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## SENATE BILL No. 88

Proposed Changes to introduced printing by AM008803

### DIGEST OF PROPOSED AMENDMENT

Historic documents. Includes the guiding principles of any religion, as selected by the school, to be included in the list of significant historic documents that must be taught in a civics education course.

A BILL FOR AN ACT to amend the Indiana Code concerning education.

*Be it enacted by the General Assembly of the State of Indiana:*

1 SECTION 1. IC 20-19-2-14.5, AS AMENDED BY P.L.93-2024,  
2 SECTION 138, IS AMENDED TO READ AS FOLLOWS  
3 [EFFECTIVE JULY 1, 2026]: Sec. 14.5. (a) As used in this section:  
4 (1) "college and career readiness educational standards" means  
5 Indiana standards that a high school graduate must meet to  
6 obtain the requisite knowledge and skill to transition without  
7 remediation to postsecondary education or training, and  
8 ultimately into a sustainable career; and  
9 (2) "cut scores" means the scores that define a student's  
10 performance on an assessment, including passing, failing, or  
11 falling into a performance category.  
12 (b) The state board shall adopt Indiana college and career  
13 readiness educational standards. The educational standards must do the  
14 following:  
15 (1) Meet national and international benchmarks for college and  
16 career readiness standards and be aligned with postsecondary  
17 educational expectations.  
18 (2) Use the highest standards in the United States.  
19 (3) Comply with federal standards to receive a flexibility waiver  
20 under 20 U.S.C. 7861, as in effect on January 1, 2014.

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(4) Prepare Indiana students for college and career success, including the proper preparation for nationally recognized college entrance examinations such as the ACT, and SAT, or **Classic Learning Test.**

(5) Maintain Indiana sovereignty.

(6) Provide strict safeguards to protect the confidentiality of student data.

(c) The state, or the state board on behalf of the state, may not enter into or renew an agreement with any organization, entity, group, or consortium that requires the state to cede any measure of autonomy or control of education standards and assessments, including cut scores. The state board may not adopt Common Core (Common Core State Standards Initiative) or an assessment or test, except as provided in this subsection, that is produced solely by the United States government or a consortium of states. However, the state board is not prohibited from incorporating as part of Indiana's statewide assessments any assessment, part of an assessment, or series of questions if the assessment, part of an assessment, or series of questions is aligned to Indiana's academic standards.

(d) The state board may adopt rules under IC 4-22-2 to implement this section.

SECTION 2. IC 20-28-5-12.5, AS AMENDED BY P.L.201-2025, SECTION 3, AND AS AMENDED BY P.L.214-2025, SECTION 114, AND AS AMENDED BY THE TECHNICAL CORRECTIONS BILL OF THE 2026 GENERAL ASSEMBLY, IS CORRECTED AND AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2026]:

Sec. 12.5. (a) The department shall grant an initial practitioner license to an individual who:

(1) possesses a bachelor's degree from an accredited postsecondary four (4) year institution;

(2) successfully completes an alternative teacher certification program that includes:

- (A) the required content training in the area in which the individual seeks to be licensed;
- (B) pedagogy training and an examination that is in substantive alignment with nationally recognized pedagogical standards and teaches effective:

(i) instructional delivery:

- (i) instructional delivery;
- (ii) classroom management and organization;

(iii) assessment:

- (iii) assessment;
- (iv) instructional design; and

- (iv) instructional design; and
- (v) professional learning and leadership;

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1 (C) successful demonstration of content area proficiency in  
2 an examination that includes content area material in  
3 substantive alignment with nationally recognized content  
4 area standards in the areas that the individual is required to  
5 have a license to teach;

6 (D) verification from a third party that regularly reviews  
7 educational and professional examinations that the  
8 alternative certification examination is equal to or greater in  
9 rigor than the written examination under section 12 of this  
10 chapter; and

(E) content within the curriculum that prepares teacher candidates to use evidence based trauma informed classroom instruction, including instruction in evidence based social emotional learning classroom practices that are conducive to supporting students who have experienced trauma that may interfere with a student's academic functioning; and

18 (F) (E) content within the curriculum that:

19 (i) beginning July 1, 2024, is aligned to the science of  
20 reading; and

21 (ii) beginning July 1, 2024, prepares teacher candidates  
22 or program participants who seek to obtain an  
23 elementary generalist license that is valid for teaching  
24 in kindergarten through grade 5 or an early childhood  
25 license that is valid for teaching prekindergarten  
26 through grade 3 to obtain the literacy endorsement  
27 required under section 19.7 of this chapter;

(3) successfully completes an applicable teacher licensing exam as approved by the state board;

(4) holds a valid cardiopulmonary resuscitation certification from a provider approved by the department; and

32 (5) has attended youth suicide awareness and prevention  
33 training.

34 (b) The individual must complete a one (1) year practical  
35 experience program during the individual's first year in the classroom  
36 when the individual is employed as a full-time teacher. The provider

36 when the individual is employed as a full-time teacher. The provider  
37 must:

38 (1) provide the practical experience program at no cost to the  
39 state or to the school corporation, charter school, or state  
40 educational agency.

40 accredited nonpublic school; and  
41 (2) as part of the practical instruction program, provide  
42 instruction in:



- (A) instructional design and planning;
- (B) effective instructional delivery;
- (C) classroom management and organization;
- (D) effective use of assessment data;
- (E) content in federal and Indiana special education laws; and
- (F) required awareness, preparation, and understanding of:
  - (i) individualized education programs;
  - (ii) service plans developed under 511 IAC 7-34;
  - (iii) choice special education plans developed under 511 IAC 7-49; and
  - (iv) plans developed under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794.

(c) An in-state alternative teacher certification program under subsection (a)(2) must operate in accordance with the procedures and program approval standards and requirements set by the department and the state board for teacher education programs for the licensure of teachers.

(d) An out-of-state alternative teacher certification program under subsection (a)(2) must:

- (1) currently operate in at least five (5) states; and
- (2) have operated an alternative teacher certification program for at least ten (10) years.

(e) An individual who receives an alternative teacher certification under subsection (a)(2) is authorized to teach the subject and educational level that the individual has successfully completed.

(f) An individual who receives an initial practitioner license under this section shall be treated in the same manner as an individual who receives an initial practitioner license after completing a traditional teacher preparation program.

(g) An individual who graduates from an alternative teacher certification program must be treated in the same manner as a traditional teacher preparation program graduate during the transition from an initial practitioner license to a practitioner license.

(h) An individual who receives an initial practitioner license under this section may not teach a special education course for a special education student for the period the individual maintains a license under this section unless the individual is at least twenty-six (26) years of age and employed in a school setting or with another community organization, including a for-profit or nonprofit organization, to provide care or instruction for a student with a physical, intellectual, or developmental disability. However, an individual who receives an

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1 initial practitioner license under this section may not be a teacher of  
 2 record for a special education student for the period the individual  
 3 maintains the initial practitioner license.

4 (i) A school corporation, charter school, or state accredited  
 5 nonpublic school shall submit a plan to the department if the school  
 6 corporation, charter school, or state accredited nonpublic school hires  
 7 one (1) or more individuals who have received an initial practitioner  
 8 license under this section. The plan must be submitted in a manner  
 9 prescribed by the department and must include a description of how the  
 10 school corporation, charter school, or state accredited nonpublic school  
 11 will, excluding the practical experience program described in  
 12 subsection (b), provide an individual who receives an initial  
 13 practitioner license under this section opportunities to obtain exposure  
 14 to classroom management and instructional techniques, including  
 15 meaningful exposure to special education. The plan is a public record.

16 (j) Not later than July 1, 2024, the department shall prepare a  
 17 report that shall be submitted to the general assembly in an electronic  
 18 format under IC 5-14-6. The report must contain the following  
 19 information:

20 (1) Data showing how many teachers obtained an initial  
 21 practitioner license under this section.  
 22 (2) A description of the number of teachers who received an  
 23 initial practitioner license under this section who are currently  
 24 employed as a teacher by each:  
 25 (A) school corporation;  
 26 (B) charter school; or  
 27 (C) state accredited nonpublic school.

28 The description must include a breakdown of the subjects taught  
 29 by teachers who receive an initial practitioner license under this  
 30 section.

31 (3) A comparison of the *Praxis Subject Assessment applicable*  
 32 *teacher licensing exam as approved by the state board* pass rates  
 33 for individuals who receive an initial practitioner license under  
 34 this section in comparison with the *Praxis Subject Assessment*  
 35 *applicable teacher licensing exam as approved by the state*  
 36 *board* pass rates for teachers who obtained an initial practitioner  
 37 license using a different pathway to licensure.

38 (4) A description of how many teachers who received an initial  
 39 practitioner license under this section are rated as effective or  
 40 highly effective.

41 (k) **An individual in an alternative teacher certification**  
 42 **program may request a waiver from the department, in a time and**



1 manner determined by the department, of the examination  
 2 requirements described in subsection (a)(3), if the individual:

3 (1) received a score on a nationally recognized college  
 4 entrance examination, such as the ACT, SAT, or Classic  
 5 Learning Test; or

6 (2) received a score on a nationally recognized graduate  
 7 school entrance exam, such as the GRE or GMAT;

8 that placed the individual in at least the eightieth percentile of  
 9 other test takers for the given examination.

10 SECTION 3. IC 20-30-4-2, AS AMENDED BY P.L.9-2021,  
 11 SECTION 2, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
 12 JULY 1, 2026]: Sec. 2. (a) In consultation with the student's school  
 13 counselor, after seeking consultation with each student's parents, and  
 14 not later than the date on which the student completes grade 8, each  
 15 student shall develop a graduation plan that is a part of the student's  
 16 permanent school record and accessible to a parent of the student in  
 17 accordance with the Family Education Rights and Privacy Act (20  
 18 U.S.C. 1232g et seq.).

19 (b) The graduation plan developed under subsection (a) must  
 20 include the following:

21 (1) A statement of intent to graduate from high school.

22 (2) An acknowledgment of the importance of:

23 (A) good citizenship;

24 (B) school attendance; and

25 (C) diligent study habits.

26 (3) The subject and skill areas of interest to the student.

27 (4) The postsecondary goals of the student aligned with the  
 28 graduation pathway requirements under IC 20-32-4-1.5.

29 (5) A program of study under the college/technology preparation  
 30 curriculum adopted by the state board under IC 20-30-10-2 for  
 31 grades 10, 11, and 12 that meets the interests, aptitude, and  
 32 postsecondary goals of the student.

33 (6) Assurances that, upon satisfactory fulfillment of the plan, the  
 34 student:

35 (A) is entitled to graduate; and

36 (B) will have taken at least the minimum variety and  
 37 number of courses necessary to gain admittance to a state  
 38 educational institution.

39 (7) An indication of assessments (other than the statewide  
 40 assessment program and the graduation examination (before July  
 41 1, 2018)) that the student plans to take voluntarily during grade  
 42 10 through grade 12 and which may include any of the



1 following:

2 (A) The SAT Reasoning Test.  
 3 (B) The ACT test.  
 4 **(C) The Classic Learning Test.**  
 5 ~~(D)~~ Advanced placement exams.  
 6 ~~(D)~~ (E) College readiness exams approved by the  
 7 department.  
 8 ~~(E)~~ (F) Workforce readiness exams approved by the  
 9 department of workforce development established under  
 10 IC 22-4.1-2.  
 11 ~~(F)~~ (G) Cambridge International examinations.

12 SECTION 4. IC 20-30-5-6, AS AMENDED BY P.L.246-2005,  
 13 SECTION 170, IS AMENDED TO READ AS FOLLOWS  
 14 [EFFECTIVE JULY 1, 2026]: Sec. 6. (a) This section applies only to  
 15 public schools.

16 (b) As used in this section, "good citizenship instruction" means  
 17 integrating instruction into the current curriculum that stresses the  
 18 nature and importance of the following:

19 (1) Being honest and truthful.  
 20 (2) Respecting authority.  
 21 (3) Respecting the property of others.  
 22 (4) Always doing the student's personal best.  
 23 (5) Not stealing.  
 24 (6) Possessing the skills (including methods of conflict  
 25 resolution) necessary to live peaceably in society and not  
 26 resorting to violence to settle disputes.  
 27 (7) Taking personal responsibility for obligations to family and  
 28 community.  
 29 (8) Taking personal responsibility for earning a livelihood.  
 30 (9) Treating others the way the student would want to be treated.  
 31 (10) Respecting the national flag, the Constitution of the United  
 32 States, and the Constitution of the State of Indiana.  
 33 (11) Respecting the student's parents and home.  
 34 (12) Respecting the student's self.  
 35 (13) Respecting the rights of others to have their own views and  
 36 religious beliefs.

37 **(14) The importance of:**

38 (A) obtaining at least a high school diploma and  
 39 acquiring additional training in preparation for the  
 40 workforce;  
 41 (B) securing full-time employment; and  
 42 (C) waiting until marriage to begin having children.



(c) The department shall:

(1) identify; and

(2) make available;

models of conflict resolution instruction to school corporations. The instruction may consist of a teacher education program that applies the techniques to the students in the classroom to assist school corporations in complying with this section.

SECTION 5. IC 20-30-5-7.3, AS ADDED BY P.L.39-2021, SECTION 3, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2026]: Sec. 7.3. **(a)** Beginning with students entering grade 6 in the 2023-2024 school year, each school corporation, charter school, and state accredited nonpublic school shall require each student of the school corporation, charter school, or state accredited nonpublic school to successfully complete in grade 6, 7, or 8 one (1) semester of a civics education course.

(b) Beginning with the 2026-2027 school year, a civics education course described in subsection (a) must include instruction on the following:

**(1) The roles and responsibilities of federal, state, and local governments.**

**(2) The structures, powers, and functions of the legislative, executive, and judicial branches of government.**

**(3) The meaning and significance of historic documents, including the:**

**(A) Ten Commandments [or the guiding principles of any religion, as selected by the school];**

## **(B) Magna Carta;**

**(C) Mayflower Compact;**

**(D) Declaration of Independence;**

## **(E) Articles of Confederation;**

## **(F) Constitution of the United**

**(G) Bill of Rights; and**

## (H) Federalist Papers.

(4) The principles of federalism, separation of powers, checks and balances, consent of the governed, ordered liberty, justice, the rule of law, limited government, natural rights, republicanism, and the equal dignity of all human beings.

(5) Individual rights and responsibilities under the Constitution of the United States, including the expressed, implied, concurrent, and reserved powers.

## **(6) The electoral process and democratic participation.**

## (7) A comparative discussion of political ideologies, including

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1                   **communism and totalitarianism, that conflict with the**  
 2                   **principles of freedom and democracy that are essential to the**  
 3                   **founding principles of the United States.**

4                   SECTION 6. IC 20-30-5-26 IS ADDED TO THE INDIANA  
 5                   CODE AS A NEW SECTION TO READ AS FOLLOWS  
 6                   [EFFECTIVE JULY 1, 2026]: Sec. 26. (a) **This section applies to**  
 7                   **each school that provides instruction or discussion on the content**  
 8                   **described in the following:**

- 9                   (1) **Section 1 of this chapter.**
- 10                   (2) **Section 2 of this chapter.**
- 11                   (3) **Section 4 of this chapter.**
- 12                   (4) **Section 5(a)(5) of this chapter.**
- 13                   (5) **Section 6(b)(10) of this chapter.**
- 14                   (6) **Section 7(a)(3) of this chapter.**
- 15                   (7) **Section 7.3 of this chapter.**

16                   (b) **The instruction or discussion described in subsection (a)**  
 17                   **may not foster a national identity, heritage, or culture established**  
 18                   **by:**

- 19                   (1) **racial identity or racial discrimination;**
- 20                   (2) **gender identity or gender discrimination;**
- 21                   (3) **victimization;**
- 22                   (4) **class struggle;**
- 23                   (5) **a hierarchy of privileges; or**
- 24                   (6) **systemic exclusion;**

25                   **that is contrary to the concepts described in subsection (a).**

26                   SECTION 7. IC 20-30-16-6.5, AS ADDED BY P.L.200-2021,  
 27                   SECTION 3, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
 28                   JULY 1, 2026]: Sec. 6.5. The department in accordance with  
 29                   requirements established by the state board shall approve a civics  
 30                   course access program course that:

- 31                   (1) meets the requirements under IC 20-30-5-2(a) **and**  
 32                   **IC 20-30-5-26;** and
- 33                   (2) is presented with special emphasis on the items listed in  
 34                   IC 20-30-5-5(a) and IC 20-30-5-6(b).

35                   SECTION 8. IC 20-32-5.1-7, AS AMENDED BY P.L.150-2024,  
 36                   SECTION 47, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE  
 37                   JULY 1, 2026]: Sec. 7. (a) Except as otherwise provided in this section  
 38                   and in the manner provided in section 6 of this chapter, the state board  
 39                   is responsible for determining the appropriate subjects, grades, and  
 40                   format of the statewide assessment program.

41                   (b) For each school year beginning after June 30, 2018, and except  
 42                   as provided in section 11 of this chapter, the statewide assessment



1 program must be administered to all full-time students attending a  
 2 school corporation, charter school, state accredited nonpublic school,  
 3 or eligible school (as defined in IC 20-51-1-4.7) in grades subject to the  
 4 statewide summative assessment required by federal law and in a  
 5 manner prescribed by the state board.

6 (c) Subject matter tested on by the statewide assessment program  
 7 as determined by the state board under subsection (a) must, at a  
 8 minimum, do the following:

9 (1) Comply with requirements established under federal law  
 10 with:

11 (A) math and English/language arts assessed yearly in  
 12 grades 3 through 8, and at least once in grades 9 through 12;  
 13 and

14 (B) science assessed at least once in grades 3 through 5,  
 15 grades 6 through 9, and grades 10 through 12.

16 (2) Require that United States history or United States  
 17 government be assessed at least once in grades 5 or 8.

18 (d) Except as provided under subsection (e), for each school year  
 19 beginning after June 30, 2021, a nationally recognized college entrance  
 20 exam **such as the ACT, SAT, or Classic Learning Test** must be  
 21 administered for the high school subjects required under subsection (c).  
 22 The proficiency benchmark must be approved by the commission for  
 23 higher education, in consultation with the state educational institutions,  
 24 and may not be lower than the national college ready benchmark  
 25 established for that particular exam.

26 (e) If the state board determines that no nationally recognized  
 27 college entrance exam assesses a given high school subject that is  
 28 required under subsection (c), the state board may select another type  
 29 of assessment, including an end of course assessment, for that subject.

30 (f) The statewide assessment program:

31 (1) may not use technology that may negatively influence the  
 32 ability to measure a student's mastery of material or a particular  
 33 academic standard being tested; and

34 (2) may use a technology enhanced test question only when the  
 35 technology enhanced test question is the best way to measure the  
 36 academic standard being tested.

37 (g) A statewide summative assessment, other than an assessment  
 38 administered under subsection (d), must use a scale score that will  
 39 ensure the statewide summative assessment scores are comparable to  
 40 scale scores used as part of the ISTEP program under IC 20-32-5,  
 41 before its expiration.

42 SECTION 9. IC 21-40-4-8 IS ADDED TO THE INDIANA CODE



1 AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY  
2 1, 2026]: Sec. 8. With respect to admission criteria, a state  
3 educational institution shall accept the Classic Learning Test  
4 examination to the same extent the state educational institution  
5 accepts the ACT or SAT examination.1  
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