implementation or other issues identified in the assessment;
- (b) high quality professional learning for educators in the use of digital teaching and learning technology;
- (c) leadership training and management restructuring, if necessary, for successful implementation;

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(d) targets for improved student achievement, student learning, and college readiness through digital teaching and learning; and

(e) any other requirement established by the state board in rule made in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, including an application process and metrics to analyze the quality of a proposed LEA plan.

~~[(9)]~~ (8) The state board or the state board's designee shall establish an interactive dashboard available to each LEA that is awarded a grant for the LEA to track and report the LEA's long-term, intermediate, and direct outcomes in real time and for the LEA to use to create customized reports.

~~[(10)]~~ (9)

(a) There is no federal funding, federal requirement, federal education agreement, or national program included or related to this state adopted program.

(b) Any inclusion of federal funding, federal requirement, federal education agreement, or national program shall require separate express approval as provided in Title 53E, Chapter 3, Part 8, Implementing Federal or National Education Programs.

~~[(11)]~~ (10) In accordance with Title 63G, Chapter 6a, Utah Procurement Code, the state board shall contract with an independent evaluator to:

(a) support each LEA that receives a grant as part of the program to complete an implementation assessment for each year that the LEA participates;

(b) report the findings of an implementation assessment to the state board; and

(c) submit to the state board recommendations to resolve issues that an implementation assessment raises.

~~[(12)]~~ (11) The state board or the state board's designee shall review an implementation assessment and review each participating LEA's progress from the previous year, as applicable.

~~[(13)]~~ (12) The state board shall establish interventions for an LEA that does not make progress on implementation of the LEA's implementation plan, including:

(a) nonrenewal of, or time period extensions for, the LEA's grant;

(b) reduction of funds; or

(c) other interventions to assist the LEA.

~~[(14)]~~ (13)

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(a) To implement an LEA plan, a contract, in accordance with Title 63G, Chapter 6a, Utah Procurement Code, or other agreement with one or more providers of technology powered learning solutions and one or more providers of wireless networking solutions may be entered into by:

- (i) UETN, in cooperation with or on behalf of, as applicable, the state board, the state board's designee, or an LEA; or
- (ii) an LEA.

(b) A contract or agreement entered into under Subsection ~~[(14)(a)]~~ (13)(a) may be a contract or agreement that:

- (i) UETN enters into with a provider and payment for services is directly appropriated by the Legislature, as funds are available, to UETN;
- (ii) UETN enters into with a provider and pays for the provider's services and is reimbursed for payments by an LEA that benefits from the services;
- (iii) UETN negotiates the terms of on behalf of an LEA that enters into the contract or agreement directly with the provider and the LEA pays directly for the provider's services; or
- (iv) an LEA enters into directly, pays a provider, and receives preapproved reimbursement from a UETN fund established for this purpose.

(c) If an LEA does not reimburse UETN in a reasonable time for services received under a contract or agreement described in Subsection ~~[(14)(b)]~~ (13)(b), the state board shall pay the balance due to UETN from the LEA's funds received under Chapter 2, State Funding -- Minimum School Program.

(d) If UETN negotiates or enters into an agreement as described in Subsection ~~[(14)(b)(ii)]~~ (13)(b)(ii) or ~~[(14)(b)(iii)]~~ (13)(b)(iii), and UETN enters into an additional agreement with an LEA that is associated with the agreement described in Subsection ~~[(14)(b)(ii)]~~ (13)(b)(ii) or ~~[(14)(b)(iii)]~~ (13)(b)(iii), the associated agreement may be treated by UETN and the LEA as a cooperative procurement, as that term is defined in Section 63G-6a-103, regardless of whether the associated agreement satisfies the requirements of Section 63G-6a-2105.

~~{Section 3. Section 53G-7-501 is amended to read: }~~

### **53G-7-501. Definitions.**

As used in this part:

- (1)
  - (a) "Common education expense" means an expense an LEA incurs that is related to the delivery of instruction for all courses, unrelated to a specific course, program, or activity.

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- (b) "Common education expense" includes the employment of educators and staff, the provision of capital facilities, and operation and maintenance costs.
- (2)
- (a) "Course" means an activity, a course, or a program that an LEA:
- (i) intends to deliver instruction;
  - (ii) provides, sponsors, or supports; and
  - (iii) conducts primarily during school hours.
- (b) "Course" includes a course in which a student is required to enroll as a condition of participation in a separate extracurricular activity.
- (3) "Discretionary project" means a project that a student completes in lieu of or in addition to a required classroom project in accordance with Section 53G-7-503.
- (4) "Elementary school" means a school that provides instruction to students in grades kindergarten, 1, 2, 3, 4, 5, or 6.
- (5)
- (a) "Elementary school student" means a student enrolled in an elementary school.
- (b) "Elementary school student" does not include a secondary school student.
- (6)
- (a) "Extracurricular activity" means an activity or a program that:
- (i) is not a course; and
  - (ii) an LEA provides, sponsors, or supports.
- (b) "Extracurricular activity" does not include a noncurricular club as defined in Section 53G-7-701.
- (7)
- (a) "Fee" means a charge, expense, deposit, rental, or payment:
- (i) regardless of how an LEA terms, describes, requests, or requires the charge, expense, deposit, rental, or payment, directly or indirectly;
  - (ii) in the form of money, goods, or services; and
  - (iii) that is a condition to a student's full participation in or admission to an activity, course, or program that an LEA provides, sponsors, or supports.
- (b) "Fee" includes:
- (i) payments to a third party that provides a part of a school activity, class, or program; and
  - (ii) a fine other than a fine described in Subsection (7)(c)(i).

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- 231 (c) "Fee" does not include:
- 232 (i) a student fine that an LEA approves for:
- 233 (A) failing to return school property;
- 234 (B) losing, wasting, or damaging private or school property through intentional, careless, or  
irresponsible behavior, including defacing or damaging school property as described in Section  
53G-8-212; or
- 237 (C) improper use of school property, including a parking violation;
- 238 (ii) a payment for school breakfast or lunch;
- 239 (iii) a deposit that:
- 240 (A) is a pledge securing the return of school property; and
- 241 (B) the LEA or school refunds upon the return of the school property;
- 242 (iv) a charge for insurance, unless the insurance is required for a student to participate in an activity,  
course, or program; or
- 244 (v) money or another item of monetary value that a student or the student's family raises through  
fundraising.
- 246 (8) "Fee course" means a course that is not a non-fee course.
- 247 (9)
- (a) "Fundraising" means an activity or event that:
- 248 (i) an LEA provides, sponsors, or supports; and
- 249 (ii) uses students to generate funds or raise money to:
- 250 (A) provide financial support to a school or a school's class, group, team, or program; or
- 252 (B) benefit a particular charity or for other charitable purposes.
- 253 (b) "Fundraising" does not include an alternative method of raising revenue without students.
- 255 (10)
- (a) "Instructional equipment" means an activity-, course-, or program-related tool that:
- 257 (i) a student is required to use as part of an activity, course, or program in a secondary school; and
- 259 (ii) becomes the property of the student upon exiting the activity, course, or program.
- 260 (b) "Instructional equipment" does not include:
- 261 (i) school equipment;
- 262 (ii) an instructional supply; or
- 263 (iii) a personal student supply for a secondary student.

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(11)

(a) "Instructional supply" means a non-reusable or a consumable material or supply that is necessary to use, expend, or deplete as a component or element of an activity, course, or program in a secondary school.

(b) "Instructional supply" does not include a personal student supply for a secondary student.

(12) "Non-fee course" means a course that results in course credit or a course grade within the core standards the state board establishes under Section 53E-4-202 and other statutory requirements for:

(a) English language arts;

(b) health education;

(c) mathematics;

(d) science;

(e) digital literacy as described in Section 53E-4-208;

(f) financial literacy as described in Section 53E-3-505; and

~~[(e)]~~ (g) social studies.

(13)

(a) "Personal student supply" means, for a secondary student, an object, tool, material, or supply that:

(i) is the personal property of the student;

(ii) regardless of the use of the supply in the instructional process, individuals not enrolled in the course or activity also commonly purchase and use; and

(iii) has a high probability of regular use in activities other than school-sponsored activities.

(b) "Personal student supply" includes pencils, papers, notebooks, crayons, scissors, and basic clothing.

(14)

(a) "School activity clothing" means special shoes or items of clothing that:

(i) meet specific requirements, including requesting a specific brand, fabric, or imprint;

(ii) a school requires a student to provide and to wear for an activity-, course-, or program-related activity; and

(iii)

(A) the student rents while participating in the activity; or

(B) become the property of the student upon exiting the activity, course, or program.

(b) "School activity clothing" does not include:

(i) a school uniform; or

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(ii) clothing that is commonly found in students' homes.

(15) "School equipment" means a machine, equipment, facility, or tool that:

(a) is durable;

(b) is reusable;

(c) a secondary school owns; and

(d) a student uses as part of an activity, course, or program in a secondary school.

(16)

(a) "School uniform" means special shoes or an item of clothing that:

(i)

(A) meets specific requirements, including a requested specific color, style, fabric, or imprint; and

(B) a school requires a student to provide and wear during school attendance; and

(ii) is the property of the student.

(b) "School uniform" does not include school activity clothing.

(17) "Secondary school" means a school that provides instruction to students in grades 7, 8, 9, 10, 11, or 12.

(18) "Secondary school student":

(a) means a student enrolled in a secondary school; and

(b) includes a student in grade 6 if the student attends a secondary school.

(19)

(a) "Textbook" means instructional material necessary for participation in an activity, course, or program, regardless of the format of the material.

(b) "Textbook" includes:

(i) a hardcopy book or printed pages of instructional material, including a consumable workbook; or

(ii) computer hardware, software, or digital content.

(c) "Textbook" does not include school equipment, instructional equipment, or instructional supplies.

(20) "Waiver" means a full release from:

(a) a requirement to pay a fee; and

(b) any provision in lieu of fee payment.

### Section 3. **Effective date.**

Effective Date.

This bill takes effect on May 6, 2026.



## **HB0218 compared with HB0218S01**

1-29-26 1:49 PM