

1 **R277. Education, Administration.**

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

3 **R277-700-1. Authority, ~~and~~ Purpose, and Oversight Category.**

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 [53E-3-401\(4\)](#), which allows the Board to make rules to execute  
8 the 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  
10 competency 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  
15 programs to 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  
20 basic civics test.

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

24 (3) This Rule R277-700 is categorized as Category 3 as described in Rule R277-  
25 111.

26

27 **R277-700-2. Definitions.**

28 For purposes of this rule:

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

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

33           (2) "Arts" means the visual arts, music, dance, theatre, and media arts.

34           (3) "Assessment" means a summative assessment for:

35           (a) English language arts grades 3 through 10;

36           (b) mathematics grades 3 through 10, and Secondary I, II, and III; or

37           (c) science grades 4 through 10.

38           (4) "Career and Technical Education (CTE)" means an organized educational  
39 program in secondary schools (grades 6-12) or courses, which teach current industry-  
40 specific skills and knowledge that prepares students for employment, and for additional  
41 postsecondary preparation leading to employment.

42           (5) "Core Standard" means a statement of what a student enrolled in a public  
43 school is expected to know and be able to do at a specific grade level or following  
44 completion of an identified course.

45           (6) "Core subject" means a course for which there is a declared set of Core  
46 Standards as approved by the Board.

47           (7) "Elementary school" for purposes of this rule means a school that serves  
48 grades K-6 in whatever kind of school the grade levels exist.

49           (8) "General Core" means the courses, content, instructional elements,  
50 materials, resources and pedagogy that are used to teach the Core Standards,  
51 including the ideas, knowledge, practice and skills that support the Core Standards.

52           (9) "High school" for purposes of this rule means a school that serves grades 9-  
53 12 in whatever kind of school the grade levels exist.

54           (10) "LEA" or "local education agency" includes the Utah Schools for the Deaf  
55 and the Blind.

56 (11) "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  
59 kind of school the grade levels exist.

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

61 (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

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

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

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

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

79 (3)(a) The Superintendent shall ensure that the courses described in Subsection  
80 (2):

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

82 (ii) stress mastery of the course material, Core Standards, and life skills  
83 consistent with the General Core.

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

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

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

90

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

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

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

96 (a) English Language Arts;

97 (b) Mathematics;

98 (c) Science;

99 (d) Social Studies;

100 (e) Arts:

101 (i) Visual Arts;

102 (ii) Music;

103 (iii) Dance; or

104 (iv) Theatre;

105 (f) Health Education;

106 (g) Physical Education;

107 (h) Educational Technology, including keyboarding;

108 (i) Library Media skills, integrated into the core subject areas and

109 (j) Civics and character education, integrated into the core subject areas.

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

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

113 (5) An LEA shall implement formative assessment practices on a regular basis  
114 to ensure continual student progress.

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

117 (7) An LEA shall use Board-approved summative adaptive assessments to  
118 assess student mastery of the following:

119 (a) language arts;

120 (b) mathematics;

121 (c) science; and

122 (d) effectiveness of written expression in grade 5.

123 (8) An LEA shall provide intervention to elementary students who do not achieve  
124 mastery of the subjects described in this section.

125

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

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

129 (2) A student in grades 7-8 shall complete the courses described in Subsection

130 (3) to be properly prepared for instruction in grades 9-12.

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

132 (a) Grade 7 Language Arts;

133 (b) Grade 8 Language Arts;

134 (c) Grade 7 Mathematics;

135 (d) Grade 8 Mathematics;

136 (e) Grade 7 Integrated Science;

137 (f) Grade 8 Integrated Science;

138 (g) United States History;

139 (h) Utah History; and

- 140 (i) at least one course in each of the following in grades 7 or 8:
- 141 (A) Health Education;
- 142 (B) College and Career Awareness;
- 143 (C) Digital Literacy;
- 144 (D) the Arts; and
- 145 (E) Physical Education.
- 146 (5) An LEA shall use Board-approved summative adaptive assessments to
- 147 assess student mastery of the following:
- 148 (a) language arts;
- 149 (b) mathematics;
- 150 (c) science; and
- 151 (d) writing in grade 8.
- 152 (6) At the discretion of the LEA board, an LEA board may:
- 153 (a) offer additional elective courses;
- 154 (b) require a student to complete additional courses; or
- 155 (c) set minimum credit requirements.
- 156 (7) Upon parental or student request, an LEA may, with parental consent,
- 157 substitute a course requirement described in Subsection (3) with a course,
- 158 extracurricular activity, or experience that is:
- 159 (a) similar to the course requirement; or
- 160 (b) consistent with the student's plan for college and career readiness.
- 161 (8)(a) An LEA shall establish a policy governing the substitution of a course
- 162 requirement as described in Subsection (7).
- 163 (b) An LEA's policy described in Subsection (8)(a) shall include a process for a
- 164 parent to appeal an LEA's denial of a request for a substitution described in Subsection
- 165 (7) to the LEA board or the LEA board designee.

166

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

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

170           (2) A student in grades 9-12 shall earn a minimum of 24 units of credit through  
171 course completion or through competency assessment consistent with Rule [R277-705](#)  
172 to graduate.

173           (3)(a) Through recording of credits in a student's transcripts for grades 9-12, [~~in~~  
174 ~~accordance with Subsections R277-726-5(5) and R277-726-5(6),~~] for purposes of high  
175 school graduation, an LEA shall recognize high school credits earned before grade 9  
176 [~~through participation in the Statewide Online Education Program.~~

177 ~~—— (b) For funding purposes, the LEA should record the participating student's~~  
178 ~~intention to graduate early].~~

179           ([e]b) An LEA may not use high school courses to replace middle school  
180 educational requirements.

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

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

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

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

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

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

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

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

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

195           (iv) courses provide developmentally appropriate content; and

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

198 (e) A student may receive up to a half credit of the students four required  
199 Language Arts credits for a course or school sponsored activity emphasizing verbal  
200 communication during any year between grades 9 and 12.

201 (6) Mathematics (3.0 units of credit) shall be met minimally through successful  
202 completion of a combination of the foundation or foundation extended courses,  
203 Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.

204 (7)(a) A student may opt out of Secondary Mathematics III if the student's parent  
205 submits a written request to the school.

206 (b) If a student's parent requests an opt out described in Subsection (6)(a), the  
207 student shall complete a third math credit from the Board-approved mathematics list.

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

211 (a) the student is identified as gifted in mathematics in accordance with the  
212 procedures outlined in Rule [R277-707](#);

213 (b) the student is enrolled at a middle school or junior high school and a high  
214 school;

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

217 (d) the student takes the Board competency test in the summer before 9th grade  
218 and earns high school graduation credit for the course.

219 (9) A student who successfully completes a mathematics foundation course  
220 before 9th grade shall earn 3.0 units of additional mathematics credit by:

221 (a) taking the other mathematics foundation courses described in Subsection  
222 (5); and



223 (b) an additional course from the Board-approved mathematics list consistent

224 with:

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

226 (ii) the following criteria:

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

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

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

232 (D) courses provide developmentally appropriate content; and

233 (E) courses include the Standards for Mathematical Practice as listed in the Utah  
234 secondary mathematics core.

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

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

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

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

242 (A) Earth Science;

243 (B) Advanced Placement Environmental Science; or

244 (C) International Baccalaureate Environmental Systems;

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

246 (A) Biology;

247 (B) Biology: Agricultural Science and Technology;

248 (C) Advanced Placement Biology;

249 (D) International Baccalaureate Biology; or

250 (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) Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C:
- 259 Mechanics);
- 260 (C) International Baccalaureate Physics; or
- 261 (D) Physics with Lab Concurrent Enrollment; or
- 262 (v) Computer Science (1.0 units of credit):
- 263 (A) Advanced Placement Computer Science;
- 264 (B) Computer Science Principles; or
- 265 (C) Computer Programming 2; and
- 266 (b) one additional unit of credit from:
- 267 (i) the foundation courses described in Subsection (10)(a); or
- 268 (ii) the applied or advanced science list:
- 269 (A) determined by the LEA board; and
- 270 (B) approved by the Board using the following criteria and consistent with the
- 271 student's Plan for College and Career Readiness:
- 272 (i) courses are within the field or discipline of science with a significant portion of
- 273 instruction aligned to science content, principles, knowledge, and skills;
- 274 (ii) courses provide instruction that leads to student understanding of the nature
- 275 and disposition of science;
- 276 (iii) courses apply the fundamental concepts and skills of science;
- 277 (iv) courses provide developmentally appropriate content;
- 278 (v) courses include the areas of physical, natural, or applied sciences; and

- 279 (vi) courses develop students' skills in scientific inquiry.
- 280 (12) Social Studies (3.0 units of credit) shall be met minimally through successful  
281 completion of:
- 282 (a) 2.5 units of credit from the following courses:
- 283 (i) World Geography (0.5 units of credit);
- 284 (ii) World History (0.5 units of credit);
- 285 (iii) U.S. History (1.0 units of credit); and
- 286 (iv) U.S. Government and Citizenship (0.5 units of credit);
- 287 (b) Social Studies (0.5 units of credit per LEA discretion); and
- 288 (c) a basic civics test or alternate assessment described in Section R277-700-8.
- 289 (13) The Arts (1.5 units of credit from any of the following performance areas):
- 290 (a) Visual Arts;
- 291 (b) Music;
- 292 (c) Dance;
- 293 (d) Theatre; or
- 294 (e) Media Arts.
- 295 (14) Health Education (0.5 units of credit).
- 296 (15)(a) Physical Education (1.5 units of credit from each of the following):
- 297 (i) Participation Skills (0.5 units of credit);
- 298 (ii) Fitness for Life (0.5 units of credit); and
- 299 (iii) Individualized Lifetime Activities (0.5 units of credit);
- 300 (b) Notwithstanding Subsection (15)(a), a student may earn 0.5 units of credit  
301 per sport for team sport or athletic participation up to a maximum of 1.0 units of credit  
302 with LEA approval to replace participation skills and individualized lifetime activities  
303 requirements.
- 304 (16) Career and Technical Education (1.0 units of credit from any of the  
305 following):
- 306 (a) Agriculture, Food and Natural Resources;

- 307 (b) Architecture and Construction;
- 308 (c) Arts, Audio/Visual Technology and Communications;
- 309 (d) Business, Finance and Marketing;
- 310 (e) Computer Science and Information Technology;
- 311 (f) Education and Training;
- 312 (g) Engineering and Technology;
- 313 (h) Health Science;
- 314 (i) Hospitality and Tourism;
- 315 (j) Human Services;
- 316 (k) Law, Public Safety, Corrections and Security;
- 317 (l) Manufacturing; or
- 318 (m) Transportation, Distribution, and Logistics.
- 319 (17) Digital Studies (0.5 units of credit).
- 320 (18) Library Media Skills (integrated into the subject areas).
- 321 (19) General Financial Literacy (0.5 units of credit).
- 322 (20) Electives (5.5 units of credit).
- 323 (21) An LEA shall use Board-approved summative assessments to assess
- 324 student mastery of the following subjects:
- 325 (a) language arts through grade 11;
- 326 (b) mathematics as defined in Subsection (6); and
- 327 (c) science as defined in Subsection (11).
- 328 (22) An LEA board may require a student to earn credits for graduation that
- 329 exceed the minimum Board requirements described in this rule.
- 330 (23) An LEA board may establish and offer additional elective course offerings at
- 331 the discretion of the LEA board.
- 332 (24)(a) An LEA may modify a student's graduation requirements to meet the
- 333 unique educational needs of a student if:
- 334 (i) the student has a disability; and

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

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

340 (25) The Superintendent shall provide a list of approved courses meeting the  
341 requirements of this rule.

342 (26) An LEA may modify graduation requirements for an individual student to  
343 achieve an appropriate route to student success if the modification:

344 (a) is consistent with:

345 (i) the student's IEP; or

346 (ii) SEOP or Plan for College and Career Readiness;

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

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

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

351

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

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

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

356 (3) An LEA shall provide remedial assistance to students who are found to be  
357 deficient in basic skills through a statewide assessment in accordance with Subsection  
358 [53E-5-206](#)(1).

359 (4) If a student refrains from a portion of a course or to a course in its entirety  
360 under Section [53G-10-205](#), the parent and school may work together to establish an  
361 alternate academic accommodation, which allows the student to demonstrate mastery

362 of Core Standards or alternate standard, consistent with Subsection [53G-6-803](#)(7) and  
363 Subsection [53G-10-205](#)(2)(b).

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

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

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

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

374

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

376 (1) For purposes of this section:

377 (a) "Student" means:

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

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

381 (b) "Basic civics test" means the same as that term is defined in Subsection  
382 [53E-4-205](#)(1)(b).

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

384 (a) administer a basic civics test in accordance with the requirements of Section  
385 [53E-4-205](#); and

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

387 (i) a high school diploma; or

388 (ii) an adult education secondary diploma.

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

390 (a)(i) the student has a disability; and  
391 (ii) the alternate assessment is consistent with the student's IEP; or  
392 (b) the student is within six months of intended graduation.  
393 (4) Except as provided in Subsection (5), the alternate assessment shall be  
394 given:

395 (a) in the same manner as an exam given to an unnaturalized citizen; and  
396 (b) in accordance with 8 C.F.R. Sec. 312.2.

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

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

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

405

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

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

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

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

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

415 (a) receive one of the following:

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

- 418 (ii) a score of 3 or higher on an Advanced Placement (AP) statistics exam;
- 419 (iii) a score of 5 or higher on an International Baccalaureate (IB) higher level  
420 math exam;
- 421 (iv) a score of 50 or higher on a College Level Exam Program (CLEP) pre-  
422 calculus or calculus exam;
- 423 (v) a score of 26 or higher on the mathematics portion of the American College  
424 Test (ACT) exam;
- 425 (vi) a score of 640 or higher on the mathematics portion of the Scholastic  
426 Aptitude Test (SAT) exam; or
- 427 (vii) a "C" grade in a concurrent enrollment mathematics course that satisfies a  
428 state system of higher education quantitative literacy requirement; or
- 429 (b) if the student is a senior student with a special circumstance, take a full year  
430 mathematics course during the student's senior year of high school.
- 431 (3) Except as provided in Subsection (4), in addition to the graduation  
432 requirements described in Section R277-700-6, beginning with the 2016-17 school year,  
433 a non-college and degree-seeking student shall complete appropriate math  
434 competencies for the student's career goals as described in the student's Plan for  
435 College and Career Readiness.
- 436 (4) An LEA may modify a student's college or career readiness mathematics  
437 competency requirement under this section if:
- 438 (a) the student has a disability; and
- 439 (b) the modification to the student's college or career readiness mathematics  
440 competency requirement is made through the student's IEP.
- 441 (5)(a) An LEA shall report annually to the LEA's board the number of students  
442 within the LEA who:
- 443 (i) meet the criteria described in Subsection (2)(a);
- 444 (ii) take a full year of mathematics as described in Subsection (2)(b);



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

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

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

451

452 **KEY: graduation requirements, standards**

453 **Date of Last Change: January 10, 2024**

454 **Notice of Continuation: June 4, 2021**

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

456 **[53E-4-202](#); [53E-3-401\(4\)](#)**