

Tiara Auxier proposes the following substitute bill:

School Curriculum and Standards Modifications

2026 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Tiara Auxier

Senate Sponsor: Lincoln Fillmore

LONG TITLE

General Description:

This bill modifies requirements for social studies education in elementary and secondary schools.

Highlighted Provisions:

This bill:

- requires the state superintendent to identify and develop high-quality open educational resource instructional materials for social studies and civics education;
- requires open educational resources to be updated when social studies standards are revised;
- requires social studies instruction on American self-governance and comparative government systems;
- requires instruction from documents influencing America's founding and literary thought;
- requires sourcing of English language arts assessment passages from primary source documents where appropriate;
- requires instruction on the roles and responsibilities of government officials;
- allows local education agencies to determine whether applied crafts and technical arts courses meet fine arts credit requirements;
- requires American constitutional government and citizenship to be taught as two distinct semester courses;
- requires United States history to be taught as two distinct semester courses;
- prohibits students from taking the same semester course twice to meet graduation requirements;
- requires literacy coaches to support the integration of social studies content into literacy instruction;
- requires regular social studies instruction for elementary grades;

- 29 ▶ allows social studies instruction to be delivered through integrated instruction with
- 30 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.

Money Appropriated in this Bill:

None

Other Special Clauses:

This bill provides a special effective date.

Utah Code Sections Affected:

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- 44 **53E-4-202 (Effective 07/01/26) (Partially Repealed 01/01/28)**, as last amended by Laws
- 45 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
- 51 Session, Chapter 9

ENACTS:

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

REPEALS:

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

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

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

53E-3-505 (Effective 07/01/26). Financial and economic literacy education.

(1) As used in this section:

- (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
64 topics:
- 65 (i) basic budgeting;
 - 66 (ii) saving and financial investments;
 - 67 (iii) banking and financial services, including balancing a checkbook or a bank
68 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
73 lending, and payday loans;
 - 74 (viii) insurance;
 - 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
82 capitalism, and a mixed system; and
 - 83 (B) historic and current examples of the effects of each economic system on
84 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
88 a plan;
 - 89 (xviii) scarcity and choices;
 - 90 (xix) opportunity cost and tradeoffs;
 - 91 (xx) productivity;
 - 92 (xxi) entrepreneurship; and
 - 93 (xxii) economic reasoning.
- 94 (c) "General financial literacy course" means the course of instruction administered by
95 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
98 instruction in kindergarten through grade 12 by:
- 99 (i) coordinating financial and economic literacy instruction with existing instruction
100 in other areas of the core standards for Utah public schools, such as mathematics
101 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
105 literacy education and other core standards for Utah public schools concepts;
106 and
- 107 (B) demonstrate specific examples of financial and economic literacy concepts as
108 a way of teaching other core standards for Utah public schools concepts; and
- 109 (iv) using appropriate financial and economic literacy assessments to improve
110 financial and economic literacy education and, if necessary, developing
111 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
114 economic literacy education, including modules with interactive activities and
115 turnkey instructor resources;
- 116 (ii) coordinate school use of existing financial and economic literacy education
117 resources;
- 118 (iii) develop simple, clear, and consistent messaging to reinforce and link existing
119 financial literacy resources;
- 120 (iv) coordinate the efforts of school, work, private, nonprofit, and other financial
121 education providers in implementing methods of appropriately communicating to
122 teachers, students, and parents key financial and economic literacy messages; and
- 123 (v) encourage parents and students to establish higher education savings, including a
124 Utah Educational Savings Plan account;
- 125 (c) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,
126 make rules to develop guidelines and methods for school districts and charter schools
127 to more fully integrate financial and economic literacy education into other core
128 standards for Utah public schools courses; and
- 129 (d) in cooperation with school districts, charter schools, and interested private and
130 nonprofit entities, provide opportunities for professional development in financial

- 131 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
- 137 administers other core standards for Utah public school courses for grades 9 through
- 138 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
- 142 for Federal Student Aid;
- 143 (iii) financial benefits of pursuing concurrent enrollment as defined in Section
- 144 53E-10-301; and
- 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
- 147 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
- 149 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
- 151 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
- 155 international educational organizations or examination boards, that meet the
- 156 standards and objectives described in Subsection (3)(b) as fulfilling the financial and
- 157 economic literacy education requirements of this section.
- 158 (4)(a) The state board shall establish a task force to study and make recommendations to
- 159 the state board on how to improve financial and economic literacy education in the
- 160 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
 166 to empower individuals and families to achieve economic stability, opportunity,
 167 and upward mobility.

168 (c) The state board shall convene the task force at least once every three years to review
 169 and recommend adjustments to the standards and objectives of the general financial
 170 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
 174 state board; and

175 (c) is not required to use the end-of-course assessment described in Subsection (3)(c) if
 176 the course includes an alternative assessment that the state board determines
 177 adequately measures student achievement of the standards and objectives described
 178 in Subsection (3)(b).

179 Section 2. Section **53E-3-1002** is amended to read:

180 **53E-3-1002 (Effective 07/01/26). Literacy coaching -- Professional learning.**

181 (1) Subject to legislative appropriations, the state board shall provide, train, and assign
 182 literacy coaches to schools with low literacy achievement performance to provide early
 183 literacy coaching to teachers in kindergarten through grade 3, in accordance with this
 184 section.

185 (2) The state board shall make rules, in accordance with Title 63G, Chapter 3, Utah
 186 Administrative Rulemaking Act, to:

187 (a) establish criteria to determine which schools qualify for early literacy coaching,
 188 prioritizing coaching among:

189 (i) schools that participate in partnerships that receive grants under Title 53F, Chapter
 190 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
 192 performance, as the state board further defines;

193 (b) establish minimum qualifications for early literacy coach positions to ensure
 194 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
 198 improved classroom instructional practices;

- 199 (iii) using principles of adult learning to effectively partner with educators to
200 integrate professional learning into classroom practice;
- 201 (iv) leveraging knowledge of the science of reading and evidence-based practices to
202 support educators in maximizing student learning;
- 203 (v) partnering with a school's leader to support school-wide literacy goals to provide
204 a team of support for educators to embed the state-wide goals into instructional
205 plans and practice;
- 206 (vi) delivering consistent and frequent job-embedded professional learning;
- 207 (vii) participating actively in professional learning experiences to deepen knowledge
208 and skills for coaching;[~~and~~]
- 209 (viii) designing and facilitating relevant and cohesive professional learning sessions
210 to strengthen the implementation of these evidence-based practices with
211 educators; and
- 212 (ix) supporting the integration of social studies content into literacy instruction to
213 enhance both reading comprehension and content knowledge, in alignment with
214 the requirements of Section 53E-4-205.3; and
- 215 (d) establish parameters for the relationship between a literacy coach and school or LEA,
216 including ensuring that coaches do not engage in activities or duties unrelated to
217 literacy coaching, including:
- 218 (i) serving as an evaluator, substitute teacher, clerical aid, recess or lunch aid,
219 behavioral therapist, tester, guidance counselor, interventionist, program manager,
220 or contest leader; or
- 221 (ii) any other assignment that frequently disrupts the coach's ability to support
222 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
226 LEAs regarding interviews, final selection, and placement; and
- 227 (c) annually review coaching placements and adjust placements as necessary, based on
228 the school's literacy achievement performance and the criteria established under
229 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
232 that includes knowledge and skill development in adult learning practices,

- 233 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,
- 236 monitoring, and adjusting professional learning in early literacy that aligns with
- 237 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,
- 240 including the implementation of professional learning communities and school
- 241 leadership teams through 2027.

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

243 **53E-3-1004 (Effective 07/01/26). Community engagement for early literacy.**

- 244 (1) The state board shall:
- 245 (a) partner with a private business or nonprofit organization to annually provide
- 246 personal, home-use, age-appropriate printed books or digital books with
- 247 accompanying electronic reading devices to students:
- 248 (i) who attend:
- 249 (A) a school that participates in partnerships that receive grants under Title 53F,
- 250 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
- 255 and other educational support personnel to:
- 256 (a) support targeted activities and strategies for parents to support at-home reading[-] ;
- 257 and
- 258 (b) integrate social studies content with literacy instruction, supporting both early
- 259 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
- 261 coordinating community resources to:
- 262 (a) provide training and coaching to community, school, and parent engagement
- 263 coordinators; and
- 264 (b) for a school that is not participating in a partnership that receives a grant under Title
- 265 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,
 268 including services and coordination support.

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

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

272 (1)~~(a)~~ In establishing minimum standards related to curriculum and instruction
 273 requirements under Section 53E-3-501, the state board shall, in consultation with
 274 local school boards, school superintendents, teachers, employers, and parents
 275 implement core standards for Utah public schools that will enable students to, among
 276 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

281 53G-10-302.

282 ~~(b)~~ (2) Except as provided in this public education code, the state board may recommend
 283 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:

287 (a) identify the basic knowledge, skills, and competencies each student is expected to
 288 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
 290 described in Section 53E-4-303.

291 ~~(3)~~ (4) The basic knowledge, skills, and competencies identified ~~[pursuant to]~~ in
 292 accordance with Subsection ~~[(2)(a)] (1)(a)~~ shall increase in depth and complexity from
 293 year to year and focus on consistent and continual progress within and between grade
 294 levels and courses in the basic academic areas of:

295 (a) English, including explicit phonics, spelling, grammar, reading, writing, vocabulary,
 296 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

- 301 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
303 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
305 draft core standards for Utah public schools.
- 306 ~~[(5)]~~ (6) LEA governing boards shall design their school programs, that are supported by
307 generally accepted scientific standards of evidence, to focus on the core standards for
308 Utah public schools with the expectation that each program will enhance or help achieve
309 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
311 select instructional materials and methods of teaching, that are supported by generally
312 accepted scientific standards of evidence, that the school considers most appropriate to
313 meet the core standards for Utah public schools.
- 314 ~~[(7)]~~ (8) The state may exit any agreement, contract, memorandum of understanding, or
315 consortium that cedes control of the core standards for Utah public schools to any other
316 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;
318 (b) the proposed core standards for Utah public schools are inconsistent with community
319 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
322 National Education Programs, or Title 63J, Chapter 5, Federal Funds Procedures
323 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
327 database; or
- 328 (v) imposes curriculum, assessment, or data tracking requirements on home school or
329 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
332 implementation of the core standards for Utah public schools, including the time line
333 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

335 established for the review of the core standards for Utah public schools by a
 336 standards review committee and the recommendations of a standards review
 337 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
 341 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
 345 financial investments, including bankruptcy education and a general financial literacy
 346 test-out option;
 - 347 (d) include graduation requirements in language arts, mathematics, and science that
 348 exceed:
 - 349 (i) 3.0 units in language arts including up to 0.5 units emphasizing verbal
 350 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~~
 354 ~~units, including at least 1.0 unit in American constitutional government and~~
 355 ~~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
 357 units, including:
 - 358 (i) at least 1.0 unit in American constitutional government and citizenship as
 359 described in Section 53E-4-205.2, consisting of two distinct semester courses that
 360 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
 362 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
 364 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
 366 communication provided that a significant portion of the course or activity is
 367 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.
 372 Sec. 2031.

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

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

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

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

381 Section 6. Section **53E-4-205.3** 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
 386 content with other subject areas.

387 (c) "Social studies" means the integrated study of history, geography, civics, and
 388 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
 390 Administrative Rulemaking Act, establishing standards to ensure that LEAs provide
 391 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
 394 English language arts and mathematics;

395 (b) develop and maintain a repository of social studies instructional materials and
 396 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
 401 required in Subsection (2);

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

- 403 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
- 407 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
- 412 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

415 implementation progress and initial outcomes.

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

417 **53E-4-303 (Effective 07/01/26). Utah standards assessments -- Administration --**

418 **Review committee.**

419 (1) As used in this section[;] :

420 (a) [~~"computer~~] "Computer adaptive assessment" means an assessment that measures the

421 range of a student's ability by adapting to the student's responses, selecting more

422 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

424 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

429 3 through 10 after July 1, 2026;

430 (B) English language arts for students in each of grades 3 through 8 until July 1,

431 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

433 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

436 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
- 442 Section 53F-5-501[-] ; and
- 443 (c) beginning on or after the 2028-2029 school year, the board shall establish a timeline
- 444 to incorporate reading passages and questions sourced from primary source
- 445 documents and founding documents into the English language arts assessment
- 446 described in Subsection (2)(a)(i)(B).
- 447 (3) A school district or charter school shall annually administer the standards assessment
- 448 adopted by the state board under Subsection (2) to all students in the subjects and grade
- 449 levels described in Subsection (2).
- 450 (4)(a) Except as provided in Subsection (4)(b), a student's score on the standards
- 451 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
- 455 Subsection (2) to improve the student's academic grade for or demonstrate the
- 456 student's competency within a relevant course.
- 457 (5)(a) The state board shall establish a committee consisting of 15 parents of Utah public
- 458 education students to review all standards assessment questions.
- 459 (b) The committee established in Subsection (5)(a) shall include the following parent
- 460 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
- 463 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
- 468 president of the Senate shall adjust the length of terms to stagger the terms of
- 469 committee members so that approximately half of the committee members are
- 470 appointed every two years.

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

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

474 **53G-10-302 (Effective 07/01/26). Instruction in American history and**
475 **government -- Study and posting of American heritage documents -- Comparative**
476 **instruction on government systems.**

477 (1) As used in this section[⁵] :

- 478 (a) "American experiment in self-governance and United States founding principles"
479 means the unique characteristics and achievements of the United States, including:
480 (i) the nation's founding principles of individual liberty, limited government, and
481 natural rights;
482 (ii) the enduring strength and adaptability of the United States Constitution;
483 (iii) the protection of individual freedoms and religious liberty;
484 (iv) supporting and preserving the family;
485 (v) economic prosperity through free market capitalism and entrepreneurship;
486 (vi) the promotion of human rights and representative self-government globally; and
487 (vii) the contributions of American innovation, culture, and civil society to human
488 progress and flourishing.
- 489 (b) "Communism" means a system of government, governance, or political theory that
490 has historically resulted in widespread human rights abuses, economic failure, and
491 totalitarian oppression, characterized by:
492 (i) collective or state ownership of property and the means of production;
493 (ii) centralized economic planning;
494 (iii) single-party authoritarian rule;
495 (iv) practices that are destructive to the family structure and function; or
496 (v) suppression of individual rights and liberties in favor of collective goals.

497 (c) "Ten Commandments" means the Decalogue, known as the Ten Commandments, as
498 recorded in the Hebrew Scriptures in Exodus 20:2-17 and Deuteronomy 5:6-21.

499 (2) The Legislature recognizes that a proper understanding of American history and
500 government is essential to good citizenship, and that the public schools are the primary
501 public institutions charged with responsibility for assisting children and youth in gaining
502 that understanding.

503 (3)(a) The state board and local school boards shall periodically review school curricula
504 and activities to ensure that effective instruction in American history and government

- 505 is taking place in the public schools.
- 506 (b) The boards shall solicit public input as part of the review process.
- 507 (c) The state board shall ensure instruction in American history and government for
508 students occurs as appropriate and includes a study of:
- 509 (i) forms of government, such as a republic, a pure democracy, a monarchy, and an
510 oligarchy;
- 511 (ii) political philosophies and economic systems, such as socialism, communism,
512 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
515 locally elected officials;
- 516 (v) the voting process and election laws of this state, including the caucus and
517 convention system;
- 518 (vi) the purpose and benefits of the Electoral College system in presidential elections,
519 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
524 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
527 studies core standards for students in secondary grades includes comparative
528 instruction on government systems including communism with the state board
529 determining the specific grades and frequency of instruction within secondary grades,
530 that:
- 531 (i) compare and contrast the government systems described in Subsection (3)(c) with
532 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
536 States founding principles, including why the Founders rejected pure democracy,
537 including ancient Greek examples;
- 538 (iii) include instruction on the fundamental characteristics of communism, including

- 539 state control of information and media;
- 540 (iv) include instruction on the history and tactics of communist movements in the
- 541 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
- 545 movements;
- 546 (v) include instruction on historical crimes, human rights violations, and economic
- 547 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
- 553 regime;
- 554 (F) the violence and destabilization caused by communist guerrilla movements in
- 555 Latin America; and
- 556 (G) the systematic persecution of religious groups and suppression of religious
- 557 practice under communist regimes; and
- 558 (vi) include comparative outcomes demonstrating the benefits of constitutional
- 559 republicanism through comparison with communist, pure democratic, and other
- 560 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
- 567 state board shall ensure instruction in American history and government for students
- 568 occurs as appropriate and includes a study of the historical and philosophical context
- 569 in which the founding documents were created, with the state board determining the
- 570 specific grades and frequency of instruction within grades 3 through 12, including:
- 571 (i) analysis of religious and philosophical references contained in founding
- 572 documents, including:

- 573 (A) the reference in the Declaration of Independence to "Nature's God," "Creator,"
 574 "Supreme Judge of the world," and "divine Providence";
- 575 (B) religious and philosophical influences on concepts of natural rights and
 576 limited government as reflected in primary source documents from the
 577 founding era;
- 578 (C) the debates over religious liberty and the relationship between religion and
 579 government as reflected in founding era documents, including writings on the
 580 First Amendment;
- 581 (D) specific passages from the text described in Subsection (4)(m) that are cited or
 582 alluded to in founding documents;
- 583 (E) narratives and concepts from the text described in Subsection (4)(m) that
 584 shaped colonial American political thought;
- 585 (F) the use of language and imagery from the text described in Subsection (4)(m)
 586 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,
 588 law, justice, and liberty in American constitutional thought;
- 589 (ii) comparative analysis of the philosophical traditions described in Subsection
 590 53E-4-205.2(2)(a), and additional philosophical traditions, including
 591 Enlightenment philosophy, Protestant and Catholic thought, deism, and natural
 592 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
 595 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~~
 599 ~~oligarchy;]~~
- 600 ~~[(ii) political philosophies and economic systems, such as socialism, individualism,~~
 601 ~~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 [
 604 ~~and principles such as]~~ described in Subsection 53E-4-205.2(3), and the following
 605 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~~
 614 ~~Presidents of the United States;]~~
 615 ~~[(h) organic documents from the pre-Colonial, Colonial, Revolutionary, Federalist, and~~
 616 ~~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,
 621 including Federalist Papers No. 10 and No. 51;
 622 ~~[(i)] (g) United States Supreme Court decisions;~~
 623 ~~[(j)] (h) the Ten Commandments;~~
 624 ~~[(k)] (i) the Magna Carta;~~
 625 ~~[(l)] (j) Acts of the United States Congress, including the published text of the~~
 626 ~~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
 630 historical texts that have influenced American constitutional history, civic thought,
 631 and cultural development; and
 632 (n) when teaching Utah history, an LEA may include study of religious beliefs and texts
 633 that influenced the state's early founders and the state's history.
 634 (5) To increase student understanding of, and familiarity with, American historical
 635 documents, public schools may display historically important excerpts from, or copies
 636 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
 638 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
 640 to be the national motto of the United States, in one or more prominent places within

641 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
 644 influence on American civic thought and the state's founding history rather than on
 645 theological or doctrinal questions;

646 (b) may use multiple translations of religious texts for comparative literary and historical
 647 analysis;

648 (c) acknowledges diverse interpretations of religious texts and their application to
 649 political thought and founding history; and

650 (d) for instruction under Subsection (3)(e), is integrated with the study of founding
 651 documents and principles.

652 (9) The state board shall ensure that each review and revision of social studies core
 653 standards includes the requirements of this section.

654 (10) Nothing in this section prohibits an LEA from exceeding the minimum standards
 655 established by the state board under this section.

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

657 **53G-10-307 (Effective 07/01/26). Art or fine arts education -- Definition -- Credit**
 658 **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
 662 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 [(+)] (vii) digital design and animation; or

670 [(vii)] (viii) other similar courses that combine technical skill with artistic expression;

671 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, [
 674 ~~the]~~ an LEA shall~~[-accept for an art or fine arts credit any]~~ accept a course listed in

- 675 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
 679 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~~
 683 ~~courses accepted for fine arts credit~~] courses accepted for fine arts credit; or
 684 (ii) offering additional courses for fine arts credit; or
 685 (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 (Effective 07/01/26). Repeal dates: Titles 53 through 53G.**

- 688 (1) Title 53, Chapter 2c, COVID-19 Health and Economic Response Act, is repealed July 1,
 689 2026.
- 690 (2) Section 53-22-104.1, School Security Task Force -- Membership -- Duties -- Per diem --
 691 Report -- Expiration, is repealed December 31, 2025.
- 692 (3) Section 53-22-104.2, The School Security Task Force -- Education Advisory Board, is
 693 repealed December 31, 2025.
- 694 (4) Section 53-25-103, Airport dangerous weapon possession reporting requirements, is
 695 repealed December 31, 2031.
- 696 (5) Subsection 53-25-602(4)(b), regarding the rights of a peace officer placed onto a
 697 prosecution agency's Brady identification system before May 7, 2025, is repealed
 698 December 1, 2025.
- 699 (6) Subsection 53-29-302(2)(b)(ii), regarding the requirement for the Department of
 700 Corrections to submit the results of risk assessments for sex offenders to the State
 701 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
 703 requirements, is repealed July 1, 2026.
- 704 [(7)] (8) Subsection 53E-3-501(7)(e)(ii), regarding a report on the packet method, is
 705 repealed July 1, 2028.
- 706 [(8)] (9) Subsection 53F-2-504(6), regarding a report on the Salary Supplement for Highly
 707 Needed Educators, is repealed July 1, 2026.
- 708 [(9)] (10) Section 53F-5-221, Management of energy and water use pilot program, is

- 709 repealed July 1, 2028.
- 710 ~~[(10)]~~ (11) Section 53F-5-222, Mentoring and Supporting Teacher Excellence and
711 Refinement Pilot Program, is repealed July 1, 2028.
- 712 ~~[(11)]~~ (12) Section 53F-5-223, Stipends for Future Educators Grant Program, is repealed
713 July 1, 2028.
- 714 ~~[(12)]~~ (13) Subsection 53G-11-502(1), regarding implementation of the educator evaluation
715 process, is repealed July 1, 2029.
- 716 ~~[(13)]~~ (14) Section 53G-11-506, Establishment of educator evaluation program -- Joint
717 committee, is repealed July 1, 2029.
- 718 ~~[(14)]~~ (15) Section 53G-11-507, Components of educator evaluation program, is repealed
719 July 1, 2029.
- 720 ~~[(15)]~~ (16) Section 53G-11-508, Summative evaluation timelines -- Review of summative
721 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
724 educators, is repealed July 1, 2029.
- 725 ~~[(18)]~~ (19) Section 53G-11-511, Rulemaking for privacy protection, is repealed July 1, 2029.
- 726 ~~[(19)]~~ (20) Subsection 53G-11-520(1), regarding optional alternative educator evaluation
727 processes, is repealed July 1, 2029.
- 728 ~~[(20)]~~ (21) Subsection 53G-11-520(2), regarding an exception from educator evaluation
729 process requirements, is repealed July 1, 2029.

730 Section 11. **Repealer.**

731 This bill repeals:

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

733 Section 12. **Effective Date.**

734 This bill takes effect on July 1, 2026.