



## HB0312S01 compared with HB0312S03

- 18       ▶ requires instruction on the roles and responsibilities of government officials;  
19       ▶ allows local education agencies to determine whether applied crafts and technical arts  
courses meet fine arts credit requirements;  
21       ▶ requires American constitutional government and citizenship to be taught as two distinct  
semester courses;  
23       ▶ requires United States history to be taught as two distinct semester courses;  
11       ▶ ~~{defines}~~ prohibits students from taking the ~~{foundational documents subject}~~ same semester  
course twice to ~~{spiral instruction}~~ meet graduation requirements;  
26       ▶ requires literacy coaches to support the integration of social studies content into literacy  
instruction;  
12       ▶ ~~{establishes requirements for}~~ requires regular social studies instruction ~~{that increases in~~  
~~complexity each year}~~ for elementary grades;  
13       ▶ ~~{directs local education agencies to implement curriculum aligned with spiral instruction~~  
~~standards; and}~~  
29       ▶ allows social studies instruction to be delivered through integrated instruction with English  
language arts and mathematics;  
31       ▶ requires implementation of elementary social studies requirements by July 1, 2031;  
32       ▶ repeals an adult education citizenship test;  
33       ▶ defines terms; and  
15       ▶ makes technical ~~{and conforming}~~ changes.

### Money Appropriated in this Bill:

36       None

### Other Special Clauses:

38       This bill provides a special effective date.

### Utah Code Sections Affected:

40       AMENDS:

41       53E-3-505 (Effective 07/01/26), as last amended by Laws of Utah 2024, Chapter 378

42       53E-3-1002 (Effective 07/01/26), as enacted by Laws of Utah 2022, Chapter 285

43       53E-3-1004 (Effective 07/01/26), as enacted by Laws of Utah 2022, Chapter 285

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53E-4-202 ~~{(Effective 05/06/26)}~~ ~~{(Partially Repealed 01/01/28)}~~ {(Effective 07/01/26) (Partially Repealed 01/01/28)}, as last amended by Laws of Utah 2024, Third Special Session, Chapter 5

46 53E-4-204 (Effective 07/01/26), as last amended by Laws of Utah 2025, Chapter 142

47 53E-4-303 (Effective 07/01/26), as last amended by Laws of Utah 2025, Chapter 289

48 53G-10-302 (Effective 07/01/26), as last amended by Laws of Utah 2024, Chapter 452

49 53G-10-307 (Effective 07/01/26), as enacted by Laws of Utah 2025, Chapter 478

50 63I-2-253 (Effective 07/01/26), as last amended by Laws of Utah 2025, First Special Session, Chapter 9

52 ENACTS:

53 53E-4-205.3 (Effective 07/01/26), Utah Code Annotated 1953

25 ~~{53G-10-308 (Effective 05/06/26), Utah Code Annotated 1953}~~

54 REPEALS:

55 53E-4-205 (Effective 07/01/26), as last amended by Laws of Utah 2025, Chapter 142

56

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

58 Section 1. Section 53E-3-505 is amended to read:

59 **53E-3-505. Financial and economic literacy education.**

60 (1) As used in this section:

61 (a) "Financial and economic activities" include activities related to the topics listed in Subsection (1)(b).

63 (b) "Financial and economic literacy concepts" include concepts related to the following topics:

65 (i) basic budgeting;

66 (ii) saving and financial investments;

67 (iii) banking and financial services, including balancing a checkbook or a bank account and online banking services;

69 (iv) career management, including earning an income;

70 (v) rights and responsibilities of renting or buying a home;

71 (vi) retirement planning;

72 (vii) loans and borrowing money, including interest, credit card debt, predatory lending, and payday loans;

74 (viii) insurance;

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- 75 (ix) federal, state, and local taxes;
- 76 (x) charitable giving;
- 77 (xi) identity fraud and theft;
- 78 (xii) negative financial consequences of gambling;
- 79 (xiii) bankruptcy;
- 80 (xiv) economic systems, including a description of:
- 81 (A) a command system such as socialism or communism, a market system such as capitalism, and a  
mixed system; and
- 83 (B) historic and current examples of the effects of each economic system on economic growth;
- 85 (xv) supply and demand;
- 86 (xvi) monetary and fiscal policy;
- 87 (xvii) effective business plan creation, including using economic analysis in creating a plan;
- 89 (xviii) scarcity and choices;
- 90 (xix) opportunity cost and tradeoffs;
- 91 (xx) productivity;
- 92 (xxi) entrepreneurism; and
- 93 (xxii) economic reasoning.
- 94 (c) "General financial literacy course" means the course of instruction administered by the state board  
under Subsection (3).
- 96 (2) The state board shall:
- 97 (a) more fully integrate existing and new financial and economic literacy education into instruction in  
kindergarten through grade 12 by:
- 99 (i) coordinating financial and economic literacy instruction with existing instruction in other areas of  
the core standards for Utah public schools, such as mathematics and social studies;
- 102 (ii) using curriculum mapping;
- 103 (iii) creating training materials and staff development programs that:
- 104 (A) highlight areas of potential coordination between financial and economic literacy education and  
other core standards for Utah public schools concepts; and
- 107 (B) demonstrate specific examples of financial and economic literacy concepts as a way of teaching  
other core standards for Utah public schools concepts; and
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- (iv) using appropriate financial and economic literacy assessments to improve financial and economic literacy education and, if necessary, developing assessments;
- 112 (b) work with interested public, private, and nonprofit entities to:
- 113 (i) identify, and make available to teachers, online resources for financial and economic literacy education, including modules with interactive activities and turnkey instructor resources;
- 116 (ii) coordinate school use of existing financial and economic literacy education resources;
- 118 (iii) develop simple, clear, and consistent messaging to reinforce and link existing financial literacy resources;
- 120 (iv) coordinate the efforts of school, work, private, nonprofit, and other financial education providers in implementing methods of appropriately communicating to teachers, students, and parents key financial and economic literacy messages; and
- 123 (v) encourage parents and students to establish higher education savings, including a Utah Educational Savings Plan account;
- 125 (c) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, make rules to develop guidelines and methods for school districts and charter schools to more fully integrate financial and economic literacy education into other core standards for Utah public schools courses; and
- 129 (d) in cooperation with school districts, charter schools, and interested private and nonprofit entities, provide opportunities for professional development in financial and economic literacy concepts to teachers, including:
- 132 (i) a statewide learning community for financial and economic literacy;
- 133 (ii) summer workshops; and
- 134 (iii) online videos of experts in the field of financial and economic literacy education.
- 135 (3) The state board shall:
- 136 (a) administer a general financial literacy course in the same manner that the state board administers other core standards for Utah public school courses for grades 9 through 12;
- 139 (b) adopt standards and objectives for the general financial literacy course that address:
- 140 (i) financial and economic literacy concepts;
- 141 (ii) the costs of going to college, student loans, scholarships, and the Free Application for Federal Student Aid;
- 143 (iii) financial benefits of pursuing concurrent enrollment as defined in Section 53E-10-301; and

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- 145 (iv) technology that relates to banking, savings, and financial products; [~~and~~]  
146 (c)
- (i) contract with a provider, through a request for proposals process, to develop an online, end-of-course assessment for the general financial literacy course;
- 148 (ii) require a school district or charter school to administer an online, end-of-course assessment to a student who takes the general financial literacy course; and
- 150 (iii) develop a plan, through the state superintendent, to analyze the results of an online, end-of-course assessment in general financial literacy that includes:
- 152 (A) an analysis of assessment results by standard; and
- 153 (B) average scores statewide and by school district and school[-] ; and
- 154 (d) approve other courses, including courses offered through recognized national or international educational organizations or examination boards, that meet the standards and objectives described in Subsection (3)(b) as fulfilling the financial and economic literacy education requirements of this section.
- 158 (4)
- (a) The state board shall establish a task force to study and make recommendations to the state board on how to improve financial and economic literacy education in the public school system.
- 161 (b) The task force membership shall include representatives of:
- 162 (i) the state board;
- 163 (ii) school districts and charter schools;
- 164 (iii) the Utah System of Higher Education; and
- 165 (iv) private or public entities that teach financial education and share a commitment to empower individuals and families to achieve economic stability, opportunity, and upward mobility.
- 168 (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 financial literacy course.
- 171 (5) A course approved under Subsection (3)(d):
- 172 (a) shall address the standards and objectives described in Subsection (3)(b);
- 173 (b) may include additional content beyond the minimum standards established by the state board; and
- 175 (c) is not required to use the end-of-course assessment described in Subsection (3)(c) if the course includes an alternative assessment that the state board determines adequately measures student achievement of the standards and objectives described in Subsection (3)(b).

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- 179 Section 2. Section 53E-3-1002 is amended to read:  
180 **53E-3-1002. Literacy coaching -- Professional learning.**  
181 (1) Subject to legislative appropriations, the state board shall provide, train, and assign literacy coaches  
to schools with low literacy achievement performance to provide early literacy coaching to teachers  
in kindergarten through grade 3, in accordance with this section.  
185 (2) The state board shall make rules, in accordance with Title 63G, Chapter 3, Utah Administrative  
Rulemaking Act, to:  
187 (a) establish criteria to determine which schools qualify for early literacy coaching, prioritizing  
coaching among:  
189 (i) schools that participate in partnerships that receive grants under Title 53F, Chapter 5, Part 4,  
Partnerships for Student Success Grant Program; and  
191 (ii) schools that fall within the bottom 25% of all schools in literacy achievement performance, as the  
state board further defines;  
193 (b) establish minimum qualifications for early literacy coach positions to ensure adequate preparation  
with necessary expertise;  
195 (c) define roles and responsibilities for a literacy coach, including:  
196 (i) assisting educators in analyzing data to inform instructional adjustments;  
197 (ii) engaging in instructional coaching cycles with educators to build capacity for improved classroom  
instructional practices;  
199 (iii) using principles of adult learning to effectively partner with educators to integrate professional  
learning into classroom practice;  
201 (iv) leveraging knowledge of the science of reading and evidence-based practices to support educators  
in maximizing student learning;  
203 (v) partnering with a school's leader to support school-wide literacy goals to provide a team of support  
for educators to embed the state-wide goals into instructional plans and practice;  
206 (vi) delivering consistent and frequent job-embedded professional learning;  
207 (vii) participating actively in professional learning experiences to deepen knowledge and skills for  
coaching;[-and]  
209 (viii) designing and facilitating relevant and cohesive professional learning sessions to strengthen the  
implementation of these evidence-based practices with educators; and  
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(ix) supporting the integration of social studies content into literacy instruction to enhance both reading comprehension and content knowledge, in alignment with the requirements of Section 53E-4-205.3;  
and

- 215 (d) establish parameters for the relationship between a literacy coach and school or LEA, including  
ensuring that coaches do not engage in activities or duties unrelated to literacy coaching, including:
- 218 (i) serving as an evaluator, substitute teacher, clerical aid, recess or lunch aid, behavioral therapist,  
tester, guidance counselor, interventionist, program manager, or contest leader; or
- 221 (ii) any other assignment that frequently disrupts the coach's ability to support educators in improving  
instructional practice.
- 223 (3) The state board shall:
- 224 (a) ensure that one staff position supervises early literacy coaches statewide;
- 225 (b) select the pool of candidates for literacy coaching positions and coordinate with LEAs regarding  
interviews, final selection, and placement; and
- 227 (c) annually review coaching placements and adjust placements as necessary, based on the school's  
literacy achievement performance and the criteria established under Subsection (2).
- 230 (4) The state board shall provide professional learning support in early literacy by:
- 231 (a) facilitating professional learning opportunities to support literacy coaches statewide that includes  
knowledge and skill development in adult learning practices, job-embedded coaching, and family  
engagement;
- 234 (b) providing professional learning regional consultants to:
- 235 (i) support LEAs and regional education service agencies in designing, facilitating, monitoring, and  
adjusting professional learning in early literacy that aligns with the professional learning standards  
described in Section 53G-11-303; and
- 238 (ii) serve a cohort of LEAs within a geographic region of the state; and
- 239 (c) providing statewide professional learning to support the use of collective efficacy, including the  
implementation of professional learning communities and school leadership teams through 2027.

242 Section 3. Section 53E-3-1004 is amended to read:

243 **53E-3-1004. Community engagement for early literacy.**

- 244 (1) The state board shall:

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(a) partner with a private business or nonprofit organization to annually provide personal, home-use, age-appropriate printed books or digital books with accompanying electronic reading devices to students:

248 (i) who attend:

249 (A) a school that participates in partnerships that receive grants under Title 53F, Chapter 5, Part 4, Partnerships for Student Success Grant Program; or

251 (B) a Title I school, as that term is defined in Section 53F-2-523; and

252 (ii) at a minimum, in kindergarten through grade 3; and

253 (b) provide students a choice of language where possible.

254 (2) The state board shall develop and promote a website that provides resources for teachers and other educational support personnel to:

256 (a) support targeted activities and strategies for parents to support at-home reading[-] ; and

258 (b) integrate social studies content with literacy instruction, supporting both early literacy goals and social studies learning objectives described in Section 53E-4-205.3.

260 (3) The state board shall contract with one or more organizations that have expertise in coordinating community resources to:

262 (a) provide training and coaching to community, school, and parent engagement coordinators; and

264 (b) for a school that is not participating in a partnership that receives a grant under Title 53F, Chapter 5, Part 4, Partnerships for Student Success Grant Program:

266 (i) assess the presence of existing community school infrastructure; and

267 (ii) provide necessary supports for parent, community, and business engagement, including services and coordination support.

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

270 **53E-4-202. ~~{(Effective 05/06/26)}~~ ~~{(Partially Repealed 01/01/28)}~~ {(Effective 07/01/26) (Partially Repealed 01/01/28)} Core standards for Utah public schools -- Notice and hearing requirements.**

31 (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:

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- 36 (i) (a) communicate effectively, both verbally and through written communication;
- 37 (ii) (b) apply mathematics; [and]
- 38 (iii) (c) access, analyze, and apply information[-] ; and
- 39 (iv) (d) { ~~instruction on foundational United States civics documents~~ } understand  
history and government as described in { ~~Section 53E-10-308~~ } Sections 53E-4-208 and  
53G-10-302.
- 41 ~~(b)~~ (2) 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:
- 43 (i) (a) a particular curriculum or instructional material; or
- 44 (ii) (b) a model curriculum or instructional material.
- 45 (2) (3) The state board shall, in establishing the core standards for Utah public schools:
- 46 (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; and
- 48 (b) align with each other the core standards for Utah public schools and the assessments described in  
Section 53E-4-303.
- 50 ~~(3)~~ (4) The basic knowledge, skills, and competencies identified ~~[pursuant to]~~ in accordance with  
Subsection ~~(2)(a)~~ (1)(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:
- 54 (a) English, including explicit phonics, spelling, grammar, reading, writing, vocabulary, speech, and  
listening; [and]
- 56 (b) mathematics, including basic computational skills[-] ; and
- 57 (c) social studies, including { ~~instruction on foundational United States civics documents~~ } history and  
government as described in Section { ~~53E-10-308~~ } 53G-10-302.
- 59 ~~(4)~~ (5) Before adopting core standards for Utah public schools, the state board shall:
- 60 (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;
- 62 (b) invite public comment on the draft core standards for Utah public schools for a period of not less  
than 90 days; and
- 64 (c) conduct three public hearings that are held in different regions of the state on the draft core  
standards for Utah public schools.

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- 66 ~~[(5)]~~ (6) 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.
- 70 ~~[(6)]~~ (7) 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.
- 74 ~~[(7)]~~ (8) 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:
- 77 (a) the cost of developing or implementing the core standards for Utah public schools;
- 78 (b) the proposed core standards for Utah public schools are inconsistent with community values; or
- 80 (c) the agreement, contract, memorandum of understanding, or consortium:
- 81 (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;
- 84 (ii) conflicts with Utah law;
- 85 (iii) requires Utah student data to be included in a national or multi-state database;
- 86 (iv) requires records of teacher performance to be included in a national or multi-state database; or
- 88 (v) imposes curriculum, assessment, or data tracking requirements on home school or private school  
students.
- 90 ~~[(8)]~~ (9) The state board shall:
- 91 (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
- 94 (b) ensure that the report described in Subsection ~~[(8)(a)]~~ (9)(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.

338 Section 5. Section 53E-4-204 is amended to read:  
339 **53E-4-204. Standards and graduation requirements.**

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- (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:
- 342 (a) are consistent with state law and federal regulations;
- 343 (b) use competency-based standards and assessments;
- 344 (c) include instruction that stresses general financial literacy from basic budgeting to financial investments, including bankruptcy education and a general financial literacy test-out option;
- 347 (d) include graduation requirements in language arts, mathematics, and science that exceed:
- 349 (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;
- 351 (ii) 2.0 units in mathematics; and
- 352 (iii) and 2.0 units in science;[-and]
- 353 [~~(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;~~]
- 356 (e) include a graduation requirement in social studies that is equal to or exceeds 3.5 units, including:
- 358 (i) at least 1.0 unit in American constitutional government and citizenship as described in Section 53E-4-205.2, consisting of two distinct semester courses that may not be duplicated to satisfy the requirement; and
- 361 (ii) at least 1.0 unit in United States history, consisting of two distinct semester courses that may not be duplicated to satisfy the requirement; and
- 363 (f) ensure up to 0.5 units of the 1.0 unit in American constitutional government and citizenship described in Subsection ~~[(1)(e)]~~ (1)(e)(i) may be earned by:
- 365 (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:
- 368 (A) policy analysis;
- 369 (B) governmental systems; and
- 370 (C) civic engagement; or
- 371 (ii) participation in the Junior Reserve Officers' Training Corps described in 10 U.S.C. Sec. 2031.
- 373 (2) The state board shall establish competency-based standards and assessments for elective courses.
- 375 (3) The state board shall study requiring all LEAs to issue a high school diploma to students who receive:

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- 377 (a) an associate's degree with at least 60 credit hours from an accredited post-secondary institution; or  
379 (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.

381 Section 6. Section 6 is enacted to read:

### 382 **53E-4-205.3. Elementary social studies education.**

383 (1) As used in this section:

384 (a) "Elementary grades" or "elementary grade level" means kindergarten through grade 6.

385 (b) "Integrated instruction" means teaching that purposefully connects social studies content with other  
subject areas.

387 (c) "Social studies" means the integrated study of history, geography, civics, and economics as outlined  
in the state board's standards for social studies.

389 (2) The board shall make rules in accordance with Title 63G, Chapter 3, Utah Administrative  
Rulemaking Act, establishing standards to ensure that LEAs provide regular social studies  
instruction in each elementary grade level.

392 (3) The board shall:

393 (a) develop guidelines for integrating, where appropriate, social studies instruction with English  
language arts and mathematics;

395 (b) develop and maintain a repository of social studies instructional materials and resources;

397 (c) establish criteria for qualifying integrated instruction; and

398 (d) develop methods to measure student progress in social studies learning.

399 (4) An LEA shall:

400 (a) ensure that students in elementary grades receive regular social studies instruction required in  
Subsection (2);

402 (b) in accordance with Section 53G-10-304, adopt social studies curricula that meet state standards;

404 (c) ensure all elementary students have access to appropriate social studies materials;

405 (d) provide resources to support integrated instruction;

406 (e) ensure that elementary teachers receive ongoing professional development in social studies  
instruction, including integrated instruction;

408 (f) provide time for collaborative planning to support integrated instruction;

409 (g) regularly assess student progress in social studies;

410 (h) use data to inform instruction and support; and

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- 411 (i) report social studies instructional time and student outcomes to the state board as required.  
413 (5) An LEA shall implement all requirements of this section by July 1, 2031.  
414 (6) Upon request, the board shall report to the Education Interim Committee on implementation  
progress and initial outcomes.

416 Section 7. Section 53E-4-303 is amended to read:

417 **53E-4-303. Utah standards assessments -- Administration -- Review committee.**

- 419 (1) As used in this section[;] :
- 420 (a) [~~computer~~] "Computer adaptive assessment" means an assessment that measures the range of a  
student's ability by adapting to the student's responses, selecting more difficult or less difficult  
questions based on the student's responses.
- 423 (b) "Founding document" means a document described in Subsections 53E-4-205.2 and 53G-10-302(4).
- 425 (2) The state board shall:
- 426 (a) adopt a standards assessment that:
- 427 (i) measures a student's proficiency in:
- 428 (A) mathematics for students in each of grades 3 through 8 until July 1, 2026, and 3 through 10 after  
July 1, 2026;
- 430 (B) English language arts for students in each of grades 3 through 8 until July 1, 2026, and 3 through 10  
after July 1, 2026;
- 432 (C) science for students in each of grades 4 through 8 until July 1, 2026, and 4 through 10 after July 1,  
2026; and
- 434 (D) writing for students in at least grades 5 and 8; and
- 435 (ii) except for the writing measurement described in Subsection (2)(a)(i)(D), is a computer adaptive  
assessment; [~~and~~]
- 437 (b) ensure that an assessment described in Subsection (2)(a) is:
- 438 (i) a criterion referenced assessment;
- 439 (ii) administered online;
- 440 (iii) aligned with the core standards for Utah public schools; and
- 441 (iv) adaptable to personalized, competency-based learning, as that term is defined in Section  
53F-5-501[-] ; and
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(c) beginning on or after the 2028-2029 school year, the board shall establish a timeline to incorporate reading passages and questions sourced from primary source documents and founding documents into the English language arts assessment described in Subsection (2)(a)(i)(B).

447 (3) A school district or charter school shall annually administer the standards assessment adopted by  
the state board under Subsection (2) to all students in the subjects and grade levels described in  
Subsection (2).

450 (4)

(a) Except as provided in Subsection (4)(b), a student's score on the standards assessment adopted under  
Subsection (2) may not be considered in determining:

452 (i) the student's academic grade for a course; or

453 (ii) whether the student may advance to the next grade level.

454 (b) A teacher may use a student's score on the standards assessment adopted under Subsection (2) to  
improve the student's academic grade for or demonstrate the student's competency within a relevant  
course.

457 (5)

(a) The state board shall establish a committee consisting of 15 parents of Utah public education  
students to review all standards assessment questions.

459 (b) The committee established in Subsection (5)(a) shall include the following parent members:

461 (i) five members appointed by the chair of the state board;

462 (ii) five members appointed by the speaker of the House of Representatives or the speaker's designee;  
and

464 (iii) five members appointed by the president of the Senate or the president's designee.

465 (c) The state board shall provide staff support to the parent committee.

466 (d) The term of office of each member appointed in Subsection (5)(b) is four years.

467 (e) The chair of the state board, 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 half of the committee members are appointed every two years.

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

473 Section 8. Section 53G-10-302 is amended to read:

474 **53G-10-302. Instruction in American history and government -- Study and posting of  
American heritage documents -- Comparative instruction on government systems.**

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- 477 (1) As used in this section[;] :
- 478 (a) "American experiment in self-governance and United States founding principles" means the unique  
479 characteristics and achievements of the United States, including:
- 480 (i) the nation's founding principles of individual liberty, limited government, and natural rights;  
481 (ii) the enduring strength and adaptability of the United States Constitution;  
482 (iii) the protection of individual freedoms and religious liberty;  
483 (iv) supporting and preserving the family;  
484 (v) economic prosperity through free market capitalism and entrepreneurship;  
485 (vi) the promotion of human rights and representative self-government globally; and  
486 (vii) the contributions of American innovation, culture, and civil society to human progress and  
487 flourishing.
- 488 (b) "Communism" means a system of government, governance, or political theory that has historically  
489 resulted in widespread human rights abuses, economic failure, and totalitarian oppression,  
490 characterized by:
- 491 (i) collective or state ownership of property and the means of production;  
492 (ii) centralized economic planning;  
493 (iii) single-party authoritarian rule;  
494 (iv) practices that are destructive to the family structure and function; or  
495 (v) suppression of individual rights and liberties in favor of collective goals.
- 496 (c) "Ten Commandments" means the Decalogue, known as the Ten Commandments, as recorded in the  
497 Hebrew Scriptures in Exodus 20:2-17 and Deuteronomy 5:6-21.
- 498 (2) The Legislature recognizes that a proper understanding of American history and government is  
499 essential to good citizenship, and that the public schools are the primary public institutions charged  
500 with responsibility for assisting children and youth in gaining that understanding.
- 501 (3)
- 502 (a) The state board and local school boards shall periodically review school curricula and activities to  
503 ensure that effective instruction in American history and government is taking place in the public  
504 schools.
- 505 (b) The boards shall solicit public input as part of the review process.
- 506 (c) The state board shall ensure instruction in American history and government for students occurs as  
507 appropriate and includes a study of:

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- 509 (i) forms of government, such as a republic, a pure democracy, a monarchy, and an oligarchy;  
511 (ii) political philosophies and economic systems, such as socialism, communism, individualism, and  
free market capitalism;  
513 (iii) the United States' form of government, a compound constitutional republic;  
514 (iv) the roles and responsibilities of government officials, including all state and locally elected  
officials;  
516 (v) the voting process and election laws of this state, including the caucus and convention system;  
518 (vi) the purpose and benefits of the Electoral College system in presidential elections, including:  
520 (A) how the system protects state sovereignty;  
521 (B) ensures broad geographic representation; and  
522 (C) maintains the federal nature of the republic;  
523 (vii) the eligibility requirements to run for elected office at the federal, state, and local levels; and  
525 (viii) the elected officials who represent students at each level of government.  
526 (d) Beginning in the 2028-2029 school year, the state board shall ensure that social studies core  
standards for students in secondary grades includes comparative instruction on government systems  
including communism with the state board determining the specific grades and frequency of  
instruction within secondary grades, that:  
531 (i) compare and contrast the government systems described in Subsection (3)(c) with communism and  
other autocratic government systems, such as:  
533 (A) fascist governments, including World War II-era regimes; and  
534 (B) ancient autocracies, including absolute monarchies;  
535 (ii) include instruction on the American experiment in self-governance and United States founding  
principles, including why the Founders rejected pure democracy, including ancient Greek examples;  
538 (iii) include instruction on the fundamental characteristics of communism, including state control of  
information and media;  
540 (iv) include instruction on the history and tactics of communist movements in the United States,  
including:  
542 (A) the spread of communist ideology during the 20th century;  
543 (B) efforts to infiltrate American institutions; and  
544 (C) the response of the United States government and civil society to communist movements;  
546

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- (v) include instruction on historical crimes, human rights violations, and economic failures caused by communist regimes, including:
- 548 (A) the Cultural Revolution in China;  
549 (B) the Holodomor in Ukraine;  
550 (C) the Great Terror in the Soviet Union;  
551 (D) the Cambodian genocide under the Khmer Rouge;  
552 (E) the human rights violations and economic failures of the Cuban communist regime;  
554 (F) the violence and destabilization caused by communist guerrilla movements in Latin America; and  
556 (G) the systematic persecution of religious groups and suppression of religious practice under communist regimes; and
- 558 (vi) include comparative outcomes demonstrating the benefits of constitutional republicanism through comparison with communist, pure democratic, and other autocratic systems, including:
- 561 (A) economic prosperity and innovation;  
562 (B) protection of human rights and individual freedoms;  
563 (C) political stability and peaceful transfer of power;  
564 (D) quality of life and opportunity for citizens; and  
565 (E) contributions to global peace and prosperity.
- 566 (e) Beginning in the 2028-2029 school year, and in accordance with Subsection (8), the state board shall ensure instruction in American history and government for students occurs as appropriate and includes a study of the historical and philosophical context in which the founding documents were created, with the state board determining the specific grades and frequency of instruction within grades 3 through 12, including:
- 571 (i) analysis of religious and philosophical references contained in founding documents, including:  
573 (A) the reference in the Declaration of Independence to "Nature's God," "Creator," "Supreme Judge of the world," and "divine Providence";  
575 (B) religious and philosophical influences on concepts of natural rights and limited government as reflected in primary source documents from the founding era;  
578 (C) the debates over religious liberty and the relationship between religion and government as reflected in founding era documents, including writings on the First Amendment;  
581 (D) specific passages from the text described in Subsection (4)(m) that are cited or alluded to in founding documents;

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- 583 (E) narratives and concepts from the text described in Subsection (4)(m) that shaped colonial American  
political thought;
- 585 (F) the use of language and imagery from the text described in Subsection (4)(m) in political rhetoric of  
the founding era and throughout American history; and
- 587 (G) influences of the text described in Subsection (4)(m) on concepts of covenant, law, justice, and  
liberty in American constitutional thought;
- 589 (ii) comparative analysis of the philosophical traditions described in Subsection 53E-4-205.2(2)(a), and  
additional philosophical traditions, including Enlightenment philosophy, Protestant and Catholic  
thought, deism, and natural law theory; and
- 593 (iii) the development of American principles of religious liberty, including:
- 594 (A) the First Amendment's protections for religious exercise and prohibitions on religious  
establishment; and
- 596 (B) state constitutional provisions on religious liberty.
- 597 [~~(e) Instruction in American history and government shall include a study of:~~]
- 598 [~~(i) forms of government, such as a republic, a pure democracy, a monarchy, and an oligarchy;~~]
- 600 [~~(ii) political philosophies and economic systems, such as socialism, individualism, and free market~~  
capitalism; and]
- 602 [~~(iii) the United States' form of government, a compound constitutional republic.]~~]
- 603 (4) School curricula and activities shall include a thorough study of historical documents [~~and principles~~  
such as] described in Subsection 53E-4-205.2(3), and the following additional historical documents  
and principles:
- 606 [~~(a) the Declaration of Independence;~~]
- 607 [~~(b) the United States Constitution;~~]
- 608 (e) (a) the national motto;
- 609 [~~(d)~~] (b) the pledge of allegiance;
- 610 (e) (c) the national anthem;
- 611 (d) the entirety of George Washington's Farewell Address;
- 612 [~~(f) the Mayflower Compact;~~]
- 613 [~~(g) the writings, speeches, documents, and proclamations of the Founders and the Presidents of the~~  
United States;]
- 615

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- [~~h~~] ~~organic documents from the pre-Colonial, Colonial, Revolutionary, Federalist, and post Federalist eras;~~
- 617 (e) Frederick Douglass's speeches, including:
- 618 (i) "What to the Slave is the Fourth of July," delivered July 5, 1852; and
- 619 (ii) "What the Black Man Wants," delivered January 26, 1865;
- 620 (f) selected passages from the Anti-Federalist Papers and the Federalist Papers, including Federalist  
Papers No. 10 and No. 51;
- 622 [~~+~~] (g) United States Supreme Court decisions;
- 623 [~~+~~] (h) the Ten Commandments;
- 624 [~~+~~] (i) the Magna Carta;
- 625 [~~+~~] (j) Acts of the United States Congress, including the published text of the Congressional Record;  
[and]
- 627 [~~m~~] (k) United States treaties[-] ;
- 628 (l) excerpts from Alexis de Tocqueville's Democracy in America;
- 629 (m) the Bible, including the Hebrew Scriptures and New Testament, as literary and historical texts that  
have influenced American constitutional history, civic thought, and cultural development; and
- 632 (n) when teaching Utah history, an LEA may include study of religious beliefs and texts that influenced  
the state's early founders and the state's history.
- 634 (5) To increase student understanding of, and familiarity with, American historical documents, public  
schools may display historically important excerpts from, or copies of, those documents in school  
classrooms and common areas as appropriate.
- 637 (6) There shall be no content-based censorship of American history and heritage documents referred to  
in this section due to their religious or cultural nature.
- 639 (7) Public schools shall display "In God we trust," which is declared in 36 U.S.C. Sec. 302 to be the  
national motto of the United States, in one or more prominent places within each school building.
- 642 (8) An LEA shall ensure instruction provided under Subsections (4)(m) and (3)(e):
- 643 (a) focuses on religious texts' literary forms, historical context, and documented influence on American  
civic thought and the state's founding history rather than on theological or doctrinal questions;
- 646 (b) may use multiple translations of religious texts for comparative literary and historical analysis;
- 648 (c) acknowledges diverse interpretations of religious texts and their application to political thought and  
founding history; and

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- 650 (d) for instruction under Subsection (3)(e), is integrated with the study of founding documents and  
principles.
- 652 (9) The state board shall ensure that each review and revision of social studies core standards includes  
the requirements of this section.
- 654 (10) Nothing in this section prohibits an LEA from exceeding the minimum standards established by the  
state board under this section.

656 Section 9. Section 53G-10-307 is amended to read:

657 **53G-10-307. Art or fine arts education -- Definition -- Credit requirements.**

- 659 (1) As used in this section,[-] "art" or "fine arts" means:
- 660 (a) courses, instruction, or experiences in visual arts, music, dance, or theater;
- 661 (b) courses, instruction, or experiences in applied crafts and technical arts that incorporate artistic  
elements, including:
- 663 (i) woodworking;
- 664 (ii) metalworking and welding;
- 665 (iii) traditional handcrafts;
- 666 (iv) architectural trades, including carpentry, plumbing, masonry, and stonework;
- 667 (v) automotive design and customization;
- 668 (vi) electrical and electrician work;
- 669 [(vi)] (vii) digital design and animation; or
- 670 [(vii)] (viii) other similar courses that combine technical skill with artistic expression; and
- 672 (c) other forms of creative or interpretive expression as an LEA determines.
- 673 (2) For purposes of meeting art or fine arts credit requirements the state board establishes, [the] an LEA  
shall[-accept for an art or fine arts credit any] accept a course listed in Subsection (1) that meets the  
LEA's art or fine arts credit requirements if the course:
- 676 (a) incorporates artistic or creative elements in the curriculum;
- 677 (b) includes instruction in principles of design, form, or aesthetic expression; and
- 678 (c) provides students opportunities for creative expression and artistic application of technical skills.
- 680 (3) Nothing in this section:
- 681 (a) prevents an LEA from:
- 682 (i) establishing the LEA's own additional criteria for [~~artistic and creative elements in courses accepted~~  
~~for fine arts credit~~] courses accepted for fine arts credit; or

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- 684 (ii) offering additional courses for fine arts credit; or  
685 (b) requires an LEA to offer all courses listed in Subsection (1).

98 Section 2. Section 2 is enacted to read:

99 **53G-10-308. Spiral instruction on foundational United States civics documents.**

101 (1) As used in this section:

102 (a) "Foundational document" means:

103 (i) the Declaration of Independence;

104 (ii) the Articles of Confederation;

105 (iii) the United States Constitution;

106 (iv) the Bill of Rights;

107 (v) George Washington's Farewell Address; and

108 (vi) selected passages from The Federalist Papers.

109 (b) "Spiral instruction" means instruction in which a foundational document is presented to students multiple times throughout the student's education from kindergarten through grade 12, with the content, concepts, and analysis of each foundational document increasing in depth and complexity as the student advances from grade to grade.

114 (2) Beginning in the 2028-2029 school year, the state board shall establish core standards that require spiral instruction on the foundational documents for students in kindergarten through grade 12.

117 (3) The state board shall ensure that the core standards for spiral instruction on the foundational documents:

119 (a) require instruction on each foundational document in each grade from kindergarten through grade 12;

121 (b) establish learning outcomes that increase in depth and complexity as students advance from grade to grade;

123 (c) specify that instruction shall focus on:

124 (i) reading and analyzing the text of each foundational document;

125 (ii) understanding the historical context in which each foundational document was created;

127 (iii) identifying the principles contained in each foundational document;

128 (iv) analyzing the relationship between the foundational documents; and

129 (v) applying the principles of the foundational documents to current events and civic participation;

131 (d) align instruction with the developmental capabilities of students at each grade level;

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- 132 (e) ensure that students in each grade level build upon knowledge and skills acquired in previous  
133 grades; and
- 134 (f) integrate instruction on the foundational documents with existing social studies core standards.
- 136 (4)
- (a) An LEA shall implement curriculum and instructional materials that align with the core standards  
137 for spiral instruction on the foundational documents established under this section.
- 139 (b) An LEA shall ensure that curriculum and instructional materials selected under Subsection (4)(a):
- 141 (i) provide for instruction on each foundational document in each grade from kindergarten through  
142 grade 12;
- 143 (ii) increase in complexity and analytical depth as students progress through grades;
- 144 (iii) include primary source text from each foundational document; and
- 145 (iv) support students in developing skills in reading, analyzing, and applying the principles contained in  
146 the foundational documents.
- 147 (5) The state board shall, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking  
148 Act, make rules establishing:
- 149 (a) the minimum amount of instructional time dedicated to spiral instruction on the foundational  
150 documents at each grade level;
- 151 (b) assessment methods to measure student knowledge and understanding of the foundational  
152 documents at each grade level; and
- 153 (c) reporting requirements for an LEA to demonstrate compliance with this section.
- 154 (6) Nothing in this section prohibits an LEA from exceeding the minimum standards established by the  
155 state board under this section.
- 156 (7) The state board shall, in collaboration with the Civic Thought and Leadership Initiative within  
157 the Center for Constitutional Studies at Utah Valley University, develop a plan for standards,  
158 professional development, and training to fulfill the requirements of this section and report an  
159 implementation plan by the September 2026 Education Interim Committee meeting.

686 Section 10. Section 63I-2-253 is amended to read:

687 **63I-2-253. Repeal dates: Titles 53 through 53G.**

- 688 (1) Title 53, Chapter 2c, COVID-19 Health and Economic Response Act, is repealed July 1, 2026.
- 690 (2) Section 53-22-104.1, School Security Task Force -- Membership -- Duties -- Per diem -- Report --  
Expiration, is repealed December 31, 2025.

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- 692 (3) Section 53-22-104.2, The School Security Task Force -- Education Advisory Board, is repealed  
December 31, 2025.
- 694 (4) Section 53-25-103, Airport dangerous weapon possession reporting requirements, is repealed  
December 31, 2031.
- 696 (5) Subsection 53-25-602(4)(b), regarding the rights of a peace officer placed onto a prosecution  
agency's Brady identification system before May 7, 2025, is repealed December 1, 2025.
- 699 (6) Subsection 53-29-302(2)(b)(ii), regarding the requirement for the Department of Corrections to  
submit the results of risk assessments for sex offenders to the State Commission on Criminal and  
Juvenile Justice, is repealed January 1, 2030.
- 702 (7) Section 53E-4-204.1, regarding ethnic studies core standards and curriculum requirements, is  
repealed July 1, 2026.
- 704 [~~7~~] (8) Subsection 53E-3-501(7)(e)(ii), regarding a report on the packet method, is repealed July 1,  
2028.
- 706 [~~8~~] (9) Subsection 53F-2-504(6), regarding a report on the Salary Supplement for Highly Needed  
Educators, is repealed July 1, 2026.
- 708 [~~9~~] (10) Section 53F-5-221, Management of energy and water use pilot program, is repealed July 1,  
2028.
- 710 [~~10~~] (11) Section 53F-5-222, Mentoring and Supporting Teacher Excellence and Refinement Pilot  
Program, is repealed July 1, 2028.
- 712 [~~11~~] (12) Section 53F-5-223, Stipends for Future Educators Grant Program, is repealed July 1, 2028.
- 714 [~~12~~] (13) Subsection 53G-11-502(1), regarding implementation of the educator evaluation process, is  
repealed July 1, 2029.
- 716 [~~13~~] (14) Section 53G-11-506, Establishment of educator evaluation program -- Joint committee, is  
repealed July 1, 2029.
- 718 [~~14~~] (15) Section 53G-11-507, Components of educator evaluation program, is repealed July 1, 2029.
- 720 [~~15~~] (16) Section 53G-11-508, Summative evaluation timelines -- Review of summative evaluations,  
is repealed July 1, 2029.
- 722 [~~16~~] (17) Section 53G-11-509, Mentor for provisional educator, is repealed July 1, 2029.
- 723 [~~17~~] (18) Section 53G-11-510, State board to describe a framework for the evaluation of educators, is  
repealed July 1, 2029.
- 725 [~~18~~] (19) Section 53G-11-511, Rulemaking for privacy protection, is repealed July 1, 2029.

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726 [~~(19)~~] (20) Subsection 53G-11-520(1), regarding optional alternative educator evaluation processes, is  
repealed July 1, 2029.

728 [~~(20)~~] (21) Subsection 53G-11-520(2), regarding an exception from educator evaluation process  
requirements, is repealed July 1, 2029.

730 Section 11. **Repealer.**

This Bill Repeals:

731 This bill repeals:

732 Section **53E-4-205, American civics education initiative for adult education.**

733 Section 12. **Effective date.**

Effective Date.

This bill takes effect on {~~May 6.~~} July 1, 2026.

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