

House File 2510 - Introduced

HOUSE FILE 2510
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO HSB 714)

A BILL FOR

1 An Act relating to education, including by modifying provisions
2 related to the social studies instruction provided to
3 students enrolled in grades one through twelve and the
4 educational programs provided by the institutions of higher
5 education under the control of the state board of regents,
6 and requiring education related to the holocaust for
7 students and teachers in school districts.
8 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. Section 256.11, subsection 3, paragraph a,
2 subparagraph (2), Code 2026, is amended to read as follows:

3 (2) Social studies. The social studies curriculum shall
4 include instruction related to all of the following:

5 (a) The workings of the federal, state, and local levels of
6 government.

7 (b) The rights and responsibilities of citizens of the
8 United States and the state of Iowa.

9 (c) The history of the secular and religious ideals and
10 institutions of liberty, including political, religious,
11 economic, social, and cultural liberty, in western
12 civilization, the United States, and the state of Iowa, which
13 emphasizes the good, worthwhile, and best achievements of these
14 ideals and institutions of liberty.

15 (d) Exemplary figures in western civilization, the United
16 States, and the state of Iowa who have fought to secure
17 liberty.

18 (e) The cultural heritage of western civilization, the
19 United States, and the state of Iowa.

20 (f) The geography of the United States and the state of
21 Iowa.

22 (g) The history and meaning of the United States flag and
23 the national anthem.

24 (h) Admirable Americans, including Benjamin Franklin,
25 George Washington, Frederick Douglass, Elizabeth Cady Stanton,
26 and Abraham Lincoln.

27 Sec. 2. Section 256.11, subsection 3, Code 2026, is amended
28 by adding the following new paragraph:

29 NEW PARAGRAPH. Oc. During grades five and six, the
30 instruction provided as part of the social studies curriculum
31 shall incorporate the study of documents that are important
32 to the history of the United States, including all of the
33 following:

34 (1) The Mayflower compact.

35 (2) Common Sense, written by Thomas Paine.

- 1 (3) The Declaration of Independence.
- 2 (4) The Articles of Confederation.
- 3 (5) The Pennsylvania Act for the gradual abolition of
4 slavery.
- 5 (6) The Virginia statute for religious freedom.
- 6 (7) The northwest ordinance.
- 7 (8) The Constitution of the United States.
- 8 (9) The federalist papers, including federalist number ten
9 and federalist number fifty-one.
- 10 (10) A transcript of George Washington's farewell address.
- 11 (11) Relevant excerpts from Democracy in America written by
12 Alexis de Tocqueville.
- 13 (12) A transcript of the first debate between Abraham
14 Lincoln and Stephen A. Douglas.
- 15 (13) The Emancipation Proclamation.
- 16 (14) The writings of the founding fathers.
- 17 Sec. 3. Section 256.11, subsection 4, paragraph a,
18 subparagraph (2), Code 2026, is amended to read as follows:
19 (2) (a) Social studies, including instruction related
20 to civics. The social studies curriculum shall require at
21 least one semester of instruction, or the trimester or quarter
22 equivalent, in each of the following areas:
23 (i) Civics, which shall include instruction related to all
24 of the following:
25 (A) The intellectual sources of the United States' founding
26 documents.
27 (B) The political and military narrative of the causes and
28 progress of the American Revolution.
29 (C) The United States' founding documents and the original
30 intent of such documents.
31 (D) The Constitution of the United States, with emphasis on
32 the Bill of Rights, and the Constitution of the State of Iowa.
33 (E) The basic principles of the United States' republican
34 form of government.
35 (F) The historical development of the United States'

1 republican form of government.

2 (G) The United States' republican form of government
3 compared with different forms of government including
4 dictatorship, monarchy, oligarchy, theocracy, communism, and
5 autocracy.

6 (H) The structure, function, and processes of government
7 institutions at the federal, state, and local levels.

8 (I) The civic virtues exemplified in the lives of famous
9 Americans.

10 (ii) United States history, which shall include instruction
11 related to all of the following:

12 (A) The study of and devotion to the United States'
13 exceptional and praiseworthy history.

14 (B) The basic political, diplomatic, and military history
15 of the United States, which shall include the period of
16 discovery, early colonies, the War of Independence, the
17 Civil War, the expansion of the United States to its present
18 boundaries, World War I, World War II, the Cold War, the civil
19 rights movement, and the period of time from the September 11
20 attacks to the present day, which shall incorporate the study
21 of primary source documents.

22 (C) The basic history of business and technology in the
23 United States, which shall incorporate the study of primary
24 source documents.

25 (D) The basic history of the religious and secular aspects
26 of the United States' common culture, which shall incorporate
27 the study of primary source documents.

28 (E) The concept that United States history shall be viewed
29 as factual, not as constructed, shall be viewed as knowable,
30 teachable, and testable, and shall be defined as the creation
31 of a new nation based largely on the universal principles
32 stated in the Declaration of Independence.

33 (iii) The history of western civilization, which shall
34 include instruction that constitutes an extended, coherent
35 account of western civilization, from Athens, Jerusalem, and

1 Rome to the present day, to understand the nature of the
2 nation's ideals and institutions of liberty, how such ideals
3 and institutions of liberty came into existence, and what
4 actions the nation's forefathers took to preserve them.

5 (iv) Iowa history, to be taught during grade eight, which
6 shall include instruction related to all of the following:

7 (A) The history of the founding of Iowa.

8 (B) The history of famous Iowans and their involvement in
9 important events in history.

10 (C) How Iowans have impacted government, policies, issues,
11 and procedures over the years.

12 (D) The history of the state motto, bird, tree, and rock.

13 (v) Economics, to be taught during grade eight. The
14 economics instruction shall focus on the free enterprise system
15 and its benefits. The economics curriculum shall include
16 instruction related to the failures of economic systems of
17 communist regimes and the difference between capitalist and
18 communist economic systems.

19 (b) The social studies curriculum shall include instruction
20 related to admirable Americans, including Benjamin Franklin,
21 George Washington, Frederick Douglass, Elizabeth Cady Stanton,
22 and Abraham Lincoln.

23 (c) The instruction provided as part of the social studies
24 curriculum shall incorporate the study of documents that are
25 important to the history of the United States, including all
26 of the following:

27 (i) The Mayflower compact.

28 (ii) Common Sense, written by Thomas Paine.

29 (iii) The Declaration of Independence.

30 (iv) The Articles of Confederation.

31 (v) The Pennsylvania Act for the gradual abolition of
32 slavery.

33 (vi) The Virginia statute for religious freedom.

34 (vii) The northwest ordinance.

35 (viii) The Constitution of the United States.

1 (ix) The federalist papers, including federalist number ten
2 and federalist number fifty-one.

3 (x) A transcript of George Washington's farewell address.

4 (xi) Relevant excerpts from Democracy in America written by
5 Alexis de Tocqueville.

6 (xii) A transcript of the first debate between Abraham
7 Lincoln and Stephen A. Douglas.

8 (xiii) The Emancipation Proclamation.

9 (xiv) The writings of the founding fathers.

10 Sec. 4. Section 256.11, subsection 5, paragraph b, Code
11 2026, is amended to read as follows:

12 ~~b. Five units of the social studies including instruction~~
13 ~~in voting statutes and procedures, voter registration~~
14 ~~requirements, the use of paper ballots and voting systems in~~
15 ~~the election process, and the method of acquiring and casting~~
16 ~~an absentee ballot. All students shall complete a minimum of~~
17 ~~one-half unit of United States government, and one unit of~~
18 ~~civics, two units of United States history, and one unit of~~
19 ~~western civilization. The social studies curriculum shall not~~
20 ~~include any advanced placement course that requires action~~
21 ~~civics. The social studies curriculum shall incorporate the~~
22 ~~study of documents that are important to the history of the~~
23 ~~United States, including the Mayflower compact; Common Sense,~~
24 ~~written by Thomas Paine; the Declaration of Independence; the~~
25 ~~Articles of Confederation; the Pennsylvania Act for the gradual~~
26 ~~abolition of slavery; the Virginia statute for religious~~
27 ~~freedom; the northwest ordinance; the Constitution of the~~
28 ~~United States; the federalist papers, including federalist~~
29 ~~number ten and federalist number fifty-one; a transcript of~~
30 ~~George Washington's farewell address; relevant excerpts from~~
31 ~~Democracy in America written by Alexis de Tocqueville; a~~
32 ~~transcript of the first debate between Abraham Lincoln and~~
33 ~~Stephen A. Douglas; the Emancipation Proclamation; and the~~
34 ~~writings of the founding fathers.~~

35 (1) The one-half unit of United States government shall

1 include the voting procedure as described in ~~this lettered~~
2 ~~paragraph and~~ section 280.9A and other instruction related
3 to voting statutes and procedures, voter registration
4 requirements, the use of paper ballots and voting systems in
5 the election process, and the method of acquiring and casting
6 an absentee ballot. The government instruction shall also
7 include a study of the Constitution of the United States
8 and the Bill of Rights contained in the Constitution and an
9 assessment of a student's knowledge of the Constitution and the
10 Bill of Rights.

11 (2) The one unit of civics shall include a culminating
12 civic literacy examination that was not developed by the
13 school district or accredited nonpublic school or the teacher
14 providing the civics instruction. The examination shall
15 include an assessment of the student's knowledge of United
16 States government and United States history, shall provide a
17 means of assessing civics instruction in grades nine through
18 twelve, and shall provide information that colleges and
19 universities may use to determine if incoming students possess
20 sufficient civic literacy. The one unit of civics shall not
21 include any requirements related to political activism, service
22 learning, civic engagement, action civics, or any cognate
23 activity. The one unit of civics shall include instruction
24 related to all of the following:

25 (a) The intellectual sources of the United States'
26 founding documents, including documents that illustrate the
27 Greek, Hebrew, and Roman exemplars of liberty and republican
28 government; the Christian synthesis of Greek, Hebrew, and Roman
29 thought that emphasized the equal dignity of all individual
30 humans in the eyes of God; the medieval English inheritance
31 of common law, jury, local self-government, liberty, and
32 representative government; the early modern English inheritance
33 of Christian liberty, republicanism, the militia, accountable
34 government, mixed government, parliamentary sovereignty,
35 freedom of the press, and the English bill of rights and

1 toleration Act; the colonial American inheritance of Christian
2 liberty, self-government, and local government; and the
3 enlightenment theories of John Locke, Montesquieu, Adam Smith,
4 and their contemporaries that universalized the European
5 traditions of liberty.

6 (b) The political and military narrative of the causes and
7 progress of the American revolution.

8 (c) The original intent of the documents described in
9 unnumbered paragraph 1.

10 (d) The Constitution of the United States, with an emphasis
11 on the Bill of Rights contained in the Constitution, and the
12 Constitution of the State of Iowa.

13 (e) The basic principles of the United States' republican
14 form of government and the institutions and principles to
15 preserve liberty and prevent misuse of government power,
16 including balance of power; consent of the governed; the
17 electoral college; federalism and the division of powers
18 between the federal government and the states; individual
19 liberties; rights of life, liberty, and property; popular
20 sovereignty; religious freedom; an educated citizenry;
21 representative government; civilian control of the military;
22 rule of law; control of faction; checks and balances; and
23 separation of powers among the executive, the legislature, and
24 the judiciary.

25 (f) The historical development of the United States'
26 republican form of government, including the federalist and
27 antifederalist debates; the rise and role of political parties;
28 the rise of Jacksonian democracy; the expansion of the ideals
29 and institutions of liberty and republican self-government
30 to include all Americans, regardless of sex or race; the
31 causes and the constitutional consequences of the Civil War;
32 the thirteenth amendment, fourteenth amendment, fifteenth
33 amendment, and the nineteenth amendment; the rise of the new
34 deal administrative state; and United States Supreme Court
35 cases, including Marbury v. Madison, McCulloch v. Maryland,

1 Dred Scott v. Sandford, Pembina consolidated silver mining co.
2 v. Pennsylvania, Plessy v. Ferguson, and Brown v. Board of
3 Education.

4 (g) The United States' republican form of government
5 compared with different forms of government including
6 dictatorship, monarchy, oligarchy, theocracy, communism, and
7 autocracy.

8 (h) The structure, function, and processes of governmental
9 institutions at the federal, state, and local levels.

10 (i) Civic virtues exemplified in the lives of famous
11 Americans, including George Washington, Benjamin Franklin,
12 Alexander Hamilton, Abigail Adams, Thomas Jefferson, Andrew
13 Jackson, Frederick Douglass, Susan B. Anthony, Abraham Lincoln,
14 Ulysses S. Grant, Ely Parker, Thomas Edison, Andrew Carnegie,
15 Walter Reed, Theodore Roosevelt, Charles Curtis, Will Rogers,
16 Jim Thorpe, Jackie Robinson, George Marshall, Martin Luther
17 King, Jr., Richard Feynman, Neil Armstrong, and Ronald Reagan.

18 (3) The two units of United States history shall include an
19 assessment of the student's knowledge of important historical
20 documents, including the Declaration of Independence,
21 the Constitution of the United States, the Emancipation
22 Proclamation, and excerpts from the federalist papers. One
23 unit of United States history shall focus on the period
24 of time beginning when the Mayflower landed on Cape Cod to
25 the conclusion of the Civil War. The other unit of United
26 States history shall focus on the period of time beginning
27 at the conclusion of the Civil War to the present day, which
28 unit shall include instruction related to the Holocaust and
29 crimes against humanity that have occurred under communist
30 regimes. The two units of United States history shall include
31 significant material related to the War of Independence and
32 the creation of the Constitution of the United States. The
33 two units of United States history shall be designed to
34 include significant biographical material related to exemplary
35 Americans to provide both the nation's shared constitutional

1 history and historical context. The two units of United
2 States history shall include instruction related to all of the
3 following:

4 (a) The United States' exceptional and praiseworthy
5 history.

6 (b) The basic political, diplomatic, and military history
7 of the United States, which shall include the period of
8 discovery, early colonies, the War of Independence, the
9 Civil War, the expansion of the United States to its present
10 boundaries, World War I, World War II, the Cold War, the civil
11 rights movement, and the period of time from the September 11
12 attacks to the present day, which shall incorporate the study
13 of primary source documents.

14 (c) The basic history of business and technology in the
15 United States, which shall incorporate the study of primary
16 source documents.

17 (d) The basic history of the religious and secular aspects
18 of the United States' common culture, which shall incorporate
19 the study of primary source documents.

20 (e) The concept that United States history shall be viewed
21 as factual, not as constructed, shall be viewed as knowable,
22 teachable, and testable, and shall be defined as the creation
23 of a new nation based largely on the universal principles
24 stated in the Declaration of Independence.

25 (4) The one unit of western civilization shall include
26 instruction related to all of the following:

27 (a) Western civilization's exceptional and praiseworthy
28 history.

29 (b) The basic political outline of western civilization,
30 which shall include the history of ancient Israel, the free
31 Greek city states, the Roman republic, the Roman empire, the
32 Carolingian empire, the medieval Papacy, medieval England,
33 absolutist France, parliamentary England, the Napoleonic
34 wars, World War I, World War II, the communist and fascist
35 challenges to the European order, and the survival and triumph

1 of political and economic liberty, which shall incorporate the
2 study of primary source documents.

3 (c) The basic intellectual history of western civilization,
4 which shall include its Greek, Hebrew, and Roman sources;
5 the Christian synthesis of those Greek, Hebrew, and Roman
6 sources that emphasized the equal dignity of all individual
7 humans in the eyes of God; the renaissance rediscovery of
8 republican liberty; the reformation; the medieval and early
9 modern English ideals and institutions of common law, jury,
10 the militia, local self-government, political and religious
11 liberty, representative government, accountable government,
12 and parliamentary sovereignty; the scientific revolution;
13 the enlightenment ideals of political and economic liberty;
14 the nineteenth-century formulation of the scientific and
15 humanist disciplines; the emergence of modern conservatism and
16 liberalism; and the challenges to liberty of socialism and
17 fascism, which shall incorporate the study of primary source
18 documents.

19 (d) The basic history of science and technology in western
20 civilization, which shall emphasize Europe's unique role as the
21 matrix of the modern scientific and industrial world, which
22 shall incorporate the study of primary source documents.

23 (e) The basic economic history of western civilization,
24 which shall emphasize Europe's unique role as the matrix of
25 modern mass prosperity, which emerged from the interplay
26 of the ideals and institutions of economic liberty, secure
27 property rights, entrepreneurial innovation, and the industrial
28 revolution, which shall incorporate the study of primary source
29 documents.

30 (f) The basic history of the religious and secular aspects
31 of western civilization's cultures, which shall emphasize the
32 protective aspects of liberty and incorporate the study of
33 primary source documents.

34 (g) The basic history of the fruitful and enduring
35 attachment of western civilization's free peoples to their

1 nations and faiths, which shall incorporate the study of
2 primary source documents.

3 (h) The concept that western civilization's history shall
4 be viewed as factual, not as constructed, shall be viewed as
5 knowable, teachable, and testable, and shall be defined as the
6 creation of a civilization based largely on the ideals and
7 institutions of liberty.

8 Sec. 5. Section 256E.7, subsection 2, paragraph h, Code
9 2026, is amended by adding the following new subparagraph:

10 NEW SUBPARAGRAPH. (02) The educational standards of
11 section 256.11 relating to social studies instruction for
12 grades one through twelve.

13 Sec. 6. Section 256F.4, subsection 2, Code 2026, is amended
14 by adding the following new paragraph:

15 NEW PARAGRAPH. 0g. Be subject to and comply with the
16 requirements of section 256.11, subsections 3 and 4, and
17 section 256.11, subsection 5, paragraph "b", relating to social
18 studies instruction in the same manner as a school district.

19 Sec. 7. Section 262.9, Code 2026, is amended by adding the
20 following new subsections:

21 NEW SUBSECTION. 43. a. (1) Direct the institutions of
22 higher education under its control to adopt policies that
23 require all students admitted to the baccalaureate degree
24 program provided by the institution to take a civic literacy
25 examination.

26 (2) Subparagraph (1) shall not apply to a student who has
27 taken and passed the civic literacy examination described in
28 section 256.11, subsection 5, paragraph "b", subparagraph (2).

29 b. If a student does not pass the civic literacy examination
30 described in paragraph "a", the institution shall require
31 the student to take a remedial civics course. The remedial
32 civics course shall include a culminating civic literacy
33 examination. The remedial civics course shall not contain any
34 requirements related to political activism, service learning,
35 civic engagement, action civics, or any cognate activity.

1 *c.* If a student does not pass the civic literacy examination
2 described in paragraph "b", the student shall be allowed to
3 retake the examination as many times as is necessary for the
4 student to pass the examination; provided, however, that the
5 student shall not be allowed to graduate from the institution,
6 or progress to more advanced civics courses, until the student
7 passes the examination.

8 NEW SUBSECTION. 44. Prohibit the institutions of higher
9 education under its control from awarding students any semester
10 hours of credit for courses that require action civics or
11 political activism.

12 Sec. 8. NEW SECTION. 280.37 Education on the holocaust.

13 1. The general assembly finds all of the following:

14 *a.* Recent studies have shown there to be a severe lack
15 of awareness in the state of Iowa regarding historical facts
16 about the holocaust and antisemitism, and the causes and
17 ramifications thereof.

18 *b.* Antisemitism remains a persistent, pervasive, and
19 disturbing problem in contemporary American society.

20 *c.* In order to provide students with an understanding of the
21 importance of the protection of human rights and the potential
22 consequences of discrimination against and persecution of
23 Jewish people, it is a matter of high priority that students in
24 this state be educated concerning the holocaust.

25 *d.* Sources of free curricula and instructional materials for
26 education on the holocaust include but are not limited to the
27 United States holocaust memorial museum; yad vashem: the world
28 holocaust remembrance center; the Illinois holocaust museum and
29 education center; and echoes and reflections, a partnership of
30 the anti-defamation league, yad vashem, and the university of
31 southern California shoah foundation.

32 2. For purposes of this section, unless the context
33 otherwise requires:

34 *a.* "Antisemitism" means the same as defined in section
35 216F.1.

1 *b.* "Holocaust" means the systematic, bureaucratic,
2 state-sponsored persecution and murder of approximately
3 six million Jews by the Nazi regime and its allies and
4 collaborators.

5 *c.* "Nazi" means the abbreviation for the national socialist
6 German workers' party, a political party of the mass movement
7 known as national socialism under which its leader, Adolf
8 Hitler, came to power in 1933 and governed by totalitarian
9 methods until 1945.

10 *d.* "Organization" means one or more of the following
11 organizations:

12 (1) The United States holocaust memorial museum.

13 (2) Yad vashem: the world holocaust remembrance center.

14 (3) The Illinois holocaust museum and education center.

15 (4) Echoes and reflections, a partnership of the
16 anti-defamation league, yad vashem, and the university of
17 southern California shoah foundation.

18 (5) Any other entity approved for education on the holocaust
19 by the department of education.

20 3. *a.* No later than the school year beginning July 1, 2026,
21 the board of directors of a school district shall incorporate
22 age-appropriate and grade-appropriate instruction regarding
23 the holocaust for students in middle and high school into the
24 school district's educational program. Such instruction shall
25 be incorporated into existing required courses and include, at
26 minimum, the following:

27 (1) The causes and ramifications of the holocaust.

28 (2) The breadth of the history of antisemitism and
29 the holocaust, including the third reich dictatorship,
30 concentration camp system, persecution of Jews and non-Jews,
31 Jewish and non-Jewish resistance, and post-World War II trials.

32 (3) The impact of personal responsibility, civic
33 engagement, and societal response in the context of the
34 holocaust.

35 (4) The connection between national, ethnic, racial,

1 or religious intolerance and the subjects described in
2 subparagraphs (1) and (2).

3 (5) The leading role played by the United States and
4 the United States armed forces, including African American
5 soldiers, including but not limited to the Tuskegee airmen,
6 as well as Native American and Asian American soldiers, in
7 defeating the third reich and its allies and liberating Nazi
8 concentration camps.

9 (6) The definition, history, and actions taken in the face
10 of the holocaust.

11 b. School districts shall utilize appropriate public or
12 private materials, personnel, and other resources in developing
13 and implementing education on the holocaust in accordance with
14 this section.

15 4. No later than the school year beginning July 1, 2026,
16 the board of directors of a school district shall incorporate
17 education on the holocaust for teachers into the district
18 professional development plan developed pursuant to section
19 284.6 for teachers who provide instruction in courses into
20 which student instruction in accordance with subsection 3 is
21 incorporated. Such training shall cover the topics required
22 by subsection 3. School districts shall utilize appropriate
23 programs provided by an organization for such training.
24 Education on the holocaust provided to teachers in accordance
25 with this section shall be credited toward a teacher's
26 individual professional development plan under section 284.6.

27 5. Annually by October 1, the department of education
28 shall submit a report to the governor and the general assembly
29 addressing the number of school districts offering education
30 on the holocaust to students and teachers in accordance with
31 this section. The department shall publish the report on the
32 department's internet site.

33 6. This section shall not be construed to diminish or
34 infringe upon any right protected under the Constitution of
35 the State of Iowa or the first amendment to the Constitution

1 of the United States and the state of Iowa; the history of
2 the secular and religious ideals and institutions of liberty;
3 exemplary figures in western civilization, the United States,
4 and the state of Iowa; the cultural heritage of western
5 civilization, the United States, and the state of Iowa; the
6 geography of the United States and the state of Iowa; the
7 history and meaning of the United States flag and the national
8 anthem, and certain specified admirable Americans.

9 The bill makes similar changes to the social studies
10 curriculum provided to students enrolled in grades 7 through
11 12, but adds instructional requirements related to the study
12 of prominent persons and prominent writings. The bill also
13 provides that the social studies curriculum provided in
14 grades seven and eight is to include at least one semester of
15 instruction, or the trimester or quarter equivalent, in civics,
16 United States history, the history of western civilization,
17 Iowa history, and economics. The bill establishes what such
18 instruction is to include.

19 Current law requires school districts, accredited nonpublic
20 schools, and charter schools to offer and teach five units
21 of social studies in grades 9 through 12, which includes a
22 minimum of one-half unit of United States government and
23 one unit of United States history. The bill requires all
24 students to complete a minimum of one-half unit of United
25 States government, one unit of civics, two units of United
26 States history, and one unit of western civilization. The
27 bill establishes prohibitions and requirements related to this
28 instruction, including required examinations and topics of
29 instruction and prohibitions related to including forms of
30 political activism in civics instruction. The bill provides
31 that the social studies curriculum is required to incorporate
32 the study of certain specified documents that are important
33 to the history of the United States. The bill provides that
34 these changes shall not affect the graduation requirements
35 applicable to a student enrolled in grades 9 through 12 as

1 of the effective date of the bill. The bill does not alter
2 the provisions of Code section 280.9A, which requires school
3 districts, accredited nonpublic schools, charter schools, and
4 innovation zone schools to administer to students enrolled in
5 grades 9 through 12 the most recent version of the civics test
6 developed by the United States citizenship and immigration
7 services, and to ensure that each student receives one passing
8 score on the test as a condition of graduation.

9 The bill requires the state board of regents to direct
10 the institutions of higher education under its control to
11 adopt policies that require all students admitted to the
12 baccalaureate degree program provided by the institution to
13 take a civic literacy examination. The bill provides that,
14 if a student does not pass the examination, the institution
15 shall require the student to take a remedial civics course
16 that contains a culminating civic literacy examination. If
17 the student fails to pass this examination as well, the bill
18 provides that the student may retake the examination, but the
19 student will not be allowed to graduate from the institution,
20 or progress to more advanced civics courses, until the student
21 passes the examination.

22 The bill requires the state board of regents to prohibit
23 the institutions of higher education under its control from
24 awarding students any semester hours of credit for courses that
25 require action civics or political activism.

26 The bill requires each school board to incorporate education
27 on the holocaust for teachers into the school district
28 professional development plan for teachers who provide
29 instruction in courses into which student instruction in
30 accordance with the bill is incorporated. Such training shall
31 cover the topics specified by the bill. School districts shall
32 utilize appropriate programs provided by an organization, as
33 specified in the bill, for such training. Education on the
34 holocaust provided to teachers shall be credited toward a
35 teacher's individual professional development plan.

1 A school board shall carry out the requirements for
2 education on the holocaust for students and teachers no later
3 than the school year beginning July 1, 2026.

4 The bill requires the department of education to submit
5 an annual report to the governor and the general assembly
6 addressing the number of school districts offering education
7 on the holocaust to students and teachers in accordance with
8 the bill.

9 The bill shall not be construed to diminish or infringe upon
10 any right protected under the Constitution of the State of
11 Iowa or the first amendment to the Constitution of the United
12 States. The bill shall not be construed to conflict with any
13 local, state, or federal law relating to discrimination.

14 The bill may include a state mandate as defined in Code
15 section 25B.3. The bill requires that the state cost of
16 any state mandate included in the bill be paid by a school
17 district from state school foundation aid received by the
18 school district under Code section 257.16. The specification
19 is deemed to constitute state compliance with any state mandate
20 funding-related requirements of Code section 25B.2. The
21 inclusion of this specification is intended to reinstate the
22 requirement of political subdivisions to comply with any state
23 mandates included in the bill.