

HB0273

~~{Omitted text}~~ shows text that was in HB0273 but was omitted in HB0273S02

inserted text shows text that was not in HB0273 but was inserted into HB0273S02

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Classroom Technology Amendments

2026 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Ariel Defay

Senate Sponsor:

LONG TITLE

General Description:

This bill requires the State Board of Education to create model policies on the use of technology and artificial intelligence in a public school classroom.

Highlighted Provisions:

This bill:

- ▶ defines terms;
- ▶ requires the State Board of Education (state board) to include {artificial intelligence} certain technology standards in {certain} core education standards;
- ▶ creates certain requirements for a local education agency (LEA) related to the use of technology in the classroom;
- ▶ requires the state board to create a model policy on:
 - the balanced use of technology in the classroom; and
 - the use of artificial intelligence in the classroom;
- ▶ creates certain requirements for specific grade levels when using technology in the classroom;
- ▶

HB0273 compared with HB0273S02

exempts certain groups from the grade level requirements when using technology in the classroom;

- creates a reporting requirement;
- gives authority to the state board to create rules;
- requires LEAs to provide additional resources to certain students; and
- allows public high schools to create and offer a sandbox artificial intelligence course.

Money Appropriated in this Bill:

None

Other Special Clauses:

This bill provides a special effective date.

Utah Code Sections Affected:

AMENDS:

53E-4-202 (Effective 07/01/26) (Partially Repealed 01/01/28), as last amended by Laws of Utah 2024, Third Special Session, Chapter 5

ENACTS:

53G-7-228 (Effective 07/01/26), Utah Code Annotated 1953

53G-7-229 (Effective 07/01/26), Utah Code Annotated 1953

53G-7-1401 (Effective 07/01/26), Utah Code Annotated 1953

53G-7-1402 (Effective 07/01/26), Utah Code Annotated 1953

53G-7-1403 (Effective 07/01/26), Utah Code Annotated 1953

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

Section 1. Section **53E-4-202** is amended to read:

53E-4-202. Core standards for Utah public schools -- Notice and hearing requirements.

(1)

(a) In establishing minimum standards related to curriculum and instruction requirements under Section 53E-3-501, the state board shall, in consultation with local school boards, school superintendents, teachers, employers, and parents implement core standards for Utah public schools that will enable students to, among other objectives:

(i) communicate effectively, both verbally and through written communication;

(ii) apply mathematics; and

HB0273 compared with HB0273S02

- 49 (iii) access, analyze, and apply information.
- 50 (b) Except as provided in this public education code, the state board may recommend but may not
require a local school board or charter school governing board to use:
- 52 (i) a particular curriculum or instructional material; or
- 53 (ii) a model curriculum or instructional material.
- 54 (2) The state board shall, in establishing the core standards for Utah public schools:
- 55 (a) identify the basic knowledge, skills, and competencies each student is expected to acquire or master
as the student advances through the public education system;
- 57 (b) include artificial intelligence standards in core computer science standards that educate a student on:
- 59 (i) artificial intelligence generally; and
- 62 (ii) the appropriate use of artificial intelligence as a tool;
- 63 (c) adopt computer science standards and objectives that address:
- 64 (i) digital skills concepts;
- 65 (ii) age-appropriate social media literacy and healthy usage strategies, including recognition of social
media's impact on mental health and civic discourse;
- 67 (iii) artificial intelligence awareness and ethical interaction, including understanding artificial
intelligence's role in information filtering and decision-making;
- 69 (iv) screen-time management and mental health considerations in digital environments;
- 71 (v) technology that relates to digital responsibility, privacy, and security; and
- 60 (ii){(vi)} {the appropriate use of artificial intelligence as a tool} critical evaluation of digital
information sources and media literacy skills necessary for informed digital responsibility; and
- 61 [(b)] (c){(d)} align with each other the core standards for Utah public schools and the assessments
described in Section 53E-4-303.
- 63 (3) The basic knowledge, skills, and competencies identified [~~pursuant{ }~~ in accordance with] ~~to~~ in
accordance with Subsection (2)(a) shall increase in depth and complexity from year to year and
focus on consistent and continual progress within and between grade levels and courses in the basic
academic areas of:
- 67 (a) English, including explicit phonics, spelling, grammar, reading, writing, vocabulary, speech, and
listening; and
- 69 (b) mathematics, including basic computational skills.
- 70 (4) Before adopting core standards for Utah public schools, the state board shall:

HB0273 compared with HB0273S02

- 71 (a) publicize draft core standards for Utah public schools for the state, as a class A notice under Section
63G-30-102, for at least 90 days;
- 73 (b) invite public comment on the draft core standards for Utah public schools for a period of not less
than 90 days; and
- 75 (c) conduct three public hearings that are held in different regions of the state on the draft core
standards for Utah public schools.
- 77 (5) LEA governing boards shall design their school programs, that are supported by generally accepted
scientific standards of evidence, to focus on the core standards for Utah public schools with the
expectation that each program will enhance or help achieve mastery of the core standards for Utah
public schools.
- 81 (6) Except as provided in Sections 53G-10-103 and 53G-10-402, each school may select instructional
materials and methods of teaching, that are supported by generally accepted scientific standards
of evidence, that the school considers most appropriate to meet the core standards for Utah public
schools.
- 85 (7) The state may exit any agreement, contract, memorandum of understanding, or consortium that
cedes control of the core standards for Utah public schools to any other entity, including a federal
agency or consortium, for any reason, including:
- 88 (a) the cost of developing or implementing the core standards for Utah public schools;
- 89 (b) the proposed core standards for Utah public schools are inconsistent with community values; or
- 91 (c) the agreement, contract, memorandum of understanding, or consortium:
- 92 (i) was entered into in violation of Chapter 3, Part 8, Implementing Federal or National Education
Programs, or Title 63J, Chapter 5, Federal Funds Procedures Act;
- 95 (ii) conflicts with Utah law;
- 96 (iii) requires Utah student data to be included in a national or multi-state database;
- 97 (iv) requires records of teacher performance to be included in a national or multi-state database; or
- 99 (v) imposes curriculum, assessment, or data tracking requirements on home school or private school
students.
- 101 (8) The state board shall:
- 102 (a) submit a report in accordance with Section 53E-1-203 on the development and implementation of
the core standards for Utah public schools, including the time line established for the review of the
core standards for Utah public schools; and

HB0273 compared with HB0273S02

(b) ensure that the report described in Subsection (8)(a) includes the time line established for the review of the core standards for Utah public schools by a standards review committee and the recommendations of a standards review committee established under Section 53E-4-203.

Section 2. Section 2 is enacted to read:

53G-7-228. Classroom technology requirements -- Model policy on balanced technology.

(1)

(a) As used in this section:

(i) "Instructional technology" means technology a student uses in connection to the student's public education, including:

(A) an electronic device;

(B) a digital tool; or

(C) a digital application.

(ii) "Public school" means a school under the control of:

(A) a school district;

(B) a charter school; or

(C) the Utah Schools for the Deaf and the Blind.

(iii)

(A) "Screen-time" means the time a student spends using an electronic device with a screen in a classroom setting when the use of the electronic device does not involve direct instruction, guidance, or interaction with:

(I) a teacher;

(II) an instructor; or

(III) other designated educational personnel.

(B) "Screen-time" does not include school work or instruction for an online student as that term is defined in Section 53G-6-703.

(2)

(a) Before an LEA allows a public school to use an instructional technology in the classroom, the LEA shall ensure that instructional technology is:

(i) designed specifically for instructional use;

(ii) absent of design features that:

(A) interfere with learning;

HB0273 compared with HB0273S02

- 135 (B) distract from instruction; or
136 (C) reduce academic focus;
137 (iii) supported by evidence, data, or demonstrated educational value appropriate to the grade level;
139 (iv) safe for a student's physical, cognitive, and emotional development;
140 (v) effective in supporting student learning outcomes;
141 (vi) not used as a substitute for direct instruction;
142 (vii) intentionally integrated into instruction to enhance student learning outcomes; and
144 (viii) compliant with state standards and law, including:
145 (A) Section 53G-10-103, Sensitive instructional materials; and
146 (B) Title 53E, Chapter 9, Student Privacy and Data Protection.
147 (b) An LEA shall select, deploy, and monitor instructional technology in accordance with the
requirements of Subsection (2)(a).
149 (3) An LEA shall:
150 (a) minimize non-essential screen-time;
151 (b) prioritize purposeful engagement with instructional technology that directly supports instructional
goals;
153 (c) adopt internal monitoring and accountability policies to ensure compliance with the requirements of
this section;
155 (d) provide training to faculty and staff on the requirements of this section;
156 (e) provide to a student's parent access to a list of all digital tools and applications used in the student's
classroom;
158 (f) upon request, provide to a student's parent access to the student's:
159 (i) school issued electronic device;
160 (ii) account credentials; and
161 (iii) browsing history;
162 (g) provide to a parent of a student enrolled at the LEA:
163 (i) the option to receive an alert when the student attempts to access material flagged as sensitive
material as that term is defined in Section 53G-10-103; and
165 (ii) resources to help supervise the student's use of instructional technology in the home; and
167 (h) before July 1, 2027:
168 (i) adopt the model policy described in Subsection (5)(a); or

HB0273 compared with HB0273S02

- 169 (ii) adopt an amended version of the model policy described in Subsection (5)(a), that includes:
171 (A) a balanced instructional technology use policy that is safe, lawful, effective, intentional, and
compliant with Title 53E, Chapter 9, Student Privacy and Data Protection, and Section 53G-10-103;
174 (B) a resource plan for students who demonstrate a pattern of difficulty learning through technology-
based instruction, in accordance with Section 53G-7-229;
176 (C) a requirement of transparency with parents regarding instructional technology use;
178 (D) an artificial intelligence use policy {consistent} with a structure similar to the structure of the
model artificial intelligence use policy described in Section 53G-7-1402; and
180 (E) a grade-level framework {based-on} with a structure similar to the grade-level framework
described in Subsection (5)(d);
182 (i) for the policy the LEA adopts in accordance with Subsection (3)(h), submit to the state board:
184 (i) the finalized policy; and
185 (ii) a statement confirming the LEA held a public {hearing} meeting in accordance with Subsection
(4).
187 (4) Before an LEA adopts a policy in accordance with Subsection (3)(h), an LEA governing board shall
hold a public meeting to discuss the proposed policy that:
189 (a) allows for public comment; and
190 (b) complies with the requirements of Title 52, Chapter 4, Open and Public Meetings Act.
192 (5) The state board shall:
193 (a) create a model policy on balanced technology use in the classroom that:
194 (i) prioritizes developmental appropriateness and age-based limits on screen exposure;
195 (ii) requires transparency with parents regarding instructional technology use;
196 (iii) prohibits instructional technology practices that undermine student safety, privacy, or wellbeing;
198 (iv) requires regular review of instructional technology to ensure compliance with the requirements
listed in Subsection (2)(a);
200 (v) promotes educator modeling of appropriate and responsible technology use; and
201 (vi) emphasizes the use of adaptive technologies to support competency-based instruction;
203 (b) include, as part of the model policy described in Subsection (5)(a), the model artificial intelligence
use policy described in Section 53G-7-1402;
205 (c) post the model policy described in Subsection (5)(a) on the state board's website before December 1,
2026;

HB0273 compared with HB0273S02

- 207 (d) include in the model policy described in Subsection (5)(a) the following grade-level frameworks:
209 (i) for grades kindergarten through 3:
210 (A) prohibiting a student from taking home school-owned instructional technology;
212 (B) prohibiting a required ratio of one electronic device to one student;
213 (C) prohibiting all screen-time in the classroom except for introduction of state kindergarten through
grade 5 computer science standards and preparation for, and administration of, a standards
assessment;
216 (D) emphasizing hands-on, print-based, and developmentally appropriate learning exercises; and
218 (E) prohibiting homework that requires access to the internet or instructional technology;
220 (ii) for grades 4 through 6 in an elementary school:
221 (A) prohibiting a student from taking home school-owned instructional technology;
223 (B) prohibiting a required ratio of one electronic device to one student;
224 (C) balancing the use of an instructional technology with instruction through teacher-led, print-based,
and analog methods;
226 (D) limiting the use of instructional technology to only instances with direct teacher supervision for a
defined academic purpose;
228 (E) prohibiting a public school from sending a school issued instructional technology home with a
student;
230 (F) prohibiting homework requiring access to the internet or instructional technology; and
232 (G) limiting access to the internet through filters consistent with age-appropriate standards;
234 (iii) for middle or junior high school:
235 (A) {limiting the use of instructional technology to use only on campus of-} allowing a student to
take home a {public} school {except where the public school approves the use of instructional
technology-} issued device for {specific academic programs or-} school work or an academic
program that the LEA approves, only when a {student lacks home internet access and a} parent
{provides written opt-in-} opts-in through written consent {to take instructional technology home} ;
240 (B) balancing the use of an instructional technology with instruction through teacher-led, print-based,
and analog methods; and
242 (C) limiting access to the internet through filters consistent with age-appropriate standards; and
244 (iv) for high school:
245

HB0273 compared with HB0273S02

(A) allowing a student to take an instructional technology home , provided a parent does not choose to opt the parent's student out;

(B) balancing the use of an instructional technology with instruction through teacher-led, print-based, and analog methods; and

(C) limiting access to the internet through filters consistent with age-appropriate standards;

(e) for an LEA that fails to adopt or create a policy in accordance with Subsection (3)(h), declare the model policy described in Subsection (5)(a) as the default policy for that LEA; and

(f) adopt a method for evaluating and measuring the effectiveness of the requirements listed in Subsection (2)(a).

(6) The frameworks described in Subsection (5)(d) do not apply to:

(a) a course where instructional technology is integral to the subject matter of the course or specialty class;

(b) instruction or equipment related to:

(i) online district and charter schools; and

(ii) the Statewide Online Education Program created in Section 53F-4-502;

(c) a course or instruction designed to meet core technology standards the state board creates under Section 53E-4-202;

(d) an AI sandbox course as that term is defined in Section 53G-7-1401; {or}

(e) a public school located within the boundaries of a tribal nation where the LEA is the internet service provider; or

(e){(f)} instructional technology use consistent with a student's IEP or 504 plan.

(7)

(a) Upon the adoption of the policy required under Subsection (3)(h)(i) or (3)(h)(ii), an LEA shall submit a report to the state board, detailing:

(i) the specifics of the policy the LEA adopts;

(ii) the LEA's plan for:

(A) professional development of faculty and staff related to the adoption of the policy; and

(B) monitoring compliance with the new policy;

(iii) use of instructional technology in the classroom;

(iv) monitoring and compliance of a public school within the LEA's jurisdiction; and

(v) implementation efforts and outcomes.

HB0273 compared with HB0273S02

- 276 (b) An LEA that changes the policy after submitting the report described in Subsection (7)(a) shall
submit the updated policy to the state board.
- 278 (8)
- (a) As a condition of receiving state funds allocated for digital literacy, computer science, or
educational technology programsdescribed in Section 53F-2-510, an LEA shall certify to the state
board that the LEA has adopted and is implementing:
- 281 (i) a policy on balanced technology use in the classroom in accordance with this section;
- 283 (ii) a resource program for students demonstrating a pattern of difficulty with technology-related
learning in accordance with Section 53G-7-229; and
- 285 (iii) an artificial intelligence use policy consistent with the model artificial intelligence use policy
described in Section 53G-7-1402.
- 287 (b) The state board may withhold or delay the distribution of funds described in Subsection (8)(a) to an
LEA that fails to meet the requirements of this section until the LEA demonstrates compliance.
- 290 (9) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall
make rules to implement the provisions of this section.
- 306 Section 3. Section 3 is enacted to read:
- 307 **53G-7-229. Resources for a student with a technology-related learning difficulty.**
- 295 (1) As used in this section:
- 296 (a) "Instructional technology" means the same as that term is defined in Section 53G-7-228.
- 298 (b)
- (i) "Technology-related learning difficulty" means a condition where a student experiences a pattern of
difficulty learning through the use of instructional technology.
- 301 (ii) "Technology-related learning difficulty" does not include a temporary or situational difficulty with
technology use that is unrelated to a learning need that is:
- 304 (A) diagnosed; or
- 305 (B) identifiable.
- 306 (2) An LEA shall create a resource plan on how to accommodate a student that demonstrates a
technology-related learning difficulty.
- 308 (3) An LEA may:
- 309 (a) provide additional resources and accommodations to a student that demonstrates a technology-
related learning difficulty, including:

HB0273 compared with HB0273S02

- 311 (i) access to printed materials;
- 312 (ii) alternative assignment formats;
- 313 (iii) access to a technology resource center;
- 314 (iv) access to an educational professional with expertise in technology and technology-related learning
difficulties; and
- 316 (v) extra time for technology-based tasks; and
- 317 (b) provide a student with a technology-related learning difficulty access to alternative learning
pathways, including:
 - 319 (i) hands-on, project-based learning;
 - 320 (ii) book-based curriculum; and
 - 321 (iii) verbal instruction.

336 Section 4. Section 4 is enacted to read:

338 **53G-7-1401. General provisions -- Definitions.**

14. Artificial Intelligence

As used in this part:

- 326 (1) "Artificial intelligence" means the same as that term is defined in Section 13-72-101.
- 327 (2) "Artificial intelligence sandbox course" or "AI sandbox course" means a high school course offered
to a student enrolled in an LEA focused on artificial intelligence technologies that:
 - 330 (a) operates within a secure and controlled digital environment; and
 - 331 (b) provides a student with supervised opportunities to apply artificial intelligence technologies through
hands-on:
 - 333 (i) learning;
 - 334 (ii) experimentation; and
 - 335 (iii) application of the instructional material.
- 336 (3) "Artificial intelligence tool" or "AI tool" means software or a system that generates outputs,
predictions, or recommendations through:
 - 338 (a) machine learning;
 - 339 (b) natural language processing; or
 - 340 (c) other artificial intelligence techniques.
- 341 (4) "Generative artificial intelligence" means the same as that term is defined in Section 13-77-101.

357 Section 5. Section 5 is enacted to read:

HB0273 compared with HB0273S02

53G-7-1402. Model artificial intelligence use policy.

- (1) As used in this section "high-stakes determination" means a decision regarding a student's:
- (a) placement;
 - (b) discipline;
 - (c) academic progression; or
 - (d) eligibility for a program or service.
- (2) The state board shall publish and maintain a model artificial intelligence use policy that:
- (a) encourages and supports educator instruction through the use of AI tools;
 - (b) complies with the requirements of the model policy on balanced technology use in the classroom described in Section 53G-7-228;
 - (c) encourages a reduction in student and educator workload through the use of AI tools;
 - (d) requires educators to only use AI tools an LEA approves;
 - (e) requires educators to retain professional judgment and instructional responsibility when using AI tools in the educator's classroom;
 - (f) prohibits educators from using generative artificial intelligence to independently grade student work or issue high-stakes determinations;
 - (g) requires a student to produce work that reflects the student's:
 - (i) knowledge;
 - (ii) skill; and
 - (iii) understanding;
 - (h) prohibits a student from using generative artificial intelligence to complete academic work unless an educator authorizes the use for a specific instructional purpose;
 - (i) ensures that all AI tools available to a student meet developmental expectations and align with digital literacy standards for each grade level;
 - (j) when the school or an educator uses generative artificial intelligence for instruction, assessment, or activities in the classroom, requires the school or educator to:
 - (i) notify the student's parent in writing; and
 - (ii) in the notification described in Subsection (2)(j)(ii), provide a link to the LEA's metadata dictionary as described in Section 53E-9-303;
 - (k) identifies the purpose of each approved AI tool and describes to a student how to use the AI tool;
 - (l) ensures that AI tools do not expose a student to content that is:

HB0273 compared with HB0273S02

- 377 (i) harmful;
378 (ii) manipulative; or
379 (iii) inappropriate;
380 (m) prohibits the use of AI tools for any practice that threatens student safety or wellbeing, including:
382 (i) biometric surveillance; or
383 (ii) psychological profiling;
384 (n) provides a student's parent with clear expectations regarding allowed and prohibited uses of AI tools
in the classroom; and
386 (o) requires educators to communicate assignment-specific guidance on the expectations regarding the
use of AI tools.
388 (3)
(a) An LEA shall produce and adopt an artificial intelligence use policy based on the model policy
described in Subsection (2).
390 (b) After adopting the policy described in Subsection (3)(a), an LEA shall:
391 (i) submit the adopted policy to the state board for review and approval;
392 (ii) provide training to educators and staff on the policy;
393 (iii) ensure compliance to the policy at each school within the LEA;
394 (iv) review the policy at least once every two years; and
395 (v) update the policy as needed.
396 (c) To inform the policy an LEA adopts under Subsection (3)(a), an LEA may create and distribute the
following artificial intelligence resources:
398 (i) a vision or guidance document;
399 (ii) an artificial intelligence framework; or
400 (iii) artificial intelligence best practices.
401 (4) The state board shall:
402 (a) declare the model policy described in Subsection (2) as the default policy for an LEA:
403 (i) that fails to adopt a policy in accordance with Subsection (3)(a); or
404 (ii) whose policy the state board does not approve in accordance with Subsection (3)(b)(i); and
406 (b) make rules in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to
establish:
408 (i) standards for LEA compliance under this section;

HB0273 compared with HB0273S02

- (ii) timelines and procedures for LEA policy submission; and
- (iii) guidance for LEA implementation and educator training.

Section 6. Section 6 is enacted to read:

53G-7-1403. Artificial intelligence -- Sandbox course.

- (1) An LEA may offer an AI sandbox course to a student in grades 9 through 12 to provide instructional opportunities aligned with workforce development needs in emerging fields, including:

- (a) artificial intelligence;
- (b) data science;
- (c) digital design; and
- (d) other related disciplines.

- (2) An LEA shall:

- (a) limit the delivery of an AI sandbox course to career and technical education courses or focused campuses;
- (b) ensure that all activities related to the teaching of an AI sandbox course incorporate safeguards to protect students, including:
 - (i) compliance with federal data privacy laws;
 - (ii) compliance with Title 53E, Chapter 9, Student Privacy and Data Protection;
 - (iii) compliance with Section 53G-10-103; and
 - (iv) ethical use guidelines the state board establishes;
- (c) notify the parent of a student enrolled in {a} an AI sandbox course of the nature of the AI sandbox course; and
- (d) obtain written consent from a student's parent before allowing a student to participate in an AI sandbox course.
- (3) An LEA may not require a student to participate in an AI sandbox course.
- (4) In accordance with Subsection (2)(b)(iv), the state board shall establish ethical use guidelines for an LEA to use during the AI sandbox course's:
 - (a) creation;
 - (b) implementation; and
 - (c) delivery.

Section 7. **Effective date.**

Effective Date.

HB0273 compared with HB0273S02

This bill takes effect on July 1, 2026.

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