

1 **R277. Education, Administration.**

2 **R277-700. The Elementary and Secondary School General Core.**

3 **R277-700-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which vests general control and
6 supervision over public education in the Board;

7 (b) Subsection ~~[53A-1-401]~~ 53E-3-401(4), which allows the Board to make rules to
8 execute the Board's duties and responsibilities under the Utah Constitution and state law;

9 (c) Section ~~[53A-1-402]~~ 53E-3-501, which directs the Board to make rules regarding
10 competency levels, graduation requirements, curriculum, and instruction requirements;

11 (d) Section ~~[53A-1-402.6]~~ 53E-4-202, which directs:

12 (i) the Board to establish Core Standards in consultation with LEA boards and
13 superintendents; and

14 (ii) LEA boards to adopt local curriculum and to design programs to help students
15 master the General Core;

16 (e) Title ~~[53A]~~53E, Chapter ~~[4]~~4, Part ~~[4]~~2, Career and College Readiness
17 Mathematics Competency, which directs the Board to establish college and career
18 mathematics competency standards; and

19 (f) Section ~~[53A-13-109.5]~~ 53E-4-205, which requires the Board to provide rules
20 related to a basic civics test.

21 (2) The purpose of this rule is to specify the minimum Core Standards and General
22 Core requirements for the public schools, and to establish responsibility for mastery of
23 Core Standard requirements.

24 **R277-700-2. Definitions.**

25 For purposes of this rule:

26 (1)(a) "Applied course" means a public school course or class that applies the
27 concepts of a Core subject.

28 (b) "Applied course" includes a course offered through Career and Technical
29 Education or through other areas of the curriculum.

- 30 (2) "Arts" means the visual arts, music, dance, theatre, and media arts.
- 31 (3) "Assessment" means a summative computer adaptive assessment for:
- 32 (a) English language arts grades 3 through 11;
- 33 (b) mathematics grades 3 through 8, and Secondary I, II, and III; or
- 34 (c) science grades 4 through 8, earth science, biology, physics and chemistry.
- 35 (4) "Career and Technical Education(CTE)" means an organized educational
- 36 program or course which directly or indirectly prepares students for employment, or for
- 37 additional preparation leading to employment, in an occupation, where entry requirements
- 38 generally do not require a baccalaureate or advanced degree.
- 39 (5) "Core Standard" means a statement of what a student enrolled in a public school
- 40 is expected to know and be able to do at a specific grade level or following completion of
- 41 an identified course.
- 42 (6) "Core subject" means a course for which there is a declared set of Core
- 43 Standards as approved by the Board.
- 44 (7) "Elementary school" for purposes of this rule means a school that serves grades
- 45 K-6 in whatever kind of school the grade levels exist.
- 46 (8) "General Core" means the courses, content, instructional elements, materials,
- 47 resources and pedagogy that are used to teach the Core Standards, including the ideas,
- 48 knowledge, practice and skills that support the Core Standards.
- 49 (9) "High school" for purposes of this rule means a school that serves grades 9-12
- 50 in whatever kind of school the grade levels exist.
- 51 (10) "LEA" or "local education agency" includes the Utah Schools for the Deaf and
- 52 the Blind.
- 53 ~~[(11) "Life Skills document" means a companion document to the Core Standards~~
- 54 ~~that describes the knowledge, skills, and dispositions essential for all students; the life skills~~
- 55 ~~training helps students transfer academic learning into a comprehensive education.]~~
- 56 (1~~2~~¹) "Middle school" for purposes of this rule means a school that serves grades
- 57 7-8 in whatever kind of school the grade levels exist.
- 58 (12) "Junior High school" means a school that serves grades 7-9 in whatever kind
- 59 of school the grade levels exist.

60 (13) "Proficiency in keyboarding" means a student's ability to key by touch.

61 ([13]14) "Summative adaptive assessment" means an assessment that:

62 (a) is administered upon completion of instruction to assess a student's
63 achievement;

64 (b) is administered online under the direct supervision of a licensed educator;

65 (c) is designed to identify student achievement on the Core Standards for the
66 respective grade and course; and

67 (d) measures the full range of student ability by adapting to each student's
68 responses, selecting more difficult questions when a student answers correctly and less
69 difficult questions when a student answers incorrectly.

70 **R277-700-3. General Core and Core Standards.**

71 (1) The Board establishes minimum course description standards for each course
72 in the required General Core.

73 (2)(a) The Superintendent shall develop, in cooperation with LEAs, course
74 descriptions for required and elective courses.

75 (b) The Superintendent shall provide parents and the general public an opportunity
76 to participate in the development process of the course descriptions described in
77 Subsection (2)(a).

78 (3)(a) The Superintendent shall ensure that the courses described in Subsection (2):

79 (i) contain mastery criteria for the courses; and

80 (ii) stress mastery of the course material, Core Standards, and life skills consistent
81 with the General Core ~~[and Life Skills document]~~.

82 (b) The Superintendent shall place a greater emphasis on a student's mastery of
83 course material rather than completion of predetermined time allotments for courses.

84 (4) An LEA board shall administer the General Core and comply with student
85 assessment procedures consistent with state law.

86 **R277-700-4. Elementary Education Requirements.**

87 (1) The Core Standards and a General Core for elementary school students in

88 grades K-6 are described in this section.

89 (2) The following are the Elementary School Education Core Subject Requirements:

90 (a) English Language Arts;

91 (b) Mathematics;

92 (c) Science;

93 (d) Social Studies;

94 (e) Arts:

95 (i) Visual Arts;

96 (ii) Music;

97 (iii) Dance; or

98 (iv) Theatre;

99 (f) Health Education;

100 (g) Physical Education;

101 (h) Educational Technology, including keyboarding; and

102 (i) Library Media.

103 (3) An LEA board shall provide access to the General Core to all students within the
104 LEA.

105 (4) An LEA board is responsible for student mastery of the Core Standards.

106 (5) An LEA shall conduct informal assessments on a regular basis to ensure
107 continual student progress.

108 (6) An LEA shall assess students for proficiency in keyboarding by grade 5 and
109 report school level results to the Superintendent.

110 ~~(6)7~~ An LEA shall use Board-approved summative adaptive assessments to
111 assess student mastery of the following:

112 (a) reading;

113 (b) language arts;

114 (c) mathematics;

115 (d) science; and

116 (e) effectiveness of written expression in grades five and eight.

117 ~~(7)8~~ An LEA shall provide remediation to elementary students who do not achieve

118 mastery of the subjects described in this section.

119 **R277-700-5. Middle School Education Requirements.**

120 (1) The Core Standards and a General Core for middle school students are
121 described in this section.

122 (2) A student in grades 7-8 is required to complete the courses described in
123 Subsection (3) to be properly prepared for instruction in grades 9-12.

124 (3) The following are the Grades 7-8 General Core Requirements:

125 (a) Grade 7 Language Arts;

126 (b) Grade 8 Language Arts;

127 (c) Grade 7 Mathematics;

128 (d) Grade 8 Mathematics;

129 (e) Grade 7 Integrated Science;

130 (f) Grade 8 Integrated Science;

131 (g) United States History;

132 (h) Utah History; and

133 (i) at least one course in each of the following in grades 7 or 8:

134 (A) Health Education;

135 (B) College and Career Awareness;

136 (C) Digital Literacy;

137 (D) the Arts; and

138 (E) Physical Education.

139 (4) An LEA shall use evidence-based best practices, technology, and other
140 instructional media in middle school curricula to increase the relevance and quality of
141 instruction.

142 (5) An LEA shall use Board-approved summative adaptive assessments to assess
143 student mastery of the following:

144 (a) reading;

145 (b) language arts;

146 (c) mathematics; and

- 147 (d) science.
- 148 (6) At the discretion of the LEA board, an LEA board may:
- 149 (a) offer additional elective courses;
- 150 (b) require a student to complete additional courses; or
- 151 (c) set minimum credit requirements.
- 152 (7) Upon parental or student request, an LEA may, with parental consent, substitute
- 153 a course requirement described in Subsection (3) with a course, extracurricular activity, or
- 154 experience that is:
- 155 (a) similar to the course requirement; or
- 156 (b) consistent with the student's plan for college and career readiness.
- 157 (8)(a) An LEA shall establish a policy governing the substitution of a course
- 158 requirement as described in Subsection (7).
- 159 (b) An LEA's policy described in Subsection (8)(a) shall include a process for a
- 160 parent to appeal an LEA's denial of a request for a substitution described in Subsection (7)
- 161 to the LEA board or the LEA board designee.

162 **R277-700-6. High School Requirements.**

- 163 (1) The General Core and Core Standards for students in grades 9-12 are
- 164 described in this section.
- 165 (2) A student in grades 9-12 is required to earn a minimum of 24 units of credit
- 166 through course completion or through competency assessment consistent with R277-705
- 167 to graduate.
- 168 (3) Through recording of credits in a student's transcripts for grades 9-12, in
- 169 accordance with Subsections R277-726-5(9) and R277-726-5(10), for purposes of high
- 170 school graduation, an LEA shall recognize high school credits earned prior to grade 9
- 171 through participation in the Statewide Online Education Program, provided that:
- 172 (a) the student has declared an intention to graduate early; and
- 173 (b) the high school courses are not used to replace middle school educational
- 174 requirements.
- 175 ([3]4) The General Core credit requirements from courses approved by the Board

176 are described in Subsections (4) through (18).

177 ([4]5) Language Arts (4.0 units of credit from the following):

178 (a) Grade 9 level (1.0 unit of credit);

179 (b) Grade 10 level (1.0 unit of credit);

180 (c) Grade 11 level (1.0 unit of credit); and

181 (d) Grade 12 level (1.0 Unit of credit) consisting of applied or advanced language
182 arts credit from the list of Board-approved courses using the following criteria and
183 consistent with the student's Plan for College and Career Readiness:

184 (i) courses are within the field/discipline of language arts with a significant portion
185 of instruction aligned to language arts content, principles, knowledge, and skills;

186 (ii) courses provide instruction that leads to student understanding of the nature and
187 disposition of language arts;

188 (iii) courses apply the fundamental concepts and skills of language arts;

189 (iv) courses provide developmentally appropriate content; and

190 (v) courses develop skills in reading, writing, listening, speaking, and presentation.

191 ([5]6) Mathematics (3.0 units of credit) shall be met minimally through successful
192 completion of a combination of the foundation or foundation honors courses, Secondary
193 Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.

194 ([6]7)(a) A student may opt out of Secondary Mathematics III if the student's parent
195 submits a written request to the school.

196 (b) If a student's parent requests an opt out described in Subsection (6)(a), the
197 student is required to complete a third math credit from the Board-approved mathematics
198 list.

199 ([7]8) A 7th or 8th grade student may earn credit for a mathematics foundation
200 course before 9th grade, consistent with the student's Plan for College and Career
201 Readiness if:

202 (a) the student is identified as gifted in mathematics on at least two different Board-
203 approved assessments;

204 (b) the student is ~~dual~~ enrolled at ~~the~~ a middle school ~~or~~ or junior high school and
205 ~~the~~ a high school;

206 (c) the student qualifies for promotion one or two grade levels above the student's
207 age group and is placed in 9th grade; or

208 (d) the student takes the Board competency test in the summer prior to 9th grade
209 and earns high school graduation credit for the course.

210 ([8]9) A student who successfully completes a mathematics foundation course
211 before 9th grade is required to earn 3.0 units of additional mathematics credit by:

212 (a) taking the other mathematics foundation courses described in Subsection (5);
213 and

214 (b) an additional course from the Board-approved mathematics list consistent with:

215 (i) the student's Plan for College and Career Readiness; and

216 (ii) the following criteria:

217 (A) courses are within the field/discipline of mathematics with a significant portion
218 of instruction aligned to mathematics content, principles, knowledge, and skills;

219 (B) courses provide instruction that lead to student understanding of the nature and
220 disposition of mathematics;

221 (C) courses apply the fundamental concepts and skills of mathematics;

222 (D) courses provide developmentally appropriate content; and

223 (E) courses include the five process skills of mathematics: problem solving,
224 reasoning, communication, connections, and representation.

225 ([9]10) A student who successfully completes a Calculus course with a "C" grade
226 or higher has completed mathematics graduation requirements, regardless of the number
227 of mathematics credits earned.

228 ([10]11) Science (3.0 units of credit):

229 (a) shall be met minimally through successful completion of 2.0 units of credit from
230 two of the following five science foundation areas:

231 (i) Earth Science (1.0 units of credit);

232 (A) Earth Science;

233 (B) Advanced Placement Environmental Science; or

234 (C) International Baccalaureate Environmental Systems;

235 (ii) Biological Science (1.0 units of credit);

- 236 (A) Biology;
- 237 (B) Human Biology;
- 238 (C) Biology: Agricultural Science & Technology;
- 239 (D) Advanced Placement Biology;
- 240 (E) International Baccalaureate Biology; or
- 241 (F) Biology with Lab Concurrent Enrollment;
- 242 (iii) Chemistry (1.0 units of credit);
- 243 (A) Chemistry;
- 244 (B) Advanced Placement Chemistry;
- 245 (C) International Baccalaureate Chemistry; or
- 246 (D) Chemistry with Lab Concurrent Enrollment;
- 247 (iv) Physics (1.0 units of credit);
- 248 (A) Physics;
- 249 (B) Physics with Technology;
- 250 (C) Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C:
- 251 Mechanics);
- 252 (D) International Baccalaureate Physics; or
- 253 (E) Physics with Lab Concurrent Enrollment; or
- 254 (v) Computer Science (1.0 units of credit):
- 255 (A) Advanced Placement Computer Science;
- 256 (B) Computer Science Principles; or
- 257 (C) Computer Programming II; and
- 258 (b) one additional unit of credit from:
- 259 (i) the foundation courses described in Subsection(10)(a); or
- 260 (ii) the applied or advanced science list:
- 261 (A) determined by the LEA board; and
- 262 (B) approved by the Board using the following criteria and consistent with the
- 263 student's ~~SEOP~~Plan for College and Career Readiness:
- 264 (i) courses are within the field/discipline of science with a significant portion of
- 265 instruction aligned to science content, principles, knowledge, and skills;

266 (ii) courses provide instruction that leads to student understanding of the nature and
267 disposition of science;

268 (iii) courses apply the fundamental concepts and skills of science;

269 (iv) courses provide developmentally appropriate content;

270 (v) courses include the areas of physical, natural, or applied sciences; and

271 (vi) courses develop students' skills in scientific inquiry.

272 ([~~14~~]12) Social Studies (3.0 units of credit) shall be met minimally through successful
273 completion of:

274 (a) 2.5 units of credit from the following courses:

275 (i) Geography for Life (0.5 units of credit);

276 (ii) World Civilizations (0.5 units of credit);

277 (iii) U.S. History (1.0 units of credit); and

278 (iv) U.S. Government and Citizenship (0.5 units of credit);

279 (b) Social Studies (0.5 units of credit per LEA discretion); and

280 (c) a basic civics test or alternate assessment described in R277-700-8.

281 ([~~12~~]13) The Arts (1.5 units of credit from any of the following performance areas):

282 (a) Visual Arts;

283 (b) Music;

284 (c) Dance; or

285 (d) Theatre.

286 ([~~13~~]14) Physical and Health Education (2.0 units of credit from any of the following):

287 (a) Health (0.5 units of credit);

288 (b) Participation Skills (0.5 units of credit);

289 (c) Fitness for Life (0.5 units of credit);

290 (d) Individualized Lifetime Activities (0.5 units of credit); or

291 (e) team sport/athletic participation (maximum of 1.0 units of credit with school
292 approval).

293 ([~~14~~]15) Career and Technical Education (1.0 units of credit from any of the
294 following):

295 (a) Agriculture;

- 296 (b) Business;
- 297 (c) Family and Consumer Sciences;
- 298 (d) Health Science and Technology;
- 299 (e) Information Technology;
- 300 (f) Marketing;
- 301 (g) Technology and Engineering Education; or
- 302 (h) Trade and Technical Education.
- 303 ~~(15)~~16) Digital Studies (0.5 units of credit).
- 304 ~~(16)~~17) Library Media Skills (integrated into the subject areas).
- 305 ~~(17)~~18) General Financial Literacy (0.5 units of credit).
- 306 ~~(18)~~19) Electives (5.5 units of credit).
- 307 ~~(19)~~20) An LEA shall use Board-approved summative adaptive assessments to
- 308 assess student mastery of the following subjects:
- 309 (a) reading;
- 310 (b) language arts through grade 11;
- 311 (c) mathematics as defined in Subsection (5); and
- 312 (d) science as defined in Subsection (10).
- 313 ~~(20)~~21) An LEA board may require a student to earn credits for graduation that
- 314 exceed the minimum Board requirements described in this rule.
- 315 ~~(21)~~22) An LEA board may establish and offer additional elective course offerings
- 316 at the discretion of the LEA board.
- 317 ~~(22)~~23(a) An LEA may modify a student's graduation requirements to meet the
- 318 unique educational needs of a student if:
- 319 (i) the student has a disability; and
- 320 (ii) the modifications to the student's graduation requirements are made through the
- 321 student's individual IEP.
- 322 (b) An LEA shall document the nature and extent of a modification, substitution, or
- 323 exemption made to a student's graduation requirements described in Subsection (22)(a)
- 324 in the student's IEP.
- 325 ~~(23)~~24) ~~The Board and Superintendent may review an LEA board's list of approved~~

326 ~~courses for compliance with this rule.]~~ The Superintendent shall provide a list of approved
327 courses meeting the requirements of this rule.

328 ~~(24]~~25) An LEA may modify graduation requirements for an individual student to
329 achieve an appropriate route to student success if the modification:

330 (a) is consistent with:

331 (i) the student's IEP; or

332 (ii) SEOP/Plan for College and Career Readiness;

333 (b) is maintained in the student's file;

334 (c) includes the parent's signature; and

335 (d) maintains the integrity and rigor expected for high school graduation, as
336 determined by the Board.

337 **R277-700-7. Student Mastery and Assessment of Core Standards.**

338 (1) An LEA shall ensure students master the Core Standards at all levels.

339 (2) An LEA shall provide remediation for secondary students who do not achieve
340 mastery in accordance with Section ~~[53A-13-104]~~ 53G-9-803.

341 (3) An LEA shall provide remedial assistance to students who are found to be
342 deficient in basic skills through a statewide assessment in accordance with Subsection
343 ~~[53A-1-606(1)]~~ 53E-5-206(1).

344 (4) If a parent objects to a portion of a course or to a course in its entirety under
345 Section ~~[53A-13-101.2]~~ 53G-10-205 and R277-105, the parent shall be responsible for the
346 student's mastery of Core Standards to the satisfaction of the school prior to the student's
347 promotion to the next course or grade level.

348 (5)(a) A student with a disability served by a special education program is required
349 to demonstrate mastery of the Core Standards.

350 (b) If a student's disability precludes the student from successfully mastering the
351 Core Standards, the student's IEP team, on a case-by-case basis, may provide the student
352 an accommodation for, or modify the mastery demonstration to accommodate, the
353 student's disability.

354 (6) A student may demonstrate competency to satisfy course requirements

355 consistent with R277-705-3.

356 (7) LEAs are ultimately responsible for and shall comply with all assessment
357 procedures, policies and ethics as described in R277-404.

358 **R277-700-8. Civics Education Initiative.**

359 (1) For purposes of this section:

360 (a) "Student" means:

361 (i) a public school student who graduates on or after January 1, 2016; or

362 (ii) a student enrolled in an adult education program who receives an adult
363 education secondary diploma on or after January 1, 2016.

364 (b) "Basic civics test" means the same as that term is defined in Subsection
365 ~~[53A-13-109.5.]~~ 53E-4-205(1)(b).

366 (2) Except as provided in Subsection (3), an LEA shall:

367 (a) administer a basic civics test in accordance with the requirements of Section
368 ~~[53A-13-109.5]~~ 53E-4-205; and

369 (b) require a student to pass the basic civics test as a condition of receiving:

370 (i) a high school diploma; or

371 (ii) an adult education secondary diploma.

372 (3) An LEA may require a student to pass an alternate assessment if:

373 (a)(i) the student has a disability; and

374 (ii) the alternate assessment is consistent with the student's IEP; or

375 (b) the student is within six months of intended graduation.

376 (4) Except as provided in Subsection (5), the alternate assessment shall be given:

377 (a) in the same manner as an exam given to an unnaturalized citizen; and

378 (b) in accordance with 8 C.F.R. Sec. 312.2.

379 (5) An LEA may modify the manner of the administration of an alternate assessment
380 for a student with a disability in accordance with the student's IEP.

381 (6) If a student passes a basics civics test or an alternate assessment described in
382 this section, an LEA shall report to the Superintendent that the student passed the basic
383 civics test or alternate assessment.

384 (7) If a student who passes a basic civics test or an alternate assessment transfers
385 to another LEA, the LEA may not require the student to re-take the basic civics test or
386 alternate assessment.

387 **R277-700-9. College and Career Readiness Mathematics Competency.**

388 (1) For purposes of this section, "senior student with a special circumstance" means
389 a student who:

390 (a) is pursuing a college degree after graduation; and

391 (b) has not met one of criteria described in Subsection (2)(a) before the beginning
392 of the student's senior year of high school.

393 (2) Except as provided in Subsection (4), in addition to the graduation requirements
394 described in R277-700-6, beginning with the 2016-17 school year, a student pursuing a
395 college degree after graduation shall:

396 (a) receive one of the following:

397 (i) a score of 3 or higher on an Advanced Placement (AP) calculus AB or BC exam;

398 (ii) a score of 3 or higher on an Advanced Placement (AP) statistics exam;

399 (iii) a score of 5 or higher on an International Baccalaureate (IB) higher level math
400 exam;

401 (iv) a score of 50 or higher on a College Level Exam Program (CLEP) pre-calculus
402 or calculus exam;

403 (v) a score of 26 or higher on the mathematics portion of the American College Test
404 (ACT) exam;

405 (vi) a score of 640 or higher on the mathematics portion of the Scholastic Aptitude
406 Test (SAT) exam; or

407 (vii) a "C" grade in a concurrent enrollment mathematics course that satisfies a state
408 system of higher education quantitative literacy requirement; or

409 (b) if the student is a senior student with a special circumstance, take a full year
410 mathematics course during the student's senior year of high school.

411 (3) Except as provided in Subsection (4), in addition to the graduation requirements
412 described in R277-700-6, beginning with the 2016-17 school year, a non-college and

413 degree-seeking student shall complete appropriate math competencies for the student's
414 career goals as described in the student's Plan for College and Career Readiness.

415 (4) An LEA may modify a student's college or career readiness mathematics
416 competency requirement under this section if:

417 (a) the student has a disability; and

418 (b) the modification to the student's college or career readiness mathematics
419 competency requirement is made through the student's IEP.

420 (5)(a) An LEA shall report annually to the LEA's ~~governing~~ board the number of
421 students within the LEA who:

422 (i) meet the criteria described in Subsection (2)(a);

423 (ii) take a full year of mathematics as described in Subsection (2)(b);

424 (iii) meet appropriate math competencies as established in the students' career
425 goals as described in Subsection (3); and

426 (iv) meet the college or career readiness mathematics competency requirement
427 established in the students' IEP as described in Subsection (4).

428 (b) An LEA shall provide the information described in Subsection (5)(a) to the
429 Superintendent by October 1 of each year.

430 **KEY: standards, graduation requirements**

431 **Date of Enactment or Last Substantive Amendment: ~~[June 21, 2016]~~2017**

432 **Notice of Continuation: August 14, 2017**

433 **Authorizing, and Implemented, or Interpreted Law: Art. X, Sec 3; ~~[53A-1-402(1)(b)];~~**

434 **~~53A-1-402.6; 53A-1-401]~~ 53E-3-501(1)(b); 53E-4-202; 53E-3-401(4)**