

Lincoln Fillmore proposes the following substitute bill:

**School Curriculum and Standards Modifications**

2026 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Tiara Auxier**

Senate Sponsor: Lincoln Fillmore

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**LONG TITLE**

**General Description:**

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

**Highlighted Provisions:**

This bill:

- requires the state board to identify and develop high-quality open educational resource instructional materials;
- 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;
- allows social studies instruction to be delivered through integrated instruction with English language arts and mathematics;

- 29       ▸ requires implementation of elementary social studies requirements by July 1, 2031;
- 30       ▸ repeals an adult education citizenship test and certain required plans;
- 31       ▸ defines terms; and
- 32       ▸ makes technical changes.

**Money Appropriated in this Bill:**

34       None

**Other Special Clauses:**

36       This bill provides a special effective date.

**Utah Code Sections Affected:**

38       AMENDS:

39       **53E-3-505 (Effective 07/01/26)**, as last amended by Laws of Utah 2024, Chapter 378

40       **53E-3-1002 (Effective 07/01/26)**, as enacted by Laws of Utah 2022, Chapter 285

41       **53E-3-1004 (Effective 07/01/26)**, as enacted by Laws of Utah 2022, Chapter 285

42       **53E-4-202 (Effective 07/01/26) (Partially Repealed 01/01/28)**, as last amended by Laws  
43 of Utah 2024, Third Special Session, Chapter 5

44       **53E-4-204 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, Chapter 142

45       **53E-4-303 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, Chapter 289

46       **53G-10-302 (Effective 07/01/26)**, as last amended by Laws of Utah 2024, Chapter 452

47       **53G-10-307 (Effective 07/01/26)**, as enacted by Laws of Utah 2025, Chapter 478

48       **63I-2-253 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, First Special  
49 Session, Chapter 9

50       ENACTS:

51       **53E-4-205.3 (Effective 07/01/26)**, Utah Code Annotated 1953

52       **53E-4-409 (Effective 07/01/26)**, Utah Code Annotated 1953

53       REPEALS:

54       **53E-3-521 (Effective 07/01/26)**, as enacted by Laws of Utah 2020, Chapter 174

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

56       **53G-7-218 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, Chapter 394

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

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

60       **53E-3-505 (Effective 07/01/26). 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

- 63 Subsection (1)(b).
- 64 (b) "Financial and economic literacy concepts" include concepts related to the following
- 65 topics:
- 66 (i) basic budgeting;
- 67 (ii) saving and financial investments;
- 68 (iii) banking and financial services, including balancing a checkbook or a bank
- 69 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
- 74 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 (A) a command system such as socialism or communism, a market system such as
- 83 capitalism, and a mixed system; and
- 84 (B) historic and current examples of the effects of each economic system on
- 85 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
- 89 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
- 96 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
- 99 instruction in kindergarten through grade 12 by:
- 100 (i) coordinating financial and economic literacy instruction with existing instruction
- 101 in other areas of the core standards for Utah public schools, such as mathematics
- 102 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
- 106 literacy education and other core standards for Utah public schools concepts;
- 107 and
- 108 (B) demonstrate specific examples of financial and economic literacy concepts as
- 109 a way of teaching other core standards for Utah public schools concepts; and
- 110 (iv) using appropriate financial and economic literacy assessments to improve
- 111 financial and economic literacy education and, if necessary, developing
- 112 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
- 115 economic literacy education, including modules with interactive activities and
- 116 turnkey instructor resources;
- 117 (ii) coordinate school use of existing financial and economic literacy education
- 118 resources;
- 119 (iii) develop simple, clear, and consistent messaging to reinforce and link existing
- 120 financial literacy resources;
- 121 (iv) coordinate the efforts of school, work, private, nonprofit, and other financial
- 122 education providers in implementing methods of appropriately communicating to
- 123 teachers, students, and parents key financial and economic literacy messages; and
- 124 (v) encourage parents and students to establish higher education savings, including a
- 125 Utah Educational Savings Plan account;
- 126 (c) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,
- 127 make rules to develop guidelines and methods for school districts and charter schools
- 128 to more fully integrate financial and economic literacy education into other core
- 129 standards for Utah public schools courses; and
- 130 (d) in cooperation with school districts, charter schools, and interested private and

131 nonprofit entities, provide opportunities for professional development in financial  
132 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  
138 administers other core standards for Utah public school courses for grades 9 through  
139 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  
143 for Federal Student Aid;  
144 (iii) financial benefits of pursuing concurrent enrollment as defined in Section  
145 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  
148 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  
150 assessment to a student who takes the general financial literacy course; and  
151 (iii) develop a plan, through the state superintendent, to analyze the results of an  
152 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  
156 international educational organizations or examination boards, that meet the  
157 standards and objectives described in Subsection (3)(b) as fulfilling the financial and  
158 economic literacy education requirements of this section.

159 (4)(a) The state board shall establish a task force to study and make recommendations to  
160 the state board on how to improve financial and economic literacy education in the  
161 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  
 167 to empower individuals and families to achieve economic stability, opportunity,  
 168 and upward mobility.

169 (c) The state board shall convene the task force at least once every three years to review  
 170 and recommend adjustments to the standards and objectives of the general financial  
 171 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  
 175 state board; and

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

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

181 **53E-3-1002 (Effective 07/01/26). Literacy coaching -- Professional learning.**

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

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

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

190 (i) schools that participate in partnerships that receive grants under Title 53F, Chapter  
 191 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  
 193 performance, as the state board further defines;

194 (b) establish minimum qualifications for early literacy coach positions to ensure  
 195 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

- 199 improved classroom instructional practices;
- 200 (iii) using principles of adult learning to effectively partner with educators to
- 201 integrate professional learning into classroom practice;
- 202 (iv) leveraging knowledge of the science of reading and evidence-based practices to
- 203 support educators in maximizing student learning;
- 204 (v) partnering with a school's leader to support school-wide literacy goals to provide
- 205 a team of support for educators to embed the state-wide goals into instructional
- 206 plans and practice;
- 207 (vi) delivering consistent and frequent job-embedded professional learning;
- 208 (vii) participating actively in professional learning experiences to deepen knowledge
- 209 and skills for coaching;[~~and~~]
- 210 (viii) designing and facilitating relevant and cohesive professional learning sessions
- 211 to strengthen the implementation of these evidence-based practices with
- 212 educators; and
- 213 (ix) supporting the integration of social studies content into literacy instruction to
- 214 enhance both reading comprehension and content knowledge, in alignment with
- 215 the requirements of Section 53E-4-205.3; and
- 216 (d) establish parameters for the relationship between a literacy coach and school or LEA,
- 217 including ensuring that coaches do not engage in activities or duties unrelated to
- 218 literacy coaching, including:
- 219 (i) serving as an evaluator, substitute teacher, clerical aid, recess or lunch aid,
- 220 behavioral therapist, tester, guidance counselor, interventionist, program manager,
- 221 or contest leader; or
- 222 (ii) any other assignment that frequently disrupts the coach's ability to support
- 223 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
- 227 LEAs regarding interviews, final selection, and placement; and
- 228 (c) annually review coaching placements and adjust placements as necessary, based on
- 229 the school's literacy achievement performance and the criteria established under
- 230 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

- 233 that includes knowledge and skill development in adult learning practices,  
 234 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,  
 237 monitoring, and adjusting professional learning in early literacy that aligns with  
 238 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,  
 241 including the implementation of professional learning communities and school  
 242 leadership teams through 2027.

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

244 **53E-3-1004 (Effective 07/01/26). Community engagement for early literacy.**

- 245 (1) The state board shall:
- 246 (a) partner with a private business or nonprofit organization to annually provide  
 247 personal, home-use, age-appropriate printed books or digital books with  
 248 accompanying electronic reading devices to students:
- 249 (i) who attend:
- 250 (A) a school that participates in partnerships that receive grants under Title 53F,  
 251 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
- 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  
 256 and other educational support personnel to:
- 257 (a) support targeted activities and strategies for parents to support at-home reading[-] ;  
 258 and
- 259 (b) integrate social studies content with literacy instruction, supporting both early  
 260 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  
 262 coordinating community resources to:
- 263 (a) provide training and coaching to community, school, and parent engagement  
 264 coordinators; and
- 265 (b) for a school that is not participating in a partnership that receives a grant under Title  
 266 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,  
 269 including services and coordination support.

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

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

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

- 278 [(i)] (a) communicate effectively, both verbally and through written communication;  
 279 [(ii)] (b) apply mathematics; [~~and~~]  
 280 [(iii)] (c) access, analyze, and apply information[-] ; and  
 281 (d) understand history and government as described in Sections 53E-4-208 and  
 282 53G-10-302.

283 [(b)] (2) Except as provided in this public education code, the state board may recommend  
 284 but may not require a local school board or charter school governing board to use:

- 285 [(i)] (a) a particular curriculum or instructional material; or  
 286 [(ii)] (b) a model curriculum or instructional material.

287 [(2)] (3) The state board shall, in establishing the core standards for Utah public schools:

- 288 (a) identify the basic knowledge, skills, and competencies each student is expected to  
 289 acquire or master as the student advances through the public education system; and  
 290 (b) align with each other the core standards for Utah public schools and the assessments  
 291 described in Section 53E-4-303.

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

- 296 (a) English, including explicit phonics, spelling, grammar, reading, writing, vocabulary,  
 297 speech, and listening; [~~and~~]  
 298 (b) mathematics, including basic computational skills[-] ; and  
 299 (c) social studies, including history and government as described in Section 53G-10-302.

300 [(4)] (5) Before adopting core standards for Utah public schools, the state board shall:

- 301 (a) publicize draft core standards for Utah public schools for the state, as a class A  
302 notice under Section 63G-30-102, for at least 90 days;
- 303 (b) invite public comment on the draft core standards for Utah public schools for a  
304 period of not less than 90 days; and
- 305 (c) conduct three public hearings that are held in different regions of the state on the  
306 draft core standards for Utah public schools.
- 307 ~~[(5)]~~ (6) LEA governing boards shall design their school programs, that are supported by  
308 generally accepted scientific standards of evidence, to focus on the core standards for  
309 Utah public schools with the expectation that each program will enhance or help achieve  
310 mastery of the core standards for Utah public schools.
- 311 ~~[(6)]~~ (7) Except as provided in Sections 53G-10-103 and 53G-10-402, each school may  
312 select instructional materials and methods of teaching, that are supported by generally  
313 accepted scientific standards of evidence, that the school considers most appropriate to  
314 meet the core standards for Utah public schools.
- 315 ~~[(7)]~~ (8) The state may exit any agreement, contract, memorandum of understanding, or  
316 consortium that cedes control of the core standards for Utah public schools to any other  
317 entity, including a federal agency or consortium, for any reason, including:
- 318 (a) the cost of developing or implementing the core standards for Utah public schools;
- 319 (b) the proposed core standards for Utah public schools are inconsistent with community  
320 values; or
- 321 (c) the agreement, contract, memorandum of understanding, or consortium:
- 322 (i) was entered into in violation of Chapter 3, Part 8, Implementing Federal or  
323 National Education Programs, or Title 63J, Chapter 5, Federal Funds Procedures  
324 Act;
- 325 (ii) conflicts with Utah law;
- 326 (iii) requires Utah student data to be included in a national or multi-state database;
- 327 (iv) requires records of teacher performance to be included in a national or multi-state  
328 database; or
- 329 (v) imposes curriculum, assessment, or data tracking requirements on home school or  
330 private school students.
- 331 ~~[(8)]~~ (9) The state board shall:
- 332 (a) submit a report in accordance with Section 53E-1-203 on the development and  
333 implementation of the core standards for Utah public schools, including the time line  
334 established for the review of the core standards for Utah public schools; and

335 (b) ensure that the report described in Subsection [(8)(a)] (9)(a) includes the time line  
 336 established for the review of the core standards for Utah public schools by a  
 337 standards review committee and the recommendations of a standards review  
 338 committee established under Section 53E-4-203.

339 Section 5. Section **53E-4-204** is amended to read:

340 **53E-4-204 (Effective 07/01/26). Standards and graduation requirements.**

- 341 (1) The state board shall establish rigorous core standards for Utah public schools and  
 342 graduation requirements under Section 53E-3-501 for grades 9 through 12 that:
- 343 (a) are consistent with state law and federal regulations;
  - 344 (b) use competency-based standards and assessments;
  - 345 (c) include instruction that stresses general financial literacy from basic budgeting to  
 346 financial investments, including bankruptcy education and a general financial literacy  
 347 test-out option;
  - 348 (d) include graduation requirements in language arts, mathematics, and science that  
 349 exceed:
    - 350 (i) 3.0 units in language arts including up to 0.5 units emphasizing verbal  
 351 communication completed in a course or a school sponsored activity;
    - 352 (ii) 2.0 units in mathematics; and
    - 353 (iii) and 2.0 units in science;[-and]
  - 354 [~~(e) include a graduation requirement in social studies that is equal to or exceeds 3.5~~  
 355 ~~units, including at least 1.0 unit in American constitutional government and~~  
 356 ~~citizenship as described in Section 53E-4-205.2;]~~
  - 357 (e) include a graduation requirement in social studies that is equal to or exceeds 3.5  
 358 units, including:
    - 359 (i) at least 1.0 unit in American constitutional government and citizenship as  
 360 described in Section 53E-4-205.2, consisting of two distinct semester courses that  
 361 may not be duplicated to satisfy the requirement; and
    - 362 (ii) at least 1.0 unit in United States history, consisting of two distinct semester  
 363 courses that may not be duplicated to satisfy the requirement; and
  - 364 (f) ensure up to 0.5 units of the 1.0 unit in American constitutional government and  
 365 citizenship described in Subsection [(1)(e)] (1)(e)(i) may be earned by:
    - 366 (i) completing a course or a school sponsored activity emphasizing verbal  
 367 communication provided that a significant portion of the course or activity is  
 368 dedicated to civic education, including:

- 369 (A) policy analysis;  
 370 (B) governmental systems; and  
 371 (C) civic engagement; or  
 372 (ii) participation in the Junior Reserve Officers' Training Corps described in 10 U.S.C.  
 373 Sec. 2031.

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

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

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

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

382 Section 6. Section **53E-4-205.3** is enacted to read:

383 **53E-4-205.3** (Effective 07/01/26). **Elementary social studies education.**

384 (1) As used in this section:

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

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

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

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

393 (3) The board shall:

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

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

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

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

400 (4) An LEA shall:

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

- 403 (b) in accordance with Section 53G-10-304, adopt social studies curricula that meet state  
 404 standards;  
 405 (c) ensure all elementary students have access to appropriate social studies materials;  
 406 (d) provide resources to support integrated instruction;  
 407 (e) ensure that elementary teachers receive ongoing professional development in social  
 408 studies instruction, including integrated instruction;  
 409 (f) provide time for collaborative planning to support integrated instruction;  
 410 (g) regularly assess student progress in social studies;  
 411 (h) use data to inform instruction and support; and  
 412 (i) report social studies instructional time and student outcomes to the state board as  
 413 required.

414 (5) An LEA shall implement all requirements of this section by July 1, 2031.

415 (6) Upon request, the board shall report to the Education Interim Committee on  
 416 implementation progress and initial outcomes.

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

418 **53E-4-303 (Effective 07/01/26). Utah standards assessments -- Administration --**  
 419 **Review committee.**

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

421 (a) [~~"computer~~] "Computer adaptive assessment" means an assessment that measures the  
 422 range of a student's ability by adapting to the student's responses, selecting more  
 423 difficult or less difficult questions based on the student's responses.

424 (b) "Founding document" means a document described in Subsections 53E-4-205.2 and  
 425 53G-10-302(4).

426 (2) The state board shall:

427 (a) adopt a standards assessment that:

428 (i) measures a student's proficiency in:

429 (A) mathematics for students in each of grades 3 through 8 until July 1, 2026, and  
 430 3 through 10 after July 1, 2026;

431 (B) English language arts for students in each of grades 3 through 8 until July 1,  
 432 2026, and 3 through 10 after July 1, 2026;

433 (C) science for students in each of grades 4 through 8 until July 1, 2026, and 4  
 434 through 10 after July 1, 2026; and

435 (D) writing for students in at least grades 5 and 8; and

436 (ii) except for the writing measurement described in Subsection (2)(a)(i)(D), is a

- 437 computer adaptive assessment; [~~and~~]
- 438 (b) ensure that an assessment described in Subsection (2)(a) is:
- 439 (i) a criterion referenced assessment;
- 440 (ii) administered online;
- 441 (iii) aligned with the core standards for Utah public schools; and
- 442 (iv) adaptable to personalized, competency-based learning, as that term is defined in
- 443 Section 53F-5-501[-] ; and
- 444 (c) beginning on or after the 2028-2029 school year, the board shall establish a timeline
- 445 to incorporate questions derived from primary source documents and founding
- 446 documents into the English language arts assessment described in Subsection
- 447 (2)(a)(i)(B).
- 448 (3) A school district or charter school shall annually administer the standards assessment
- 449 adopted by the state board under Subsection (2) to all students in the subjects and grade
- 450 levels described in Subsection (2).
- 451 (4)(a) Except as provided in Subsection (4)(b), a student's score on the standards
- 452 assessment adopted under Subsection (2) may not be considered in determining:
- 453 (i) the student's academic grade for a course; or
- 454 (ii) whether the student may advance to the next grade level.
- 455 (b) A teacher may use a student's score on the standards assessment adopted under
- 456 Subsection (2) to improve the student's academic grade for or demonstrate the
- 457 student's competency within a relevant course.
- 458 (5)(a) The state board shall establish a committee consisting of 15 parents of Utah public
- 459 education students to review all standards assessment questions.
- 460 (b) The committee established in Subsection (5)(a) shall include the following parent
- 461 members:
- 462 (i) five members appointed by the chair of the state board;
- 463 (ii) five members appointed by the speaker of the House of Representatives or the
- 464 speaker's designee; and
- 465 (iii) five members appointed by the president of the Senate or the president's designee.
- 466 (c) The state board shall provide staff support to the parent committee.
- 467 (d) The term of office of each member appointed in Subsection (5)(b) is four years.
- 468 (e) The chair of the state board, the speaker of the House of Representatives, and the
- 469 president of the Senate shall adjust the length of terms to stagger the terms of
- 470 committee members so that approximately half of the committee members are

471 appointed every two years.

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

474 Section 8. Section **53E-4-409** is enacted to read:

475 **53E-4-409** (Effective 07/01/26). **Open educational resources -- Development and**  
476 **implementation.**

477 (1) As used in this section:

478 (a) "Open educational resources" means teaching, learning, and research materials that  
479 are in the public domain or released under an open license that permits free use,  
480 adaptation, and distribution.

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

482 (2) Notwithstanding any other provision in this part, and subject to legislative  
483 appropriation, the state superintendent shall:

484 (a) identify or contract with one or more qualified entities, or work with current state  
485 educational professionals to develop comprehensive open educational resources for  
486 elementary grades that:

487 (i) align with Utah core standards;

488 (ii) meet the instructional needs of students in kindergarten through grade 8 suitable  
489 for the age of students at the grade level for which the materials are developed;

490 (iii) reflect Utah values and priorities;

491 (iv) provide accessibility to students with disabilities in compliance with federal and  
492 state law;

493 (v) are available in digital and, where appropriate, print formats;

494 (vi) are free from bias;

495 (vii) do not contain obscene or harmful material;

496 (viii) are age appropriate for the grade level; and

497 (ix) promote American values and civic understanding.

498 (b) ensure the open educational resources may include:

499 (i) comprehensive instructional materials for all core subject areas;

500 (ii) teacher resources, including:

501 (A) scopes and sequences;

502 (B) topics by grade level;

503 (C) text selection guides;

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

- 505           (E) daily lesson plans;  
506           (F) assessment item banks; and  
507           (G) professional development materials;  
508        (iii) student materials and resources, including:  
509           (A) student-facing instructional materials such as graphic organizers;  
510           (B) guided practice materials;  
511           (C) independent practice materials;  
512           (D) digital learning resources;  
513           (E) project and performance tasks; and  
514           (F) other classroom supports; and  
515        (iv) implementation guides to support LEAs in the adoption and use of the materials;  
516        (c) establish quality standards and review processes for materials developed under this  
517        section;  
518        (d) ensure that:  
519           (i) the state owns all intellectual property rights, including copyright, in the open  
520           educational resources developed under this section; and  
521           (ii) the open educational resources are openly licensed under a Creative Commons or  
522           equivalent license to allow an LEA to use, adapt, customize, and distribute the  
523           materials without charge;  
524        (e) make the open educational resources available through a centralized digital platform  
525        accessible to all LEAs and the public; and  
526        (f) ensure that the open educational resources developed under this section are clearly  
527        labeled and identified as open educational resources in all formats and platforms to  
528        provide transparency to parents and other stakeholders.  
529        (3) In identifying, contracting, and developing open educational resources under this  
530        section, the state superintendent shall:  
531           (a) consult with LEAs, teachers, curriculum specialists, and other education stakeholders;  
532           (b) establish a review committee that:  
533                (i) includes individuals representing:  
534                   (A) LEAs;  
535                   (B) parents;  
536                   (C) teachers;  
537                   (D) curriculum specialists; and  
538                   (E) other education stakeholders; and

- 539           (ii) reviews all open educational resources before the resources are made available for  
540           LEA adoption;
- 541           (iii) provide opportunities for public comment on draft open educational resources  
542           before final release;
- 543           (c) beginning with social studies and civics education, establish timelines for phased  
544           development and implementation; and
- 545           (d) ensure ongoing review and updates to maintain alignment with Utah core standards  
546           and educational best practices.
- 547           (4)(a) The state board may not require an LEA to adopt or use the open educational  
548           resources developed under this section.
- 549           (b) An LEA that chooses to adopt the open educational resources developed under this  
550           section shall use the LEA's existing curriculum approval process.
- 551           (5)(a) The state board shall make rules in accordance with Title 63G, Chapter 3, Utah  
552           Administrative Rulemaking Act to implement this section.
- 553           (b) upon request, report to the Education Interim Committee regarding the progress and  
554           implementation of this section.
- 555           Section 9. Section **53G-10-302** is amended to read:
- 556           **53G-10-302 (Effective 07/01/26). Instruction in American history and**  
557           **government -- Study and posting of American heritage documents -- Comparative**  
558           **instruction on government systems.**
- 559           (1) As used in this section[;] :
- 560           (a) "American experiment in self-governance and United States founding principles"  
561           means the unique characteristics and achievements of the United States, including:  
562           (i) the nation's founding principles of individual liberty, limited government, and  
563           natural rights;  
564           (ii) the enduring strength and adaptability of the United States Constitution;  
565           (iii) the protection of individual freedoms and religious liberty;  
566           (iv) supporting and preserving the family;  
567           (v) economic prosperity through free market capitalism and entrepreneurship;  
568           (vi) the promotion of human rights and representative self-government globally; and  
569           (vii) the contributions of American innovation, culture, and civil society to human  
570           progress and flourishing.
- 571           (b) "Communism" means a system of government, governance, or political theory that  
572           has historically resulted in widespread human rights abuses, economic failure, and

- 573 totalitarian oppression, characterized by:
- 574 (i) collective or state ownership of property and the means of production;
- 575 (ii) centralized economic planning;
- 576 (iii) single-party authoritarian rule;
- 577 (iv) practices that are destructive to the family structure and function; or
- 578 (v) suppression of individual rights and liberties in favor of collective goals.
- 579 (c) "Ten Commandments" means the Decalogue, known as the Ten Commandments, as
- 580 recorded in the Hebrew Scriptures in Exodus 20:2-17 and Deuteronomy 5:6-21.
- 581 (2) The Legislature recognizes that a proper understanding of American history and
- 582 government is essential to good citizenship, and that the public schools are the primary
- 583 public institutions charged with responsibility for assisting children and youth in gaining
- 584 that understanding.
- 585 (3)(a) The state board and local school boards shall periodically review school curricula
- 586 and activities to ensure that effective instruction in American history and government
- 587 is taking place in the public schools.
- 588 (b) The boards shall solicit public input as part of the review process.
- 589 (c) The state board shall ensure instruction in American history and government for
- 590 students occurs as appropriate and includes a study of:
- 591 (i) forms of government, such as a republic, a pure democracy, a monarchy, and an
- 592 oligarchy;
- 593 (ii) political philosophies and economic systems, such as socialism, communism,
- 594 individualism, and free market capitalism;
- 595 (iii) the United States' form of government, a compound constitutional republic;
- 596 (iv) the roles and responsibilities of government officials, including all state and
- 597 locally elected officials;
- 598 (v) the voting process and election laws of this state, including the caucus and
- 599 convention system;
- 600 (vi) the purpose and benefits of the Electoral College system in presidential elections,
- 601 including:
- 602 (A) how the system protects state sovereignty;
- 603 (B) ensures broad geographic representation; and
- 604 (C) maintains the federal nature of the republic;
- 605 (vii) the eligibility requirements to run for elected office at the federal, state, and
- 606 local levels; and

- 607           (viii) the elected officials who represent students at each level of government.
- 608       (d) Beginning in the 2028-2029 school year, the state board shall ensure that social
- 609           studies core standards for students in secondary grades includes comparative
- 610           instruction on government systems including communism with the state board
- 611           determining the specific grades and frequency of instruction within secondary grades,
- 612           that:
- 613           (i) compare and contrast the government systems described in Subsection (3)(c) with
- 614               communism and other autocratic government systems, such as:
- 615                (A) fascist governments, including World War II-era regimes; and
- 616                (B) ancient autocracies, including absolute monarchies;
- 617           (ii) include instruction on the American experiment in self-governance and United
- 618               States founding principles, including why the Founders rejected pure democracy,
- 619               including ancient Greek examples;
- 620           (iii) include instruction on the fundamental characteristics of communism, including
- 621               state control of information and media;
- 622           (iv) include instruction on the history and tactics of communist movements in the
- 623               United States, including:
- 624                (A) the spread of communist ideology during the 20th century;
- 625                (B) efforts to infiltrate American institutions; and
- 626                (C) the response of the United States government and civil society to communist
- 627                movements;
- 628           (v) include instruction on historical crimes, human rights violations, and economic
- 629               failures caused by communist regimes, including:
- 630                (A) the Cultural Revolution in China;
- 631                (B) the Holodomor in Ukraine;
- 632                (C) the Great Terror in the Soviet Union;
- 633                (D) the Cambodian genocide under the Khmer Rouge;
- 634                (E) the human rights violations and economic failures of the Cuban communist
- 635                regime;
- 636                (F) the violence and destabilization caused by communist guerrilla movements in
- 637                Latin America; and
- 638                (G) the systematic persecution of religious groups and suppression of religious
- 639                practice under communist regimes; and
- 640           (vi) include comparative outcomes demonstrating the benefits of constitutional

- 641 republicanism through comparison with communist, pure democratic, and other  
642 autocratic systems, including:
- 643 (A) economic prosperity and innovation;
  - 644 (B) protection of human rights and individual freedoms;
  - 645 (C) political stability and peaceful transfer of power;
  - 646 (D) quality of life and opportunity for citizens; and
  - 647 (E) contributions to global peace and prosperity.
- 648 (e) Beginning in the 2028-2029 school year, and in accordance with Subsection (8), the  
649 state board shall ensure instruction in American history and government for students  
650 occurs as appropriate and includes a study of the historical and philosophical context  
651 in which the founding documents were created, with the state board determining the  
652 specific grades and frequency of instruction within grades 3 through 12, including:
- 653 (i) analysis of religious and philosophical references contained in founding  
654 documents, including:
    - 655 (A) the reference in the Declaration of Independence to "Nature's God," "Creator,"  
656 "Supreme Judge of the world," and "divine Providence";
    - 657 (B) religious and philosophical influences on concepts of natural rights and  
658 limited government as reflected in primary source documents from the  
659 founding era;
    - 660 (C) the debates over religious liberty and the relationship between religion and  
661 government as reflected in founding era documents, including writings on the  
662 First Amendment;
    - 663 (D) specific passages from the text described in Subsection (4)(m) that are cited or  
664 alluded to in founding documents;
    - 665 (E) narratives and concepts from the text described in Subsection (4)(m) that  
666 shaped colonial American political thought;
    - 667 (F) the use of language and imagery from the text described in Subsection (4)(m)  
668 in political rhetoric of the founding era and throughout American history; and
    - 669 (G) influences of the text described in Subsection (4)(m) on concepts of covenant,  
670 law, justice, and liberty in American constitutional thought;
  - 671 (ii) comparative analysis of the philosophical traditions described in Subsection  
672 53E-4-205.2(2)(a), and additional philosophical traditions, including  
673 Enlightenment philosophy, Protestant and Catholic thought, deism, and natural  
674 law theory; and

- 675            (iii) the development of American principles of religious liberty, including:
- 676            (A) the First Amendment's protections for religious exercise and prohibitions on
- 677            religious establishment; and
- 678            (B) state constitutional provisions on religious liberty.
- 679        [~~(e) Instruction in American history and government shall include a study of:~~]
- 680            [~~(i) forms of government, such as a republic, a pure democracy, a monarchy, and an~~
- 681            ~~oligarchy;~~]
- 682            [~~(ii) political philosophies and economic systems, such as socialism, individualism,~~
- 683            ~~and free market capitalism; and]~~
- 684            [~~(iii) the United States' form of government, a compound constitutional republic.]~~
- 685        (4) School curricula and activities shall include a thorough study of historical documents [
- 686        ~~and principles such as] described in Subsection 53E-4-205.2(3), and the following~~
- 687        additional historical documents and principles:
- 688        [~~(a) the Declaration of Independence;~~]
- 689        [~~(b) the United States Constitution;~~]
- 690        [~~(c)] (a) the national motto;~~
- 691        [~~(d)] (b) the pledge of allegiance;~~
- 692        [~~(e)] (c) the national anthem;~~
- 693        (d) the entirety of George Washington's Farewell Address;
- 694        [~~(f) the Mayflower Compact;~~]
- 695        [~~(g) the writings, speeches, documents, and proclamations of the Founders and the~~
- 696        ~~Presidents of the United States;~~]
- 697        [~~(h) organic documents from the pre-Colonial, Colonial, Revolutionary, Federalist, and~~
- 698        ~~post-Federalist eras;~~]
- 699        (e) Frederick Douglass's speeches, including:
- 700            (i) "What to the Slave is the Fourth of July," delivered July 5, 1852; and
- 701            (ii) "What the Black Man Wants," delivered January 26, 1865;
- 702        (f) selected passages from the Anti-Federalist Papers and the Federalist Papers,
- 703        including Federalist Papers No. 10 and No. 51;
- 704        [~~(i)] (g) United States Supreme Court decisions;~~
- 705        [~~(j)] (h) the Ten Commandments;~~
- 706        [~~(k)] (i) the Magna Carta;~~
- 707        [~~(l)] (j) Acts of the United States Congress, including the published text of the~~
- 708        Congressional Record; [~~and]~~

- 709 ~~[(m)]~~ (k) United States treaties[-] ;
- 710 (l) excerpts from Alexis de Tocqueville's Democracy in America;
- 711 (m) the Bible, including the Hebrew Scriptures and New Testament, as literary and
- 712 historical texts that have influenced American constitutional history, civic thought,
- 713 and cultural development; and
- 714 (n) when teaching Utah history, an LEA may include study of religious beliefs and texts
- 715 that influenced the state's early founders and the state's history.
- 716 (5) To increase student understanding of, and familiarity with, American historical
- 717 documents, public schools may display historically important excerpts from, or copies
- 718 of, those documents in school classrooms and common areas as appropriate.
- 719 (6) There shall be no content-based censorship of American history and heritage documents
- 720 referred to in this section due to their religious or cultural nature.
- 721 (7) Public schools shall display "In God we trust," which is declared in 36 U.S.C. Sec. 302
- 722 to be the national motto of the United States, in one or more prominent places within
- 723 each school building.
- 724 (8) An LEA shall ensure instruction provided under Subsections (4)(m) and (3)(e):
- 725 (a) focuses on religious texts' literary forms, historical context, and documented
- 726 influence on American civic thought and the state's founding history rather than on
- 727 theological or doctrinal questions;
- 728 (b) may use multiple translations of religious texts for comparative literary and historical
- 729 analysis;
- 730 (c) acknowledges diverse interpretations of religious texts and their application to
- 731 political thought and founding history; and
- 732 (d) for instruction under Subsection (3)(e), is integrated with the study of founding
- 733 documents and principles.
- 734 (9) The state board shall ensure that each review and revision of social studies core
- 735 standards includes the requirements of this section.
- 736 (10) Nothing in this section prohibits an LEA from exceeding the minimum standards
- 737 established by the state board under this section.

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

739 **53G-10-307 (Effective 07/01/26). Art or fine arts education -- Definition -- Credit**

740 **requirements.**

741 (1) As used in this section,[-] "art" or "fine arts" means:

- 742 (a) courses, instruction, or experiences in visual arts, music, dance, or theater;

- 743 (b) courses, instruction, or experiences in applied crafts and technical arts that  
 744 incorporate artistic elements, including:
- 745 (i) woodworking;
  - 746 (ii) metalworking and welding;
  - 747 (iii) traditional handcrafts;
  - 748 (iv) architectural trades, including carpentry, plumbing, masonry, and stonework;
  - 749 (v) automotive design and customization;
  - 750 (vi) electrical and electrician work;
  - 751 ~~[(v+)]~~ (vii) digital design and animation; or
  - 752 ~~[(vii)]~~ (viii) other similar courses that combine technical skill with artistic expression;
  - 753 and
- 754 (c) other forms of creative or interpretive expression as an LEA determines.
- 755 (2) For purposes of meeting art or fine arts credit requirements the state board establishes, [  
 756 ~~the~~] an LEA shall~~[- accept for an art or fine arts credit any]~~ accept a course listed in  
 757 Subsection (1) that meets the LEA's art or fine arts credit requirements if the course:
- 758 (a) incorporates artistic or creative elements in the curriculum;
  - 759 (b) includes instruction in principles of design, form, or aesthetic expression; and
  - 760 (c) provides students opportunities for creative expression and artistic application of
  - 761 technical skills.
- 762 (3) Nothing in this section:
- 763 (a) prevents an LEA from:
    - 764 (i) establishing the LEA's own additional criteria for [~~artistic and creative elements in~~  
 765 ~~courses accepted for fine arts credit]~~ courses accepted for fine arts credit; or
    - 766 (ii) offering additional courses for fine arts credit; or
  - 767 (b) requires an LEA to offer all courses listed in Subsection (1).
- 768 Section 11. Section **63I-2-253** is amended to read:
- 769 **63I-2-253 (Effective 07/01/26). Repeal dates: Titles 53 through 53G.**
- 770 (1) Title 53, Chapter 2c, COVID-19 Health and Economic Response Act, is repealed July 1,  
 771 2026.
  - 772 (2) Section 53-22-104.1, School Security Task Force -- Membership -- Duties -- Per diem --  
 773 Report -- Expiration, is repealed December 31, 2025.
  - 774 (3) Section 53-22-104.2, The School Security Task Force -- Education Advisory Board, is  
 775 repealed December 31, 2025.
  - 776 (4) Section 53-25-103, Airport dangerous weapon possession reporting requirements, is

- 777 repealed December 31, 2031.
- 778 (5) Subsection 53-25-602(4)(b), regarding the rights of a peace officer placed onto a  
779 prosecution agency's Brady identification system before May 7, 2025, is repealed  
780 December 1, 2025.
- 781 (6) Subsection 53-29-302(2)(b)(ii), regarding the requirement for the Department of  
782 Corrections to submit the results of risk assessments for sex offenders to the State  
783 Commission on Criminal and Juvenile Justice, is repealed January 1, 2030.
- 784 (7) Section 53E-4-204.1, regarding ethnic studies core standards and curriculum  
785 requirements, is repealed July 1, 2026.
- 786 [~~7~~] (8) Subsection 53E-3-501(7)(e)(ii), regarding a report on the packet method, is  
787 repealed July 1, 2028.
- 788 [~~8~~] (9) Subsection 53F-2-504(6), regarding a report on the Salary Supplement for Highly  
789 Needed Educators, is repealed July 1, 2026.
- 790 [~~9~~] (10) Section 53F-5-221, Management of energy and water use pilot program, is  
791 repealed July 1, 2028.
- 792 [~~10~~] (11) Section 53F-5-222, Mentoring and Supporting Teacher Excellence and  
793 Refinement Pilot Program, is repealed July 1, 2028.
- 794 [~~11~~] (12) Section 53F-5-223, Stipends for Future Educators Grant Program, is repealed  
795 July 1, 2028.
- 796 [~~12~~] (13) Subsection 53G-11-502(1), regarding implementation of the educator evaluation  
797 process, is repealed July 1, 2029.
- 798 [~~13~~] (14) Section 53G-11-506, Establishment of educator evaluation program -- Joint  
799 committee, is repealed July 1, 2029.
- 800 [~~14~~] (15) Section 53G-11-507, Components of educator evaluation program, is repealed  
801 July 1, 2029.
- 802 [~~15~~] (16) Section 53G-11-508, Summative evaluation timelines -- Review of summative  
803 evaluations, is repealed July 1, 2029.
- 804 [~~16~~] (17) Section 53G-11-509, Mentor for provisional educator, is repealed July 1, 2029.
- 805 [~~17~~] (18) Section 53G-11-510, State board to describe a framework for the evaluation of  
806 educators, is repealed July 1, 2029.
- 807 [~~18~~] (19) Section 53G-11-511, Rulemaking for privacy protection, is repealed July 1, 2029.
- 808 [~~19~~] (20) Subsection 53G-11-520(1), regarding optional alternative educator evaluation  
809 processes, is repealed July 1, 2029.
- 810 [~~20~~] (21) Subsection 53G-11-520(2), regarding an exception from educator evaluation

811 process requirements, is repealed July 1, 2029.

812 Section 12. **Repealer.**

813 This bill repeals:

814 Section **53E-3-521, Requirements for early mathematics plan.**

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

816 Section **53G-7-218, Establishment of early learning plan.**

817 Section 13. **Effective Date.**

818 This bill takes effect on July 1, 2026.