

HB0312S02 compared with HB0312S03

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;
- 24 ▶ prohibits students from taking the same semester course twice to meet graduation requirements;
- 26 ▶ requires literacy coaches to support the integration of social studies content into literacy instruction;
- 28 ▶ requires regular social studies instruction for elementary grades;
- 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
- 34 ▶ makes technical changes.

35 **Money Appropriated in this Bill:**

36 None

37 **Other Special Clauses:**

38 This bill provides a special effective date.

39 **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
- 44 **53E-4-202 (Effective 07/01/26) (Partially Repealed 01/01/28)**, as last amended by Laws of Utah 2024, Third Special Session, Chapter 5
- 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

HB0312S02 compared with HB0312S03

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

54 ~~**53E-4-208 (Effective 07/01/26)**, 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.**

61 (1) As used in this section:

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

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

66 (i) basic budgeting;

67 (ii) saving and financial investments;

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

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

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

72 (vi) retirement planning;

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

75 (viii) insurance;

76 (ix) federal, state, and local taxes;

77 (x) charitable giving;

78 (xi) identity fraud and theft;

79 (xii) negative financial consequences of gambling;

80 (xiii) bankruptcy;

81 (xiv) economic systems, including a description of:

82

HB0312S02 compared with HB0312S03

- (A) a command system such as socialism or communism, a market system such as capitalism, and a mixed system; and
- 84 (B) historic and current examples of the effects of each economic system on economic growth;
- 86 (xv) supply and demand;
- 87 (xvi) monetary and fiscal policy;
- 88 (xvii) effective business plan creation, including using economic analysis in creating a plan;
- 90 (xviii) scarcity and choices;
- 91 (xix) opportunity cost and tradeoffs;
- 92 (xx) productivity;
- 93 (xxi) entrepreneurism; and
- 94 (xxii) economic reasoning.
- 95 (c) "General financial literacy course" means the course of instruction administered by the state board under Subsection (3).
- 97 (2) The state board shall:
- 98 (a) more fully integrate existing and new financial and economic literacy education into instruction in kindergarten through grade 12 by:
- 100 (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;
- 103 (ii) using curriculum mapping;
- 104 (iii) creating training materials and staff development programs that:
- 105 (A) highlight areas of potential coordination between financial and economic literacy education and other core standards for Utah public schools concepts; and
- 108 (B) demonstrate specific examples of financial and economic literacy concepts as a way of teaching other core standards for Utah public schools concepts; and
- 110 (iv) using appropriate financial and economic literacy assessments to improve financial and economic literacy education and, if necessary, developing assessments;
- 113 (b) work with interested public, private, and nonprofit entities to:
- 114 (i) identify, and make available to teachers, online resources for financial and economic literacy education, including modules with interactive activities and turnkey instructor resources;
- 117 (ii) coordinate school use of existing financial and economic literacy education resources;
- 119

HB0312S02 compared with HB0312S03

- (iii) develop simple, clear, and consistent messaging to reinforce and link existing financial literacy resources;
- 121 (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
- 124 (v) encourage parents and students to establish higher education savings, including a Utah Educational Savings Plan account;
- 126 (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
- 130 (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:
- 133 (i) a statewide learning community for financial and economic literacy;
- 134 (ii) summer workshops; and
- 135 (iii) online videos of experts in the field of financial and economic literacy education.
- 136 (3) The state board shall:
- 137 (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;
- 140 (b) adopt standards and objectives for the general financial literacy course that address:
- 141 (i) financial and economic literacy concepts;
- 142 (ii) the costs of going to college, student loans, scholarships, and the Free Application for Federal Student Aid;
- 144 (iii) financial benefits of pursuing concurrent enrollment as defined in Section 53E-10-301; and
- 146 (iv) technology that relates to banking, savings, and financial products; and
- 147 (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;
- 149 (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

HB0312S02 compared with HB0312S03

- 151 (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:
- 153 (A) an analysis of assessment results by standard; and
- 154 (B) average scores statewide and by school district and school[-] ; and
- 155 (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.
- 159 (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.
- 162 (b) The task force membership shall include representatives of:
- 163 (i) the state board;
- 164 (ii) school districts and charter schools;
- 165 (iii) the Utah System of Higher Education; and
- 166 (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.
- 169 (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.
- 172 (5) A course approved under Subsection (3)(d):
- 173 (a) shall address the standards and objectives described in Subsection (3)(b);
- 174 (b) may include additional content beyond the minimum standards established by the state board; and
- 176 (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).
- 179 Section 2. Section **53E-3-1002** is amended to read:
- 180 **53E-3-1002. Literacy coaching -- Professional learning.**
- 182 (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.

186

HB0312S02 compared with HB0312S03

- (2) The state board shall make rules, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, to:
- 188 (a) establish criteria to determine which schools qualify for early literacy coaching, prioritizing
coaching among:
- 190 (i) schools that participate in partnerships that receive grants under Title 53F, Chapter 5, Part 4,
Partnerships for Student Success Grant Program; and
- 192 (ii) schools that fall within the bottom 25% of all schools in literacy achievement performance, as the
state board further defines;
- 194 (b) establish minimum qualifications for early literacy coach positions to ensure adequate preparation
with necessary expertise;
- 196 (c) define roles and responsibilities for a literacy coach, including:
- 197 (i) assisting educators in analyzing data to inform instructional adjustments;
- 198 (ii) engaging in instructional coaching cycles with educators to build capacity for improved classroom
instructional practices;
- 200 (iii) using principles of adult learning to effectively partner with educators to integrate professional
learning into classroom practice;
- 202 (iv) leveraging knowledge of the science of reading and evidence-based practices to support educators
in maximizing student learning;
- 204 (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;
- 207 (vi) delivering consistent and frequent job-embedded professional learning;
- 208 (vii) participating actively in professional learning experiences to deepen knowledge and skills for
coaching;[~~and~~]
- 210 (viii) designing and facilitating relevant and cohesive professional learning sessions to strengthen the
implementation of these evidence-based practices with educators; and
- 213 (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~~} 53E-4-205.3;and
- 216 (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:
- 219

HB0312S02 compared with HB0312S03

- (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
- 222 (ii) any other assignment that frequently disrupts the coach's ability to support educators in improving instructional practice.
- 224 (3) The state board shall:
- 225 (a) ensure that one staff position supervises early literacy coaches statewide;
- 226 (b) select the pool of candidates for literacy coaching positions and coordinate with LEAs regarding interviews, final selection, and placement; and
- 228 (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).
- 231 (4) The state board shall provide professional learning support in early literacy by:
- 232 (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;
- 235 (b) providing professional learning regional consultants to:
- 236 (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
- 239 (ii) serve a cohort of LEAs within a geographic region of the state; and
- 240 (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.**
- 245 (1) The state board shall:
- 246 (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:
- 249 (i) who attend:
- 250 (A) a school that participates in partnerships that receive grants under Title 53F, Chapter 5, Part 4, Partnerships for Student Success Grant Program; or
- 252 (B) a Title I school, as that term is defined in Section 53F-2-523; and

HB0312S02 compared with HB0312S03

- 253 (ii) at a minimum, in kindergarten through grade 3; and
254 (b) provide students a choice of language where possible.
- 255 (2) The state board shall develop and promote a website that provides resources for teachers and other
educational support personnel to:
- 257 (a) support targeted activities and strategies for parents to support at-home reading[-] ; and
259 (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.
- 261 (3) The state board shall contract with one or more organizations that have expertise in coordinating
community resources to:
- 263 (a) provide training and coaching to community, school, and parent engagement coordinators; and
265 (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:
- 267 (i) assess the presence of existing community school infrastructure; and
268 (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. Core standards for Utah public schools -- Notice and hearing requirements.**
273 ~~{(1)}~~
- ~~{(a)}~~ ~~{(b)}~~ 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:
- 277 ~~{(i)}~~ (a) communicate effectively, both verbally and through written communication;
278 ~~{(ii)}~~ (b) apply mathematics; ~~[and]~~
279 ~~{(iii)}~~ (c) access, analyze, and apply information[-] ; and
280 (d) understand history and government as described in Sections 53E-4-208 and 53G-10-302.
- 282 ~~{(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:
- 284 ~~{(i)}~~ (a) a particular curriculum or instructional material; or
285 ~~{(ii)}~~ (b) a model curriculum or instructional material.
- 286 ~~{(2)}~~ (3) The state board shall, in establishing the core standards for Utah public schools:

HB0312S02 compared with HB0312S03

- 287 (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
- 289 (b) align with each other the core standards for Utah public schools and the assessments described in
Section 53E-4-303.
- 291 ~~[(3)]~~ (4) The basic knowledge, skills, and competencies identified ~~[pursuant to]~~ in accordance with
Subsection ~~[(2)(a)]~~ ~~{(1)(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:
- 295 (a) English, including explicit phonics, spelling, grammar, reading, writing, vocabulary, speech, and
listening; ~~[and]~~
- 297 (b) mathematics, including basic computational skills~~[-]~~ ; and
- 298 (c) social studies, including history and government as described in Section 53G-10-302.
- 299 ~~[(4)]~~ (5) Before adopting core standards for Utah public schools, the state board shall:
- 300 (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;
- 302 (b) invite public comment on the draft core standards for Utah public schools for a period of not less
than 90 days; and
- 304 (c) conduct three public hearings that are held in different regions of the state on the draft core
standards for Utah public schools.
- 306 ~~[(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.
- 310 ~~[(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.
- 314 ~~[(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:
- 317 (a) the cost of developing or implementing the core standards for Utah public schools;

HB0312S02 compared with HB0312S03

- 318 (b) the proposed core standards for Utah public schools are inconsistent with community values; or
320 (c) the agreement, contract, memorandum of understanding, or consortium:
- 321 (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;
- 324 (ii) conflicts with Utah law;
- 325 (iii) requires Utah student data to be included in a national or multi-state database;
- 326 (iv) requires records of teacher performance to be included in a national or multi-state database; or
- 328 (v) imposes curriculum, assessment, or data tracking requirements on home school or private school
students.
- 330 ~~[(8)]~~ (9) The state board shall:
- 331 (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
- 334 (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. (Effective 07/01/26)Standards and graduation requirements.**
- 340 (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

HB0312S02 compared with HB0312S03

[~~(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 [~~(f)~~](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:

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. (Effective 07/01/26)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.

HB0312S02 compared with HB0312S03

- 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
- 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 7 is enacted to read:

53E-4-208. High-quality open educational resource instructional materials.

- 417 (1) As used in this section:
- 420 (a) "Open education resource instructional material" means teaching, learning, and research resources
that are in the public domain or have been released under an intellectual property license that allows
for free use, reuse, modification, and sharing with others, including full courses, course materials,

HB0312S02 compared with HB0312S03

modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

426 (b) "Utah core standards" means the standards described in Section 53E-4-202.

427 (2) Notwithstanding any other provision in this part, and subject to legislative appropriation, the Superintendent shall:

429 (a) identify and develop open education resource instructional material that align with Utah core standards adopted by the state board, including:

431 (i) align with Utah core standards for social studies, including the requirements of Section 53G-10-302;

433 (ii) meet the instructional needs of students in kindergarten through grade 12 in a manner suitable for the age and developmental level of students at each grade level;

436 (iii) are available in digital and, when possible, print formats;

437 (b) ensure the open education resource instructional materials identified or developed under this section include:

439 (i) comprehensive instructional materials aligned with Utah core standards;

440 (ii) teacher resources, including:

441 (A) scopes and sequences;

442 (B) topics by grade level;

443 (C) text selection guides;

444 (D) unit and lesson-level implementation guides;

445 (E) daily lesson plans;

446 (F) formative, interim, and summative assessments; and

447 (G) professional development materials;

448 (iii) student materials and resources, including:

449 (A) student-facing instructional materials;

450 (B) guided practice materials;

451 (C) independent practice materials;

452 (D) digital learning resources;

453 (E) project and performance tasks;

454 (F) other classroom supports; and

455 (G) implementation guides to support LEAs in the adoption and use of the materials;

457

HB0312S02 compared with HB0312S03

- 462 (c) establish quality standards and review processes for materials identified or developed under this section;
- 459 (d) ensure that the open educational resource instructional materials identified or developed under this section are openly licensed under a Creative Commons license or equivalent license to allow an LEA to use, adapt, customize, and distribute the materials without charge; and
- 463 (e) make the open educational resource instructional materials available through a centralized digital platform accessible to all LEAs and the public.
- 465 (3) In identifying or developing open educational resource instructional materials under this section, the Superintendent shall:
- 467 (a) consult with LEAs, teachers, curriculum specialists, and other education stakeholders;
- 468 (b) establish timelines for phased identification, development, review, and implementation; and
- 470 (c) ensure open education resource instructional materials are available to all students, parents, classroom teachers, and LEAs in this state free of charge.
- 472 (4) The state board:
- 473 (a) may not require an LEA to adopt or use the open educational resource instructional materials identified or developed under this section; and
- 475 (b) shall approve any contract entered into under this section in accordance with procurement requirements.
- 477 (5) Upon request, the Superintendent and state board shall report to the Education Interim Committee regarding:
- 479 (a) progress on identification and development of materials under this section, including timelines and milestones;
- 481 (b) expenditures from appropriations under this section;
- 482 (c) LEA adoption and use of the open educational resource instructional materials;
- 483 (d) feedback from LEAs, teachers, and other stakeholders, including parents; and
- 484 (e) plans and progress for updates, maintenance, and expansion of the open educational resource instructional materials.

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

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

489 (1) As used in this section[5] :

490

HB0312S02 compared with HB0312S03

- (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.
- 493 (b) "Founding document" means a document described in Subsections 53E-4-205.2 and 53G-10-302(4).
- 495 (2) The state board shall:
- 496 (a) adopt a standards assessment that:
- 497 (i) measures a student's proficiency in:
- 498 (A) mathematics for students in each of grades 3 through 8 until July 1, 2026, and 3 through 10 after July 1, 2026;
- 500 (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;
- 502 (C) science for students in each of grades 4 through 8 until July 1, 2026, and 4 through 10 after July 1, 2026; and
- 504 (D) writing for students in at least grades 5 and 8; and
- 505 (ii) except for the writing measurement described in Subsection (2)(a)(i)(D), is a computer adaptive assessment; [~~and~~]
- 507 (b) ensure that an assessment described in Subsection (2)(a) is:
- 508 (i) a criterion referenced assessment;
- 509 (ii) administered online;
- 510 (iii) aligned with the core standards for Utah public schools; and
- 511 (iv) adaptable to personalized, competency-based learning, as that term is defined in Section 53F-5-501[-] ; and
- 513 (c) beginning {~~in~~} on or after the 2028-2029 school year, {~~ensure that the English language arts assessment described in Subsection (2)(a)(i)(B) includes~~} the board shall establish a timeline to incorporate reading passages and questions sourced from primary source documents and founding documents {~~by~~} into the English language arts assessment described in Subsection (2)(a)(i)(B).
- 447 (3) {~~sourcing some reading passages, excerpts, and questions from the founding documents described in Subsection 53E-4-205.2(3) and Section 53G-10-302(4), where appropriate for assessing English language arts skills;~~}
- 519 {(ii)} {~~ensuring that the passages and questions described in Subsection (2)(c)(i) are age-appropriate and aligned with grade-level English language arts standards; and~~}

HB0312S02 compared with HB0312S03

- 521 ~~{(iii)}~~ {ensuring that the passages and questions described in Subsection (2)(c)(i) assess English
language arts skills, including reading comprehension, critical analysis, and interpretation of
complex texts.}
- 524 ~~{(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).
- 527 (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:
- 529 (i) the student's academic grade for a course; or
- 530 (ii) whether the student may advance to the next grade level.
- 531 (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.
- 534 (5)
- (a) The state board shall establish a committee consisting of 15 parents of Utah public education
students to review all standards assessment questions.
- 536 (b) The committee established in Subsection (5)(a) shall include the following parent members:
- 538 (i) five members appointed by the chair of the state board;
- 539 (ii) five members appointed by the speaker of the House of Representatives or the speaker's designee;
and
- 541 (iii) five members appointed by the president of the Senate or the president's designee.
- 542 (c) The state board shall provide staff support to the parent committee.
- 543 (d) The term of office of each member appointed in Subsection (5)(b) is four years.
- 544 (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.
- 548 (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.**

HB0312S02 compared with HB0312S03

- 554 (1) As used in this section[;] :
- 555 (a) "American experiment in self-governance and United States founding principles" means the unique characteristics and achievements of the United States, including:
- 557 (i) the nation's founding principles of individual liberty, limited government, and natural rights;
- 559 (ii) the enduring strength and adaptability of the United States Constitution;
- 560 (iii) the protection of individual freedoms and religious liberty;
- 561 (iv) supporting and preserving the family;
- 562 (v) economic prosperity through free market capitalism and entrepreneurship;
- 563 (vi) the promotion of human rights and representative self-government globally; and
- 564 (vii) the contributions of American innovation, culture, and civil society to human progress and flourishing.
- 566 (b) "Communism" means a system of government, governance, or political theory that has historically resulted in widespread human rights abuses, economic failure, and totalitarian oppression, characterized by:
- 569 (i) collective or state ownership of property and the means of production;
- 570 (ii) centralized economic planning;
- 571 (iii) single-party authoritarian rule;
- 572 (iv) practices that are destructive to the family structure and function; or
- 573 (v) suppression of individual rights and liberties in favor of collective goals.
- 574 (c) "Ten Commandments" means the Decalogue, known as the Ten Commandments, as recorded in the Hebrew Scriptures in Exodus 20:2-17 and Deuteronomy 5:6-21.
- 576 (2) The Legislature recognizes that a proper understanding of American history and government is essential to good citizenship, and that the public schools are the primary public institutions charged with responsibility for assisting children and youth in gaining that understanding.
- 580 (3)
- (a) The state board and local school boards shall periodically review school curricula and activities to ensure that effective instruction in American history and government is taking place in the public schools.
- 583 (b) The boards shall solicit public input as part of the review process.
- 584 (c) The state board shall ensure instruction in American history and government for students occurs as appropriate and includes a study of:

HB0312S02 compared with HB0312S03

- 586 (i) forms of government, such as a republic, a pure democracy, a monarchy, and an oligarchy;
588 (ii) political philosophies and economic systems, such as socialism, communism, individualism, and
free market capitalism;
590 (iii) the United States' form of government, a compound constitutional republic;
591 (iv) the roles and responsibilities of government officials, including all state and locally elected
officials;
593 (v) the voting process and election laws of this state, including the caucus and convention system;
595 (vi) the purpose and benefits of the Electoral College system in presidential elections, including:
597 (A) how the system protects state sovereignty;
598 (B) ensures broad geographic representation; and
599 (C) maintains the federal nature of the republic;
600 (vii) the eligibility requirements to run for elected office at the federal, state, and local levels; and
602 (viii) the elected officials who represent students at each level of government.
603 (d) Beginning in the 2028-2029 school year, the state board shall ensure that social studies core
standards for students in secondary grades { ~~include~~ } includes comparative instruction on
government systems { ~~, with instruction on~~ } including communism { occurring at least three times
during secondary grades and } with the state board determining the specific grades and frequency of
instruction within secondary grades, that:
608 (i) compare and contrast the government systems described in Subsection (3)(c) with communism and
other autocratic government { ~~systems, such~~ } systems, such as:
610 (A) fascist governments, including World War II-era regimes; and
611 (B) ancient autocracies, including absolute monarchies;
612 (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;
615 (iii) include instruction on the fundamental characteristics of communism, including state control of
information and media;
617 (iv) include instruction on the history and tactics of communist movements in the United States,
including:
619 (A) the spread of communist ideology during the 20th century;
620 (B) efforts to infiltrate American institutions; and
621 (C) the response of the United States government and civil society to communist movements;

HB0312S02 compared with HB0312S03

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

HB0312S02 compared with HB0312S03

- 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) { } { ~~Beginning~~ } Instruction in {the 2028-2029 school year, } American history and {in} government shall include a study of: { } { ~~In~~ } { } { } accordance with Subsection (8), the state board shall { } { }]
- 598 {i} { ~~ensure~~ } forms of government, such as a republic, a pure democracy, a monarchy, and an oligarchy; { } { ~~prioritize~~ } { } { } instruction in American history and government for students { } { }]
- 600 {ii} { ~~occurs~~ } political philosophies and economic systems, such as socialism, individualism, and free market capitalism; and { } { } as appropriate and { } { ~~may~~ } { }]
- 602 {iii} { ~~includes~~ } the United States' form of government, a compound constitutional republic. { } { ~~include the~~ } { } { } 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:
- 648 {~~(i) { analysis of religious and philosophical references contained in founding documents, including: }~~
- 650 {~~(A) { the reference in the Declaration of Independence to "Nature's God," "Creator," "Supreme Judge of the world," and "divine Providence"; }~~
- 652 {~~(B) { religious and philosophical influences on concepts of natural rights and limited government as reflected in primary source documents from the founding era; }~~

655

HB0312S02 compared with HB0312S03

- 658 ~~{(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; and}~~
- 660 ~~{(D)} {specific passages from the text described in Subsection (4)(m) that are cited or alluded to in founding documents;}~~
- 662 ~~{(E)} {narratives and concepts from the text described in Subsection (4)(m) that shaped colonial American political thought;}~~
- 664 ~~{(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}~~
- 666 ~~{(G)} {influences of the text described in Subsection (4)(m) on concepts of covenant, law, justice, and liberty in American constitutional thought;}~~
- 670 ~~{(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}~~
- 671 ~~{(iii)} {the development of American principles of religious liberty, including:}~~
- 673 ~~{(A)} {the First Amendment's protections for religious exercise and prohibitions on religious establishment; and}~~
- 674 ~~{(B)} {state constitutional provisions on religious liberty.}~~
- 675 ~~{(e)}]~~
- 677 ~~(4) {Instruction in American history } School curricula and {government } activities shall include a thorough study of { } historical documents { }~~
- 679 ~~{(i)}] {forms of government, } and principles such as {a republic, a pure democracy, a monarchy, and an oligarchy;}~~
- 680 ~~{(ii)}] described in Subsection 53E-4-205.2(3), and the following additional historical documents and principles {political philosophies and economic systems, such as socialism, individualism, and free market capitalism; and } : { }~~
- 681 ~~{(iii)} (a) the {Declaration of Independence;} United States' form of government, a compound constitutional republic.~~
- 682 ~~[{(4)} (b) {School curricula and activities shall include a thorough study of historical documents } the United States Constitution;~~
- 683 ~~{(e)} (a) { {and principles such as } the national motto; { } described in Subsection 53E-4-205.2(3), and the following additional historical documents and principles:}~~

HB0312S02 compared with HB0312S03

609 ~~[(d)]~~ (b) { : } the pledge of allegiance;
683 ~~[(a)]~~ ~~(e)~~ (c) { } the ~~{national anthem}~~ Declaration of Independence;{ }

611 (d) the entirety of George Washington's Farewell Address;
684 ~~[(b)]~~ ~~(f)~~ the ~~{Mayflower Compact}~~ United States Constitution;
685 ~~[(e)]~~ ~~(g)~~ { } ~~{(a)}~~ the ~~{writings, speeches, documents, and proclamations of the Founders and the~~
~~Presidents of the United States}~~ national motto;

686 ~~[(d)]~~ (b)]
615 [(h) {the pledge of allegiance} organic documents from the pre-Colonial, Colonial, Revolutionary,
Federalist, and post Federalist eras;

687 ~~[(e)]~~ (e)]
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 [(i)] (g) {the national anthem} United States Supreme Court decisions;
688 ~~{(d)}~~ the entirety of George Washington's Farewell Address; }
689 ~~[(f)]~~ ~~(j)~~ (h) { } the ~~{Ten Commandments}~~ Mayflower Compact;{ }

690 ~~[(g)]~~ ~~(k)~~ (i) the ~~{Magna Carta}~~ writings, speeches, documents, and proclamations of the Founders
and the Presidents of the United States;{ }

692 ~~[(h)]~~ ~~(l)~~ (j) {organic documents from } Acts of the ~~{pre-Colonial, Colonial, Revolutionary, Federalist,~~
~~and post-Federalist eras}~~ United States Congress, including the published text of the Congressional
Record;{ }

694 ~~{(e)}~~ { Frederick Douglass's speeches, including: }
695 ~~{(i)}~~ { "What to the Slave is the Fourth of July," delivered July 5, 1852; and }
696 ~~{(ii)}~~ { "What the Black Man Wants," delivered January 26, 1865; }
697 ~~{(f)}~~ { selected passages from the Anti-Federalist Papers and the Federalist Papers, including Federalist
Papers No. 10 and No. 51; }

699 ~~[(i)]~~ (g)] {United States Supreme Court decisions;} and
700 ~~[(j)]~~ (h)]
627 [(m)] (k) {the Ten Commandments;} United States treaties

HB0312S02 compared with HB0312S03

- 701 ~~{(k)}(i)~~ [the Magna Carta;] .
- 702 ~~{(h)}(j)~~] ;
- 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) ~~{Acts}~~ To increase student understanding of ~~{the United States Congress, including the published~~
text} , and familiarity with, American historical documents, public schools may display historically
important excerpts from, or copies of ~~{the Congressional Record;}~~ , those documents in school
classrooms and common areas as appropriate.
- 637 (6) ~~{{and}}~~ 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.}}
- 704 ~~{{(m)}(7)}~~ ~~{(k)}~~ United States treaties Public schools shall display "In God we trust," which is
declared in ~~{36 U.S.C.}~~ ~~{}~~ Sec.
- 705 ~~{(l)}~~ ~~{excerpts from Alexis de Tocqueville's Democracy in America;}~~
- 706 ~~{(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}~~
- 709 ~~{(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.}~~
- 711 ~~{(5)}~~ To increase student understanding of, and familiarity with, American historical documents, public
schools} ~~302~~ ~~{{may}}~~ to be the national motto of the United States, in one or more prominent
places within each school building.{{}} shall}
- 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
- 650 (d) for instruction under Subsection (3)(e), is integrated with the study of founding documents and
principles.

HB0312S02 compared with HB0312S03

- 652 (9) The state board shall ensure that each review and revision of social studies core standards includes
654 the requirements of this section.
- ~~{ display historically important excerpts from, or copies of, those documents in school classrooms and
common areas as appropriate.~~
- 714 ~~{(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. }~~
- 716 ~~{(7) Public schools shall display "In God we trust," which is declared in 36 U.S.C. 302 to be the
national motto of the United States, in one or more prominent places within each school building. }~~
- 719 ~~{(8) An LEA shall ensure instruction provided under Subsections (4)(m) and (3)(c): }~~
- 720 ~~{(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; }~~
- 723 ~~{(b) may use multiple translations of religious texts for comparative literary and historical analysis; }~~
- 725 ~~{(c) acknowledges diverse interpretations of religious texts and their application to political thought and
founding history; and }~~
- 727 ~~{(d) for instruction under Subsection (3)(c), is integrated with the study of founding documents and
principles. }~~
- 729 ~~{(9) The state board shall ensure that each review and revision of social studies core standards includes
the requirements of this section. }~~
- 731 ~~{(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.**
- 736 (1) As used in this section, [] "art" or "fine arts" means:
- 737 (a) courses, instruction, or experiences in visual arts, music, dance, or theater;
- 738 (b) courses, instruction, or experiences in applied crafts and technical arts that incorporate artistic
elements, including:
- 740 (i) woodworking;
- 741 (ii) metalworking and welding;

HB0312S02 compared with HB0312S03

- 742 (iii) traditional handcrafts;
- 743 (iv) architectural trades, including carpentry, plumbing, masonry, and stonework;
- 744 (v) automotive design and customization;
- 745 (vi) electrical and electrician work;
- 746 [~~(vi)~~] (vii) digital design and animation; or
- 747 [~~(vii)~~] (viii) other similar courses that combine technical skill with artistic expression; and
- 749 (c) other forms of creative or interpretive expression as an LEA determines.
- 750 (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:
- 753 (a) incorporates artistic or creative elements in the curriculum;
- 754 (b) includes instruction in principles of design, form, or aesthetic expression; and
- 755 (c) provides students opportunities for creative expression and artistic application of technical skills.
- 757 (3) Nothing in this section:
- 758 (a) prevents an LEA from:
- 759 (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
- 761 (ii) offering additional courses for fine arts credit; or
- 762 (b) requires an LEA to offer all courses listed in Subsection (1).
- 686 Section 10. Section **63I-2-253** is amended to read:
- 687 **63I-2-253. Repeal dates: Titles 53 through 53G.**
- 765 (1) Title 53, Chapter 2c, COVID-19 Health and Economic Response Act, is repealed July 1, 2026.
- 767 (2) Section 53-22-104.1, School Security Task Force -- Membership -- Duties -- Per diem -- Report -- Expiration, is repealed December 31, 2025.
- 769 (3) Section 53-22-104.2, The School Security Task Force -- Education Advisory Board, is repealed December 31, 2025.
- 771 (4) Section 53-25-103, Airport dangerous weapon possession reporting requirements, is repealed December 31, 2031.
- 773 (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.
- 776

HB0312S02 compared with HB0312S03

- (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.
- 779 (7) Section 53E-4-204.1, regarding ethnic studies core standards and curriculum requirements, is
repealed July 1, 2026.
- 781 [(7)] (8) Subsection 53E-3-501(7)(e)(ii), regarding a report on the packet method, is repealed July 1,
2028.
- 783 [(8)] (9) Subsection 53F-2-504(6), regarding a report on the Salary Supplement for Highly Needed
Educators, is repealed July 1, 2026.
- 785 [(9)] (10) Section 53F-5-221, Management of energy and water use pilot program, is repealed July 1,
2028.
- 787 [(10)] (11) Section 53F-5-222, Mentoring and Supporting Teacher Excellence and Refinement Pilot
Program, is repealed July 1, 2028.
- 789 [(11)] (12) Section 53F-5-223, Stipends for Future Educators Grant Program, is repealed July 1, 2028.
- 791 [(12)] (13) Subsection 53G-11-502(1), regarding implementation of the educator evaluation process, is
repealed July 1, 2029.
- 793 [(13)] (14) Section 53G-11-506, Establishment of educator evaluation program -- Joint committee, is
repealed July 1, 2029.
- 795 [(14)] (15) Section 53G-11-507, Components of educator evaluation program, is repealed July 1, 2029.
- 797 [(15)] (16) Section 53G-11-508, Summative evaluation timelines -- Review of summative evaluations,
is repealed July 1, 2029.
- 799 [(16)] (17) Section 53G-11-509, Mentor for provisional educator, is repealed July 1, 2029.
- 800 [(17)] (18) Section 53G-11-510, State board to describe a framework for the evaluation of educators, is
repealed July 1, 2029.
- 802 [(18)] (19) Section 53G-11-511, Rulemaking for privacy protection, is repealed July 1, 2029.
- 803 [(19)] (20) Subsection 53G-11-520(1), regarding optional alternative educator evaluation processes, is
repealed July 1, 2029.
- 805 [(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:

HB0312S02 compared with HB0312S03

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 July 1, 2026.

3-2-26 4:29 PM