

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 supervision
6 over public education in the Board;

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

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

11 (d) Section [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 evidence-based curriculum and to design programs to
15 help students master the General Core;

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

19 (f) Section [53E-4-205](#), which requires the Board to provide rules related to a basic
20 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 Core
23 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 ~~[44]~~[10](#);

33 (b) mathematics grades 3 through [8](#)[10](#), and Secondary I, II, and III; or

- 34 (c) science grades 4 through ~~[8, earth science, biology, physics and chemistry]~~ 10.
- 35 (4) "Career and Technical Education (CTE)" means an organized educational program
36 in secondary schools (grades 6-12) or courses, which ~~[directly or indirectly]~~ teach current
37 industry-specific skills and knowledge that prepares students for employment, [or] and for
38 additional postsecondary preparation leading to employment~~[, in an occupation, where entry~~
39 ~~requirements generally do not require a baccalaureate or advanced degree]~~.
- 40 (5) "Core Standard" means a statement of what a student enrolled in a public school
41 is expected to know and be able to do at a specific grade level or following completion of an
42 identified course.
- 43 (6) "Core subject" means a course for which there is a declared set of Core Standards
44 as approved by the Board.
- 45 (7) "Elementary school" for purposes of this rule means a school that serves grades
46 K-6 in whatever kind of school the grade levels exist.
- 47 (8) "General Core" means the courses, content, instructional elements, materials,
48 resources and pedagogy that are used to teach the Core Standards, including the ideas,
49 knowledge, practice and skills that support the Core Standards.
- 50 (9) "High school" for purposes of this rule means a school that serves grades 9-12 in
51 whatever kind of school the grade levels exist.
- 52 (10) "LEA" or "local education agency" includes the Utah Schools for the Deaf and the
53 Blind.
- 54 (11) "Middle school" for purposes of this rule means a school that serves grades 7-8
55 in whatever kind of school the grade levels exist.
- 56 (12) "Junior High school" means a school that serves grades 7-9 in whatever kind of
57 school the grade levels exist.
- 58 (13) "Proficiency in keyboarding" means a student's ability to key by touch.
- 59 (14) "Summative adaptive assessment" means an assessment that:
- 60 (a) is administered upon completion of instruction to assess a student's achievement;
61 (b) is administered online under the direct supervision of a licensed educator;
62 (c) is designed to identify student achievement on the Core Standards for the
63 respective grade and course; and
- 64 (d) measures the full range of student ability by adapting to each student's responses,
65 selecting more difficult questions when a student answers correctly and less difficult questions
66 when a student answers incorrectly.

67 **[R277-700-3. Incorporation of Utah's Portrait of a Graduate:**
68 ~~————(1) This rule incorporates by reference Utah's Portrait of a Graduate, adopted by the~~
69 ~~Board on May 2, 2019.~~
70 ~~————(2) A copy of Utah's Portrait of a Graduate is located at:~~
71 ~~————(a) <https://www.schools.utah.gov/administrativerules/documentsincorporated>; and~~
72 ~~————(b) the Utah State Board of Education - 250 East 500 South, Salt Lake City, Utah~~
73 ~~[84111.](#)]~~
74

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

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

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

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

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

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

85 (ii) stress mastery of the course material, Core Standards, and life skills consistent with
86 the General Core~~[Utah's Portrait of a Graduate]~~.

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

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

91 (5) An LEA shall use evidence-based best practices, technology, and other instructional
92 media to increase the relevance and quality of instruction.

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

94 (1) The Core Standards and a General Core for elementary school students in grades
95 K-6 are described in this section.

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

97 (a) English Language Arts;

98 (b) Mathematics;

- 99 (c) Science;
- 100 (d) Social Studies;
- 101 (e) Arts:
- 102 (i) Visual Arts;
- 103 (ii) Music;
- 104 (iii) Dance; or
- 105 (iv) Theatre;
- 106 (f) Health Education;
- 107 (g) Physical Education;
- 108 (h) Educational Technology, including keyboarding; ~~[and]~~
- 109 (i) Library Media skills, integrated into the core subject areas[:] and
- 110 (j) Civics and character education, integrated into the core subject areas.
- 111 (3) An LEA board shall provide access to the General Core to all students within the
- 112 LEA.
- 113 (4) An LEA board is responsible for student mastery of the Core Standards.
- 114 (5) An LEA shall ~~[conduct informal assessments]~~ implement formative assessment
- 115 practices on a regular basis to ensure continual student progress.
- 116 (6) An LEA shall assess students for proficiency in keyboarding by grade 5 and report
- 117 school level results to the Superintendent.
- 118 (7) An LEA shall use Board-approved summative adaptive assessments to assess
- 119 student mastery of the following:
- 120 ~~[(a) reading;]~~
- 121 ~~[(b)]~~a) language arts;
- 122 ~~[(c)]~~b) mathematics;
- 123 ~~[(d)]~~c) science; and
- 124 ~~[(e)]~~d) effectiveness of written expression in grade~~s five and eight~~ 5.
- 125 (8) An LEA shall provide ~~[remediation]~~ intervention to elementary students who do not
- 126 achieve mastery of the subjects described in this section.

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

- 128 (1) The Core Standards and a General Core for middle school students are described
- 129 in this section.
- 130 (2) A student in grades 7-8 is required to complete the courses described in
- 131 Subsection (3) to be properly prepared for instruction in grades 9-12.

- 132 (3) The following are the Grades 7-8 General Core Requirements:
- 133 (a) Grade 7 Language Arts;
- 134 (b) Grade 8 Language Arts;
- 135 (c) Grade 7 Mathematics;
- 136 (d) Grade 8 Mathematics;
- 137 (e) Grade 7 Integrated Science;
- 138 (f) Grade 8 Integrated Science;
- 139 (g) United States History;
- 140 (h) Utah History; and
- 141 (i) at least one course in each of the following in grades 7 or 8:
- 142 (A) Health Education;
- 143 (B) College and Career Awareness;
- 144 (C) Digital Literacy;
- 145 (D) the Arts; and
- 146 (E) Physical Education.
- 147 ~~[(4) An LEA shall use evidence-based best practices, technology, and other~~
- 148 ~~instructional media in middle school curricula to increase the relevance and quality of~~
- 149 ~~instruction.]~~
- 150 (5) An LEA shall use Board-approved summative adaptive assessments to assess
- 151 student mastery of the following:
- 152 ~~[(a) reading;]~~
- 153 ~~[(b)a] language arts;~~
- 154 ~~[(c)b] mathematics; [and]~~
- 155 ~~[(d)c] science[-]; and~~
- 156 (d) writing in grade 8.
- 157 (6) At the discretion of the LEA board, an LEA board may:
- 158 (a) offer additional elective courses;
- 159 (b) require a student to complete additional courses; or
- 160 (c) set minimum credit requirements.
- 161 (7) Upon parental or student request, an LEA may, with parental consent, substitute
- 162 a course requirement described in Subsection (3) with a course, extracurricular activity, or
- 163 experience that is:
- 164 (a) similar to the course requirement; or
- 165 (b) consistent with the student's plan for college and career readiness.

166 (8)(a) An LEA shall establish a policy governing the substitution of a course
167 requirement as described in Subsection (7).

168 (b) An LEA's policy described in Subsection (8)(a) shall include a process for a parent
169 to appeal an LEA's denial of a request for a substitution described in Subsection (7) to the LEA
170 board or the LEA board designee.

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

172 (1) The General Core and Core Standards for students in grades 9-12 are described
173 in this section.

174 (2) A student in grades 9-12 is required to earn a minimum of 24 units of credit through
175 course completion or through competency assessment consistent with R277-705 to graduate.

176 (3)(a) Through recording of credits in a student's transcripts for grades 9-12, in
177 accordance with Subsections R277-726-5(~~[9]~~5) and R277-726-5(~~[10]~~6), for purposes of high
178 school graduation, an LEA shall recognize high school credits earned prior to grade 9 through
179 participation in the Statewide Online Education Program~~[-provided that:]~~.

180 ~~[(a) the student has declared an intention to graduate early; and~~

181 ~~—(b) the high school courses are not used to replace middle school educational~~
182 ~~requirements.]~~

183 (b)For funding purposes, the LEA should record the participating student's intention to
184 graduate early.

185 (c) An LEA may not use high school courses to replace middle school educational
186 requirements.

187 (4) The General Core credit requirements from courses approved by the Board are
188 described in Subsections (4) through (18).

189 (5) Language Arts (4.0 units of credit from the following):

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

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

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

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

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

- 198 (ii) courses provide instruction that leads to student understanding of the nature and
199 disposition of language arts;
- 200 (iii) courses apply the fundamental concepts and skills of language arts;
- 201 (iv) courses provide developmentally appropriate content; and
- 202 (v) courses develop skills in reading, writing, listening, speaking, and presentation.
- 203 (6) Mathematics (3.0 units of credit) shall be met minimally through successful
204 completion of a combination of the foundation or foundation ~~[honors]~~extended courses,
205 Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.
- 206 (7)(a) A student may opt out of Secondary Mathematics III if the student's parent
207 submits a written request to the school.
- 208 (b) If a student's parent requests an opt out described in Subsection (6)(a), the student
209 is required to complete a third math credit from the Board-approved mathematics list.
- 210 (8) A 7th or 8th grade student may earn credit for a mathematics foundation course
211 before 9th grade, consistent with the student's Plan for College and Career Readiness if:
- 212 (a) the student is identified as gifted in mathematics ~~[on at least two different Board-~~
213 ~~approved assessments]~~in accordance with the procedures outlined in Rule [R277-707](#);
- 214 (b) the student is enrolled at a middle school or junior high school and a high school;
- 215 (c) the student qualifies for promotion one or two grade levels above the student's age
216 group and is placed in 9th grade; or
- 217 (d) the student takes the Board competency test in the summer prior to 9th grade and
218 earns high school graduation credit for the course.
- 219 (9) A student who successfully completes a mathematics foundation course before 9th
220 grade is required to earn 3.0 units of additional mathematics credit by:
- 221 (a) taking the other mathematics foundation courses described in Subsection (5); and
- 222 (b) an additional course from the Board-approved mathematics list consistent with:
- 223 (i) the student's Plan for College and Career Readiness; and
- 224 (ii) the following criteria:
- 225 (A) courses are within the field/discipline of mathematics with a significant portion of
226 instruction aligned to mathematics content, principles, knowledge, and skills;
- 227 (B) courses provide instruction that lead to student understanding of the nature and
228 disposition of mathematics;
- 229 (C) courses apply the fundamental concepts and skills of mathematics;
- 230 (D) courses provide developmentally appropriate content; and

231 (E) courses include the ~~[five process skills of mathematics: problem solving, reasoning,~~
232 ~~communication, connections, and representation]~~ Standards for Mathematical Practice as
233 listed in the Utah secondary mathematics core.

234 (10) A student who successfully completes a Calculus course with a "C" grade or
235 higher has completed mathematics graduation requirements, regardless of the number of
236 mathematics credits earned.

237 (11) Science (3.0 units of credit):

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

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

241 (A) Earth Science;

242 (B) Advanced Placement Environmental Science; or

243 (C) International Baccalaureate Environmental Systems;

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

245 (A) Biology;

246 ~~[(B) Human Biology;]~~

247 ~~[(E)B] Biology: Agricultural Science and Technology;~~

248 ~~[(D)C] Advanced Placement Biology;~~

249 ~~[(E)D] International Baccalaureate Biology; or~~

250 ~~[(F)E] Biology with Lab Concurrent Enrollment;~~

251 (iii) Chemistry (1.0 units of credit);

252 (A) Chemistry;

253 (B) Advanced Placement Chemistry;

254 (C) International Baccalaureate Chemistry; or

255 (D) Chemistry with Lab Concurrent Enrollment;

256 (iv) Physics (1.0 units of credit);

257 (A) Physics;

258 ~~[(B) Physics with Technology;]~~

259 ~~[(E)B] Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C:~~
260 ~~Mechanics);~~

261 ~~[(D)C] International Baccalaureate Physics; or~~

262 ~~[(E)D] Physics with Lab Concurrent Enrollment; or~~

263 (v) Computer Science (1.0 units of credit):

264 (A) Advanced Placement Computer Science;

- 265 (B) Computer Science Principles; or
266 (C) Computer Programming [H] 2; and
267 (b) one additional unit of credit from:
268 (i) the foundation courses described in Subsection(10)(a); or
269 (ii) the applied or advanced science list:
270 (A) determined by the LEA board; and
271 (B) approved by the Board using the following criteria and consistent with the student's
272 Plan for College and Career Readiness:
273 (i) courses are within the field/discipline of science with a significant portion of
274 instruction aligned to science content, principles, knowledge, and skills;
275 (ii) courses provide instruction that leads to student understanding of the nature and
276 disposition of science;
277 (iii) courses apply the fundamental concepts and skills of science;
278 (iv) courses provide developmentally appropriate content;
279 (v) courses include the areas of physical, natural, or applied sciences; and
280 (vi) courses develop students' skills in scientific inquiry.
281 (12) Social Studies (3.0 units of credit) shall be met minimally through successful
282 completion of:
283 (a) 2.5 units of credit from the following courses:
284 (i) World Geography [~~for Life~~] (0.5 units of credit);
285 (ii) World [~~Civilizations~~] History (0.5 units of credit);
286 (iii) U.S. History (1.0 units of credit); and
287 (iv) U.S. Government and Citizenship (0.5 units of credit);
288 (b) Social Studies (0.5 units of credit per LEA discretion); and
289 (c) a basic civics test or alternate assessment described in R277-700-8.
290 (13) The Arts (1.5 units of credit from any of the following performance areas):
291 (a) Visual Arts;
292 (b) Music;
293 (c) Dance; [or]
294 (d) Theatre[-]; or
295 (e) Media Arts.
296 (14) Health Education (0.5 units of credit).
297 ([14]15)(a) Physical [and Health] Education ([2-θ] 1.5 units of credit from [any] each of
298 the following):

- 299 ~~[(a) Health (0.5 units of credit);]~~
300 ~~[(b)i] Participation Skills (0.5 units of credit);~~
301 ~~[(c)ii] Fitness for Life (0.5 units of credit); and~~
302 ~~[(d)iii] Individualized Lifetime Activities (0.5 units of credit); [or]~~
303 ~~[(e)b] Notwithstanding Subsection (15)(a), a student may earn 0.5 units of credit per~~
304 ~~sport for team sport/athletic participation [(maximum of 1.0 units of credit with school] up to a~~
305 ~~maximum of 1.0 units of credit with LEA approval to replace participation skills and~~
306 ~~individualized lifetime activities requirements.~~
307 ~~[(15)16] Career and Technical Education (1.0 units of credit from any of the following):~~
308 ~~(a) Agriculture, Food and Natural Resources;~~
309 ~~(b) ~~[Business]~~ Architecture and Construction;~~
310 ~~(c) ~~[Family and Consumer Sciences]~~ Arts, Audio/Visual Technology and~~
311 ~~Communications;~~
312 ~~(d) ~~[Health Science and Technology]~~ Business, Finance and Marketing;~~
313 ~~(e) Computer Science and Information Technology;~~
314 ~~(f) ~~[Marketing]~~ Education and Training;~~
315 ~~(g) Engineering and Technology [~~and Engineering Education~~]; [or]~~
316 ~~(h) ~~[Trade and Technical Education:]~~ Health Science;~~
317 ~~(i) Hospitality and Tourism;~~
318 ~~(j) Human Services;~~
319 ~~(k) Law, Public Safety, Corrections and Security;~~
320 ~~(l) Manufacturing; or~~
321 ~~(m) Transportation, Distribution, and Logistics.~~
322 ~~[(16)17] Digital Studies (0.5 units of credit).~~
323 ~~[(17)18] Library Media Skills (integrated into the subject areas).~~
324 ~~[(18)19] General Financial Literacy (0.5 units of credit).~~
325 ~~[(19)20] Electives (5.5 units of credit).~~
326 ~~[(20)21] An LEA shall use Board-approved summative [~~adaptive~~] assessments to~~
327 ~~assess student mastery of the following subjects:~~
328 ~~[(a) reading;]~~
329 ~~[(b)a] language arts through grade 11;~~
330 ~~[(c)b] mathematics as defined in Subsection ([5]6); and~~
331 ~~[(d)c] science as defined in Subsection ([10]11).~~

332 ([24]22) An LEA board may require a student to earn credits for graduation that exceed
333 the minimum Board requirements described in this rule.

334 ([22]23) An LEA board may establish and offer additional elective course offerings at
335 the discretion of the LEA board.

336 ([23]24)(a) An LEA may modify a student's graduation requirements to meet the unique
337 educational needs of a student if:

338 (i) the student has a disability; and

339 (ii) the modifications to the student's graduation requirements are made through the
340 student's individual IEP.

341 (b) An LEA shall document the nature and extent of a modification, substitution, or
342 exemption made to a student's graduation requirements described in Subsection (22)(a) in the
343 student's IEP.

344 ([24]25) The Superintendent shall provide a list of approved courses meeting the
345 requirements of this rule.

346 ([25]26) An LEA may modify graduation requirements for an individual student to
347 achieve an appropriate route to student success if the modification:

348 (a) is consistent with:

349 (i) the student's IEP; or

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

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

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

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

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

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

357 (2) An LEA shall provide ~~[remediation]~~ intervention for secondary students who do not
358 achieve mastery in accordance with Section 53G-9-803.

359 (3) An LEA shall provide remedial assistance to students who are found to be deficient
360 in basic skills through a statewide assessment in accordance with Subsection 53E-5-206(1).

361 (4) If a parent objects to a portion of a course or to a course in its entirety under Section
362 53G-10-205, the parent shall be responsible for the student's mastery of Core Standards to
363 the satisfaction of the school prior to the student's promotion to the next course or grade level.

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

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

370 (6) A student may demonstrate competency to satisfy course requirements consistent
371 with R277-705-3.

372 (7) LEAs are ultimately responsible for and shall comply with all assessment
373 procedures, policies and ethics as described in [R277-404](#).

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

375 (1) For purposes of this section:

376 (a) "Student" means:

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

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

380 (b) "Basic civics test" means the same as that term is defined in Subsection [53E-4-](#)
381 [205\(1\)\(b\)](#).

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

383 (a) administer a basic civics test in accordance with the requirements of Section [53E-4-](#)
384 [205](#); and

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

386 (i) a high school diploma; or

387 (ii) an adult education secondary diploma.

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

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

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

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

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

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

394 (b) in accordance with [8 C.F.R. Sec. 312.2](#).

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

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

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

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

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

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

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

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

412 (a) receive one of the following:

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

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

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

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

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

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

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

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

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

429 seeking student shall complete appropriate math competencies for the student's career goals
430 as described in the student's Plan for College and Career Readiness.

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

433 (a) the student has a disability; and

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

436 (5)(a) An LEA shall report annually to the LEA's board the number of students within
437 the LEA who:

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

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

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

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

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

446 **KEY: graduation requirements, standards**

447 **Date of Enactment or Last Substantive Amendment: May 23, 2019**

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

449 **Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-501\(1\)\(b\)](#); [53E-4-](#)
450 [202](#); [53E-3\[3\]-401\(4\)](#)**