

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

LONG TITLE

General Description:

This bill modifies requirements for social studies education and establishes open education resources.

Highlighted Provisions:

This bill:

- requires the state superintendent 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-3-1002 (Effective 07/01/26)**, as enacted by Laws of Utah 2022, Chapter 285
 40 **53E-3-1004 (Effective 07/01/26)**, as enacted by Laws of Utah 2022, Chapter 285
 41 **53E-4-202 (Effective 07/01/26) (Partially Repealed 01/01/28)**, as last amended by Laws
 42 of Utah 2024, Third Special Session, Chapter 5
 43 **53E-4-204 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, Chapter 142
 44 **53E-4-303 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, Chapter 289
 45 **53G-10-302 (Effective 07/01/26)**, as last amended by Laws of Utah 2024, Chapter 452
 46 **53G-10-307 (Effective 07/01/26)**, as enacted by Laws of Utah 2025, Chapter 478
 47 **63I-2-253 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, First Special
 48 Session, Chapter 9

49 ENACTS:

- 50 **53E-4-205.3 (Effective 07/01/26)**, Utah Code Annotated 1953
 51 **53E-4-409 (Effective 07/01/26)**, Utah Code Annotated 1953

52 REPEALS:

- 53 **53E-3-521 (Effective 07/01/26)**, as enacted by Laws of Utah 2020, Chapter 174
 54 **53E-4-205 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, Chapter 142
 55 **53G-7-218 (Effective 07/01/26)**, as last amended by Laws of Utah 2025, Chapter 394

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

58 Section 1. Section **53E-3-1002** is amended to read:

59 **53E-3-1002 (Effective 07/01/26). Literacy coaching -- Professional learning.**

- 60 (1) Subject to legislative appropriations, the state board shall provide, train, and assign
 61 literacy coaches to schools with low literacy achievement performance to provide early
 62 literacy coaching to teachers in kindergarten through grade 3, in accordance with this

- 63 section.
- 64 (2) The state board shall make rules, in accordance with Title 63G, Chapter 3, Utah
65 Administrative Rulemaking Act, to:
- 66 (a) establish criteria to determine which schools qualify for early literacy coaching,
67 prioritizing coaching among:
- 68 (i) schools that participate in partnerships that receive grants under Title 53F, Chapter
69 5, Part 4, Partnerships for Student Success Grant Program; and
- 70 (ii) schools that fall within the bottom 25% of all schools in literacy achievement
71 performance, as the state board further defines;
- 72 (b) establish minimum qualifications for early literacy coach positions to ensure
73 adequate preparation with necessary expertise;
- 74 (c) define roles and responsibilities for a literacy coach, including:
- 75 (i) assisting educators in analyzing data to inform instructional adjustments;
- 76 (ii) engaging in instructional coaching cycles with educators to build capacity for
77 improved classroom instructional practices;
- 78 (iii) using principles of adult learning to effectively partner with educators to
79 integrate professional learning into classroom practice;
- 80 (iv) leveraging knowledge of the science of reading and evidence-based practices to
81 support educators in maximizing student learning;
- 82 (v) partnering with a school's leader to support school-wide literacy goals to provide
83 a team of support for educators to embed the state-wide goals into instructional
84 plans and practice;
- 85 (vi) delivering consistent and frequent job-embedded professional learning;
- 86 (vii) participating actively in professional learning experiences to deepen knowledge
87 and skills for coaching;[~~and~~]
- 88 (viii) designing and facilitating relevant and cohesive professional learning sessions
89 to strengthen the implementation of these evidence-based practices with
90 educators; and
- 91 (ix) beginning in the 2028-2029 school year, supporting the integration of social
92 studies content into literacy instruction to enhance both reading comprehension
93 and content knowledge, in alignment with the requirements of Section 53E-4-205.
94 3; and
- 95 (d) establish parameters for the relationship between a literacy coach and school or LEA,
96 including ensuring that coaches do not engage in activities or duties unrelated to

97 literacy coaching, including:

98 (i) serving as an evaluator, substitute teacher, clerical aid, recess or lunch aid,
99 behavioral therapist, tester, guidance counselor, interventionist, program manager,
100 or contest leader; or

101 (ii) any other assignment that frequently disrupts the coach's ability to support
102 educators in improving instructional practice.

103 (3) The state board shall:

104 (a) ensure that one staff position supervises early literacy coaches statewide;

105 (b) select the pool of candidates for literacy coaching positions and coordinate with
106 LEAs regarding interviews, final selection, and placement; and

107 (c) annually review coaching placements and adjust placements as necessary, based on
108 the school's literacy achievement performance and the criteria established under
109 Subsection (2).

110 (4) The state board shall provide professional learning support in early literacy by:

111 (a) facilitating professional learning opportunities to support literacy coaches statewide
112 that includes knowledge and skill development in adult learning practices,
113 job-embedded coaching, and family engagement;

114 (b) providing professional learning regional consultants to:

115 (i) support LEAs and regional education service agencies in designing, facilitating,
116 monitoring, and adjusting professional learning in early literacy that aligns with
117 the professional learning standards described in Section 53G-11-303; and

118 (ii) serve a cohort of LEAs within a geographic region of the state; and

119 (c) providing statewide professional learning to support the use of collective efficacy,
120 including the implementation of professional learning communities and school
121 leadership teams through 2027.

122 Section 2. Section **53E-3-1004** is amended to read:

123 **53E-3-1004 (Effective 07/01/26). Community engagement for early literacy.**

124 (1) The state board shall:

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

128 (i) who attend:

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

- 131 (B) a Title I school, as that term is defined in Section 53F-2-523; and
 132 (ii) at a minimum, in kindergarten through grade 3; and
 133 (b) provide students a choice of language where possible.
- 134 (2) The state board shall develop and promote a website that provides resources for teachers
 135 and other educational support personnel to:
- 136 (a) support targeted activities and strategies for parents to support at-home reading[-] ;
 137 and
 138 (b) beginning in the 2028-2029 school year, integrate social studies content with literacy
 139 instruction, supporting both early literacy goals and social studies learning objectives
 140 described in Section 53E-4-205.3.
- 141 (3) The state board shall contract with one or more organizations that have expertise in
 142 coordinating community resources to:
- 143 (a) provide training and coaching to community, school, and parent engagement
 144 coordinators; and
 145 (b) for a school that is not participating in a partnership that receives a grant under Title
 146 53F, Chapter 5, Part 4, Partnerships for Student Success Grant Program:
 147 (i) assess the presence of existing community school infrastructure; and
 148 (ii) provide necessary supports for parent, community, and business engagement,
 149 including services and coordination support.

150 Section 3. Section **53E-4-202** is amended to read:

151 **53E-4-202 (Effective 07/01/26) (Partially Repealed 01/01/28). Core standards for**
 152 **Utah public schools -- Notice and hearing requirements.**

- 153 (1)[(a)] In establishing minimum standards related to curriculum and instruction
 154 requirements under Section 53E-3-501, the state board shall, in consultation with
 155 local school boards, school superintendents, teachers, employers, and parents
 156 implement core standards for Utah public schools that will enable students to, among
 157 other objectives:
- 158 [(i)] (a) communicate effectively, both verbally and through written communication;
 159 [(ii)] (b) apply mathematics; [and]
 160 [(iii)] (c) access, analyze, and apply information[-] ; and
 161 (d) understand history and government as described in Sections 53E-4-208 and
 162 53G-10-302.
- 163 [(b)] (2) Except as provided in this public education code, the state board may recommend
 164 but may not require a local school board or charter school governing board to use:

- 165 [(i)] (a) a particular curriculum or instructional material; or
166 [(ii)] (b) a model curriculum or instructional material.
- 167 [(2)] (3) The state board shall, in establishing the core standards for Utah public schools:
168 (a) identify the basic knowledge, skills, and competencies each student is expected to
169 acquire or master as the student advances through the public education system; and
170 (b) align with each other the core standards for Utah public schools and the assessments
171 described in Section 53E-4-303.
- 172 [(3)] (4) The basic knowledge, skills, and competencies identified [~~pursuant to~~] in
173 accordance with Subsection [(2)(a)] (1)(a) shall increase in depth and complexity from
174 year to year and focus on consistent and continual progress within and between grade
175 levels and courses in the basic academic areas of:
176 (a) English, including explicit phonics, spelling, grammar, reading, writing, vocabulary,
177 speech, and listening; [~~and~~]
178 (b) mathematics, including basic computational skills[-] ; and
179 (c) beginning with the 2028-2029 school year, social studies, including history and
180 government as described in Section 53G-10-302.
- 181 [(4)] (5) Before adopting core standards for Utah public schools, the state board shall:
182 (a) publicize draft core standards for Utah public schools for the state, as a class A
183 notice under Section 63G-30-102, for at least 90 days;
184 (b) invite public comment on the draft core standards for Utah public schools for a
185 period of not less than 90 days; and
186 (c) conduct three public hearings that are held in different regions of the state on the
187 draft core standards for Utah public schools.
- 188 [(5)] (6) LEA governing boards shall design their school programs, that are supported by
189 generally accepted scientific standards of evidence, to focus on the core standards for
190 Utah public schools with the expectation that each program will enhance or help achieve
191 mastery of the core standards for Utah public schools.
- 192 [(6)] (7) Except as provided in Sections 53G-10-103 and 53G-10-402, each school may
193 select instructional materials and methods of teaching, that are supported by generally
194 accepted scientific standards of evidence, that the school considers most appropriate to
195 meet the core standards for Utah public schools.
- 196 [(7)] (8) The state may exit any agreement, contract, memorandum of understanding, or
197 consortium that cedes control of the core standards for Utah public schools to any other
198 entity, including a federal agency or consortium, for any reason, including:

- 199 (a) the cost of developing or implementing the core standards for Utah public schools;
 200 (b) the proposed core standards for Utah public schools are inconsistent with community
 201 values; or
 202 (c) the agreement, contract, memorandum of understanding, or consortium:
 203 (i) was entered into in violation of Chapter 3, Part 8, Implementing Federal or
 204 National Education Programs, or Title 63J, Chapter 5, Federal Funds Procedures
 205 Act;
 206 (ii) conflicts with Utah law;
 207 (iii) requires Utah student data to be included in a national or multi-state database;
 208 (iv) requires records of teacher performance to be included in a national or multi-state
 209 database; or
 210 (v) imposes curriculum, assessment, or data tracking requirements on home school or
 211 private school students.

212 ~~[(8)]~~ (9) The state board shall:

- 213 (a) submit a report in accordance with Section 53E-1-203 on the development and
 214 implementation of the core standards for Utah public schools, including the time line
 215 established for the review of the core standards for Utah public schools; and
 216 (b) ensure that the report described in Subsection ~~[(8)(a)]~~ (9)(a) includes the time line
 217 established for the review of the core standards for Utah public schools by a
 218 standards ~~[review]~~ advisory committee and the recommendations of a standards [
 219 ~~review]~~ advisory committee established under Section 53E-4-203.

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

221 **53E-4-204 (Effective 07/01/26). Standards and graduation requirements.**

- 222 (1) The state board shall establish rigorous core standards for Utah public schools and
 223 graduation requirements under Section 53E-3-501 for grades 9 through 12 that:
 224 (a) are consistent with state law and federal regulations;
 225 (b) use competency-based standards and assessments;
 226 (c) include instruction that stresses general financial literacy from basic budgeting to
 227 financial investments, including bankruptcy education and a general financial literacy
 228 test-out option;
 229 (d) include graduation requirements in language arts, mathematics, and science that
 230 exceed:
 231 (i) 3.0 units in language arts including up to 0.5 units emphasizing verbal
 232 communication completed in a course or a school sponsored activity;

- 233 (ii) 2.0 units in mathematics; and
 234 (iii) and 2.0 units in science;[-and]
 235 [~~(e) include a graduation requirement in social studies that is equal to or exceeds 3.5~~
 236 ~~units, including at least 1.0 unit in American constitutional government and~~
 237 ~~citizenship as described in Section 53E-4-205.2;]~~
 238 (e) include a graduation requirement in social studies that is equal to or exceeds 3.5
 239 units, including:
 240 (i) at least 1.0 unit in American constitutional government and citizenship as
 241 described in Section 53E-4-205.2, consisting of two distinct semester courses that
 242 may not be duplicated to satisfy the requirement; and
 243 (ii) at least 1.0 unit in United States history, consisting of two distinct semester
 244 courses that may not be duplicated to satisfy the requirement; and
 245 (f) ensure up to 0.5 units of the 1.0 unit in American constitutional government and
 246 citizenship described in Subsection [(1)(e)] (1)(e)(i) may be earned by:
 247 (i) completing a course or a school sponsored activity emphasizing verbal
 248 communication provided that a significant portion of the course or activity is
 249 dedicated to civic education, including:
 250 (A) policy analysis;
 251 (B) governmental systems; and
 252 (C) civic engagement; or
 253 (ii) participation in the Junior Reserve Officers' Training Corps described in 10 U.S.C.,
 254 Sec. 2031.
- 255 (2) The state board shall establish competency-based standards and assessments for elective
 256 courses.
- 257 (3) The state board shall study requiring all LEAs to issue a high school diploma to students
 258 who receive:
 259 (a) an associate's degree with at least 60 credit hours from an accredited post-secondary
 260 institution; or
 261 (b) an industry certification with at least 500 hours of instruction from a business, trade
 262 association, or other industry group in accordance with Section 53E-3-501.
- 263 Section 5. Section **53E-4-205.3** is enacted to read:
 264 **53E-4-205.3 (Effective 07/01/26). Elementary social studies education.**
 265 (1) As used in this section:
 266 (a) "Elementary grades" or "elementary grade level" means kindergarten through grade 6.

- 267 (b) "Integrated instruction" means teaching that purposefully connects social studies
 268 content with other subject areas.
- 269 (c) "Social studies" means the integrated study of history, geography, civics, and
 270 economics as outlined in the state board's standards for social studies.
- 271 (2) The board shall make rules in accordance with Title 63G, Chapter 3, Utah
 272 Administrative Rulemaking Act, establishing standards to ensure that LEAs provide
 273 regular social studies instruction in each elementary grade level.
- 274 (3) The state superintendent shall:
- 275 (a) develop guidelines for integrating, where appropriate, social studies instruction with
 276 English language arts and mathematics;
- 277 (b) develop and maintain a repository of social studies instructional materials and
 278 resources;
- 279 (c) establish criteria for qualifying integrated instruction; and
- 280 (d) develop methods to measure student progress in social studies learning.
- 281 (4) An LEA shall:
- 282 (a) ensure that students in elementary grades receive regular social studies instruction
 283 required in Subsection (2);
- 284 (b) in accordance with Section 53G-10-304, adopt social studies curricula that meet state
 285 standards;
- 286 (c) ensure all elementary students have access to appropriate social studies materials;
- 287 (d) provide resources to support integrated instruction;
- 288 (e) ensure that elementary teachers receive ongoing professional development in social
 289 studies instruction, including integrated instruction;
- 290 (f) regularly assess student progress in social studies;
- 291 (g) use data to inform instruction and support; and
- 292 (5) An LEA shall implement all requirements of this section by July 1, 2031.
- 293 (6) Upon request, the board shall report to the Education Interim Committee on
 294 implementation progress and initial outcomes.

295 Section 6. Section **53E-4-303** is amended to read:

296 **53E-4-303 (Effective 07/01/26). Utah standards assessments -- Administration --**
 297 **Advisory committee.**

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

- 299 (a) [~~"computer~~] "Computer adaptive assessment" means an assessment that measures the
 300 range of a student's ability by adapting to the student's responses, selecting more

- 301 difficult or less difficult questions based on the student's responses.
- 302 (b) "Founding document" means a document described in Subsections 53E-4-205.2 and
303 53G-10-302(4).
- 304 (2) The state board shall:
- 305 (a) adopt a standards assessment that:
- 306 (i) measures a student's proficiency in:
- 307 (A) mathematics for students in each of grades 3 through 8 until July 1, 2026, and
308 3 through 10 after July 1, 2026;
- 309 (B) English language arts for students in each of grades 3 through 8 until July 1,
310 2026, and 3 through 10 after July 1, 2026;
- 311 (C) science for students in each of grades 4 through 8 until July 1, 2026, and 4
312 through 10 after July 1, 2026; and
- 313 (D) writing for students in at least grades 5 and 8; and
- 314 (ii) except for the writing measurement described in Subsection (2)(a)(i)(D), is a
315 computer adaptive assessment; [~~and~~]
- 316 (b) ensure that an assessment described in Subsection (2)(a) is:
- 317 (i) a criterion referenced assessment;
- 318 (ii) administered online;
- 319 (iii) aligned with the core standards for Utah public schools; and
- 320 (iv) adaptable to personalized, competency-based learning, as that term is defined in
321 Section 53F-5-501[-] ; and
- 322 (c) beginning on or after the 2028-2029 school year, the board shall establish a timeline
323 to incorporate questions derived from primary source documents and founding
324 documents into the English language arts assessment described in Subsection
325 (2)(a)(i)(B).
- 326 (3) A school district or charter school shall annually administer the standards assessment
327 adopted by the state board under Subsection (2) to all students in the subjects and grade
328 levels described in Subsection (2).
- 329 (4)(a) Except as provided in Subsection (4)(b), a student's score on the standards
330 assessment adopted under Subsection (2) may not be considered in determining:
- 331 (i) the student's academic grade for a course; or
- 332 (ii) whether the student may advance to the next grade level.
- 333 (b) A teacher may use a student's score on the standards assessment adopted under
334 Subsection (2) to improve the student's academic grade for or demonstrate the

- 335 student's competency within a relevant course.
- 336 (5)(a) The state board shall establish a committee consisting of 15 parents of Utah public
337 education students to review all standards assessment questions.
- 338 (b) The committee established in Subsection (5)(a) shall include the following parent
339 members:
- 340 (i) five members appointed by the chair of the state board;
- 341 (ii) five members appointed by the speaker of the House of Representatives or the
342 speaker's designee; and
- 343 (iii) five members appointed by the president of the Senate or the president's designee.
- 344 (c) The state board shall provide staff support to the parent committee.
- 345 (d) The term of office of each member appointed in Subsection (5)(b) is four years.
- 346 (e) The chair of the state board, the speaker of the House of Representatives, and the
347 president of the Senate shall adjust the length of terms to stagger the terms of
348 committee members so that approximately half of the committee members are
349 appointed every two years.
- 350 (f) No member may receive compensation or benefits for the member's service on the
351 committee.

352 Section 7. Section **53E-4-409** is enacted to read:

353 **53E-4-409 (Effective 07/01/26). Open educational resources -- Development and**
354 **implementation.**

355 (1) As used in this section:

- 356 (a) "Open educational resources" means teaching, learning, and research materials that
357 are in the public domain or released under an open license that permits free use,
358 adaptation, and distribution.
- 359 (b) "Utah core standards" means the standards described in Section 53E-4-202.

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

- 362 (a) develop comprehensive open educational resources that:
- 363 (i) may include resources for grades kindergarten through grade 12;
- 364 (ii) align with Utah core standards;
- 365 (iii) are age appropriate for the grade level in which the materials are developed;
- 366 (iv) reflect Utah values as described in Section 53G-10-204;
- 367 (v) provide accessibility to students with disabilities in compliance with federal and
368 state law;

- 369 (vi) are available in digital and, where appropriate, print formats;
370 (vii) do not contain obscene or harmful material;
371 (viii) are age appropriate for the grade level; and
372 (ix) promote American values and civic understanding.
- 373 (b) ensure the open educational resources may include:
374 (i) comprehensive instructional materials for all core subject areas;
375 (ii) teacher resources;
376 (iii) student materials and resources;
377 (iv) implementation guides to support LEAs in the adoption and use of the materials;
- 378 (c) establish quality standards and review processes for materials developed under this
379 section;
- 380 (d) ensure that:
381 (i) the state owns all intellectual property rights, including copyright, in the open
382 educational resources developed under this section; and
383 (ii) the open educational resources are openly licensed under a Creative Commons or
384 equivalent license to allow an LEA to use, adapt, customize, and distribute the
385 materials without charge;
- 386 (e) make the open educational resources available through a centralized digital platform
387 accessible to all LEAs and the public; and
- 388 (f) ensure that the open educational resources developed under this section are clearly
389 labeled and identified as open educational resources in all formats and platforms to
390 provide transparency to parents and other stakeholders.
- 391 (3) In identifying, contracting , and developing open educational resources under this
392 section, the state superintendent shall:
- 393 (a) consult with LEAs, teachers, curriculum specialists, and other education stakeholders;
394 (b) establish an advisory committee that:
395 (i) includes individuals representing:
396 (A) LEAs;
397 (B) parents;
398 (C) teachers;
399 (D) curriculum specialists; and
400 (E) other education stakeholders; and
401 (ii) reviews all open educational resources before the resources are made available for
402 LEA adoption;

403 (iii) provide opportunities for public comment on draft open educational resources
 404 before final release;

405 (c) establish timelines for phased development and implementation; and

406 (d) ensure ongoing review and updates to maintain alignment with Utah core standards
 407 and educational best practices.

408 (4)(a) The state board may not require an LEA to adopt or use the open educational
 409 resources developed under this section.

410 (b) An LEA that chooses to adopt the open educational resources developed under this
 411 section shall use the LEA's existing curriculum approval process.

412 (5)(a) The state board shall make rules in accordance with Title 63G, Chapter 3, Utah
 413 Administrative Rulemaking Act to implement this section.

414 (b) upon request, report to the Education Interim Committee regarding the progress and
 415 implementation of this section.

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

417 **53G-10-302 (Effective 07/01/26). Instruction in American history and**
 418 **government -- Study and posting of American heritage documents.**

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

420 (a) "American experiment in self-governance and United States founding principles"
 421 means the unique characteristics and achievements of the United States, including:

422 (i) the nation's founding principles of individual liberty, limited government, and
 423 natural rights;

424 (ii) the enduring strength and adaptability of the United States Constitution;

425 (iii) the protection of individual freedoms and religious liberty;

426 (iv) supporting and preserving the family;

427 (v) economic prosperity through free market capitalism and entrepreneurship;

428 (vi) the promotion of human rights and representative self-government globally; and

429 (vii) the contributions of American innovation, culture, and civil society to human
 430 progress and flourishing.

431 (b) "Communism" means a system of government, governance, or political theory that
 432 has historically resulted in widespread human rights abuses, economic failure, and
 433 totalitarian oppression, characterized by:

434 (i) collective or state ownership of property and the means of production;

435 (ii) centralized economic planning;

436 (iii) single-party authoritarian rule;

- 437 (iv) practices that are destructive to the family structure and function; or
438 (v) suppression of individual rights and liberties in favor of collective goals.
- 439 (c) "Ten Commandments" means the Decalogue, known as the Ten Commandments, as
440 recorded in the Hebrew Scriptures in Exodus 20:2-17 and Deuteronomy 5:6-21.
- 441 (2) The Legislature recognizes that a proper understanding of American history and
442 government is essential to good citizenship, and that the public schools are the primary
443 public institutions charged with responsibility for assisting children and youth in gaining
444 that understanding.
- 445 (3)(a) In accordance with 53G-10-204, [The] the state board and local school boards
446 shall periodically review school curricula and activities to ensure that effective
447 instruction in American history and government is taking place in the public schools.
- 448 (b) The boards shall solicit public input as part of the review process.
- 449 (c) The state board shall ensure instruction in American history and government for
450 students occurs as appropriate and includes a study of:
- 451 (i) forms of government, such as a republic, a pure democracy, a monarchy, and an
452 oligarchy;
- 453 (ii) political philosophies and economic systems, such as socialism, communism,
454 individualism, and free market capitalism;
- 455 (iii) the United States' form of government, a compound constitutional republic;
- 456 (iv) the roles and responsibilities of government officials, including all state and
457 locally elected officials;
- 458 (v) the voting process and election laws of this state, including the caucus and
459 convention system;
- 460 (vi) the purpose and benefits of the Electoral College system in presidential elections,
461 including:
- 462 (A) how the system protects state sovereignty;
463 (B) ensures broad geographic representation; and
464 (C) maintains the federal nature of the republic;
- 465 (vii) the eligibility requirements to run for elected office at the federal, state, and
466 local levels; and
- 467 (viii) the elected officials who represent students at each level of government.
- 468 (d) Beginning in the 2028-2029 school year, the state board shall ensure that social
469 studies core standards for students in secondary grades includes comparative
470 instruction on government systems including communism with the state board

- 471 determining the specific grades and frequency of instruction within secondary grades,
472 that:
- 473 (i) compare and contrast the government systems described in Subsection (3)(c) with
474 communism and other autocratic government systems, such as:
 - 475 (A) fascist governments, including World War II-era regimes; and
 - 476 (B) ancient autocracies, including absolute monarchies;
 - 477 (ii) include instruction on the American experiment in self-governance and United
478 States founding principles, including why the Founders rejected pure democracy,
479 including ancient Greek examples;
 - 480 (iii) include instruction on the fundamental characteristics of communism, including
481 state control of information and media;
 - 482 (iv) include instruction on the history and tactics of communist movements in the
483 United States, including:
 - 484 (A) the spread of communist ideology during the 20th century;
 - 485 (B) efforts to infiltrate American institutions; and
 - 486 (C) the response of the United States government and civil society to communist
487 movements;
 - 488 (v) include instruction on historical crimes, human rights violations, and economic
489 failures caused by communist regimes, including:
 - 490 (A) the Cultural Revolution in China;
 - 491 (B) the Holodomor in Ukraine;
 - 492 (C) the Great Terror in the Soviet Union;
 - 493 (D) the Cambodian genocide under the Khmer Rouge;
 - 494 (E) the human rights violations and economic failures of the Cuban communist
495 regime;
 - 496 (F) the violence and destabilization caused by communist guerrilla movements in
497 Latin America; and
 - 498 (G) the systematic persecution of religious groups and suppression of religious
499 practice under communist regimes; and
 - 500 (vi) include comparative outcomes demonstrating the benefits of constitutional
501 republicanism through comparison with communist, pure democratic, and other
502 autocratic systems, including:
 - 503 (A) economic prosperity and innovation;
 - 504 (B) protection of human rights and individual freedoms;

- 505 (C) political stability and peaceful transfer of power;
506 (D) quality of life and opportunity for citizens; and
507 (E) contributions to global peace and prosperity.
- 508 (e) Beginning in the 2028-2029 school year, and in accordance with Subsection (8), the
509 state board shall ensure instruction in American history and government for students
510 occurs as appropriate and includes a study of the historical and philosophical context
511 in which the founding documents were created, with the state board determining the
512 specific grades and frequency of instruction within grades 3 through 12, including:
- 513 (i) analysis of religious and philosophical references contained in founding
514 documents, including:
- 515 (A) the reference in the Declaration of Independence to "Nature's God," "Creator,"
516 "Supreme Judge of the world," and "divine Providence";
- 517 (B) religious and philosophical influences on concepts of natural rights and
518 limited government as reflected in primary source documents from the
519 founding era;
- 520 (C) the debates over religious liberty and the relationship between religion and
521 government as reflected in founding era documents, including writings on the
522 First Amendment;
- 523 (D) specific passages from the text described in Subsection (4)(m) that are cited or
524 alluded to in founding documents;
- 525 (E) narratives and concepts from the text described in Subsection (4)(m) that
526 shaped colonial American political thought;
- 527 (F) the use of language and imagery from the text described in Subsection (4)(m)
528 in political rhetoric of the founding era and throughout American history; and
- 529 (G) influences of the text described in Subsection (4)(m) on concepts of covenant,
530 law, justice, and liberty in American constitutional thought;
- 531 (ii) comparative analysis of the philosophical traditions described in Subsection
532 53E-4-205.2(2)(a), and additional philosophical traditions, including
533 Enlightenment philosophy, Protestant and Catholic thought, deism, and natural
534 law theory; and
- 535 (iii) the development of American principles of religious liberty, including:
- 536 (A) the First Amendment's protections for religious exercise and prohibitions on
537 religious establishment; and
- 538 (B) state constitutional provisions on religious liberty.

- 539 ~~[(e) Instruction in American history and government shall include a study of:]~~
- 540 ~~[(i) forms of government, such as a republic, a pure democracy, a monarchy, and an~~
- 541 ~~oligarchy;]~~
- 542 ~~[(ii) political philosophies and economic systems, such as socialism, individualism,~~
- 543 ~~and free market capitalism; and]~~
- 544 ~~[(iii) the United States' form of government, a compound constitutional republic.]~~
- 545 (4) School curricula and activities shall include a thorough study of historical documents [
546 and principles such as] described in Subsection 53E-4-205.2(3), and beginning in the
547 2028-2029 school year, may include the following additional historical documents and
548 principles:
- 549 ~~[(a) the Declaration of Independence;]~~
- 550 ~~[(b) the United States Constitution;]~~
- 551 ~~[(c) (a) the national motto;~~
- 552 ~~[(d) (b) the pledge of allegiance;~~
- 553 ~~[(e) (c) the national anthem;~~
- 554 ~~(d) the entirety of George Washington's Farewell Address;~~
- 555 ~~[(f) the Mayflower Compact;]~~
- 556 ~~[(g) the writings, speeches, documents, and proclamations of the Founders and the~~
- 557 ~~Presidents of the United States;]~~
- 558 ~~[(h) organic documents from the pre-Colonial, Colonial, Revolutionary, Federalist, and~~
- 559 ~~post-Federalist eras;]~~
- 560 ~~(e) Frederick Douglass's speeches, including:~~
- 561 ~~(i) "What to the Slave is the Fourth of July," delivered July 5, 1852; and~~
- 562 ~~(ii) "What the Black Man Wants," delivered January 26, 1865;~~
- 563 ~~(f) selected passages from the Anti-Federalist Papers and the Federalist Papers,~~
- 564 ~~including Federalist Papers No. 10 and No. 51;~~
- 565 ~~[(i) (g) United States Supreme Court decisions;~~
- 566 ~~[(j) (h) the Ten Commandments;~~
- 567 ~~[(k) (i) the Magna Carta;~~
- 568 ~~[(l) (j) Acts of the United States Congress, including the published text of the~~
- 569 ~~Congressional Record; ~~and]~~~~
- 570 ~~[(m) (k) United States treaties[-] ;~~
- 571 ~~(l) excerpts from Alexis de Tocqueville's Democracy in America;~~
- 572 ~~(m) the Bible, including the Hebrew Scriptures and New Testament, as literary and~~

- 573 historical texts that have influenced American constitutional history, civic thought,
574 and cultural development; and
- 575 (n) when teaching Utah history, an LEA may include study of religious beliefs and texts
576 that influenced the state's early founders and the state's history.
- 577 (5) To increase student understanding of, and familiarity with, American historical
578 documents, public schools may display historically important excerpts from, or copies
579 of, those documents in school classrooms and common areas as appropriate.
- 580 (6) There shall be no content-based censorship of American history and heritage documents
581 referred to in this section due to their religious or cultural nature.
- 582 (7) Public schools shall display "In God we trust," which is declared in 36 U.S.C. Sec. 302
583 to be the national motto of the United States, in one or more prominent places within
584 each school building.
- 585 (8) An LEA shall ensure instruction provided under Subsections (4)(m) and (3)(e):
- 586 (a) focuses on religious texts' literary forms, historical context, and documented
587 influence on American civic thought and the state's founding history rather than on
588 theological or doctrinal questions;
- 589 (b) may use multiple translations of religious texts for comparative literary and historical
590 analysis; and
- 591 (c) acknowledges diverse interpretations of religious texts and their application to
592 political thought and founding history.
- 593 (9) The state board shall ensure that each review and revision of social studies core
594 standards includes the requirements of this section.
- 595 (10) Nothing in this section prohibits an LEA from exceeding the minimum standards
596 established by the state board under this section.

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

598 **53G-10-307 (Effective 07/01/26). Art or fine arts education -- Definition -- Credit**
599 **requirements.**

- 600 (1) As used in this section,[-] "art" or "fine arts" means:
- 601 (a) courses, instruction, or experiences in visual arts, music, dance, or theater;
- 602 (b) courses, instruction, or experiences in applied crafts and technical arts that
603 incorporate artistic elements, including:
- 604 (i) woodworking;
- 605 (ii) metalworking and welding;
- 606 (iii) traditional handcrafts;

607 (iv) architectural trades, including carpentry, plumbing, masonry, and stonework;
 608 (v) automotive design and customization;
 609 (vi) electrical and electrician work;
 610 ~~[(vi)]~~ (vii) digital design and animation; or
 611 ~~[(vii)]~~ (viii) other similar courses that combine technical skill with artistic expression;
 612 and

613 (c) other forms of creative or interpretive expression as an LEA determines.

614 (2) For purposes of meeting art or fine arts credit requirements the state board establishes, [
 615 ~~the]~~ an LEA shall~~[-accept for an art or fine arts credit any]~~ accept a course listed in
 616 Subsection (1) that meets the LEA's art or fine arts credit requirements if the course:

617 (a) incorporates artistic or creative elements in the curriculum;
 618 (b) includes instruction in principles of design, form, or aesthetic expression; and
 619 (c) provides students opportunities for creative expression and artistic application of
 620 technical skills.

621 (3) Nothing in this section:

622 (a) prevents an LEA from:

623 (i) establishing the LEA's own additional criteria for [~~artistic and creative elements in~~
 624 ~~courses accepted for fine arts credit]~~ courses accepted for fine arts credit; or

625 (ii) offering additional courses for fine arts credit; or

626 (b) requires an LEA to offer all courses listed in Subsection (1).

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

628 **63I-2-253 (Effective 07/01/26). Repeal dates: Titles 53 through 53G.**

629 (1) Title 53, Chapter 2c, COVID-19 Health and Economic Response Act, is repealed July 1,
 630 2026.

631 (2) Section 53-22-104.1, School Security Task Force -- Membership -- Duties -- Per diem --
 632 Report -- Expiration, is repealed December 31, 2025.

633 (3) Section 53-22-104.2, The School Security Task Force -- Education Advisory Board, is
 634 repealed December 31, 2025.

635 (4) Section 53-25-103, Airport dangerous weapon possession reporting requirements, is
 636 repealed December 31, 2031.

637 (5) Subsection 53-25-602(4)(b), regarding the rights of a peace officer placed onto a
 638 prosecution agency's Brady identification system before May 7, 2025, is repealed
 639 December 1, 2025.

640 (6) Subsection 53-29-302(2)(b)(ii), regarding the requirement for the Department of

641 Corrections to submit the results of risk assessments for sex offenders to the State
642 Commission on Criminal and Juvenile Justice, is repealed January 1, 2030.

643 (7) Section 53E-4-204.1, regarding ethnic studies core standards and curriculum
644 requirements, is repealed July 1, 2026.

645 [~~7~~] (8) Subsection 53E-3-501(7)(e)(ii), regarding a report on the packet method, is
646 repealed July 1, 2028.

647 [~~8~~] (9) Subsection 53F-2-504(6), regarding a report on the Salary Supplement for Highly
648 Needed Educators, is repealed July 1, 2026.

649 [~~9~~] (10) Section 53F-5-221, Management of energy and water use pilot program, is
650 repealed July 1, 2028.

651 [~~10~~] (11) Section 53F-5-222, Mentoring and Supporting Teacher Excellence and
652 Refinement Pilot Program, is repealed July 1, 2028.

653 [~~11~~] (12) Section 53F-5-223, Stipends for Future Educators Grant Program, is repealed
654 July 1, 2028.

655 [~~12~~] (13) Subsection 53G-11-502(1), regarding implementation of the educator evaluation
656 process, is repealed July 1, 2029.

657 [~~13~~] (14) Section 53G-11-506, Establishment of educator evaluation program -- Joint
658 committee, is repealed July 1, 2029.

659 [~~14~~] (15) Section 53G-11-507, Components of educator evaluation program, is repealed
660 July 1, 2029.

661 [~~15~~] (16) Section 53G-11-508, Summative evaluation timelines -- Review of summative
662 evaluations, is repealed July 1, 2029.

663 [~~16~~] (17) Section 53G-11-509, Mentor for provisional educator, is repealed July 1, 2029.

664 [~~17~~] (18) Section 53G-11-510, State board to describe a framework for the evaluation of
665 educators, is repealed July 1, 2029.

666 [~~18~~] (19) Section 53G-11-511, Rulemaking for privacy protection, is repealed July 1, 2029.

667 [~~19~~] (20) Subsection 53G-11-520(1), regarding optional alternative educator evaluation
668 processes, is repealed July 1, 2029.

669 [~~20~~] (21) Subsection 53G-11-520(2), regarding an exception from educator evaluation
670 process requirements, is repealed July 1, 2029.

671 Section 11. **Repealer.**

672 This bill repeals:

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

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

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

676 Section 12. **Effective Date.**

677 This bill takes effect on July 1, 2026.