

**USBE STANDARDS AND ASSESSMENT COMMITTEE**  
**SUMMARY OF ACTIONS – Special Sessions**  
**November 14, 28, and 30 2023**

*These meetings were conducted in a hybrid meeting at USBE in 156, and electronically via Zoom.*

(Zoom recording for November 14) <https://schools-utah-gov.zoom.us/rec/share/Zu1RHeOVFTLkSxoTDArxDcw7QQCQ0bfVC7L1cZaFkLF3o1sHOgBkljvYxcjzQlua.PdJZRszRg0cQ4NSP> Passcode: 1=xm&Rqk

**Members Present:** Chair Randy Boothe, Vice Chair Emily Green (Zoom), Jennie Earl, Sarah Reale, and Natalie Cline

**Committee Staff:** Patty Norman (Zoom) and Andrea Curtin

**Other Staff Present:** Jerry Record, Alex Farah, Thalea Longhurst, Ashley Biehl, Kristina Yamada, Carson Miller, Jonathan Frey,

**Other Staff Online:** Ashley Higgs, Darin Nielsen, Colton Williams, Maren Hansen, Katy Challis, Michelle Beus, Kelsey James,

**Public Present** Shauna Warnick, USBA Board of Directors

(Zoom recording for November 28) [https://schools-utah-gov.zoom.us/rec/share/5CCO-R2TiT2fyrEwREr14u-M8NOrx-Qb5uEzPDQhVKdZA5pEdxAelrJaERbrveUi.rYquIC\\_Hx0E2ztc6](https://schools-utah-gov.zoom.us/rec/share/5CCO-R2TiT2fyrEwREr14u-M8NOrx-Qb5uEzPDQhVKdZA5pEdxAelrJaERbrveUi.rYquIC_Hx0E2ztc6) Passcode: v&0.6WKz

**Members Present:** Chair Randy Boothe, Vice Chair Emily Green (Zoom), Jennie Earl, Sarah Reale, and Natalie Cline (Zoom)

**Committee Staff:** Patty Norman and Andrea Curtin

**Other Staff Present:** Jerry Record, Alex Farah, Kristina Yamada, Adam Prows, Jonathan Frey, Michelle Beus, Maren Hansen, Sydnee Dickson

**Other Staff Online:** Ashley Higgs, Darin Nielsen, Colton Williams, Thalea Longhurst, Colton Williams, Elisse Newey, Ashley Higgs,

**Public Present:** Coy Porter, Fire Chief; Gary Knoll, Fire Safety Instructor UVU/Fire Fighter; Richard Clayton, Fire Safety Instructor JATC/Fire Fighter

(Zoom recording for November 30) <https://schools-utah-gov.zoom.us/rec/share/DYMIUDagDtZvWYO9sJ-URdL1oMycA6yyu5wXqtB18MrcPI6K4qf-IH8l-M0Soc4D.Hb27VT9WoEyFUYNi> Passcode: n4?ke&n7

# Title: Standards and Assessment Committee Summary

Date: November 14, 28. 30, 2023



**Members Present:** Chair Randy Boothe, Vice Chair Emily Green (Zoom), Jennie Earl, Sarah Reale, and Natalie Cline (Zoom)

**Committee Staff:** Patty Norman (Zoom) and Andrea Curtin

**Other Staff Present:** Alex Farah, Adam Prows, Kristina Yamada, Maren Hansen, Ashley Higgs, Darin Nielsen, Michelle Beus

**Other Staff Online:** Member Boggess, Racheal Routt,

**Public Present** Joel Briscoe, Kevin Korous, Darlene McDonald, Amara Bray, Jonathan Bejarano, Dorie Kim, and CJ Wilkinson

## Meeting Record for November 14, 2023

Start Time: Vice Chair Emily Green called the meeting to order at 3:05 pm

### 1.1 INFORMATION: Public Comment

There was no public comment for this meeting.

### 1.2 ACTION: CTE Course Standards Approval Continuation

CTE programs are approved annually through the consent calendar process as directed in R277- 911-2. CTE courses make up these approved CTE programs of study. This meeting is a continuation from the November 3, 2023, Committee meeting to approve the CTE Course Standards.

We left off at Commercial Photography 3 course on November 3.

**Motion** Member Cline: Amend Commercial Photography 3 Standard 4 to read; **Standard 4**

- ~~Understand and~~ Demonstrate conscientious workplace habits.
- Participate in a job shadowing activity.

~~Explore workplace ethics: codes of conduct. Recognize safety issues. Compare workplace ethics and codes of conducts with fundamental Constitutional rights to see how they do or do not align.~~

**Substitute Motion** Member Earl: Remove Strand in Commercial Photography 1,2,3 dealing with SkillsUSA and replace with:

Identify the professional skills needed for careers in commercial photography:

- Communication
- Teamwork
- Critical and Creative Thinking
- Problem Solving
- Dependability
- Following Legal Requirements and Expectations

Motion passed 4-1 with Member Cline opposed.

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**Motion** Member Earl: Resend the previous motion and postpone the profession skills section/SkillsUSA to the next meeting.

Motion passed unanimously.

**Motion** Member Cline: Amend Commercial Photography 3 Course description to read; **Course Description**

~~This course is designed for students to develop their skills and knowledge towards a professional level of competency in commercial photography.~~ This course is designed to help students develop a professional level of knowledge and skills in commercial photography.

Member Cline Motion:

Students will develop knowledge and skills in the following areas: technical camera work, composition, digital editing and manipulation, Adobe Photoshop, Adobe Lightroom, ~~connecting with the community through real-world experiences,~~ development of a professional portfolio, and workplace skills.

Substitute Motion Member Green:

~~This course is designed for students to develop their skills and knowledge towards a professional level of competency in commercial photography.~~ This course is designed to help students develop a professional level of knowledge and skills in commercial photography. Students will develop knowledge and skills in the following areas: technical camera work, composition, digital editing and manipulation, Adobe Photoshop, Adobe Lightroom, ~~connecting with the community through real-world experiences,~~ development of a professional portfolio, and workplace skills.

Motion passed 4-1 with Member Reale opposed.

**Motion** Member Cline: Amend to remove “real-world”.

Motion failed 4-1 with Member Cline in favor.

**Motion** Member Cline: Amend to remove “service” in “~~service~~ learning”.

Motion passed 3-2 with Member Reale and Member Green opposed.

**Motion** Member Cline: Amend Strand 3 to read:

### STRAND 3: Portfolio

Students will create polished portfolios and a professional plan to demonstrate their photography knowledge, skill, and experience to prepare ~~in~~ for entering the commercial photography industry.

Motion passed unanimously.

**Motion** Member Cline: Amend Strand 3 to read:

### Performance Skills

Based on school resources, students will work together with industry partners or a school mentor to complete

the following objectives:

- Independently complete ~~real-world~~ photographic work with industry partners or school programs.

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- Independently ~~problem~~-solve real-world photographic scenarios with industry partners or school programs.

Motion failed 4-1 with Member Cline in favor.

**Motion** Member Earl: Amend Computer Systems 1 to read; Be ~~culturally-sensitive~~ respectful of different cultures.

Motion passed 4-1 with Member Cline opposed.

**Motion** Member Earl: Move the Committee approves Computer Systems 1 and 2 to the full Board for final approval on second and final reading as amended.

Motion passed 4-1 with Member Cline opposed.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves Computer Science 1 and 2 on second and final reading as amended.

**Motion** Member Earl: Move the Committee approves 3D Printing to the full Board for final approval on second and final reading as amended.

Motion passed 4-1 with Member Cline opposed.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves 3D Printing on second and final reading as amended.

**Motion** Member Earl: Amend Teaching as a Profession 1 to read; A course designed to create the next generation of effective educators in Utah. Students will explore educational careers and develop employable skills ~~outlined in Utah's Portrait of a First Year Teacher.~~ Students will create basic lesson plans and accommodate for individual student needs. Students will investigate theorists who set the framework for effective student learning and child development. Students will craft a variety of hands-on projects applicable to classroom learning. Students will experience the job responsibilities of an educator.

Motion passed unanimously.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; ~~accommodate for individual student needs.~~ accommodate the academic needs of individual students.

Motion passed unanimously.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; ~~theorists who set the framework for effective student learning.~~

Students will investigate instructional methods that have proven overwhelmingly successful over generations and are backed by empirical evidence and sound research.

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**Substitute Motion** Member Earl: Amend Teaching as a Profession 1 to read; ~~Students will investigate instructional methods that have proven successful over time and are backed by empirical evidence and sound research.~~

Motion passed 4-1 with Member Reale opposed.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read:

## Standard 2

~~Identify Gardner's Theory of Multiple Intelligences and apply to student learning outcomes.~~ Identify Gardner Theory of Multiple Intelligences and explain how some in education believe it applies to student learning outcomes and child development.

## Standard 3

~~Identify Bloom's Taxonomy for 21st Century Learning and apply to student learning outcomes.~~ Identify Bloom Taxonomy and explain how some in education believe it applies to student learning outcomes and child development.

## Standard 4

~~Identify Piaget's theory of cognitive development and apply to student learning outcomes.~~ Identify Piaget theory of cognitive development and explain how some in education believe it applies to student learning outcomes and child development.

## Standard 5

~~Identify Maslow's hierarchy of needs and apply to student learning outcomes.~~ Identify Maslow's hierarchy of needs and explain how some in education believe it applies to student learning outcomes and child development.

## Standard 6

~~Identify Erikson's stages of psychosocial development and apply to student learning outcomes~~ Identify Erikson's stages of psychosocial development and explain how some in education believe applies to student learning outcomes and child development.

Motion failed 3-2 with Member Cline and Member Green in favor.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; Strand 2: Students will create a visual ~~artifact that depicts~~ depiction of one of the theories of a developing child.

*Examples of visual ~~artifacts~~ depictions could include:*

Motion failed 3-2 with Member Cline and Member Green in favor.

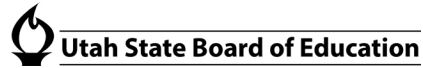
**Motion** Member Cline: Amend Teaching as a Profession 1 to read:

Strand 2 Performance Skill

- Identify the theorist and the theory.
- Identify the developmental domain.
- ~~Apply the theory to a real-life experience of a developing child.~~ Evaluate a theory based on reason, logic, and sound research, then look for strong causal evidence of the theory in the real-life experience of a developing child that either strengthens or weakens the theory claims. And make an argument for or against using the evidence gathered.

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Motion failed 3-2 with Member Cline and Member Green in favor.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; Strand 3: ~~Students will develop and present a lesson plan connecting learning intentions and success criteria by using instructional strategies for student engagement.~~ Students will develop and present a lesson plan connecting learning goals with instructional strategies.

Motion failed with Member Cline and Member Green in favor.

**Motion** Member Earl: Move Standard 1 forward as written.

Motion passed 3-2 with Member Cline and Member Green opposed.

**Motion** Member Earl: Amend Teaching as a Profession 1 to read; Instructional strategies are techniques ~~used to help students become independent learner's~~ educators use to help students become proficient in course content.

Motion passed 4-1 with Member Cline opposed.

**Motion** Member Earl: Amend Teaching as a Profession 1 to read; **Student engagement** is ~~of attention, curiosity, interests, optimism, and passion that students show when they are learning and being taught~~ the degree to which a student is focused, actively participates and completes curricular requirements.

Motion passed 3-2 with Member Cline and Member Green opposed.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; (strand 3 performance skill) - strike "~~intention~~" and add "goals" Strike "~~success criteria~~" add "quiz, test or summative assessment" add to the third bullet: ~~and an improvement goal~~

Motion failed 3-2 with Member Cline and Member Green in favor.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; Strand 4, standard 1: strike "~~intentions~~" and add "goals"

Motion failed 3-2 with Members Green and Member Cline in favor.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; **Standard 2**

Identify formative assessment and how it evaluates student learning ~~and informs educator instruction.~~

Motion passed unanimously.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; **Progress:** forward movement ~~toward a learning intention~~ towards achieving state standards.

Motion passed 4-1 with Member Reale opposed.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; **Standard 3:** Identify summative assessment and how it evaluates student learning ~~and informs educator instruction.~~

Motion passed unanimously.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; ~~Summative assessment is a measurement of student learning at the conclusion of a defined instructional period.~~ Summative assessment informs educator instruction and is a measurement of student progress towards state standards at the conclusion of a defined instructional period.

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Motion passed 4-1 with Member Reale opposed.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read; **Competency:** demonstrating learned skills and knowledge as expected and determined by the state.

Motion failed 5-1 with Member Cline in favor.

**Motion** Member Cline: Amend Teaching as a Profession 1 to read:

Strand 5 Standard 1:

Family Educational Rights and Privacy Act (FERPA) is a federal law that ~~protects a student's education records~~ addresses parent rights regarding their student's education records and defines the conditions under which schools may share education records with third parties.

Motion passed unanimously.

**Motion** Member Earl: Amend Teaching as a Profession 1 to read:

**Strand 5 Standard 2**

Evaluate a variety of accommodations to meet ~~all~~ individual student needs.

Motion passed unanimously.

**Motion** Member Earl: Moved that the Committee approve Teaching as a Profession 1 as amended and recommend the Board approve on second and final reading.

Motion passed 4-1 with Member Cline opposed.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves Teaching as a Profession 1 as amended on second and final reading.

**Motion** Member Cline: Amend Mechanical Engineering Design 1 and 2 to read; ~~Exceed the established school attendance policy to~~ establish a consistent record of attendance, punctuality, and dependability.

Motion passed 4-1 with Member Reale opposed.

**Motion** Member Cline: Amend Mechanical Engineering Design 1 and 2 to read; Work productively as a member of a team with an awareness of and respect-for ~~global diversity and~~ cultural differences.

Motion failed 3-2 with Member Cline and Member Green in favor.

**Motion** Member Earl: Moved that the Committee approve Mechanical Engineering Design 1 and 2 as amended and recommend the Board approve on second and final reading.

Motion passed 4-1 with Member Cline opposed.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves Mechanical Engineering Design 1 and 2 as amended on second and final reading.

**Motion** Member Earl: Moved that the meeting adjourn until the next special session on November 28, 2023.

Motion passed unanimously.

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The meeting adjourned at 6:05 pm

### Meeting Summary for Special Session held on November 28,2023

Start Time: Chair Boothe called the meeting to order at 3:09 pm

#### 1.1 INFORMATION: Public Comment

Coy Porter gave public comment on the Fire Science Courses. Members of the Fire Science writing committee were also present to give comment: Gary Knoll and Richard Clayton. Their background was read into the record:

1. Gary Knoll – UVU:

Gary is with the Emergency Services Department at UVU. He specializes in Leadership Development, Firefighting Fundamentals and Skills, Hazardous Materials 1<sup>st</sup> Responder, Fire Inspection Practices, Fire Protection and Detection Systems, Fire Officer, and Emergency Services Orientation. Gary oversees the UVU Fire Science concurrent enrollment. Professionally he has served as a Fire Chief, Deputy Fire Chief, Assistant Chief of Fire Prevention, Assistant Chief of Operations, Captain/Fire Crew Chief, Fire Fighter, along with 22 years of fire service experience with the United States Air Force.

2. Richard Clayton – JATC/Unified Fire

Richard has been a full-time firefighter for 20 years and has worked in nearly every position the fire service offers. He has been an adjunct faculty for UVU in the Utah Fire and Rescue Academy since 2008 and have traveled the entire state teaching both large and rural fire departments and how to safely fight fire. He is also part of the Recruit Candidate Academy at UFRA and teaches the University Certification courses. This is his fourth school year as the lead course coordinator for the EMT and Fire Science programs at JATC. He has a Bachelor of Science in Emergency Services Management from UVU, and I have my K12 associate educator license (He will finish my professional licensing this year).

#### 1.2 ACTION: CTE Course Standards Approval Continuation

CTE programs are approved annually through the consent calendar process as directed in R277- 911-2. CTE courses make up these approved CTE programs of study. This meeting is a continuation from the November 3, 2023 Committee meeting to approve the CTE Course Standards.

**Motion** Member Cline: Moved to amend Fire Science, Introduction Strand 2 Standard 1 to read, “[Explain the routines of fire and emergency service personnel.](#)”

Motion failed 3 – 2 with Members Cline and Green in favor.

**Motion** Member Earl: Moved to amend Fire Science, Introduction to add Department of Homeland Security/FEMA/[National Fire Academy](#)

Motion passes 4-1 with Member Cline opposed.



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**Motion** Member Cline: Moved to amend Fire Science, Introduction Strand 2 standard 4: strike “discuss” and add “explain” & strike “public figure” and add “civil servant”

Motion passes 4-1 with Member Reale opposed.

**Motion** Member Earl: Moved the Committee approve the Fire Science, Introduction CTE course and forward to the full Board for approval.

Motion passes unanimously.

**Motion** Member Earl: Moved to amend Fire Science, Safety, and Survival to read. “This course focuses on ~~the need for cultural and behavioral change related to~~ the need for individual responsibility and commitment to safety throughout the fire and emergency services profession.”

Motion passes unanimously.

**Motion** Member Earl: moved the Committee approve the Fire Safety, Introduction course as amended and forward to the Board for approval.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves Fire Safety, Introduction as amended on second and final reading.

**Motion** Member Earl: Moved to amend Fire Science, Safety, and Survival **Standard 4**

Examine some of the reasons people resist change ~~and explore examples of those reasons in the fire service~~ to safety improvements in the fire service.

- Close-mindedness
- Loss of control
- Change not needed
- Tradition – it’s always been done this way

**Motion to Amend** Member Cline: Moved to amend Fire Science, Safety, and Survival

To strike the four bullet points to read:

Examine some of the reasons people resist change ~~and explore examples of those reasons in the fire service~~ to safety improvements in the fire service.

- ~~Close-mindedness~~
- ~~Loss of control~~
- ~~Change not needed~~
- ~~Tradition – it’s always been done this way~~

Motion failed 3-2 with Members Cline and Green in favor.

**Motion** Member Earl: Moved to amend Fire Science, Safety, and Survival Standard 5: Explore examples of other industries that have used leadership, management, and supervision to improve safety.

- Military
- Law Enforcement
- OSHA
- Mining

Motion passes unanimously.

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**Motion** Member Earl: Moved to amend Fire Science, Safety, and Survival Strand 2 Standard 3 to read: Explore the National Fire Protection Association Standard 1500 (Standard on Fire Department Occupational Safety, Health, and Wellness Program) and the process of using this standard to improve accountability related to the health and safety of **members within** an organization. Motion passed unanimously.

**Motion** Member Earl: Moved to amend Fire Science, Safety, and Survival Performance Skill to read: Write a one-page paper on your views regarding the need to create ~~health and safety parameters for~~ organizational **transparency and accountability around the health and safety parameters for the organization and the members within.** Motion passed unanimously.

**Motion** Member Cline: Moved to amend Fire Science, Safety, and Survival Strand 4 to read: Students will explore how **personal responsibility and accountability** can lead to the mitigation or elimination of unsafe acts. Motion failed 3-2 with Members Cline and Green in favor.

**Motion** Member Cline: Moved to amend Fire Science, Safety, and Survival Strand 4 Standard 1 to read: Explain **personal responsibility and accountability empowerment** and how it relates to fire safety ~~culture.~~ Motion failed 3-2 with Members Green and Cline in favor.

**Motion** Member Earl: Moved to amend Fire Science, Safety, and Survival Strand 7 to read: Students will explore how to utilize available technology to produce higher levels of **member** health and safety. Motion passes 4-1 with Member Cline opposed.

**Motion** Member Earl: Moved to amend Fire Science, Safety, and Survival Strand 10 Standard 3 to read: Examine the specific types of violent incidents **and how common protocols can be used to save lives, increase communications between agencies, and create quick responses.** ~~that should have national standards.~~ Motion passed unanimously.

**Motion** Member Earl: Moved to amend Fire Science, Safety, and Survival Strand 12 Standard 1 and 3 to read: ~~Discuss why public education needs more resources in order to be championed as a critical fire and life safety program.~~ **Identify effective ways to educate the general public about critical fire and life safety programs.**

**Motion to Amend the Amendment** Member Cline: **Identify effective ways to educate the general public about critical fire and life safety programs.** Motion passed 3-2 with Members Earl and Reale opposed.

**Motion** Member Earl: Moved to amend Fire Science, Safety, and Survival Strand 12 Standard 3 to read: Describe available resources for educating the general public in relation to fire and life safety. ~~Determine if additional resources are needed.~~ **What additional resources would be helpful?**

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**Motion to Amend the Amendment** Member Cline: Determine available resources for educating the general public in relation to fire and safety. Determine if additional resources are needed. What additional resources would be helpful?

Motion passed unanimously.

**Motion** Member Earl: Moved to amend Fire Science, Safety, and Survival Strand 13 Students will explain the need for the enforcement of fire/building codes ~~and the installation of home sprinkler systems.~~

**Motion** to postpone this Strand until the meeting on Thursday, November 30.

Motion passed 4-1 with Member Cline opposed.

**Motion** Member Cline: Moved to amend Fire Science, Fire Behavior and Combustion Strand 7 Standard 7 to read: Indicate the difference between direct, in-direct, and combination attack methods ~~when fighting fires in their application in~~ with-wildland fire tactics.

Indicate the difference between direct, in-direct, and combination attack methods in wildland fire fighting tactics.

Motion passed unanimously.

Motion passes unanimously.

**Motion** Member Earl: moved the Committee approve the Fire Safety, Fire Behavior and Combustion course as amended and forward to the Board for approval.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves Fire Safety, Fire Behavior and Combustion course as amended on second and final reading.

**Motion** Member Cline: Moved to amend Teaching as a Profession 2/Principles of Educational Instruction to read: Course Description

~~This course examines the principles of educational instruction and prepares future educators to differentiate to meet the needs of all students using educational technology tools. Students will explore ways technology can be used to enhance student autonomy in the classroom while protecting student data. Students will evaluate technology tools based on student learning intentions, develop a professional digital presence, engage with evidence-based information, and identify benefits of collaboration within a professional learning network.~~

~~Students will develop and design a course within a Learning Management System (LMS) that is accessible for all students and supports student learning outcomes.~~

This course examines the principles of educational instruction and prepares future educators to meet the academic needs of all students. Students will identify ways technology can be used in the classrooms while protecting student data. Student's will selectively use technology to develop a professional digital presence and to explore professional learning networks. Students will develop and design a course within a Learning Management System {LMS} as well as traditional non-tech options to support student academic needs."

This course examines the principles of educational instruction and prepares future educators to meet the academic needs of all students. Students will identify ways technology can be used in the classrooms while protecting student data. Student's will selectively use technology to develop a

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professional digital presence and to explore professional learning networks. Students will develop and design a course within a Learning Management System {LMS} as well as traditional non-tech options to support student academic needs."

Motion failed 3-2 with Members Green and Cline in favor.

**Motion** Member Cline: Moved to amend Teaching as a Profession 2/Principles of Educational Instruction to read: Course Description

This course examines the principles of educational instruction and prepares future educators to differentiate to meet the needs of all students using educational technology tools. Students will explore ways technology can be used to enhance teacher instruction and student learning ~~student autonomy~~ in the classroom while protecting student data. Students will evaluate technology tools based on student learning intentions, develop a professional digital presence, engage with evidence-based information, and identify benefits of collaboration within a professional learning network. Students will develop and design a course within a Learning Management System (LMS) that is accessible for all students and supports student learning outcomes.

Motion passed 3-2 with Members Cline and Green opposed.

**Motion** Member Earl to adjourn.

Motion passed unanimously.

Meeting adjourned at 6:13pm.

### Meeting Summary for Special Session held on November 30,2023

Start Time: Chair Boothe called the meeting to order at 3:07 pm.

Chair Boothe turned time over to Michelle Beus, Attorney General to make a statement. We received notice that our public meeting notice didn't get posted until 10:00am today and although this meeting is not required to follow the open and public meetings act. It is the Board's practice to post as if it were so that the public is aware of everything that would be addressed in the committee meeting. The CTE standards that we have been working on for the last couple of meetings and that we were aware these would be carried over to the next meetings. There were a couple of rules that were added on to the agenda and these didn't get public notice until today at 10:00 this morning. Leadership has decided that those two will be postponed until Friday, next Friday's meeting so it gives the public more notice to give comment or to attend that meeting, than they felt like they had for this one. We will still give the public that have asked to make comment today the opportunity to give comment if they would like to or they can hold off and make comment next Friday they can or both times. Michelle then gave the meeting back to Chair Randy Boothe.

#### **1.1 INFORMATION: Public Comment**

The following gave public comment on R277-328:

1. Joel Briscoe
2. Kevin Korous – via Zoom
3. Darlene McDonald – via Zoom
4. Amara Bray – via Zoom
5. Jonathan Bejarano – via Zoom

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6. Dorie Kim – via Zoom
7. CJ Wilkinson – via Zoom
8. Other written comment is included at the end of this summary.

### 1.2 ACTION: CTE Course Standards Approval Continuation

CTE programs are approved annually through the consent calendar process as directed in R277- 911-2. CTE courses make up these approved CTE programs of study. This meeting is a continuation from the November 3, 2023 Committee meeting to approve the CTE Course Standards.

**Motion** Member Cline: Moved to move the Teaching as a Profession 2 standards to the end of the agenda.

Motion passed unanimously.

**Motion** Member Earl: Moved that Strand 13 of Fire Science Safety and Survival read: Students will examine various fire/building codes, including the installation of residential sprinkler systems.

#### Standard 1

Explain how fire/building codes are adopted.

#### Standard 2

Discuss some of the arguments for and against residential sprinkler systems.

#### Standard 3

Describe how fire/building codes directly affect occupant and firefighter safety.

#### Performance Skill

Read the “Elk Ridge, UT Code of Ordinances, section 10-12-38: Fire Sprinkling Systems Requirements.” Write a one-page paper explaining when sprinkler systems are required in this jurisdiction and what national standards are referenced for installation.

**Motion to Amend the Amendment** Member Cline: Moved that Strand 13 of Fire Science Safety and Survival read: Students will examine various fire/building ~~codes including the installation of residential sprinkler systems.~~

#### Standard 2

~~Discuss some of the arguments for and against residential sprinkler systems.~~

Motion failed 3-1 with Member Cline in favor.

Motion on Member Earl’s original motion passes 3-1 with Member Cline opposed.

**Motion** Member Earl: Moved the Committee approve the Fire Safety, Safety and Survival course as amended and forward to the Board for approval.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves Fire Safety, Safety and Survival course as amended on second and final reading.

**Motion** Member Earl moved to amend the Real Estate standards be amended to read:  
Strand 3 Standard 1

Describe and define the economic characteristics ~~that influence~~ of land ~~value~~.

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- ~~Scarcity: The central force in the social science of economics; it is the concept that resources are finite and there is a limited amount available of anything and never enough to fulfill our human needs and wants~~
- Scarcity: inadequate or limited supply for real estate in a particular area.
- ADD Bullet Point: Permanence: the long-term and relatively stable investment in property"
- Location: each parcel of land is unique and apart from all others, so to is the competition (supply and demand) for each parcel, and may be influenced by area's convenience, reputation, and history.

## Strand 4 Standard 3

Understand the fundamentals of real estate contracts.

- Define **contract**: A **legally binding** agreement between two or more parties to do or not to do certain things.

**Capacity**: The competence to enter into an agreement. Issues include mental competency, intoxication, language barriers, and minors **status**.

Performance Skills:

- ~~Using critical thinking~~ students will identify essential elements of a contract that are found in the Utah Real Estate Purchase Contract.
- ~~Using critical thinking~~ students will identify essential elements of a contract that are found in a standard lease agreement.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves the Real Estate course as amended on second and final reading.

**Motion** Member Earl moves that the Committee approves the Influencer and Content Marketing standards as amended with the changes below and move to the full Board for final approval.

## Standard 1

- **Engagement Measurements**
  - Impressions: The number of times your content ~~is displayed~~ **is viewed**.

## Standard 3

~~Explore potential careers as an influencer, including~~  
~~Explore why students may want to be an Influencer career potential in~~ average salaries, benefits, flexibility, Work/Life Balance.

- Content Marketer
- Brand Ambassador
- Copy Writer
- Social Media Influencer
- Community Manager
- Influencer Creative Team/Videographer

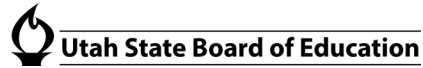
## Strand 4 standard 1

Explore the types of copy used in social media posts.

- **Captions**: A written description of a photo, video, or another post that may include text, hashtags, mentions, and emojis. Often used to drive engagement.

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- Using AI to help with the workload of content creation. Evaluate the ethics of using it, and how much and how often you use it. ~~Especially if the copy doesn't reflect your brands voice.~~ Consider especially the social and legal implications of using AI-generated copy.

Strand 8 Standard 3

Explore why students may want to be an Influencer. Discuss career potential in average salaries, benefits, flexibility, Work/Life Balance.

**Motion to Amend the Amendment** Member Reale to read:

standard 1: unstrike "is displayed" and replace "is" with "or"

Impressions: the number of times your content is displayed or viewed.

Motion passed unanimously.

**Motion to Amend the Amendment** Member Reale to read:

Using AI to help with the workload of content creation, evaluate the ethics of using it, how much and how often you use it, and Especially if the copy doesn't is reflective of your brand's voice.

Motion pass unanimously.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves the Influencer and Content Marketing course as amended on second and final reading.

**Motion** Member Earl moves that the Committee approves Aviation Maintenance 1 and 2, Aviation History, Air Transportation, Aircraft Systems, Private Pilot and Flight Simulator as written by the CTE committees with any technical changes and forward to the full board for approval.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves the following courses as amended Aviation Maintenance 1 and 2, Aviation History, Air Transportation, Aircraft Systems, Private Pilot and Flight Simulator as written by the CTE committees with any technical changes and forward to the Board for approval on second and final reading.

**Motion** Member Earl moves that the Committee approves the Digital Business Applications as written and move to the full Board for approval.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves the Digital Business Applications course as amended on second and final reading.

**Motion** Member Cline moves that the Economics course be amended to read:

Course Description:

~~Economics is a social science that studies how people satisfy unlimited wants and needs with scarce resources.~~ Economics is a social science that focuses on the production, distribution, and consumption of goods and services, and analyzes the choices that individuals, business, governments, and nations make to allocate resources.

Characteristics of the market economy of the United States and its function in the world will be explored.

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Students will learn methods of applying economics to one's life.  
Motion passed unanimously.

**Motion** Member Cline moves that the Economics course be amended to read:

Standard 1:

Define **economics** using the main idea that ~~wants and needs are unlimited, but resources are limited, resulting in scarcity~~-scarcity, supply and demand, costs and benefits, and incentives can explain the allocation of resources.

~~• Define the following terms-~~

~~• wants: is something that is desired~~

~~• needs: is something needed to survive.~~

• supply and demand: demand holds that the demand level for a product or a resource will decline as its price rises, and rise as the price drops.

Conversely, supply says higher prices boost supply of an economic good while lower ones tend to diminish it.

• costs and benefits: the consideration of potential rewards expected from a situation or action and then subtracting the total costs associated with taking that action.

• incentives reward that which increase the likelihood of a particular outcome

Motion passed 3-2 with Member Reale and Boothe opposed.

**Motion** Member Earl moves that the Economics course be amended to read:

Strand 1 standard 4

Define the following economic systems, ~~and~~ explain how they answer the three economic questions, and ~~evaluate the outcomes of each system~~.

Provide examples used in countries around the world.

• Traditional economy: is a system in which the development and distribution of goods and services are determined by customs, traditions, and time-honored beliefs.

• Command economy (~~socialism and communism~~): is ~~an economy system~~ in which production, investment, prices, and incomes are determined centrally by a government.

• Market economy (~~capitalism~~): is ~~an economic~~ system in which production and prices are determined by unrestricted competition between privately owned businesses

• Mixed economy: an economic system of resource allocation, commerce, and trade in which free markets coexist with government intervention

Add "system" and names to each one. Describe the Better aligns with law.

[https://le.utah.gov/xcode/Title53E/Chapter3/53E-3-S505.html?v=C53E-3-S505\\_2020051220200701](https://le.utah.gov/xcode/Title53E/Chapter3/53E-3-S505.html?v=C53E-3-S505_2020051220200701)

Motion passed unanimously.

**Motion** Member Earl moves that the Economics course be amended to read:

Standard 5 Page 126

Discuss various economic theories, ~~and~~ the economists who developed those theories as they relate to the market, and ~~the economic consequences of each theory~~.

• Explain Adam Smith's theories of the invisible hand and laissez-faire.

• Explain Karl Marx's and Frederick Engels' theories on socialism and communism.

• Discuss modern-day economists and their recent economic theories

Motion passed 3-2 with Members Green and Cline opposed.



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**Motion to Amend the Amendment** Member Cline moves that the Economics course be amended to read:

Discuss various economic theories, ~~and~~ the economists who developed those theories as they relate to the market, and the economic consequences of each theory.

- Explain Adam Smith's theories of the invisible hand and laissez-faire in capitalism.
- Explain Karl Marx's and Frederick Engels' theories on socialism and communism.
- Discuss modern-day economists and their recent economic theories

Motion fails 3-2 with Members Cline and Green in favor.

**Motion** Member Cline moves that the Economics course be amended to read:

Government Licensing and Regulation

- Patents
- Trademarks
- Copyrights

Motion passed unanimously.

**Motion** Member Cline moves that the Economics course be amended to read:

**Money:** ~~Any item~~ A medium of exchange widely accepted as payment for goods and services.

Motion passed 4-1 with Member Reale opposed.

**Motion** Member Cline moves that the Economics course be amended to read:

Strand 4 Standard 3

Describe how policymakers use **fiscal policy**, defined as government taxing and spending, to accomplish their goals regarding the U.S. economy.

- Explain John Maynard Keynes' theories on economic stabilization through government intervention
- Explain F.A. Hayek's theories which act as a counterbalance to Keynesian Economics (Austrian School of Economics)
- Discuss the **main economic goals of the United States:**
  - Providing **public goods, ensuring competition**
  - Dealing with **externalities**
  - Promoting **economic stability, security, and growth**

**Motion to Amend the Amendment** Member Earl moves that the Economics course be amended to read:

~~Explain F.A. Hayek's theories which act as a counterbalance to Keynesian Economics models~~ on money and economic fluctuations (Austrian School of Economics).

Motion passes unanimously.

**Motion** Member Cline moves that the Economics course be amended to read:

- Discuss the pros and cons of deficit spending and national debt.
- Examine the different types of taxes governments use to raise revenue.
  - **Progressive:** a tax system in which tax rates rise as income rises.
  - **Regressive:** a tax system where the average tax burden ~~decreases with income~~ as income increases.

**Motion to Substitute** Member Earl moves that the Economics course be amended to read:

Motion to substitute: withdrawn.

Regressive: A tax percentage that is applied uniformly regardless of income.

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Motion Member Cline passes unanimously.

**Motion** Member Cline moves that the Economics course be amended to read:

Strand 4 Standard 4

Define how the **Federal Reserve**, defined as the Central Bank of the United States Government, and how monetary policy is used to control the fluctuation of the money supply.

- Explain the **responsibilities of the Federal Reserve** (i.e., supervise and regulate banks, administer monetary policy, and provide financial services for the U.S. government and member banks).

Examine how the Federal Reserve uses monetary policy tools to ~~stimulate the economy or control inflation~~. obtain economic objectives.

Motion passes unanimously.

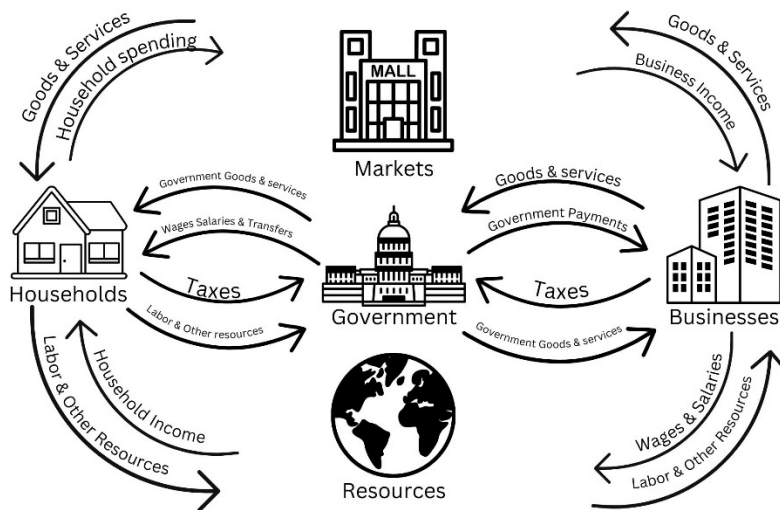
**Motion** Member Cline moves that the Economics course be amended to read:

Change the Circular Flow Model as reflected in the discussion and striking “voluntary” in the standard.

Strand 3: Standard 1:

Describe how ~~voluntary~~ exchange between households, businesses, and governments creates a circular flow of money, products, and resources.

Note: remove bottom lower arrow under the household to government. Strike goods on arrow from Gov. to Business.



Motion passes 3-1 with Member Earl abstaining and Member Reale opposed.

**Motion** Member Earl moves that the Committee approves the Economics course as amended and move to the full Board for approval.

Motion passed unanimously.

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**MOTION FOR THE BOARD:** The Committee moves that the Board approves the Economics course as amended on second and final reading.

**Motion** Member Earl moves that the Committee approves the Business Office Specialist, as amended and forward to the full Board for approval.

**Motion to Amend** Member Cline moved that the Business Office Specialist course to read:

### Performance Skills

Use word processing software to create a ~~real-world~~ project. Encourage students to create a project with personal interest to promote the use and exploration of word processing programs for individual use.

Motion passed 3-2 with Members Earl and Reale opposed.

**Motion** Member Cline moved that the Business Office Specialist course to read:

### Standard 1

Identify, define and modify a slideshow by learning the essentials needed for the ~~modern-day~~ office. Motion passed unanimously.

**Motion** Member Earl moves that the Committee approves the Business Office Specialist course as amended and move to the full Board for approval.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves the Business Office Specialist course as amended on second and final reading.

**Motion** Member Cline moves that the Committee amend the Business Math and Personal Finance course to read:

### Standard 1

Explore business start-up ideas that could work in your local ~~community~~ county or region and determine where there is an opportunity in the local market.

- Use the Utah Department of workforce services website to explore the economic information for your ~~community~~-county or region
- Use census or other ~~community~~ county or region data to determine potential areas of growth. i.e aging population may need more medical care. Birth rates and vital statistics can predict market trends.

**Motion to Substitute** Member Earl moves Substitute to leave in "county or region", and leave in "community".

Motion passed 4-1 with Member Cline opposed.

**Motion** Member Cline moves that the Committee amend the Business Math and Personal Finance course to read:

### Standard 3

Conduct market research to determine profit and sustainability potential in the industry. ~~To be a viable business there should be a demand or a need for the product or service~~ Viable businesses may create or fulfill an existing demand or need for a product or service, considering the risks of an

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over-saturated market and potential for profit. ~~and not an over-saturated market, potential for profit.~~

- **Cost of Goods Sold (COGS):** The cost of producing the products that are sold by a company. It includes the input costs, materials, labor, and overhead costs associated with each unit of product sold.

Motion passes unanimously.

**Motion** Member Cline moves that the Committee amend the Business Math and Personal Finance course to read:

• ~~Profit Margins:~~ Operating Profit Margins:

The amount of profit, usually expressed as a percentage, that a company makes per item sold.

~~(revenue — cost of goods sold)/revenue = profit margin~~ (revenue minus the direct and operational expenses, divided by the revenue, equals the operating profit margin)

**Motion to include** Member Cline moves that the Committee amend the Business Math and Personal Finance course to update the graphic titled Operating Profit Margins so that it reflects the formula as amended.

Motion passes 4-1 with Member Reale.

**Motion** Member Cline moves that the Committee amend the Business Math and Personal Finance course to read:

- **Website**

- ~~URL Address or free version~~ Domain name registration

- Graphic Designer or web design
- Hosting fees
- Construction or building labor.
  - Building new vs remodeling
- Product Inventory
- Equipment

Motion passes 4-1 with Member Reale opposed.

**Motion** Member Cline moves that the Committee amend the Business Math and Personal Finance course to read:

**Standard 2**

Explain how the break-even point can be used to show how long it takes for a startup business to become profitable.

- **Fixed Cost:** Expenses that stay the same regardless of production output.
  - Fixed Cost = Total Cost – (Variable Cost Per Unit \* Units Produced)
- **Variable Cost:** Expenses that vary depending on the number of units produced.
  - Total Variable Costs = Cost Per Unit x Total Number of Units.
  - Cost Per Unit may include direct labor cost, raw materials, shipping costs, manufacturing overhead, etc.
- **Sales Price:** Price charged per unit or service to a customer, client, or distributor.
- **E-commerce software or online marketplace fees.**

Motion passed 3-2 with Members Reale and Boothe opposed.

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**Motion** Member Cline moves that the Committee amend the Business Math and Personal Finance course to read:

### Standard 3

Identify the sources commonly used to raise funds for a business start-up.

- Describe Investors including the following types of investors.
  - **Debt financing:** Borrowing money that must be paid back to the creditor with interest. The creditor does not have any additional claim on the company.
  - **Equity financing:** Raising capital by selling shares of the company.
  - **Venture capital: a form of private equity that funds startups with scant operating history but growth potential.**
  - Crowdfunding: A method of financing by raising capital from a large number of people, generally via the internet (Kickstarter, Indiegogo, GoFundMe)

Motion passes unanimously.

**Motion** Member Cline moves that the Committee amend the Business Math and Personal Finance course to read:

- Research local, state, and federal organizations that support small businesses.

Add bullet:

- Explain the pros and cons of receiving grant money.

Motion passes 3-2 with Reale and Boothe opposed.

**Motion** Member Cline moves that the Committee amend the Business Math and Personal Finance course to read:

Motion to insert the definition of FERPA already approved by the committee in the Teaching as a Profession standards.

Motion passes unanimously.

**Motion** Member Earl moves that the Committee approves the Business Math and Personal Finance course as amended and move to the full Board for approval.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Committee moves that the Board approves the Business Math and Personal course as amended on second and final reading.

Motion to adjourn by Member Earl.

Motion passed unanimously.

Meeting adjourned at 6:13pm.

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### Written Public Comment for November 30, 2023, Special Session

1.

I received word from a constituent that USBE is planning to vote to repeal the equity rule in the standards and assessment committee meeting today at 3 p.m., and then take it to the full board at the next board meeting.

I have several concerns about this, but my first concern is the process that is being used. I serve on a local school board and OPMA requires we publicly post our agenda at least 24 hours before the meeting occurs. From what I understand, this was only posted this morning. Even if this is technically allowed by law because it is a committee meeting rather than the full board, this appears to me to be VERY VERY UNDERHANDED. This topic has been controversial in our state for a few years, and good governance would dictate that the board employ a process that is transparent and upfront. This process feels very manipulative and furtive. Any meeting dealing with a topic so important to everyone should be widely publicized and explained before ANY vote is held to ensure all stakeholders have a chance to weigh in. I will be watching to see if certain groups of people appear to have been tipped off about this proposed rule change while the rest of the public was left out of the conversation. This is not good governance and it is not the way to build trust with the public.

As far as the actual rule that is being considered for repeal, this feels like an attempt by a very vocal and connected minority on the Board (and in the state) to push a political agenda that the base of one party champions. Equity is about ensuring that every student in the state gets what they specifically need, not about pushing one agenda or another onto students or onto the public at large. We need to de-weaponize the term "equity" and have real and honest conversations about how we can meet the needs of ALL of our students and families without inflicting unreasonable harm on others.

I object to the way this meeting is being held and I request that the meeting be canceled and re-introduced in a way that is transparent, open, and allows for input from ALL stakeholders--not just the ones who share the views of the board members who are putting this suggested rule change forward. I would love to get a response from each of the USBE board members about this, particularly my own representative (Randy Booth) and the three board members who are proposing the rule change (Green, Boggess and Kerry).

Thank you,

Gina Hales  
Provo School Board

District 7

2.

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As a Utah educator and parent of 5 school age children I strongly support the current equity board rule. The equity board rule is necessary and essential to protect all of Utah's school children. It also adds needed clarity for teachers so that they can safely and effectively do their jobs. A repeal of this rule would be damaging for all Utah children, for Utah educators, and for an effective education system.

Trevor Warburton

Springville

3.

My name is Jocelyn Akwenye. I live in Pleasant Grove and my children attend Alpine School District. As the mother of 4 black children I'm very concerned about the possibility of this Equity Rule being appealed. While I don't think its been a perfect solution to problems of inequity in Utah, its a start and is at least one safeguard that protects my children. My children have been experiencing an increasing number of racist incidents at school in Utah over the last 3 years. I also work in several spaces within my professional and community service spaces that connect me to minority families. In all of these experiences, I'm worried that Utah is becoming a less tolerant place, not a more inclusive one. This saddens me. I was in a principal's office just this morning dealing with a recent racial incident toward my 10 year old daughter. Our families experiences in the school district indicate a great need for better training and education among our teachers and administrators in how to deal with these incidents. My children have been more traumatized by how issues of racism are handled by adults than they are with the incidents perpetrated by kids. The principal and teachers at the school care deeply about these issues but don't know what to do. Repealing this rule will continue to allow the experiences in education for children like mine to be misunderstood, unresolved and leave negative impacts. Teachers and administrators need to be able to have the freedom and support of our school board members to do what they can to address issues in the classroom and schools to protect our children. I believe the Equity rule needs to be amended and reviewed to include proper and better language that actually addresses things like inequity, racism, homophobia and sexism. Equity is a vital issue for access to those things students need in order to receive a good education in a safe and healthy environment. The issue of equity in education impacts ALL children. It ensures access to resources such as technology and mental health resources, regardless of location. All kids deserve programs and experiences that help them thrive in education. This rule especially impacts our minority children, SpEd children, queer children and so many others. Please reach out to professionals and become educated as much as possible on this issue before making decisions. Please listen to the voices of families and

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children who are impacted if this were to be repealed. Our family's safety in schools depends on your decisions made on this topic.

Thank you for your time and consideration.

Jocelyn Akwenye

Pleasant Grove City Resident.

4.

First of all I am bothered by the fact that this agenda (with this controversial item) was only released this morning. The lack of transparency signifies to me that this is something the board does not want the public to be aware of. You are elected by the public and represent the public and should be respectful of the democratic principle of public input.

Next, I have learned that this rule is being considered for repeal because it supposedly conflicts with a law passed by the state legislature this year: HB 427. As I read this law, the point that stands out as possibly why this law has been referenced as conflicting with R277-328 (I am looking at lines 91-101) is that a school, district, or personnel, may not teach that someone is inherently racist based on their race. However the point of R277-328 is not to teach white kids to be ashamed of themselves, their race, or the past actions of white people in America. The point is actually to address inequity in schools.

This is something that is desperately needed in our schools. I have friends in the Provo school district, the Nebo school district, and the Alpine school district whose kids have been victims of racial bullying in schools this school year --multiple incidents. In at least one of these cases, the teacher, I hope unknowingly, failed to protect one child who had just been through a devastating racial incident with another student by putting both of them in the hall alone together immediately after the incident. This is the kind of thing we need trainings for for our teachers. Teaching school personnel about racism protects our students.

We are continuing to see inequity in Utah schools. Even though students of color are a relatively small percentage of students, they are disproportionately the target of disciplinary actions. Unless you believe that students of color are inherently worse kids (and if you do believe that, maybe examine why you think that), you have to admit that all kids aren't being treated the same in our schools. Although some people believe



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addressing inequity leads to "Marxism", lifting up one group of students at the expense of others, the actual goal is to help all students be successful and feel safe.

I have a daughter that is Deaf. She has cochlear implants, but still has trouble hearing the sound from videos or over the phone. She was in Maple Mountain High School, and almost completed an associate degree with her high school graduation. She is a smart kid. However, in her upper level math class she kept getting consistently poor grades. When we looked into it, we found that the teacher didn't have a textbook he taught from. He only had videos available online of him teaching each principle with a whiteboard -- with his back consistently turned to the camera making even lipreading impossible. Now some might say all kids got the same treatment in his class so it was fair. However it was impossible for my daughter to succeed without other resources. This is the principle of equity. I ask you to please keep equity as a priority in Utah schools. It is a false notion that R277-328 violates HB427. Please do not repeal this rule.

Sincerely, Amara Bray --Elk Ridge, Utah

5.

Thank you for your time, care, and consideration in all matters brought to you. I am a mother of 4, former educator, and current resident of Provo. I currently have 3 children attending the Provo City School District and am a big proponent of schools fostering a culture of belonging, safety, and student success.

I write to you concerning the sudden decision to consider repealing USBE Rule R277-328. This rule provides LEAs and educators professional learning and implements guidelines for curriculum, instruction, and ensuring each student has the support and opportunity to succeed by recognizing "each students' unique background and school context to guarantee that all students have access to high-quality education." This resolution's goal is for students to feel belonging and support.

This resolution ensures that schools provide better access to resources for student success, belonging, and a sense of safety. By repealing this, you are telling every student with an IEP, 504 plan, and every student with a marginalized identity, that their access to resources and sense of belonging do not matter.

Why are you considering repealing a resolution that is so beneficial to so many students? Why not approach it to first revise rather than repeal?

I'm also concerned with the lack of notice and time given to the public about this issue. By doing so, you're cutting out so many people who are impacted from sharing the ways this will negatively affect them.

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I encourage you to focus on the ways this resolution contributes to more inclusive schools that truly encourage the success of each student and make the little changes, if there are any, that do not align with the law.

Best Regards,

Dorie Kim

6.

I am unable to attend this afternoon's Standards and Assessment Committee meeting either in person or virtually, but I wanted to submit a comment for the record. I oppose the repeal of R277-328: Educational Equity in Schools.

R277-328 requires LEAs to provide professional instruction to educators regarding educational equity. This instruction is to include how to work with school community members from diverse backgrounds to foster a supportive environment in schools for students' and teachers' range of identities and experiences. It is also to include instruction in defending freedom of speech.

Utah schools need our educators to know how to do these things and to know they have the support of the Board of Education in doing so. I know this is needed because I am a member of the Utah chapter of Black Lives Matter and we receive reports of racist and ableist bullying in Utah schools, especially targeted at Black students and neurodiverse students. The second largest school district in the state is under a settlement agreement with the Department of Justice because of repeated failures by administration to address racist bullying in its schools. We need educators to defend freedom of speech and inquiry because of ongoing attempts to ban books in public school libraries, especially those discussing the experiences of people of color and LGBTQ+ community members.

Now is not the time to weaken any efforts to foster greater understanding, respect, and cooperation among students and teachers of different races, sexes, sexual orientations, religions, gender identities, or other identities in our schools. R277-328 should stay in place.

Thank you for your consideration.

Levy Woodruff

7.

I request this email be included in the public comment period for today's meeting.

First, I would like to express disappointment with the level of transparency relating to addressing this issue. Why did the board include this item on the agenda without any notice on the same day as the meeting. Transparency is essential to public trust of the Board, and I am grateful to those who alerted me to its inclusion.

I oppose the repeal of R277-328. Educational equity is essential to student success. It particularly impacts those with disabilities and protected classes. This rule is needed to allow districts and administrators to

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ensure that students with disabilities have access to what they need to be on an even playing field with their peers. It is also needed to ensure that protected classes have access to resources to ensure their safety and allow them to keep pace with their peers.

Please vote no on repealing this rule.

Angela Hronek

8.

I am writing today concerned about the possible repeal vote of R277-328, Educational Equity in Schools, in today's Standards and Assessment Committee Meeting.

To start, I am concerned about the late addition of this agenda item to today's meeting. Open meeting laws require 24 hours notice of meeting agendas. And while today's meeting is a committee meeting not a full board meeting, it is prudent to allow adequate notice when discussing items that are bound to have a wide range of opinion. As a local school board member, I am concerned about the lack of fidelity to a process that maintains public trust.

I am also concerned about repealing a ruling that was implemented to enhance our learning environments and educational communities. The educational equity rule "acknowledges differences by looking for the good in everyone, including oneself, and showing a due regard for feelings, rights, cultures, and traditions" and promotes "collaborating with diverse community members to understand, recognize and appreciate what we have in common as humans, including acknowledging diverse cultures, languages, traditions, values, needs, and lived experiences." These things support all of our students.

I am concerned that moving to repeal this ruling indicates that as an educational community we see educational equity as a zero sum approach, where some gain and others lose. Educational Equity is no such approach and as stated in the the rule "cultivates conditions that focus on learning and remove barriers to allow students to have access to resources and opportunities." Educational Equity benefits all of our students in our schools and learning communities.

Thank you for your time.

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**Meg Van Wagenen**

Provo City School District

Board of Education

District 3

9.

I've been following education issues and saw that the USBE meeting today will discuss repealing an equity ruling for Utah schools.

I have friends who can personally attest to issues with equity in our schools. I have had conversations throughout this year with people whose kids are struggling with issues with prejudice and discrimination. Issues that this rule could help prevent. We have issues with special education resources being made available or properly managed, we have issues with racial slurs and racist actions on the part of students, and teachers and admin who aren't aware of these issues enough to respond in safe and helpful ways. We need to emphasize and support equity measures, not repeal them quietly in a committee meeting. Also, why is this decision being made in a committee meeting? This discussion should involve everyone on the state school board. It seems like something an entire board should decide on. And if the board decides that the rule needs updated and improved, that's one thing. But to repeal it communicates your committee has an agenda that isn't in the best interest of students and Utah schools. Is that what is happening? This is not going to help Utah schools or our state's future.

***Michelle Brough***

***339 East 1640 North***

***Pleasant Grove, UT 84062***

10.

We absolutely need rules regarding equity in our schools. Removing this would hurt so many students. Equality is when everyone has shoes. Equity is when everyone has shoes that fit. We need to strive to give all of our students shoes that fit.

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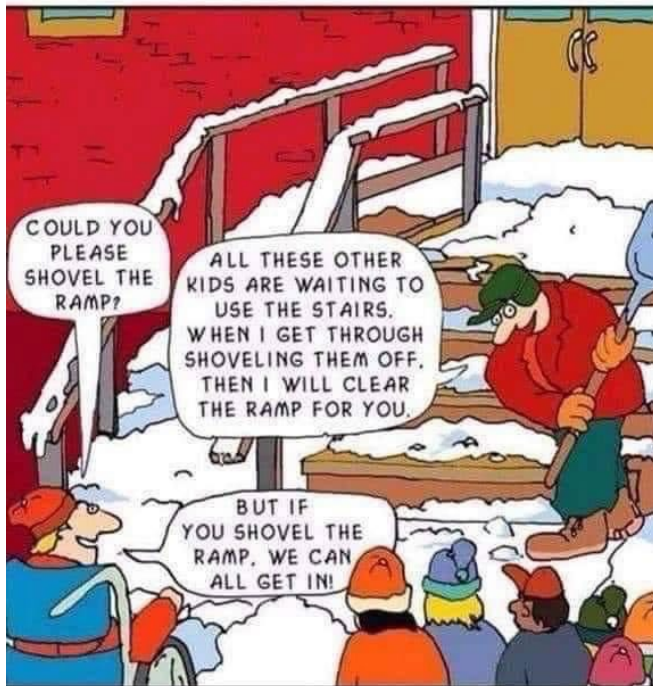
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My son has reported two students already this year for saying the N word at a Davis County School. There needs to be more trainings and education on why this, and so many other forms of racism and other isms are wrong. Religious leaders have called for the end of racism, nationalism and sexism and many in our community would hopefully heading this counsel.

This also was given almost no notice to the public for such an important rule that will cover so many students. I see no reason why anyone would want to get rid of the pursuit of equity in our schools. It is about the least Christian thing I can think of someone wanting to get rid of. We must advocate to have MORE trainings that help our teachers and students be more understanding of everyone in our community.

Thank you for your time,  
Terra Cooper



CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!

THIS is equity.

11.

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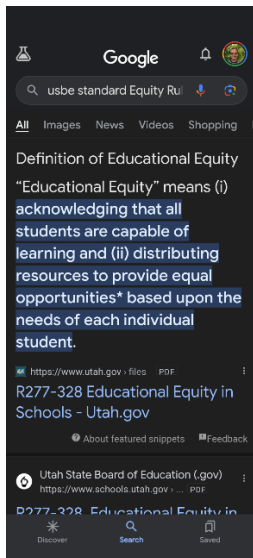


I hope this message finds you well. While it may reach you during working sessions, I hope to include my correspondence with you as a comment in support of Equity Rule.

Incase your staff and /or leadership doesn't know what that means I have an image from a google search.

My understanding of civilization is that morally all schools are supposed to uphold the same value on access to education and that value is to share the knowledge with every single person in any way possible.

My hope is that you would consider the economic, and civic disparities that will impact future funding for communities at large. I don't have to be redundant but you know how important education is for all when one considers economic opportunities and how economic sustainable communities thrive. And intentionally reducing resources open school districts to lawsuits but it also hurts communities.



Regardless,

Efren Corado Garcia

May you find my comments supporting.

12. To the Utah State Board of Education,

My name is Tanner Lindsay. I have lived in Utah since 2005 and in the Jordan School District since 2012. I have spent many hours dedicated to helping further the education of students in Utah. In 2013 my employer led out in innovation to contribute to our community. We created a program where employees could take paid time off to

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volunteer in their communities to aid in STEM education. From 2014 - 2018 I was the co-chair of our internal organization that supported our employees in this effort. On the whole in a single year, over 100 employees volunteered for over 1600 hours in Utah schools.

As the co-chair I personally provided extensive personal time and contributions. I presented in over 100 elementary classrooms for "STEM/Career Days". I presented several assemblies for kids from Kindergarten through 6th grade. I presented in many middle school CTE classrooms and organized participation in STEM Fest. Over several years I personally volunteered hundreds of hours to help teach students about Computer Science and make sure they knew that ANYONE could learn programming, build apps, or have a career in technology.

In 2016, through our efforts, our company, and me specifically, were recognized as the 2016 Business of the Year by the Utah Association for Career and Technical Education. Even beyond that, our employees personally taught the first computer programming class in the Jordan School District to 8 students in the Winter 2015 semester. Then, over the following summer, we paired an experienced software developer with teachers throughout the district to help enable those teachers to earn the necessary endorsements and skills to teach programming classes throughout the district. By the next school year - Fall 2015/Winter 2016 hundreds of students were enrolled in programming courses across the district. Today a nearby middle school offers 3 different computer science courses. The nearest High School offers 6 different courses, including some concurrent enrollment and AP Computer Science.

This was all before I even had any children that might someday attend Utah schools. Now my children will be in Utah schools, and I continue to look for opportunities to help. And I want to make sure they get the kind of education that they deserve and can carry them into the future.

As you consider this repeal I want you to tell everyone what it is you oppose. Directly from the text:

"'Educational equity' means acknowledging that all students are capable of learning and distributing resources to provide equal opportunities based on the needs of each individual student. Equitable resources include funding, programs, policies, initiatives and supports that recognize each student's unique background and school context to guarantee that all students have access to high quality education"

"'Inclusion' means the practice of ensuring students feel a sense of belong and support;"

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Which of those things do you oppose?

- Do you not think that all students are capable of learning?
- Are you opposed to providing equal opportunities to students?
- Are you opposed to making sure all students have access to high quality education?
- Do you not want students to feel a sense of belonging and support?

If you vote to repeal this, you are saying those things. You are saying that some students should get more opportunity. That some students aren't capable of learning. You are saying you don't want all students to have access to high quality education. You are saying you only want some students to feel a sense of belonging, while others feel shunned.

That is your vote. Plain and simple. That is what is written here. Whatever else someone else wants to imagine or impose or otherwise manipulate and claim this says - that isn't what it says. And a vote to repeal this is a vote to say you don't think all students are equal and you don't want to give every student the chance to succeed.

I hope that you will oppose the repeal of R2767-328.

Thank You,

Tanner Lindsay