

| StartDate | Q2 | Q3 |
|------------|---|--|
| Start Date | Please select the county in which you reside. | Please select the stakeholder group(s) to which you belong. Mark all that apply: - Selected Choice |

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|-----------------|------------|---|
| 1/22/2026 12:41 | | |
| 1/22/2026 16:15 | Salt Lake | Other Classroom Teacher |
| 1/22/2026 16:16 | Duchesne | Parent |
| 1/22/2026 17:01 | Salt Lake | Health Teacher |
| 1/22/2026 19:40 | | |
| 1/22/2026 19:42 | Utah | Health Teacher |
| 1/22/2026 21:11 | | |
| 1/22/2026 21:18 | Washington | Parent, Other Classroom Teacher |
| 1/22/2026 23:04 | Weber | Other Classroom Teacher |
| 1/23/2026 6:46 | | |
| 1/23/2026 6:59 | Washington | Parent, Other School Staff, Other |
| 1/23/2026 7:09 | Utah | Parent, Other Classroom Teacher |
| 1/23/2026 7:10 | Utah | Other Classroom Teacher |
| 1/23/2026 7:40 | Davis | Parent |
| 1/23/2026 7:46 | Utah | Health Teacher, Other Classroom Teacher |
| 1/23/2026 7:47 | Utah | Other Classroom Teacher |
| 1/23/2026 7:49 | Utah | Other Classroom Teacher |
| 1/23/2026 7:53 | Utah | Parent, Health Teacher |
| 1/23/2026 7:54 | Utah | Other Classroom Teacher |
| 1/23/2026 8:08 | Utah | Parent, Other School Staff |
| 1/23/2026 8:23 | Utah | Parent |

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| 1/23/2026 8:35 Davis | Other |
| 1/23/2026 8:36 | |
| 1/23/2026 8:40 Weber | Health Teacher |
| 1/23/2026 8:48 Utah | Other School Staff |
| 1/23/2026 8:49 Utah | Parent,Other School Staff |
| 1/23/2026 8:56 | |
| 1/23/2026 8:56 | |
| 1/23/2026 9:02 | |
| 1/23/2026 9:08 Weber | Health Teacher |
| 1/23/2026 9:10 Cache | Other Classroom Teacher |
| 1/23/2026 9:21 Davis | Parent |
| 1/23/2026 9:24 Salt Lake | Parent,Other |
| 1/23/2026 9:53 Davis | Parent |
| 1/23/2026 10:08 Salt Lake | Other Classroom Teacher |

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| 1/23/2026 10:08 | |
| 1/23/2026 10:11 Davis | Administrator |
| 1/23/2026 10:16 | |

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|---------------------------|--|
| 1/23/2026 10:17 Salt Lake | Parent, Health Teacher, School Counselor |
| 1/23/2026 10:17 Davis | Parent |
| 1/23/2026 10:35 Salt Lake | Parent, Other School Staff |
| 1/23/2026 10:48 Weber | Parent, Other Classroom Teacher |
| 1/23/2026 11:14 Davis | Other Classroom Teacher |
| 1/23/2026 11:15 Davis | Parent |
| 1/23/2026 11:17 Utah | Parent |
| 1/23/2026 11:18 Davis | Parent, Other Classroom Teacher |
| 1/23/2026 11:20 Davis | Parent |
| 1/23/2026 11:23 Davis | Parent, Other Classroom Teacher |
| 1/23/2026 11:23 | |
| 1/23/2026 11:24 Salt Lake | Health Teacher |
| 1/23/2026 11:27 Utah | Parent, Other Classroom Teacher |
| 1/23/2026 11:27 Summit | Parent |
| 1/23/2026 11:29 Juab | Parent |
| 1/23/2026 11:31 Davis | Other Classroom Teacher |
| 1/23/2026 11:38 Salt Lake | Health Teacher |
| 1/23/2026 11:38 Utah | Parent |
| 1/23/2026 11:39 Utah | Parent |
| 1/23/2026 11:42 Salt Lake | Parent |
| 1/23/2026 11:44 Weber | Parent |
| 1/23/2026 11:46 Salt Lake | Parent |

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|----------------------------|---------------------------------|
| 1/23/2026 11:47 Box Elder | Health Department Staff |
| 1/23/2026 11:50 | |
| 1/23/2026 11:51 | |
| 1/23/2026 11:54 Utah | Administrator |
| 1/23/2026 11:54 Salt Lake | Parent |
| 1/23/2026 11:55 Cache | Other |
| 1/23/2026 12:01 Washington | Administrator |
| 1/23/2026 12:02 Uintah | Administrator |
| 1/23/2026 12:02 Salt Lake | Parent, Other Classroom Teacher |
| 1/23/2026 12:05 Salt Lake | Parent, Administrator |
| 1/23/2026 12:12 Salt Lake | Administrator |
| 1/23/2026 12:19 Utah | Parent |
| 1/23/2026 12:20 Davis | Parent, Other School Staff |
| 1/23/2026 12:22 Weber | Parent |
| 1/23/2026 12:28 Beaver | Parent, Administrator |
| 1/23/2026 12:30 Salt Lake | Administrator |
| 1/23/2026 12:37 Salt Lake | Administrator |
| 1/23/2026 12:38 Salt Lake | Parent, Administrator |
| 1/23/2026 12:47 Utah | Parent |
| 1/23/2026 12:50 | |
| 1/23/2026 12:54 Utah | Parent |
| 1/23/2026 12:55 Utah | Parent, Other School Staff |
| 1/23/2026 12:56 Grand | Administrator |
| 1/23/2026 13:10 Salt Lake | Administrator |
| 1/23/2026 13:12 Juab | Parent, Other School Staff |
| 1/23/2026 13:15 Duchesne | Health Teacher |
| 1/23/2026 13:21 Utah | Parent |
| 1/23/2026 13:22 Utah | Parent |

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| 1/23/2026 13:23 Cache | Health Teacher, Administrator |
| 1/23/2026 13:27 Cache | Parent, Health Teacher |
| 1/23/2026 13:29 Cache | Administrator |
| 1/23/2026 13:41 | |
| 1/23/2026 13:55 Davis | Parent |
| 1/23/2026 13:57 Utah | Parent, Health Teacher, Other Classroom Teacher, Higher Education Staff |
| 1/23/2026 14:04 Weber | Other Classroom Teacher |
| 1/23/2026 14:14 Utah | Parent |
| 1/23/2026 14:15 | |
| 1/23/2026 14:30 Washington | Administrator |
| 1/23/2026 14:44 Washington | Parent |
| 1/23/2026 14:52 Salt Lake | Other Classroom Teacher |
| 1/23/2026 14:53 Washington | Parent |
| 1/23/2026 14:53 Davis | Other School Staff |
| 1/23/2026 14:53 Salt Lake | Parent, Other Classroom Teacher |
| 1/23/2026 15:00 Salt Lake | Other Classroom Teacher |
| 1/23/2026 15:06 Davis | Parent |
| 1/23/2026 15:07 Weber | Parent, Health Teacher |
| 1/23/2026 15:28 | |
| 1/23/2026 15:41 Weber | Other School Staff, Other |
| 1/23/2026 15:46 Utah | Other Classroom Teacher |
| 1/23/2026 15:53 Davis | Parent |
| 1/23/2026 16:05 Weber | Other Classroom Teacher |
| 1/23/2026 16:14 Salt Lake | Parent |
| 1/23/2026 16:24 Utah | Parent |

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| 1/23/2026 16:37 Salt Lake | Parent,Other Classroom Teacher |
| 1/23/2026 16:43 Utah | Parent |
| 1/23/2026 16:53 Salt Lake | Parent |
| 1/23/2026 17:02 Weber | Parent |
| 1/23/2026 17:23 Utah | Health Teacher |
| 1/23/2026 17:34 | |
| 1/23/2026 17:38 Salt Lake | Parent,Other Classroom Teacher |
| 1/23/2026 17:50 Davis | Parent |
| 1/23/2026 17:59 Salt Lake | Parent,Other Classroom Teacher |
| 1/23/2026 18:14 Salt Lake | Parent,School Counselor |
| 1/23/2026 18:21 Summit | Other Classroom Teacher |
| 1/23/2026 18:25 Cache | Parent |
| 1/23/2026 18:25 Davis | Parent,Other Classroom Teacher |
| 1/23/2026 18:33 Salt Lake | Other Classroom Teacher |
| 1/23/2026 18:44 Utah | Health Teacher |
| 1/23/2026 18:45 Salt Lake | Parent,Other Classroom Teacher |
| 1/23/2026 18:50 Davis | Parent,School Counselor |
| 1/23/2026 19:11 Salt Lake | Other Classroom Teacher |

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|---------------------------|--------------------------------|
| 1/23/2026 19:14 Utah | Parent,Other Classroom Teacher |
| 1/23/2026 19:36 Weber | Parent |
| 1/23/2026 21:04 Iron | Parent,Higher Education Staff |
| 1/23/2026 21:36 Salt Lake | Parent,Other Classroom Teacher |
| 1/23/2026 21:56 Salt Lake | Parent,Other Classroom Teacher |
| 1/23/2026 23:19 Salt Lake | Parent,Other Classroom Teacher |
| 1/23/2026 23:23 Salt Lake | Parent,Other Classroom Teacher |
| 1/23/2026 23:59 Utah | Parent,Other Classroom Teacher |
| 1/24/2026 2:58 Juab | Other |
| 1/24/2026 3:34 Salt Lake | Parent |
| 1/24/2026 5:46 Salt Lake | Parent,Other Classroom Teacher |
| 1/24/2026 7:18 Utah | Parent |
| 1/24/2026 7:19 | |
| 1/24/2026 7:52 Weber | Parent,Other Classroom Teacher |
| 1/24/2026 8:06 Salt Lake | Parent |
| 1/24/2026 8:15 Davis | Parent,Other Classroom Teacher |
| 1/24/2026 9:01 | |
| 1/24/2026 9:14 Cache | Health Teacher |
| 1/24/2026 9:41 Utah | Other Classroom Teacher |

1/24/2026 9:42 Utah

Other Classroom Teacher

1/24/2026 9:45 Cache

Parent

1/24/2026 10:06

1/24/2026 10:14 Summit

Parent, Administrator

1/24/2026 10:44 Salt Lake

Other Classroom Teacher

1/24/2026 10:53 Grand

Administrator

1/24/2026 11:17 Salt Lake

Parent

1/24/2026 11:40 Cache

Parent

1/24/2026 11:52 Salt Lake

Other Classroom Teacher, Higher
Education Staff

1/24/2026 12:21 Davis

Parent, Other Classroom
Teacher, Other

1/24/2026 13:41

1/24/2026 14:00 Salt Lake

Parent

1/24/2026 14:11

1/24/2026 14:18 Davis

Parent, Other Classroom Teacher

1/24/2026 14:27 Salt Lake

Parent, Other Classroom Teacher

1/24/2026 14:28 Salt Lake

Parent

1/24/2026 14:55 Salt Lake

Parent, Other School Staff

1/24/2026 15:34 Utah Parent

1/24/2026 17:36 Utah Parent
1/24/2026 19:29 Salt Lake Parent
1/24/2026 19:49 Utah Parent
1/24/2026 19:58 Summit Administrator

1/24/2026 20:22
1/24/2026 22:35 Davis Parent

1/24/2026 22:37 Salt Lake Parent

1/24/2026 22:54 Salt Lake Parent

1/25/2026 6:58 Salt Lake Parent

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| 1/25/2026 8:04 Sanpete | Parent, Health Teacher, Other Classroom Teacher |
| 1/25/2026 9:48 Davis | Parent, Other Classroom Teacher |
| 1/25/2026 12:57 Grand | Administrator |
| 1/25/2026 15:59 Salt Lake | Parent |
| 1/25/2026 16:04 Salt Lake | Parent |
| 1/25/2026 16:28 Washington | Administrator |
| 1/25/2026 16:40 Cache | Parent |
| 1/25/2026 19:16 Summit | Health Teacher |
| 1/26/2026 6:22 Utah | Parent, Other Classroom Teacher |
| 1/26/2026 7:42 Cache | Other Classroom Teacher |
| 1/26/2026 7:48 Weber | Health Teacher |
| 1/26/2026 8:10 Cache | Health Teacher |
| 1/26/2026 8:13 Utah | Other Classroom Teacher |
| 1/26/2026 8:35 Cache | Parent, Other School Staff |

1/26/2026 8:41 Cache

Other

1/26/2026 8:54 Davis

Parent, Administrator

1/26/2026 8:54

1/26/2026 8:59 Weber

Administrator

1/26/2026 9:01 Cache

Parent

1/26/2026 9:06

1/26/2026 9:08

1/26/2026 9:15

1/26/2026 9:25 Cache

Health Teacher

1/26/2026 9:26 Davis

Other School Staff

1/26/2026 9:37 Summit

Other Classroom Teacher

1/26/2026 9:43 Cache

Health Teacher

1/26/2026 9:50 Summit

Parent

1/26/2026 9:53 Davis

Other Classroom Teacher

1/26/2026 10:05 Davis

Parent, Other Classroom Teacher

1/26/2026 10:05 Davis

Other School Staff

1/26/2026 10:05

1/26/2026 10:27 Cache

Parent, Health Teacher, Other
Classroom Teacher

1/26/2026 10:29 Cache

Parent, Other School Staff

1/26/2026 10:31 Davis

Parent, Other Classroom Teacher

1/26/2026 10:45 Summit

Parent

1/26/2026 10:47 Salt Lake

Parent

1/26/2026 10:47 Summit

Parent

1/26/2026 10:50

1/26/2026 10:51 Summit

Parent, Other Classroom
Teacher, Administrator

1/26/2026 10:57 Utah

Other Classroom Teacher

1/26/2026 10:58 Summit

Parent

1/26/2026 11:09 Summit

Parent

1/26/2026 11:15 Summit

Parent

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|---------------------------|---------------------------------|
| 1/26/2026 11:17 Summit | Parent |
| 1/26/2026 11:20 Summit | Parent |
| 1/26/2026 11:34 Utah | Parent |
| 1/26/2026 11:40 Davis | Parent, Other Classroom Teacher |
| 1/26/2026 11:48 Utah | Parent |
| 1/26/2026 11:50 Utah | Parent |
| 1/26/2026 12:05 Uintah | Other Classroom Teacher |
| 1/26/2026 12:20 Utah | Parent |
| 1/26/2026 12:21 Uintah | Parent, Other Classroom Teacher |
| 1/26/2026 12:34 Weber | Administrator |
| 1/26/2026 12:47 Summit | Administrator |
| 1/26/2026 12:52 Weber | Parent |
| 1/26/2026 12:54 Utah | Parent |
| 1/26/2026 13:21 Weber | Higher Education Staff |
| 1/26/2026 13:28 Weber | Parent |
| 1/26/2026 13:29 | |
| 1/26/2026 13:29 Utah | Parent |
| 1/26/2026 13:30 Utah | Parent |
| 1/26/2026 13:39 Wayne | Other |
| 1/26/2026 13:43 Weber | Other School Staff |
| 1/26/2026 13:43 Weber | Parent |
| 1/26/2026 13:45 | |
| 1/26/2026 13:46 Wayne | Parent |
| 1/26/2026 13:47 Box Elder | Other School Staff |
| 1/26/2026 13:48 Box Elder | Parent |

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| 1/26/2026 13:48 Box Elder | Parent, Higher Education Staff |
| 1/26/2026 13:48 Box Elder | Parent |
| 1/26/2026 13:49 Box Elder | Parent |
| 1/26/2026 13:49 Box Elder | Parent |
| 1/26/2026 13:49 Box Elder | Parent, School Counselor |
| 1/26/2026 13:49 Box Elder | Parent |
| 1/26/2026 13:49 Box Elder | Other School Staff |
| 1/26/2026 13:49 Box Elder | Other Classroom Teacher |
| 1/26/2026 13:49 Box Elder | Parent |
| 1/26/2026 13:50 Box Elder | Parent |
| 1/26/2026 13:50 Box Elder | Parent, Other School Staff |
| 1/26/2026 13:50 | |
| 1/26/2026 13:50 Box Elder | Parent |
| 1/26/2026 13:50 Box Elder | Parent, Other Classroom Teacher |
| 1/26/2026 13:50 Box Elder | Parent |

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|-----------|-------|-----|-------|--------------------------------|
| 1/26/2026 | 13:50 | Box | Elder | Parent |
| 1/26/2026 | 13:50 | | | |
| 1/26/2026 | 13:51 | Box | Elder | Parent |
| 1/26/2026 | 13:51 | | | |
| 1/26/2026 | 13:51 | Box | Elder | Parent |
| 1/26/2026 | 13:51 | Box | Elder | Parent |
| 1/26/2026 | 13:51 | Box | Elder | Other Classroom Teacher |
| 1/26/2026 | 13:51 | Box | Elder | Parent,Other Classroom Teacher |

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|-----------|-------|------|--|--------|
| 1/26/2026 | 13:52 | Utah | | Parent |
|-----------|-------|------|--|--------|

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|-----------|-------|-------|-------|---------------------------------|
| 1/26/2026 | 13:52 | Box | Elder | Parent |
| 1/26/2026 | 13:52 | Box | Elder | Parent |
| 1/26/2026 | 13:52 | | | |
| 1/26/2026 | 13:52 | Box | Elder | Parent |
| 1/26/2026 | 13:52 | Box | Elder | Parent |
| 1/26/2026 | 13:52 | Box | Elder | Parent,Other School Staff,Other |
| 1/26/2026 | 13:52 | Box | Elder | Parent |
| 1/26/2026 | 13:53 | Wayne | | Administrator |
| 1/26/2026 | 13:53 | Box | Elder | Other Classroom Teacher |
| 1/26/2026 | 13:53 | Box | Elder | Parent |
| 1/26/2026 | 13:53 | Box | Elder | Parent |

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|-----------|-------|-----|-------|-------------------------|
| 1/26/2026 | 13:53 | Box | Elder | Parent |
| 1/26/2026 | 13:54 | Box | Elder | Parent |
| 1/26/2026 | 13:54 | Box | Elder | Parent |
| 1/26/2026 | 13:54 | Box | Elder | Other Classroom Teacher |

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|-----------|-------|-----|-------|---------------------------|
| 1/26/2026 | 13:54 | Box | Elder | Parent,Other School Staff |
|-----------|-------|-----|-------|---------------------------|

1/26/2026 13:55 Summit

Parent

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|---------------------------|--|
| 1/26/2026 13:55 Box Elder | School Counselor |
| 1/26/2026 13:55 Box Elder | Parent |
| 1/26/2026 13:55 Box Elder | Parent |
| 1/26/2026 13:55 | |
| 1/26/2026 13:55 Box Elder | Parent |
| 1/26/2026 13:55 Box Elder | Parent |
| 1/26/2026 13:55 | |
| 1/26/2026 13:56 Box Elder | Other Classroom Teacher |
| 1/26/2026 13:56 Box Elder | Other Classroom Teacher |
| 1/26/2026 13:56 Box Elder | Parent |
| 1/26/2026 13:57 Box Elder | Parent, Other School Staff |
| 1/26/2026 13:57 Box Elder | Other Classroom Teacher |
| 1/26/2026 13:57 Weber | Parent |
| 1/26/2026 13:57 Box Elder | Other Classroom Teacher |
| 1/26/2026 13:57 Box Elder | Parent, Health Teacher, Other Classroom Teacher |
| 1/26/2026 13:58 Box Elder | Parent, Higher Education Staff |
| 1/26/2026 13:58 Box Elder | Parent |
| 1/26/2026 13:59 Weber | Parent |

1/26/2026 13:59 Utah Parent

1/26/2026 13:59 Box Elder Parent
1/26/2026 13:59 Utah School Counselor

1/26/2026 13:59 Box Elder Parent
1/26/2026 14:00 Box Elder Parent, Health Teacher, Other
Classroom Teacher
1/26/2026 14:00 Box Elder Parent
1/26/2026 14:01 Box Elder Other Classroom Teacher
1/26/2026 14:01 Box Elder Parent
1/26/2026 14:01 Box Elder Other Classroom Teacher
1/26/2026 14:03 Salt Lake Parent
1/26/2026 14:03 Box Elder Parent, Other Classroom Teacher
1/26/2026 14:03 Weber Parent
1/26/2026 14:03 Box Elder Parent, Other Classroom Teacher

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|---------------------------|---------------------------------|
| 1/26/2026 14:03 Box Elder | Parent, Higher Education Staff |
| 1/26/2026 14:04 Box Elder | Parent |
| 1/26/2026 14:04 Salt Lake | Parent |
| 1/26/2026 14:04 | |
| 1/26/2026 14:04 | |
| 1/26/2026 14:05 | |
| 1/26/2026 14:05 Box Elder | Parent, Other Classroom Teacher |
| 1/26/2026 14:05 Box Elder | Parent |
| 1/26/2026 14:06 Box Elder | Parent |
| 1/26/2026 14:06 Box Elder | Parent |
| 1/26/2026 14:06 Box Elder | Parent, Other School Staff |
| 1/26/2026 14:07 Utah | Parent |
| 1/26/2026 14:08 | |
| 1/26/2026 14:09 Box Elder | Parent, Other School Staff |
| 1/26/2026 14:09 Box Elder | Parent |
| 1/26/2026 14:11 Box Elder | Parent, Other Classroom Teacher |
| 1/26/2026 14:12 Box Elder | Parent |
| 1/26/2026 14:13 Box Elder | Parent |
| 1/26/2026 14:13 Box Elder | Parent |
| 1/26/2026 14:13 Box Elder | Parent |
| 1/26/2026 14:14 Box Elder | Parent |
| 1/26/2026 14:14 Salt Lake | Health Teacher |

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|-----------|-------|-------|-------|--------------------------------|
| 1/26/2026 | 14:14 | Cache | | Other Classroom Teacher |
| 1/26/2026 | 14:14 | Box | Elder | Parent,Other School Staff |
| 1/26/2026 | 14:14 | Box | Elder | Parent,Other Classroom Teacher |
| 1/26/2026 | 14:15 | Box | Elder | Parent |
| 1/26/2026 | 14:15 | Box | Elder | Parent |
| 1/26/2026 | 14:15 | Box | Elder | Parent |
| 1/26/2026 | 14:17 | Box | Elder | Parent |
| 1/26/2026 | 14:17 | Box | Elder | Other School Staff |
| 1/26/2026 | 14:17 | Box | Elder | Other Classroom Teacher |
| 1/26/2026 | 14:17 | Box | Elder | Other Classroom Teacher |
| 1/26/2026 | 14:17 | Box | Elder | Other |
| 1/26/2026 | 14:17 | Box | Elder | Parent,Other Classroom Teacher |
| 1/26/2026 | 14:18 | Box | Elder | Parent,Other Classroom Teacher |
| 1/26/2026 | 14:18 | Box | Elder | Parent |
| 1/26/2026 | 14:18 | Box | Elder | Parent,Other Classroom Teacher |
| 1/26/2026 | 14:19 | Box | Elder | Parent |
| 1/26/2026 | 14:19 | Box | Elder | Parent |
| 1/26/2026 | 14:19 | Cache | | Parent,School Counselor |
| 1/26/2026 | 14:19 | Cache | | Other Classroom Teacher |

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|-----------|-------|-----|-------|--------|
| 1/26/2026 | 14:20 | Box | Elder | Parent |
|-----------|-------|-----|-------|--------|

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| 1/26/2026 | 14:21 | | | |
| 1/26/2026 | 14:21 | Box | Elder | Parent |
| 1/26/2026 | 14:21 | Box | Elder | Other Classroom Teacher |
| 1/26/2026 | 14:21 | Box | Elder | Parent |
| 1/26/2026 | 14:22 | Box | Elder | Parent |
| 1/26/2026 | 14:23 | Box | Elder | Health Teacher |

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|---------------------------|--|
| 1/26/2026 14:23 Box Elder | Other Classroom Teacher |
| 1/26/2026 14:24 | |
| 1/26/2026 14:24 Box Elder | Parent |
| 1/26/2026 14:25 Box Elder | Parent, Health Teacher, School Counselor |
| 1/26/2026 14:26 Box Elder | Parent |
| 1/26/2026 14:26 Box Elder | Parent, Administrator |
| 1/26/2026 14:28 Box Elder | Parent, Other Classroom Teacher |
| 1/26/2026 14:29 Wayne | Parent, Administrator |
| 1/26/2026 14:31 Summit | Parent |
| 1/26/2026 14:31 Box Elder | Parent |
| 1/26/2026 14:32 | |
| 1/26/2026 14:36 Box Elder | Other Classroom Teacher |
| 1/26/2026 14:37 Box Elder | Parent |
| 1/26/2026 14:38 Box Elder | Parent |
| 1/26/2026 14:38 Utah | Parent |
| 1/26/2026 14:38 Box Elder | Parent |
| 1/26/2026 14:41 | |
| 1/26/2026 14:41 Box Elder | Parent |
| 1/26/2026 14:41 Wayne | Parent, Other School Staff |

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|---------------------------|---|
| 1/26/2026 14:42 Utah | Other Classroom Teacher, Administrator |
| 1/26/2026 14:43 | |
| 1/26/2026 14:44 Box Elder | Parent |
| 1/26/2026 14:45 Box Elder | Parent |
| 1/26/2026 14:45 Box Elder | Parent, Other School Staff |
| 1/26/2026 14:45 | |
| 1/26/2026 14:46 Box Elder | Parent |
| 1/26/2026 14:48 | |
| 1/26/2026 14:49 Box Elder | Other School Staff |
| 1/26/2026 14:49 | |
| 1/26/2026 14:49 Box Elder | Parent |
| 1/26/2026 14:49 Box Elder | Other Classroom Teacher |
| 1/26/2026 14:51 Box Elder | Parent |
| 1/26/2026 14:52 | |
| 1/26/2026 14:53 Box Elder | Parent |
| 1/26/2026 14:54 Box Elder | Parent |
| 1/26/2026 14:56 Box Elder | Parent |
| 1/26/2026 14:57 Box Elder | Parent |
| 1/26/2026 14:57 Box Elder | Parent |
| 1/26/2026 14:57 Uintah | Parent, Other Classroom Teacher |
| 1/26/2026 14:57 Box Elder | Parent, Other School Staff |
| 1/26/2026 14:58 Box Elder | Parent |
| 1/26/2026 14:58 Box Elder | Parent |
| 1/26/2026 15:02 | |
| 1/26/2026 15:03 Box Elder | Parent |
| 1/26/2026 15:03 Box Elder | Parent, Other Classroom Teacher |
| 1/26/2026 15:04 Box Elder | Parent |
| 1/26/2026 15:04 Box Elder | Parent |
| 1/26/2026 15:06 Box Elder | Parent |
| 1/26/2026 15:06 Box Elder | Parent |
| 1/26/2026 15:07 Box Elder | Parent |
| 1/26/2026 15:08 | |
| 1/26/2026 15:09 | |
| 1/26/2026 15:09 Box Elder | Parent |
| 1/26/2026 15:10 Box Elder | Parent |
| 1/26/2026 15:12 Box Elder | Parent |
| 1/26/2026 15:12 Box Elder | Parent, Administrator |

1/26/2026 15:16 Uintah Health Teacher, Health Department Staff

1/26/2026 15:16 Box Elder Parent

1/26/2026 15:23 Box Elder Other Classroom Teacher

1/26/2026 15:25 Box Elder Parent

1/26/2026 15:26 Juab Other

1/26/2026 15:26

1/26/2026 15:27 Salt Lake Other

1/26/2026 15:27 Utah Other Classroom Teacher

1/26/2026 15:27

1/26/2026 15:28 Box Elder Parent

1/26/2026 15:29 Sanpete Parent, Other School Staff

1/26/2026 15:30 Utah Other

1/26/2026 15:31

1/26/2026 15:31 Box Elder Parent, Other

1/26/2026 15:32

1/26/2026 15:32 Juab Parent

1/26/2026 15:33 Juab Parent, Other School Staff

1/26/2026 15:33 Juab Parent

1/26/2026 15:33 Juab Parent

1/26/2026 15:36 Juab Parent

1/26/2026 15:37 Box Elder Parent

1/26/2026 15:41 Box Elder Parent

1/26/2026 15:41 Box Elder Parent, Other School Staff

1/26/2026 15:42 Box Elder Parent

1/26/2026 15:42 Juab Parent

1/26/2026 15:44 Box Elder Other School Staff

1/26/2026 15:44 Box Elder Parent

1/26/2026 15:46 Utah Parent, Other School Staff

1/26/2026 15:46 Box Elder Other Classroom Teacher

1/26/2026 15:49 Box Elder Parent

1/26/2026 15:49 Box Elder Parent

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| 1/26/2026 | 15:50 | Utah | Parent,Other School Staff |
| 1/26/2026 | 15:51 | Summit | Parent,Other Classroom Teacher |
| 1/26/2026 | 15:51 | Juab | Parent,Other School Staff |
| 1/26/2026 | 15:52 | Utah | Parent |
| 1/26/2026 | 15:54 | Juab | Parent,Other Classroom Teacher |

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| 1/26/2026 | 15:55 | Box Elder | Parent |
| 1/26/2026 | 15:55 | Box Elder | Parent,Other Classroom Teacher,Higher Education Staff |

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| 1/26/2026 | 15:56 | Box Elder | Parent |
| 1/26/2026 | 15:57 | Box Elder | Parent |
| 1/26/2026 | 15:58 | Box Elder | Parent |
| 1/26/2026 | 15:58 | Utah | Parent |
| 1/26/2026 | 15:59 | | |
| 1/26/2026 | 16:01 | Box Elder | Parent |
| 1/26/2026 | 16:05 | Box Elder | Parent |
| 1/26/2026 | 16:06 | Juab | Other Classroom Teacher |

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| 1/26/2026 | 16:11 | Box Elder | Parent |
| 1/26/2026 | 16:11 | Box Elder | Other Classroom Teacher |

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| 1/26/2026 | 16:14 | Box Elder | Parent |
| 1/26/2026 | 16:16 | Juab | Parent |
| 1/26/2026 | 16:16 | Juab | Parent |

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| 1/26/2026 | 16:17 | Box Elder | Parent |
| 1/26/2026 | 16:17 | Box Elder | Parent,Other School Staff |
| 1/26/2026 | 16:19 | Box Elder | Parent |
| 1/26/2026 | 16:21 | Utah | Parent,Other Classroom Teacher |
| 1/26/2026 | 16:23 | Box Elder | Other Classroom Teacher |
| 1/26/2026 | 16:27 | Box Elder | Parent |
| 1/26/2026 | 16:28 | Box Elder | Parent |

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| 1/26/2026 | 16:28 | | |
| 1/26/2026 | 16:30 | Box Elder | Other School Staff |
| 1/26/2026 | 16:30 | Box Elder | Parent |

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| 1/26/2026 | 16:37 | Box | Elder | Parent |
| 1/26/2026 | 16:38 | Box | Elder | Parent |
| 1/26/2026 | 16:40 | Box | Elder | Parent |
| 1/26/2026 | 16:43 | Box | Elder | Parent |
| 1/26/2026 | 16:45 | Box | Elder | Parent |
| 1/26/2026 | 16:47 | Juab | | Parent |
| 1/26/2026 | 16:48 | | | |
| 1/26/2026 | 16:50 | Box | Elder | Parent |
| 1/26/2026 | 16:53 | Box | Elder | Parent |
| 1/26/2026 | 16:53 | | | |
| 1/26/2026 | 16:53 | Box | Elder | Parent |
| 1/26/2026 | 16:55 | Box | Elder | Parent, Administrator |
| 1/26/2026 | 16:56 | Juab | | Parent |
| 1/26/2026 | 16:59 | Box | Elder | Parent |
| 1/26/2026 | 17:02 | | | |
| 1/26/2026 | 17:02 | Box | Elder | Parent, Other School Staff |
| 1/26/2026 | 17:02 | Box | Elder | Parent |
| 1/26/2026 | 17:04 | | | |
| 1/26/2026 | 17:09 | Box | Elder | Parent |
| 1/26/2026 | 17:09 | | | |
| 1/26/2026 | 17:09 | Box | Elder | Other |
| 1/26/2026 | 17:13 | Box | Elder | Other Classroom Teacher |
| 1/26/2026 | 17:13 | Box | Elder | Parent |
| 1/26/2026 | 17:16 | Box | Elder | Parent |
| 1/26/2026 | 17:18 | | | |
| 1/26/2026 | 17:18 | Box | Elder | Parent |
| 1/26/2026 | 17:20 | Box | Elder | Parent, Other School Staff |
| 1/26/2026 | 17:23 | Box | Elder | Parent, Other Classroom Teacher |
| 1/26/2026 | 17:27 | Weber | | Parent |
| 1/26/2026 | 17:29 | Weber | | Parent |
| 1/26/2026 | 17:35 | Box | Elder | Other |
| 1/26/2026 | 17:38 | Box | Elder | Parent |
| 1/26/2026 | 17:41 | Juab | | Parent |
| 1/26/2026 | 17:44 | Box | Elder | Other School Staff |
| 1/26/2026 | 17:44 | Box | Elder | Other Classroom Teacher |
| 1/26/2026 | 17:51 | | | |

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| 1/26/2026 17:54 Davis | Parent, Other Classroom Teacher |
| 1/26/2026 18:04 | |
| 1/26/2026 18:10 Box Elder | Parent |
| 1/26/2026 18:11 Salt Lake | Parent, Other Classroom Teacher, Other |
| 1/26/2026 18:14 Juab | Parent |
| 1/26/2026 18:17 Box Elder | Parent |
| 1/26/2026 18:17 Box Elder | Parent |
| 1/26/2026 18:18 Utah | Parent |
| 1/26/2026 18:21 Box Elder | Other Classroom Teacher |
| 1/26/2026 18:29 Box Elder | Parent |
| 1/26/2026 18:30 Box Elder | Parent |
| 1/26/2026 18:33 Utah | Parent |
| 1/26/2026 18:33 Box Elder | Parent, Other School Staff |
| 1/26/2026 18:44 | |
| 1/26/2026 18:45 Summit | Parent |
| 1/26/2026 18:54 Box Elder | Parent |
| 1/26/2026 18:59 Box Elder | Parent |
| 1/26/2026 19:00 Box Elder | Parent |
| 1/26/2026 19:06 Box Elder | Parent, Other |
| 1/26/2026 19:07 Box Elder | Parent |
| 1/26/2026 19:09 Box Elder | Parent |
| 1/26/2026 19:10 Juab | Parent |
| 1/26/2026 19:17 Box Elder | Parent, Other School Staff |
| 1/26/2026 19:17 | |
| 1/26/2026 19:23 Cache | Parent, Other School Staff |
| 1/26/2026 19:25 Box Elder | Parent |
| 1/26/2026 19:35 Box Elder | Parent |
| 1/26/2026 19:37 Box Elder | Parent |
| 1/26/2026 19:37 Box Elder | Other School Staff |
| 1/26/2026 19:46 Juab | Parent |
| 1/26/2026 19:46 Box Elder | Parent |

1/26/2026 19:47 Box Elder Parent

1/26/2026 19:49 Box Elder Parent
1/26/2026 19:52 Salt Lake Other Classroom Teacher
1/26/2026 19:52 Box Elder Parent
1/26/2026 20:01 Box Elder Parent
1/26/2026 20:07 Box Elder Parent
1/26/2026 20:11 Box Elder Parent
1/26/2026 20:12 Juab Parent
1/26/2026 20:13 Box Elder Parent, Other Classroom Teacher
1/26/2026 20:39 Box Elder Parent, Other Classroom Teacher

1/26/2026 20:45 Box Elder Parent
1/26/2026 20:48 Juab Parent
1/26/2026 20:49 Box Elder Parent
1/26/2026 20:49 Juab Parent
1/26/2026 20:51 Box Elder Parent
1/26/2026 20:53 Box Elder Parent

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| 1/26/2026 20:53 Box Elder | Parent, Other Classroom Teacher |
| 1/26/2026 20:54 Juab | Parent |
| 1/26/2026 20:57 Box Elder | Parent |
| 1/26/2026 21:01 Juab | Parent |
| 1/26/2026 21:07 Box Elder | Parent |
| 1/26/2026 21:07 Box Elder | Parent |
| 1/26/2026 21:22 | |
| 1/26/2026 21:30 Box Elder | Parent, Other School Staff |
| 1/26/2026 21:33 Juab | Parent, Other Classroom Teacher |
| 1/26/2026 21:47 Box Elder | Parent |
| 1/26/2026 22:00 Juab | Parent |
| 1/26/2026 22:06 Box Elder | Parent |

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| 1/26/2026 22:38 Box Elder | Parent |
| 1/26/2026 22:42 | |
| 1/26/2026 22:50 Box Elder | Parent |
| 1/26/2026 23:04 | |
| 1/26/2026 23:33 Box Elder | Parent |
| 1/27/2026 0:06 Box Elder | Administrator |
| 1/27/2026 0:09 Box Elder | Parent |
| 1/27/2026 0:48 Box Elder | Parent |
| 1/27/2026 1:07 Utah | Parent |
| 1/27/2026 4:21 Box Elder | Parent |
| 1/27/2026 4:29 Box Elder | Other Classroom Teacher |
| 1/27/2026 5:27 Box Elder | Parent |

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| 1/27/2026 5:46 | |
| 1/27/2026 5:50 Box Elder | Parent |
| 1/27/2026 6:02 | |
| 1/27/2026 6:11 Box Elder | Parent, Other School Staff |
| 1/27/2026 6:16 Juab | Parent |

1/27/2026 6:24 Davis

Other Classroom Teacher

1/27/2026 6:26

1/27/2026 6:30 Box Elder

Parent

1/27/2026 7:12 Box Elder

Parent, Health Teacher, Administrator

1/27/2026 7:19 Box Elder

Parent

1/27/2026 7:20 Summit

Parent

1/27/2026 7:24 Box Elder

Other Classroom Teacher

1/27/2026 7:28

1/27/2026 7:34 Box Elder

Parent, Other Classroom Teacher

1/27/2026 7:38 Juab

Parent, Other Classroom
Teacher, Administrator

1/27/2026 7:39

1/27/2026 7:39 Utah

Parent

1/27/2026 7:41 Box Elder

Parent, Other Classroom Teacher

1/27/2026 7:41 Box Elder

Parent

1/27/2026 7:43 Juab

Parent

1/27/2026 7:43 Box Elder

Parent

1/27/2026 7:44 Box Elder

Parent

1/27/2026 7:49 Box Elder

Other School Staff

1/27/2026 7:50 Juab

Other Classroom Teacher

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|--------------------------|----------------------------|
| 1/27/2026 7:52 Box Elder | Other School Staff |
| 1/27/2026 7:52 Utah | Other School Staff |
| 1/27/2026 7:55 Box Elder | Other School Staff |
| 1/27/2026 7:58 Box Elder | Parent, Other School Staff |
| 1/27/2026 7:59 Utah | Health Teacher |
| 1/27/2026 8:08 Box Elder | Other School Staff |
| 1/27/2026 8:12 Box Elder | Parent, Health Teacher |
| 1/27/2026 8:18 Utah | Health Teacher |

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| 1/27/2026 8:25 Box Elder | Parent |
| 1/27/2026 8:25 Wayne | Parent, Other |
| 1/27/2026 8:36 | |
| 1/27/2026 8:45 Juab | Parent |
| 1/27/2026 8:47 Box Elder | Other Classroom Teacher |
| 1/27/2026 8:48 | |
| 1/27/2026 8:57 | |
| 1/27/2026 9:04 Utah | Administrator |

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| 1/27/2026 9:04 Box Elder | Other School Staff |
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| 1/27/2026 9:05 Juab | School Counselor |
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| 1/27/2026 9:05 Salt Lake | Health Teacher |
| 1/27/2026 9:07 | |
| 1/27/2026 9:13 Box Elder | Parent |
| 1/27/2026 9:26 Juab | Parent |
| 1/27/2026 9:37 | |
| 1/27/2026 9:53 Summit | Other Classroom Teacher |
| 1/27/2026 9:54 Juab | Parent,Other School Staff |

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| 1/27/2026 9:58 Box Elder | Other Classroom Teacher |
| 1/27/2026 9:58 Juab | Parent |
| 1/27/2026 9:58 Sevier | Parent |

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| 1/27/2026 10:05 Wayne | Parent |
| 1/27/2026 10:16 Box Elder | Parent |
| 1/27/2026 10:20 Box Elder | Parent |
| 1/27/2026 10:20 Box Elder | Parent |
| 1/27/2026 10:27 Box Elder | Parent |
| 1/27/2026 10:27 Box Elder | Parent |
| 1/27/2026 10:38 Washington | Health Teacher |
| 1/27/2026 10:47 Box Elder | Parent,Administrator |
| 1/27/2026 10:48 Juab | Parent |
| 1/27/2026 11:01 Wayne | Parent |
| 1/27/2026 11:08 Salt Lake | Parent,Health Teacher |

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| 1/27/2026 11:21 | |
| 1/27/2026 11:23 Summit | Parent,Other School Staff |
| 1/27/2026 11:26 Wayne | Parent,Higher Education Staff |

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| 1/27/2026 11:32 Juab | Parent |
| 1/27/2026 11:39 Cache | Other |
| 1/27/2026 11:39 Cache | Parent, Other Classroom Teacher |
| 1/27/2026 11:39 Box Elder | Other |
| 1/27/2026 11:41 Box Elder | Parent |
| 1/27/2026 11:43 Box Elder | Parent |
| 1/27/2026 11:45 | |
| 1/27/2026 11:45 Box Elder | Parent, Health Teacher |
| 1/27/2026 11:48 Davis | Parent, Other School Staff, Other |
| 1/27/2026 11:59 Washington | Health Teacher |
| 1/27/2026 11:59 Box Elder | Parent, Other School Staff |
| 1/27/2026 12:05 | |
| 1/27/2026 12:10 Summit | School Counselor |
| 1/27/2026 12:18 Utah | Other School Staff |
| 1/27/2026 12:33 Box Elder | Other Classroom Teacher |
| 1/27/2026 12:37 Box Elder | Parent |
| 1/27/2026 12:43 Juab | Parent |
| 1/27/2026 12:49 Utah | Parent |

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| 1/27/2026 17:49 Box Elder | Parent |
| 1/27/2026 18:12 Juab | Parent |
| 1/27/2026 18:29 Box Elder | Parent |
| 1/27/2026 18:44 Box Elder | Parent, Other |
| 1/27/2026 20:06 Box Elder | Parent |
| 1/27/2026 21:31 Salt Lake | Parent |
| 1/27/2026 23:00 Box Elder | Parent |
| 1/28/2026 4:06 Box Elder | Parent |
| 1/28/2026 5:24 Box Elder | Parent |
| 1/28/2026 5:43 Box Elder | Parent, Other School Staff |
| 1/28/2026 6:39 Juab | Parent |
| 1/28/2026 7:09 Box Elder | Parent, Other School Staff |
| 1/28/2026 7:20 Box Elder | Parent |
| 1/28/2026 7:22 Box Elder | Parent |
| 1/28/2026 7:50 Washington | Health Teacher |
| 1/28/2026 7:51 Box Elder | Parent, Other Classroom Teacher |
| 1/28/2026 7:52 Box Elder | Other School Staff |
| 1/28/2026 8:04 Box Elder | Parent |
| 1/28/2026 8:22 Juab | Parent, Other Classroom Teacher |
| 1/28/2026 8:51 Box Elder | Other Classroom Teacher |
| 1/28/2026 9:06 Box Elder | Parent, Other Classroom Teacher |
| 1/28/2026 9:26 Box Elder | Parent, Other Classroom Teacher |
| 1/28/2026 9:31 Box Elder | Parent |
| 1/28/2026 10:02 Utah | Parent |

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| 1/28/2026 10:21 Salt Lake | Health Teacher |
| 1/28/2026 10:26 Box Elder | Parent |
| 1/28/2026 10:32 Wayne | Parent |
| 1/28/2026 10:42 Utah | Parent |
| | |
| 1/28/2026 10:47 Utah | Health Teacher |
| 1/28/2026 10:52 Box Elder | Parent |
| 1/28/2026 11:49 | |
| 1/28/2026 11:59 | |
| 1/28/2026 12:05 Cache | Health Teacher |
| 1/28/2026 12:07 Cache | Health Teacher |
| 1/28/2026 12:08 Utah | Health Teacher |
| | |
| 1/28/2026 12:31 Utah | Parent, Health Teacher |
| 1/28/2026 12:34 Utah | Health Teacher |
| 1/28/2026 12:34 | |
| 1/28/2026 12:42 Salt Lake | Parent, Administrator |
| | |
| 1/28/2026 12:43 Box Elder | Parent |
| | |
| | |
| 1/28/2026 13:29 Box Elder | Parent |
| 1/28/2026 13:34 Summit | Parent |
| | |
| | |
| | |
| 1/28/2026 13:35 Box Elder | Parent |
| 1/28/2026 13:41 | |
| 1/28/2026 14:14 | |
| 1/28/2026 14:15 | |
| 1/28/2026 14:45 Washington | Health Teacher |
| | |
| 1/28/2026 14:55 Cache | Health Teacher |

1/28/2026 15:25 Davis

Parent,Other Classroom Teacher

1/28/2026 15:28 Cache

Other Classroom Teacher

1/28/2026 15:57 Box Elder

Parent

1/28/2026 16:41 Box Elder

Parent

1/28/2026 17:24 Salt Lake

Parent,Other Classroom Teacher

1/28/2026 18:08

1/28/2026 18:12 Utah

Parent

1/28/2026 18:13 Utah

Parent

1/28/2026 18:29 Utah

Parent

1/28/2026 18:32 Box Elder

Parent

1/28/2026 18:56 Utah

Parent

1/28/2026 19:38 Box Elder

Parent

1/28/2026 19:52

1/28/2026 19:56 Box Elder

Parent

1/28/2026 19:57 Box Elder

Parent

1/28/2026 21:34 Box Elder

Parent

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| 1/28/2026 21:46 Utah | Health Teacher |
| 1/28/2026 21:59 Utah | Administrator |
| 1/28/2026 22:02 | |
| 1/28/2026 22:09 Salt Lake | Other |
| 1/28/2026 23:54 Wayne | Parent |
| 1/28/2026 23:59 Wayne | Parent |
| 1/29/2026 0:57 Box Elder | Parent |
| 1/29/2026 7:26 Box Elder | Parent |
| 1/29/2026 7:48 Box Elder | Parent |
| 1/29/2026 8:40 Utah | Parent |
| 1/29/2026 9:03 Box Elder | Parent,Other Classroom Teacher |
| 1/29/2026 9:07 Utah | Parent,Other |
| 1/29/2026 9:33 Washington | Health Teacher |
| 1/29/2026 10:04 Utah | Parent,Other School Staff |
| 1/29/2026 11:06 Utah | Other |
| 1/29/2026 11:23 | |
| 1/29/2026 11:27 Juab | Parent |
| 1/29/2026 11:33 Utah | Other Classroom Teacher |
| 1/29/2026 11:55 Utah | Health Teacher |
| 1/29/2026 12:03 Box Elder | Parent |
| 1/29/2026 12:04 | |
| 1/29/2026 12:08 Box Elder | Parent |
| 1/29/2026 12:21 Salt Lake | Health Teacher |
| 1/29/2026 12:26 Salt Lake | Other Classroom Teacher |
| 1/29/2026 12:41 | |
| 1/29/2026 12:46 Juab | Parent |
| 1/29/2026 12:56 Box Elder | Parent,Other School Staff |

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| 1/29/2026 13:00 Salt Lake | School Counselor, Other |
| 1/29/2026 13:07 Salt Lake | Parent, Other Classroom Teacher |
| 1/29/2026 13:09 Salt Lake | Parent, Other Classroom Teacher |
| 1/29/2026 13:09 Utah | Health Teacher |
| 1/29/2026 13:51 Salt Lake | Parent, Other Classroom Teacher |
| 1/29/2026 14:14 Utah | Other |
| 1/29/2026 14:23 Salt Lake | Health Teacher |
| 1/29/2026 14:24 Box Elder | Parent |
| 1/29/2026 14:26 Box Elder | Parent |
| 1/29/2026 14:35 Salt Lake | Parent, Health Teacher, Higher Education Staff, Health Department Staff |
| 1/29/2026 14:42 Salt Lake | Health Teacher |
| 1/29/2026 14:48 Weber | Parent, Other School Staff |
| 1/29/2026 15:06 Salt Lake | Other Classroom Teacher |
| 1/29/2026 16:13 Box Elder | Parent, Other Classroom Teacher |
| 1/29/2026 16:38 Tooele | Health Teacher |
| 1/29/2026 18:20 Salt Lake | Parent, Other School Staff |
| 1/29/2026 19:14 Box Elder | Parent |
| 1/29/2026 19:17 Box Elder | Parent, Other Classroom Teacher |
| 1/29/2026 20:35 Box Elder | Parent |

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| 1/30/2026 6:57 Utah | Administrator |
| 1/30/2026 7:26 Box Elder | Parent |
| 1/30/2026 7:42 Uintah | Health Teacher |
| 1/30/2026 8:08 Uintah | Administrator |
| 1/30/2026 8:23 Salt Lake | Parent, Health Teacher |
| 1/30/2026 8:24 | |
| 1/30/2026 8:53 Uintah | School Counselor |
| 1/30/2026 8:54 | |
| 1/30/2026 9:08 Tooele | Health Teacher |
| 1/30/2026 9:18 Utah | Health Teacher |
| 1/30/2026 9:35 Tooele | Health Teacher |
| 1/30/2026 9:36 Salt Lake | Parent |
| 1/30/2026 9:48 Grand | Parent, Administrator |
| 1/30/2026 10:36 Salt Lake | Parent |
| 1/30/2026 10:36 Salt Lake | Parent, Other Classroom Teacher |
| 1/30/2026 11:01 Cache | Parent, Health Teacher, School Counselor |
| 1/30/2026 11:14 Cache | Parent, Health Teacher, School Counselor |
| 1/30/2026 11:37 | |
| 1/30/2026 12:42 | |
| 1/30/2026 12:43 | |

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| 1/30/2026 12:44 | |
| 1/30/2026 12:45 Grand | Other Classroom Teacher |
| 1/30/2026 12:45 Grand | Other School Staff |
| 1/30/2026 12:47 Grand | Administrator |
| 1/30/2026 12:48 Grand | Other |
| 1/30/2026 12:52 Grand | Other Classroom Teacher |
| 1/30/2026 12:54 Grand | Parent,Other Classroom Teacher |
| 1/30/2026 12:57 Grand | Other School Staff |
| 1/30/2026 13:04 Grand | Other Classroom Teacher |
| 1/30/2026 13:05 Grand | Parent,Other Classroom Teacher |
| 1/30/2026 13:09 Grand | Other School Staff,Other |
| 1/30/2026 13:11 Box Elder | Health Teacher |
| 1/30/2026 13:13 Grand | Parent |
| 1/30/2026 13:27 | |
| 1/30/2026 13:32 | |
| 1/30/2026 13:35 Grand | Parent,Other School Staff |
| 1/30/2026 13:36 Grand | Parent |
| 1/30/2026 13:36 Grand | Parent,Other Classroom Teacher,Other School Staff,Higher Education Staff |
| 1/30/2026 13:38 Utah | Health Teacher,Administrator |
| 1/30/2026 13:47 Grand | Other Classroom Teacher |
| 1/30/2026 13:47 Grand | Other Classroom Teacher |
| 1/30/2026 13:55 Grand | Parent,Other Classroom Teacher |
| 1/30/2026 13:56 | |
| 1/30/2026 14:04 Grand | Other Classroom Teacher |
| 1/30/2026 14:04 Summit | Parent,Other Classroom Teacher |
| 1/30/2026 14:11 Grand | Other Classroom Teacher |

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| 1/30/2026 14:24 | |
| 1/30/2026 14:30 | |
| 1/30/2026 15:02 Utah | Parent |
| 1/30/2026 15:03 Grand | Parent, Higher Education Staff |
| 1/30/2026 15:08 Grand | Other |
| 1/30/2026 15:15 Utah | Health Teacher |
| 1/30/2026 15:15 Grand | Other School Staff |
| 1/30/2026 15:18 Utah | Administrator |
| 1/30/2026 15:31 | |
| 1/30/2026 15:38 | |
| 1/30/2026 15:43 Grand | Parent, Administrator |
| 1/30/2026 16:08 Grand | Parent, Other School Staff |
| 1/30/2026 16:17 Grand | Parent |
| 1/30/2026 16:59 Grand | Parent |
| 1/30/2026 17:00 Juab | Parent |
| 1/30/2026 17:30 | |
| 1/30/2026 17:42 | |
| 1/30/2026 17:44 Grand | Parent |
| 1/30/2026 17:45 Grand | Parent |
| 1/30/2026 18:06 Grand | Parent |
| 1/30/2026 18:09 | |
| 1/30/2026 18:29 Grand | Parent |
| 1/30/2026 18:38 Grand | Parent |
| 1/30/2026 19:12 Grand | Parent |
| 1/30/2026 19:22 Grand | Parent |
| 1/30/2026 19:50 Grand | Parent |
| 1/30/2026 20:35 | |
| 1/30/2026 21:08 Grand | Parent |
| 1/30/2026 23:16 Grand | Parent |
| 1/30/2026 23:36 | |
| 1/31/2026 8:03 Grand | Parent, Other Classroom Teacher |
| 1/31/2026 8:25 Grand | Parent |
| 1/31/2026 8:30 Grand | Parent |
| 1/31/2026 8:44 | |
| 1/31/2026 9:38 San Juan | Parent |

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| 1/31/2026 9:55 Tooele | Health Teacher |
| 1/31/2026 9:57 Grand | Other School Staff |
| 1/31/2026 10:15 Grand | Other Classroom Teacher |
| 1/31/2026 10:17 Grand | Parent |
| 1/31/2026 10:53 Box Elder | Parent |
| 1/31/2026 11:00 Grand | Parent |
| 1/31/2026 12:50 Grand | Parent |
| 1/31/2026 12:51 Grand | Other School Staff |
| 1/31/2026 12:53 Grand | Parent |
| 1/31/2026 14:13 Grand | Parent, Administrator, Other School Staff |
| 1/31/2026 17:05 Grand | Parent |
| 1/31/2026 17:40 Grand | Parent |
| 1/31/2026 17:54 Grand | Parent, Other |
| 1/31/2026 20:59 Box Elder | Other School Staff |
| 2/1/2026 8:02 Grand | Other Classroom Teacher |
| 2/1/2026 9:35 Grand | Parent |
| 2/1/2026 10:07 Grand | Parent, Other Classroom Teacher |
| 2/1/2026 11:31 Grand | Other Classroom Teacher |
| 2/1/2026 17:36 Grand | Parent |
| 2/2/2026 6:29 Box Elder | Parent |
| 2/2/2026 6:52 Grand | Other Classroom Teacher |
| 2/2/2026 7:01 Davis | Parent |
| 2/2/2026 7:34 Grand | Higher Education Staff |
| 2/2/2026 8:02 Grand | Other Classroom Teacher |
| 2/2/2026 8:56 Grand | Other School Staff |
| 2/2/2026 9:30 Wayne | Parent, Administrator |
| 2/2/2026 9:38 | |
| 2/2/2026 9:43 Duchesne | Parent |
| 2/2/2026 9:51 | |

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|--------------------------|---------------------------------|
| 2/2/2026 10:44 Grand | Parent |
| 2/2/2026 10:58 Grand | Other Classroom Teacher |
| 2/2/2026 11:50 | |
| 2/2/2026 12:11 Grand | Parent, Other Classroom Teacher |
| 2/2/2026 12:40 Wasatch | Parent |
| 2/2/2026 13:10 Grand | Parent |
| 2/2/2026 13:18 Salt Lake | Parent |

| | |
|----------------------|----------------------------|
| 2/2/2026 13:25 Weber | Parent, Other School Staff |
|----------------------|----------------------------|

| | |
|--------------------------|---|
| 2/2/2026 14:37 Weber | Parent, Other Classroom Teacher, Other School Staff, Other |
| 2/2/2026 15:26 Salt Lake | Parent, Health Teacher |

| | |
|---------------------|---------------------------------|
| 2/2/2026 16:24 | |
| 2/2/2026 17:04 Utah | Parent, Other Classroom Teacher |

| | |
|--------------------------|--------------------|
| 2/2/2026 17:19 Utah | Parent |
| 2/2/2026 17:37 Salt Lake | Other School Staff |

2/2/2026 17:59 Utah

Parent

2/2/2026 18:52 Utah

Health Teacher

2/2/2026 19:08 Utah

Parent

2/2/2026 21:43 Box Elder

Parent

2/3/2026 7:56 Salt Lake

Parent

2/3/2026 8:27 Salt Lake

Higher Education Staff

2/3/2026 8:32 Weber Parent, School Counselor

2/3/2026 9:09

2/3/2026 9:11 Salt Lake Health Teacher

2/3/2026 10:12 Salt Lake Parent, Other

2/3/2026 10:17 Utah Parent, Other Classroom
Teacher, Other

2/3/2026 10:22

2/3/2026 10:26 Box Elder Administrator

2/3/2026 11:01 Utah Health Teacher

2/3/2026 11:19 Utah Administrator

2/3/2026 11:23 Utah Other School Staff

2/3/2026 11:25

| | |
|--------------------------|---|
| 2/3/2026 12:00 Salt Lake | Parent,Other School Staff |
| 2/3/2026 12:45 Grand | Parent |
| 2/3/2026 12:58 Davis | Parent,Other School Staff |
| 2/3/2026 13:09 Salt Lake | Other School Staff,Higher Education Staff |
| 2/3/2026 13:31 Salt Lake | Parent,Other Classroom Teacher |
| 2/3/2026 14:30 Salt Lake | Parent,Other Classroom Teacher |
| 2/3/2026 15:44 Utah | Parent |
| 2/3/2026 16:08 | |
| 2/3/2026 16:25 Weber | Parent,Higher Education Staff |
| 2/3/2026 18:31 Utah | Parent |

| | |
|----------------------|--------------------------------|
| 2/3/2026 19:39 | |
| 2/3/2026 20:52 Weber | Other Classroom Teacher |
| 2/4/2026 4:41 Juab | Parent |
| 2/4/2026 7:33 | |
| 2/4/2026 7:35 Utah | Parent,Health Teacher |
| 2/4/2026 7:35 Utah | Parent,Other School Staff |
| 2/4/2026 7:36 Utah | Other Classroom Teacher |
| 2/4/2026 7:56 Utah | Parent,Administrator |
| 2/4/2026 8:15 Utah | Parent,Other Classroom Teacher |
| 2/4/2026 8:24 Utah | Parent,Health Teacher |

| | |
|-------------------------|-------------------------|
| 2/4/2026 8:26 Utah | Other Classroom Teacher |
| 2/4/2026 8:31 Utah | Other Classroom Teacher |
| 2/4/2026 8:37 Salt Lake | Other School Staff |

| | |
|---------------------|--------|
| 2/4/2026 9:02 | |
| 2/4/2026 9:40 Grand | Parent |

2/4/2026 9:45 Utah

Other Classroom Teacher, Other

2/4/2026 9:45 Utah

Other School Staff

2/4/2026 9:49

2/4/2026 10:26 Utah

Parent

2/4/2026 11:14 Grand

Parent

2/4/2026 12:52 Wayne

Parent

2/4/2026 13:26 Utah

Parent, Other School Staff

2/4/2026 15:25 Utah

Parent, Other Classroom

Teacher, Other

2/4/2026 16:06 Utah

Administrator

2/4/2026 16:22

2/4/2026 16:29 Utah

Other School Staff

2/4/2026 17:00

2/4/2026 17:03

2/4/2026 17:10

| | |
|--------------------------|---|
| 2/4/2026 17:48 Salt Lake | Parent |
| 2/4/2026 18:10 Box Elder | Parent |
| 2/4/2026 18:40 | |
| 2/4/2026 19:21 Utah | Parent, Health Teacher |
| 2/4/2026 22:53 Utah | Parent, Other Classroom Teacher |
| 2/5/2026 9:03 | |
| 2/5/2026 9:19 Utah | Administrator |
| 2/5/2026 10:32 Salt Lake | Parent |
| 2/5/2026 15:47 Utah | Health Teacher, Other Classroom Teacher |
| 2/5/2026 17:09 Salt Lake | Parent, Other School Staff |
| 2/5/2026 17:37 | |
| 2/5/2026 17:47 Salt Lake | Other Classroom Teacher |
| 2/5/2026 18:02 Utah | Other Classroom Teacher |
| 2/5/2026 18:08 | |
| 2/5/2026 18:30 Salt Lake | Parent, Health Teacher, Other Classroom Teacher |
| 2/5/2026 19:01 Salt Lake | Parent, Health Teacher |
| 2/5/2026 19:12 | |
| 2/5/2026 19:15 Box Elder | Parent |
| 2/6/2026 6:16 Utah | Parent, Other Classroom Teacher |
| 2/6/2026 6:57 Davis | Other |
| 2/6/2026 7:09 Salt Lake | Parent, Other Classroom Teacher |
| 2/6/2026 8:36 Utah | Parent, Health Teacher |
| 2/6/2026 8:57 Salt Lake | Parent, Other School Staff |
| 2/6/2026 10:06 | |
| 2/6/2026 11:07 Grand | Other |
| 2/6/2026 13:05 | |
| 2/6/2026 13:42 Salt Lake | Other Classroom Teacher |
| 2/6/2026 14:11 Utah | Parent, Other Classroom Teacher |
| 2/6/2026 15:03 Salt Lake | Administrator |
| 2/6/2026 16:01 Utah | Parent |
| 2/6/2026 16:11 | |
| 2/6/2026 20:37 Salt Lake | Parent |
| 2/7/2026 0:08 Davis | Parent |
| 2/7/2026 8:48 Summit | Parent |
| 2/7/2026 15:36 | |
| 2/7/2026 22:13 Salt Lake | Health Teacher, Higher Education Staff |
| 2/8/2026 8:51 Salt Lake | Parent |
| 2/8/2026 14:10 Salt Lake | Parent, School Counselor |
| 2/8/2026 15:27 Box Elder | Parent |
| 2/8/2026 21:33 Salt Lake | Parent |
| 2/9/2026 7:25 | |
| 2/9/2026 7:50 Utah | Parent, Health Teacher |
| 2/9/2026 8:06 Salt Lake | Parent |
| 2/9/2026 8:26 Salt Lake | Parent, School Counselor |
| 2/9/2026 8:37 Salt Lake | Other School Staff |

| | |
|--------------------------|--------------------------------|
| 2/9/2026 9:06 Box Elder | Other Classroom Teacher |
| 2/9/2026 9:08 Salt Lake | Parent,Other School Staff |
| 2/9/2026 9:42 Box Elder | Parent,Administrator,Other |
| 2/9/2026 9:43 Salt Lake | Parent,Health Department Staff |
| 2/9/2026 9:56 | |
| 2/9/2026 10:09 Salt Lake | Health Teacher |

| | |
|--------------------------|-------------------------|
| 2/9/2026 10:40 Salt Lake | Other Classroom Teacher |
| 2/9/2026 11:31 Salt Lake | Parent,Health Teacher |
| 2/9/2026 12:46 | |
| 2/9/2026 13:49 | |
| 2/9/2026 14:30 Utah | Parent |

| | |
|---------------------|-----------------------|
| 2/9/2026 14:33 Utah | Health Teacher |
| 2/9/2026 15:42 Utah | Parent |
| 2/9/2026 17:21 Utah | Parent,Health Teacher |

| | |
|---------------------------|--|
| 2/9/2026 20:27 | |
| 2/10/2026 8:17 Box Elder | Parent,Other Classroom Teacher,Other School Staff |
| 2/10/2026 8:20 Box Elder | Parent |
| 2/10/2026 9:29 Salt Lake | Other School Staff |
| 2/10/2026 10:00 Utah | Parent |
| 2/10/2026 10:24 | |
| 2/10/2026 10:39 Salt Lake | Parent,Other School Staff |
| 2/10/2026 17:46 Box Elder | Parent |

| | |
|--------------------------|---------------------------|
| 2/11/2026 16:58 | |
| 2/12/2026 7:27 Weber | Administrator |
| 2/13/2026 11:12 | |
| 2/17/2026 8:14 | |
| 2/17/2026 9:21 Salt Lake | Parent,Other School Staff |

| | |
|---------------------------|---------------------------------|
| 2/17/2026 12:59 Cache | Parent |
| 2/17/2026 13:34 Weber | Parent, Other Classroom Teacher |
| 2/17/2026 13:40 Salt Lake | Other |
| 2/17/2026 15:11 Box Elder | Parent |
| 2/17/2026 20:51 Box Elder | Parent |
| 2/18/2026 9:38 Grand | Other Classroom Teacher |

2/18/2026 10:31 Salt Lake

Other School Staff

2/18/2026 15:37 Salt Lake

Other School Staff,Other

2/18/2026 17:41

2/18/2026 20:58 Davis

Parent,Other Classroom Teacher

2/19/2026 9:26 Salt Lake

Other

2/19/2026 10:56

2/20/2026 10:05 Salt Lake

Parent,Health Teacher

2/20/2026 12:14

2/20/2026 15:30 Salt Lake

Parent,Other

2/21/2026 22:04 Morgan

Other Classroom Teacher

2/22/2026 16:39 Summit

Other Classroom Teacher

2/23/2026 12:22 Utah

Parent, Other

Q3_9_TEXT

Please select the stakeholder group(s) to which you belong. Mark all that apply: - Other -

Q4

Please share any feedback you have regarding the Health I (middle school) Draft Standard.

Physician

Love it!

Why do they need to define this? The second part at least let's them think about how their choices shape their future.

I like that school attendance and engagement are mentioned early on, providing them a foundation going into high school where they might have more flexibility with attendance and lack of engagement.

Sounds good!

I think you should discuss a wide range of "further educational opportunities" (not just college) and emphasize the importance of tailoring your education to your career goals.

You also need to ensure that it is not taught in a way that pressures kids to get married or have kids. Sure, having kids is generally financially safest when you are in a stable relationship, but kids and marriage are not requirements for a good, healthy life.

School Social Worker

Looks good and clear.

former teacher

I appreciate calling out factors that lead to future success. If these are included I would also like to see something about overcoming factors that either may or may not have been out of their control. A student raised by a single mom is not a failure and their path is not predetermined, which is potentially the message that is communicated here. Leaving these standards as stand alone don't tell the whole story. While taking a different path may lead to more obstacles to overcome, it is not the end and there are actions that can be taken, determination, hard work, perseverance, etc. that will contribute to future success regardless of the order that is suggested in the proposed sequence.

Within code requirements and simply establishes the success sequence. Allows the topic to be addressed without adding too much to a class that already has many required elements between stated code and the USBE standards.

I support the work of the writing committee.

All family types should be included in the discussion of stable marriage. It should represent real life and our

It may be more effective to change the language to emphasize having a "stable family and marriage before having children". This small shift in the language emphasizes the sequential nature of first X, then Y. When the draft saying "having children within a healthy and stable family and marriage" it seems misleading in that the "having children" portion is in the first part of the sentence. The emphasis on decision making at the middle school level seems very appropriate.

I don't think health curriculum should focus on needing to have children. Marriage and children is an individual decision and shouldn't be part of curriculum in public

I think these new standards could be beneficial, but the part about "having children within a healthy and stable family and marriage" could be less specific. There are countless ways that lives can go. Maybe some may not want a family or children. Financial stability can benefit their lives in multiple ways. There can be emphasis on alternate paths besides family and children.

Madelyn Wilson

Retired teacher &
grandparent

I like that this is being added. I worry that healthy and stable family and marriage is pretty subjective and could get educators into a sticky situation. Will there be definitions of healthy and stable, family, marriage?

I don't believe that success as an adult requires having children or being married. So any requirements built on that criteria are undesirable.

These research-based facts should absolutely be taught to students at all levels. There is no reason to exclude this information as it is based on facts, so please ignore the political rhetoric that may surround this; facts trump feelings and opinions.

Like that they will be teaching the importance of completing high school, pursuing further education, and having a family in a stable and healthy marriage.

I learned about the success sequence several years ago and I am thrilled that we are incorporating these true principles into our childrens' education.

A standard that includes having children as a key component of success is not acceptable. No standard should be encouraging or discouraging a person from defining success for themselves, with or without

None

I would just be a clear that seeking additional education can look a variety of ways. That does not necessarily mean going to traditional college. We need tradesmen too.

Middle school students are supposed to talk family planning with their peers and their teacher? Uh, weird.

I feel like the "having children within a healthy and stable family and marriage" is pushing a religious agenda that doesn't need to be pushed. Kids see the family dynamics that are in the world or that they have experienced and, typically, they know the family lifestyle that they want, whether its to have children or not. Many women are either incapable or just don't want kids and pushing this "having children" agenda is not what's going to be best for their mental health.

SLP (k-adult public schools)

Whether an individual is married and has children is not a measure of success. Many individuals may not have the opportunity for marriage or children and many may not have the desire to be married or have children. It should not be taught in school that that is the measure of success. Marriage and children should not be part of the success sequence framework.

Love the part emphasizing attendance how decisions in junior high can impact financial stability. Age appropriate and simple, given code.

I think both are great ideas, I would want a look at how a lesson would look and activity to incorporate the attendance and engagement to have students want to be at school. I feel like parents also need to have some type of the information due to a lot of my students absent due to competitive sports outside of school. I regularly have 3 to 5 students absent each class due to outside competitive sports that parents are fine with there student missing. With the expectation that I create or allow weeks to make up missed work. How can we create a buy in?

Meets state code

Making sure that it's being taught in a way that doesn't make kids feel like having children and getting married is the only way to succeed. In Utah culture teachers may put emphasis on this part when not all students envision a future for themselves with a partner and children.

I worry that adding language that you must be married and have children to complete the success sequence is shortsighted. Many people are not married nor have children and are considered successful. This definition is far too narrow, will have unintended consequences, and is a backward definition to begin with.

I think it is fine so long as the additional education shares trade opportunities, not just college. I also think that the emphasis on having children and how that helps society is important.

Grandma

Having children, especially in your early twenties, does not correlate with financial stability for women. Women with children often have lower median incomes and fewer assets (like stocks or retirement savings) compared to women without children according to the Employee Benefit Research Institute. This standard is too broad and lacks critical analysis necessary for children to consider all their options for their futures. I do not support this change to the health education standards.

Approve of the draft standard

Marriage and children are not a requirement for success. Current wording implies that without those things, success has not been achieved.

Including marriage and children is very value laden, there are many routes that lead to success and happiness that don't include those options.

Instructional Coach

This is great! The research shows that this is the best path to financial and emotional security.

The state should not teach that having children is necessary for success or financial stability in life. In fact, because of our state's refusal to support families, we have seen that the opposite is often true. Teach that.

I'm concerned about the focus on having children. As a mom of five kids, I'm very concerned that young women in particular already receive this instruction as a disproportionate part of their cultural upbringing, and many (like me) find years later that their focus on creating a family of children as a marker of success is unsustainable with their lack of career development. While I enjoy my children and family, I do NOT want this same thing pushed on my children, and I would like their choice to have children to be a personal one, not a checkbox for a successful life. If I could suggest a small edit that would make a large difference, you could shift the message to waiting to have children until a family is healthy and stable. I like the focus on school attendance helping them in career goals.

I Think this is very important to add!

I agree with this standard as written.

I have no comment.

I am astounded that in 2026, public school curriculum would encourage "having children within a healthy and stable family and marriage". How does procreation contribute to individual health goals? Is this a joke, or do the backers believe this is 1926? The promotion of having children and marriage is presumptive and should not be subjected upon our children in legal frameworks. This makes me want to move away from I love this! We as a society and a country have strayed too far from what we know to be the foundation the success of our country was built upon.

As a parent it is MY responsibility, NOT the State's, to educate my children about a "Success Sequence", especially when it comes to having children of their own! The State's main responsibility is, and always has been, to teach my children to read, write, and be proficient in arithmetic. The State needs to focus on the basics and stay in their lane!

Marriage and children should not be the standard of success for every student.

I agree that with the first two principles of the framework being taught. I do not think children should be taught they need to be married or have children in order to be financially stable.

:and having children within a healthy and stable family and marriage" What does this mean and who defines it? I don't think this is appropriate to define to students in an educational setting or a health class.

I like the success framework. I think no everyone's goal is to have children so it could be helpful to open this up to be more inclusive of everyone. We want them to be strong stable healthy humans within their familiar relationships. Can we word that to be more broad?

Define the three key components of the framework: completing at least a high school education and pursuing further educational opportunities; obtaining full-time employment; and creating a stable healthy family relationship

Marriage between a man and woman should be emphasized.

I believe we need comprehensive sexual education including information about healthy romantic relationships, consent, contraceptives and STIs as early as the middle school grades.

Other Licensed Educator

I think that focusing on the principles of identifying and defining limits the potential for critical thinking. It seems like the high school standards are more based on critical thinking skills, and I would love to see more balance between the two, with the basics of defining and identifying mixed with planning and thinking. Specifically for the middle school one, I think incorporating an objective around "making a plan for high school attendance and success" or something similar would be helpful.

I'm concerned that you are asking middle school students to define a healthy and stable family and marriage are. If you will be defining this for them, will there be objections to this? Will they be exploring all types of families? Who will define what a "healthy" family looks like. This standard is too vague and not something middle

I like the 3 components in the proposed framework. I would like to see a core tenet added- that of community building. All health discussions and goals should not simply be individualistic, but should encourage students to reflect on how their actions affect their broader community. Following laws, volunteering, being gracious, courteous,

I have loved teaching this sequence this year with the curriculum support. I have found some resources online to help teach it, but would love more quick resources or state made content to teach the importance of the sequence, and how to implement the forming of a personal plan for their future at the middle school level. This would be a great training for a SHAPE conference course.

I fully support teaching this "success sequence" framework.

I feel like some of this information is something that is already covered whether it is in the Health class, other classes, or through other school-related information. I also think the information regarding "decision-making related to school attendance and future educational/career opportunities" would fit better in the Healthy Foundations strand rather than Human Development.

The Success Sequence is okay, but you make it sound as if you must have children in order to be successful. I understand you are trying to say that IF you have children, you should do it within the confines of marriage and a stable family. Having children or not is highly personal - sometimes it is NOT a choice. It should be made obvious that is what you are trying to say.

Define the three key components of the framework: completing at least a high school education and pursuing further educational opportunities; obtaining full-time employment; and having children within a healthy and stable family and marriage.

This is confusing to me. Why would you need to add having children and marriage to this sentence? A stable family, I understand, but defining that as getting married and having children, I don't understand.

Good

I support this standard

I honestly don't see how this fits under the category of health. Financial stability and family relationships seem to fit under a different category. I understand that sex ed and discussions about STDs fit with health, but this seems to fit under a category of financial literacy and child and human development.

They look great!

My feedback is the same for both standards regarding language. I support the idea that students need to consider education, career and relationships as they evaluate opportunities for future success. I disapprove of the language "having children within a healthy and stable family and marriage" and believe terminology closer to "healthy and intentional family planning" would be more appropriate to encompass the wide range healthy relationships and options for choosing when and IF children are appropriate for that scope and that person. A language adjustments also helps avoid future potential political, religious, or other controversial issues and stays focused on the financial and mental wellbeing aspects that are critical for our students.

I love the focus on the family. This is the truest measure of success and happiness is having your own family.

Retired Teacher

I worry the framework does not provide nuance for current reality or give options that could also lead to success beyond what is described here as having children within a healthy and stable family and marriage. I would want to see the nuance this discussion should have before allowing my child to participate in a discussion around family and relationship dynamics that I am afraid of being very one dimensional based on how this framework is currently worded.

Could be beneficial to add a 3rd part stating something along the lines of: "3. Education around how to have a relationship, its potential consequences for both partners, including domestic violence prevention, cost of child rearing including current lack of support systems and subsidized child care, and options for negotiating a stay at home parent contract in the event that child care cannot be secured.

I also would appreciate talk of permanent and non-permanent ways to prevent abortions from occurring (ie sterilization and comprehensive birth control plans).

Stating that marriage and having children are essential is not a valid statement. The standard should instead focus on healthy relationships, whatever form they take. Please don 't misread what I am saying, I think both are important. But people can also have stable, fulfilling lives with children or a spouse. And other relationships, including friendships, also should be supported.
Okay.

Occupational therapist

I've no concerns or questions

... "and having children within a healthy and stable family and marriage. "

While from a religious standpoint, I love this. I wonder why this is the final step towards being considered a financially successful, and healthy individual.

I might have the last line be more inclusive, "..and contributes positively to shaping a better environment for those in their realm of influence. "

One does not always need additional formal education after high school to be a successful and contributing member of society. The other parts of the proposal I'm in

Health education in Utah is a joke! They center on the majority religious population and don't consider the minority. The majority pushes for their beliefs in the subject. I thought this was public education and not private education. I do believe they need to be educated on a Success Sequence but it should be focused on Mental health eating correctly exercise and good decision making. You won't talk about safe sex but you will talk about having children within a stable family and marriage? How about talking about not having sex and how to protect yourself if you do from STD will avoid having children when not ready.

Sounds good.

Why is having children within a healthy and stable family and marriage part of financial stability? Many adults are financially stable WITHOUT having children or being married. That should not be part of the Success Sequence Framework.

Response as a School Counselor

Standard HI.HD.10 (Health I – Middle School)

The Success Sequence framework can be a helpful tool for introducing students to the idea that educational engagement, career preparation, and family planning are interconnected and can influence long-term financial stability. At the middle school level, the emphasis on completing high school and building habits related to school attendance, effort, and goal setting feels developmentally appropriate. Helping students understand that daily decisions—such as attending school regularly, participating in class, and seeking support when struggling—can shape future educational and career opportunities is valuable.

However, at this level, it is important that the framework is presented as one possible pathway, rather than a guaranteed or prescriptive formula for success. Middle school students benefit from concrete examples of decision-making and consequences without oversimplifying complex life outcomes. Language should remain inclusive and flexible, acknowledging that students' family structures, cultural backgrounds, and access to resources vary widely.

Standard HII.HD.10 (Health II – High School)

At the high school level, analyzing the correlation between the Success Sequence and financial stability is

So happy these are being added to the Health I Standards. They are beneficial and needed for students in the

I like it.

How does finding a job affect students' overall health? Keep the core simple. Yes, kids do need to get a job, but health teachers should focus on health-based choices, not job placement.

I don't believe there is any correlation to attendance in middle school to these things. I'm currently in college finishing my bachelors degree and then will be going on to my masters degree in marriage and family therapy and nothing that I learned in middle school is helping me with these things. I am a lifelong Provo resident and professors in college do not care if you show up or not. Attendance is not emphasized in the slightest. So I don't feel like it correlates to your future opportunities. Your grades are what matters. Being organized and timely

These standards ignore the major causes of financial instability. Those being wealth inequality, specifically the hoarding of wealth by the rich and the reduction of real wages for workers.

How will a "healthy, stable family and marriage" be defined?

How will "having children" be addressed? How will a person I don't think it is appropriate to be talking about what kind of family/marriage/child structure someone should choose. Discussing a framework that many children do not have in their family of origin is creating a category of "less than," or "other." It's dangerous at this stage of development. It also risks pushback from parents who were unable to provide that structure, but are doing an amazing job staying involved and are really great parents. That being said, it's teachable. I do like the second part where they are asked to look at how their choices may have a long term effect on their future

Speech language
technician

I think point one is great. My only comment on point 2 is that because of differing situations, some students may actually be able to graduate high school while attending less than others. So I wonder if attendance is the best focus. Instead I would suggest that the focus be on making a plan for High School that includes classes and extra curriculums that would best help them complete their high school education and prepare for future educational opportunities. For example, planning on taking a CTE class in an area that is a potential future career interest, or planning which extra curricular activities they could do that they think will help them stay motivated to complete a High School education. I believe a higher education is not an option now a days for a job that allows a person to live comfortably and raise a family. So the sooner children can understand, start planning and implementing that plan with a follow up from parents and school the better.

I am not sure what these three key components entail.

This standard provides an excellent foundational roadmap for students by clearly defining the practical steps necessary for long-term financial security. I particularly appreciate the focus on how current school engagement directly dictates future career flexibility, as it helps students connect their daily efforts to their ultimate life goals. This framework offers a tangible, evidence-based strategy that empowers learners to make informed decisions early in their development.

I don't think that having kids should be a requirement to be a happy, successful, and contributing member of society.

I agree with them. I like the changes.

The only part of this standard which appears to relate to a Health class is "having children within a healthy and stable family and marriage."

How much of this standard was based on the developmental stages of middle schoolers? There isn't any reference to the developmental stages and any standard not based on developmental stages of the child will ultimately be detrimental to the students.

I feel like this is an easy, short answer question. Not much thought needed.

Why are we even saying having children? It would be better to say develop healthy and stable relationships.

I feel that these topics are impotent to discuss

I think in the Health Foundations part of the core standards where the students are setting SMART goals they need to do this type of a thing. If they want to get a job they need to show responsibility. If they want to go to college they need to get good grades for practice of upcoming continuing education. If they want to have and raise a family in a certain culture or religious background they need to pursue those beginnings through short term goal setting to achieve long term goals. "Further educational opportunities" should include military, not just post high school schooling.

District Office Staff

Community Member

Community member, teacher in another county The relationship goals are something that should be taught at home or at church, not at school. If we want our students to have good relationship goals, then we ought to allow the students to set those for themselves, not tell them they have to have a goal to have children in a healthy and stable family and marriage. Maybe we should just focus on the elements of a healthy relationship and trust that the students can make decisions on their own based on their own morals and values they have set for themselves.

maintenance

Incorporating these changes will benefit students as long as teachers are well-trained and buy in to the updates in curriculum. Inviting guest professionals to the classroom present parts of these new requirements may be a worthwhile consideration.

Make sure the students know it is not a guarantee.

I feel these are good standards and a foundation for the maturing of students from middle school on to high school and beyond.

Are teachers going to be trained on what the success sequence is or should look like or will they be allowed to interpret as they deem necessary for their students and cultural backgrounds?

None.

Problematic language and goals. "having children within a healthy and stable family and marriage". It is not the states job to tell someone to have children or to get married. This is a gross overstep of the State and the State Board of Educations role.

This is too long and complicated and I didn't read it.

Love it

Grandparent

What standard. It is poorly written and confusing. Ie how is completing high school a health issue/standard for

Para

It should be clear that further education doesn't always mean university, higher education also includes trade schools. The Success Sequence should not only focus on financial stability, but explore the effects of poverty and child rearing. The Success Sequence is designed to help create stable adults, who create stable healthy marriages that in turn impact parenting outcomes. It should not have any shame or fear based teachings, and include skills, critical thinking and family planning.

Concerned citizen

The teaching should include discuss that "full-time employment" can take many forms, such as starting their own business, and does not have to be a traditional job. this is not going to help kids make better choices in their lives. Rather, it will set up standards that many of them feel they won't be able to achieve and will cause undo shame. Having financial stability is nice, but it is not more important than bringing kids into this world. We shouldn't be teaching kids to be financially successful before having kids. We should teach them to stop being so entitled. We should teach them to bring kids into

I don't feel it's the states nor the schools responsibility to be involved with any of this and having programs and mandates are an overstep of what the state and school districts should be doing.

Bus driver

For Health I students, I have concerns about how the Success Sequence framework may be interpreted if not carefully framed. At this developmental stage, students may view the framework as prescriptive rather than analytical, potentially concluding that there is only one acceptable path to success.

Not all students aspire to marriage or parenthood, and presenting family formation as a required component of success may unintentionally marginalize students who plan to remain child-free or unmarried, or who come from diverse family structures. There is also a risk of reinforcing gender stereotypes or suggesting that personal worth and future success are tied to reproduction.

I recommend that instruction at the Health I level emphasize that the Success Sequence is one research-based model used to examine trends, not a set of expectations. Explicit acknowledgment of multiple valid definitions of success would support inclusivity and student well-being while still meeting educational goals..

I strongly support the standard and teaching it early and

I don't think pushing the idea that having children or getting married should be a criteria for success. Many people can go on to have partnerships without children and still be successful. Or being a single mother and be successful, or being single and childless by choice and be successful. Reproducing should not be a sign of

Seems reasonable

I feel that including marriage in this standard is inappropriate. It implies that in order for a woman to be successful she must rely on a man and that is not factual. I understand that the religious sector of Utah places high value on marriages between a man and a woman with multiple children at a young age. I believe the statement "healthy and stable family" can represent many things that do not include religious or secular marriage. I feel that at the middle school age, the discussion of marriage as part of the stable family is better had at

These principles are a standard for most homes and should be taught to strengthen that unity and educational

At the middle school level, students are in early stages of cognitive, social, and emotional development and are not equipped to evaluate success based on adult outcomes such as marriage or having children. Including childbearing as a component of "success" is developmentally inappropriate and may create confusion about age-appropriate goals. Health education at this level should focus on building foundational skills such as self-awareness, goal setting, and understanding how education and healthy choices support future well-being. Framing success around adult family formation shifts attention away from these critical developmental priorities.

Not everyone is going to pursue education after high school. I can see this standard being skewed to push students to higher education which is not for everyone. There needs to be clear outline within this standard to show that there are many options. So that what is being taught in this class aligns with what is being taught in other classes like CCA.

For those students who end up dropping out for whatever reason they need to understand that there are options for that as well. Do not get me wrong I want everyone to graduate high school. But my experience prior to becoming an educator and after has taught me that if we teach kids that if they do not finish high school that is the end for them, that is a huge failure on our part.

I think it's great that we are reinforcing higher standards for our kids. They need to know what is expected and what they have the ability to accomplish.

I think incorporating academic success (such as high school graduation) is important in Health Ed, but I am not sure that it needs to be an entire standard. As a health educator with very limited time, I already struggle to address all of the standards. Could the components of this standard be placed within other standards to make it less of a heavy lift?

community council member

Was curious about your phrasing of "having children" over something like starting a family. The implication being that you should wait to have children until you have some financial and relational stability. I wonder if the research also suggests that marriage should adhere to

I feel there should be consequences when students are absent, although there are a lot of natural consequences already. Parents need to be more accountable for their children's education.

I like this revision. I'm a health teacher, and from my perspective it makes the decision-making standard much more relevant when we connect the dots to something specific, like how the decisions we currently see kids making NOW regarding attendance and academic effort will affect their lives LATER.

concerning: "and having children within a healthy and stable family and marriage"

What does this have to do with health education (or any education). The third standard should be about the student being healthy themselves so they can be a productive member of society. Yes, a health and stable family may follow that- but why are we jumping to reference their hypothetical spouse and children in the

Higher Ed. Student

I take issue with the implication that part of attaining success is becoming married and having children. I also take issue with the implication that success is found through achieving milestones that, depending on the circumstances a student may find themselves in, have barriers that may be insurmountable.

Is there a way to phrase "having children within a healthy and stable family and marriage" that includes "if you choose to have children it is with a healthy and stable family and marriage?" The first option just makes it sound like a foregone conclusion that everyone should and will have kids. It should be recognized as a choice.

prevention/intervention
specialist

i like it.

grandparent

I love this concept. I believe kids are forgetting these core concepts. It would be nice to know these are getting implemented. Yay for whoever thought of these!

These seem reasonable. It would be helpful to see what the current standards are, for reference.

Kids in middle school shouldn't focus on adult issues like marriage and kids. Maybe just some exposure to skills that could help them get jobs like shop class, welding, how to handle difficult people and de-escalate tense situations.

Further education opportunities is expensive and oftentimes not necessary. Not everyone needs to or wants

I don't see how marriage and family are the key to financial stability per say. Completing high school and further education - yes. Obtaining employment that can meet your living needs - yes. Marriage and children and financial success are not always directly linked. The traditional married family can be marred in debt. Conversely, there are financially stable single people. I get what you are trying to promote, but marriage and children as a key to financial stability does not fit the proposed goal. A bigger key to financial stability is understand finances, 401ks, saving, loans, interest, basic money management skills. Take it from college educated married mother that only has financial stability due to early savings, money management, and also some luck in circumstances.

I believe attending school is important as well as teaching children the reason behind future planning. The goal of teaching children that a healthy relationship is beneficial however specifically targeting a "healthy marriage and having children" shouldn't be a school priority, this should be discussed at home. Not all children will grow up with the want of marriage or children. And assuming every child should be taught that marriage and children are important for your future shouldn't be a school priority. That should be left to the

Chair of local suicide
prevention non-profit

Although I agree that this is the optimal situation I don't love the framing.

Looks good.

Looks good.

This standard is unnecessary to add to the curriculum.

I agree with most of this. However, I don't know that we should be so quick to put such a heavy emphasis on having children within a marriage. I can see this making adolescents that find themselves in a situation where they are facing an unplanned pregnancy feel ashamed and

The only thing I WISH I would have learned in middle school was how to see unhealthy behaviors in others and not be a door-mat / people pleaser. I wish I would have started to learn this young. I made choices that landed me in an abusive relationship. I wish I would have had a better background to prevent this. I am safe now, but it took YEARS to see, get out of denial, then get out of the relationship, and heal. I'm still healing. What can we teach children to find healthy relationships?

Don't the students get this in CCA? Why does it need to be repeated in health class?

More clarification is needed:

- "having children within a healthy and stable family and marriage". What if someone is unable to have children? Are we setting those individuals up to fail?
- What does a healthy and stable family and marriage look like?

The third of the success sequence framework, "having children within a healthy and stable family and marriage," is problematic. This is pushing one belief. This framework should focus on healthy relationships more broadly, encompassing family, friends, partners, coworkers, etc. There's also nothing about personal well-being and mental health.

I fundamentally disagree with the structure of the success sequence and their connection to financial

Attendance does not lead to outcomes. More private/home school options is the ideal outcome.

I don't love the standards at all. You can have a successful and happy life without getting married, without having children, and doing a trade school instead of college. This is sending the wrong message and will make students feel like failures. This is the complete opposite of what we should be teaching them. Also, we are so crammed anyways on our scope and sequence, and so to

Grandparent and former educator

I like it. I'm ok with it just the way it is.

Substitute Teacher

Student

My feedback is that it should not be added to the standards at all, or should be rewritten to indicate that these things are not the only determining factors or success. We have a lot of single parent homes, or students parents that are in a committed relationship but not married. People, like myself, who are unmarried and child-free by choice are now not successful according to

Looks good

I am concerned with the third component. As an adult who was unable to have children and did not have a stable marriage (because of the child issue), I do not think this is the only way that we obtain success. I would rather see something like participating in your community or being politically engaged, these are things that are within our control and apply to everyone. Children and marriage should not be the only way that people gain stability and healthy relationships

SBMH

Though the Success Sequence sets an expectation of family life and family culture that may not reflect or support the myriad lived experiences of students, the draft provides opportunities for critical thinking and potential goal-setting.

I think this is great!

I do not agree that children should be forced into a framework that may not align with their family values.

Student

I urge you as a mother. Please do not allow this to be put in schools. It is very leading, marginalizes, and shames those who want to steer away from traditional family values. For as a mother who has had infertility issues I am concerned about girls feeling devalued that cannot have children. There are religious and leading undertones can lead to a sequence of guilt, shame,
N/A

Sounds good

Not everyone has children and children don't make a person successful.

Family planning is a decision that should be made by the individual not by the state. Individuals that chose to not have children are important and valuable as well. This is government overreach.

Not sure I like the wording, "further educational opportunities". With multiple degrees, I value education; however, I also see the need to further career opportunities, not just educational ones. The wording suggests that you must attend college or higher degree-seeking opportunities. (electricians, cabinet shops, plumbing)

FCS Teacher

Afterschool Mentor

I do not like the having children within a marriage portion. I do like the healthy stable family part, but you do not need to be married.

I disagree with the core definition of "Success Sequence." I think it is wrong to teach students that to be healthy and successful, they must be married, have children, and have a full-time job. I think there are many different definitions of success and health, and fear that you will alienate many students who do not believe in your vision of success. I like the (2) part of the standard in which students must analyze the connection between attendance/engagement with their own vision of what success and health looks like.

I don't think marriage should be listed as a necessity for stability.

Grandparents/ Gaurdian

I agree. A high school degree is critical and having children within a healthy and stable family and marriage need to be emphasized more today. It ensures more success for the parent and the child.

Love it. Research supports these components for success, so they should be taught in a research-supported, clear, and helpful way to every child.

I don't think that the inclusion of marriage is necessary or acceptable. Marriage does not in and of itself imply stability or health and should not be implied to be the only version of family that is considered such.

Good foundational knowledge of the best chance for success. Love it!

This is a great standard and should be taught nationwide. I would, as a health teacher, stress the importance of growth within whatever family type the student is currently in, and look at the pros and cons of each family type, leading to the nuclear family being the most

I feel strongly that the idea of success being correlated with having children within a healthy and stable family and marriage is archaic, repressive and misinformed. I'm all for supporting education that informs healthy relating and stable relationships, but the world is much broader and diverse than heterosexual marriage with children. Mental and emotional health are greatly dependent on whether an individual feels seen, heard and understood. Denying that to individuals who fall outside the societal norms is harmful and counter-productive.

I'm not sure I agree with the state defining a success standard as "having children" and am interested in which standard(s) the state of Utah uses to define "a healthy
Fine

BOE Member

I don't know how many middle school students think about a healthy family and marriage.

Seems good. Let's just be careful with "engagement" - we don't grade behavior, we grade content knowledge

Please be sure to include what a healthy relationship looks like, including the red, yellow, and green flags pertaining to emotional, financial, and physical abuse. And to show that children don't make an unhealthy relationship more healthy.

Some students will not move on to higher education. It would be nice to have a statement regarding students being positive contributors in society.

SPED

Re: "within a healthy and stable family and marriage."

Define:

healthy

stable

family

marriage

Who's definition of those terms will be part of the curriculum?

What definitions will be used? Those terms are not only subjective, but ambiguous.

I disagree with this being presented as the only successful path that people can take in life. While I personally have a masters degree and a healthy marriage with kids and a full time job, I don't think you need a college degree education or a family to be successful in life. I think having a more open ended approach and helping kids identify their interests and future goals and how they will attain those goals is much better than pushing the political/religious agenda on our children.

I do not believe any of this belongs in a Health curriculum. It belongs in some type of "Transitions to Adulthood" class.

As far as the content itself goes, I think including the goal of at least high school education is good, with encouragement to do additional training/education if possible (I have a master's degree, but I know women who dropped out of high school, and their job options are very limited, especially if they develop health issues like back problems; these women seem to end up in trapped in a relationship they don't want but are too scared to leave for financial reasons).

I think suggesting that everyone needs full-time employment is problematic. It implies the already too-pervasive sentiment that people won't be personally fulfilled their personal destiny unless they work full-time. Putting kids in daycare does not make the world healthier. Having no one available to support kids in schools and supporting neighbors and communities as a volunteer does not make the world healthier. I believe it would be more healthy to emphasize the preparedness to obtain full-time employment. Please do not teach our children that they all need to have full-time employment to be healthy or financially stable. Please do not tell them that if one parent stays home that the spouse making the money is the important one and the money is hers/his, the decisions about the money and where to live, etc. are all hers/his.

I don't think health teachers should be held accountable for defining healthy and stable family and marriage. It puts us in a really bad position when individual families teach their children something different. I think if we're allowed to approach it with a variety of examples of what that could look like then that would be different but if we're preaching a one size fits all definition it starts

I would like to see the word "traditional" included with the stable family line. I agree that the standard will lead to increased financial and emotional stability.

How typically myopic.

The proposed framework defines "success" in an overly narrow and outdated way that does not reflect the lived realities of today's students or families. By centering success on a linear path of high school completion, full-time employment, and having children within a married family, the framework implicitly promotes a traditional, heterosexual family model and marginalizes those whose lives do not fit this mold.

Students define success in many valid ways. Educational pathways are not always linear, and meaningful learning often occurs through nontraditional routes such as the arts, apprenticeships, community engagement, entrepreneurship, or delayed and interrupted education. Similarly, full-time employment is not the only measure of economic or social contribution, particularly in a modern economy that includes freelance work, caregiving, creative professions, and community-based labor.

Most concerning is the inclusion of marriage and childrearing as a benchmark of success. This framing excludes LGBTQ+ individuals and families, single parents, child-free adults, and those who rely on chosen family structures. It sends a message that some lives are more valued than others, which is inconsistent with the role of public education in serving all students equitably.

The framework also frames school attendance and engagement as purely individual decision-making, without acknowledging systemic barriers such as discrimination, unsafe school climates, mental health challenges. More emphasis should be placed on obtaining higher education, a high school degree is not adequate if we're trying to prioritize financial stability.

I feel that pushing students to focus on having children and being in a stable marriage are not something that should be discussed at this young age. If it is taught more as how to be safe in relationships, make better decisions, what to do if you need help, etc., that would be better. I still feel this needs to take place in high

I support the goals of education and employment stability in this framework, but I object to listing 'having children' as a key component of human development for the following reasons:

(1)Exclusionary Language: It alienates individuals and couples facing infertility, treating a medical condition as a developmental failure.

(2)Narrow Definition of Success: It ignores valuable contributions made by child-free adults in our community.

Perhaps we can amend the language to emphasize 'family stability' or 'healthy relationships' generally, rather than prescribing parenthood as a mandatory step for The Success Sequence implies that students are expected to and must have children within a family system. However, many students may elect not to have children and remain in healthy positive relationships. Electing to have or not have children greatly impacts financial stability (or lack thereof). Costs of raising a child are on average over \$400,000. Recommend changing the verbiage to "Define the three key components of the framework: completing at least a high school education and pursuing further educational opportunities; obtaining full-time employment; and having healthy and stable relationships).

Health Professional

Instructional coach

I object to the third standard of "having children within a healthy and stable family and marriage" since these are not universally applicable to all persons. This feels like very "big government", heavy handed in its own monocultural values.

I think the proposed content overlooks the How to achieve aspect of career education and healthy family. It would be beneficial to not only emphasize the what and why. This is typically understood. It is in the How that youth get lost related to these topics. Educating youth how to identify their pathways (yes plural to cover both short term and long term planning) of success with intentional focused education and career planning.

I'm having a hard time with the financially stability part. It makes me feel that this should fit into a Financial Literacy or Adult Roles class.

Draft 1: don't use the word "consequences" to mean only negative outcomes since actions can have positive consequences too.

Think carefully about the goals to have "full time employment" and to have children in "stable and healthy family and marriage" specifically as it relates to females please! This concept must have LOTS of

Community member

The current success sequence framework frames success--and financial stability--as contingent on elements outside of students' control: marriage and children. Furthermore it indicates that those individuals who are unmarried or childless are failing to achieve proficiency in life and will be financially unstable. If the goal of the standard truly is to focus on financial stability, either leave out the marriage/children element or rephrase to focus on that it is a challenge to be financially successful as a teenage parent or single-income home.

While I personally agree with the framework presented, I don't feel that it belongs in public school the way it is worded. The way it's worded appears that in order to be "successful" one must complete high school (which yes for sure), pursue further education (as long as that isn't defined as only college, it's okay as college isn't for everyone) and "having children within a healthy and stable family and marriage." So, does that imply that people who don't get married aren't successful? Also, there are people who adopt children without a spouse. I'm not saying that I personally think that's a great choice, but I don't know that the public school system should be pushing marriage and children to be successful.

Health Endorsement

This makes it sound like there is only one option to being successful - there are many routes to having a healthy and stable life, possible family and possible marriage, and achieving financial stability. I see middle school and high school students discouraged when their one plan is interrupted and they don't see that they can be successful beyond their one plan. i.e. I'm going to graduate from high school with a 4.0 and get a scholarship into my chosen school, and get married and have children and live happily ever after.

It is great. Age appropriate, applicable, and crucial to student success in the future.

District staff

IT

N/A

It is written well.

concerned citizen

This sounds all reasonable to to me

The emphasis on "healthy and stable" families is positive, but specifying "within marriage" may not reflect the diversity of family structures in students' lives. Consider using inclusive language to respect all backgrounds (NASW, 2021).

The standard could unintentionally suggest that having a family inherently leads to financial success. Evidence shows that financial stability is more closely linked to educational attainment and secure employment than to family status alone. Consider focusing the standard on the importance of achieving these milestones—education and employment—before starting a family, and recognize that family structure alone does not guarantee financial

This draft tells, but doesn't necessarily demonstrate the "why" of the definitions.

I like how it is written out and specifies each part of the standard. It is clear and applicable to student's future needs.

I appreciate that this may be well-intentioned attempt to teach since good principles but it is the place of the parents to do so, not the school district, educators or

I think the emphasis should be on family and that adding "and marriage" is unnecessary. We should not be excluding or othering children who come from a family that isn't the standard nuclear family.

This language focuses primarily on the financial outcomes related to the Success Sequence, which does not reflect a complete understanding of its benefits. A stronger standard would emphasize that a healthy marriage includes a lifelong, committed, and caring relationship; greater personal happiness and life satisfaction; a safe and stable environment for raising children and strengthening communities; and the potential to avoid negative life outcomes from early sexual activity. Marriage is more than an economic arrangement, and the standards should reflect its important relational, emotional, and social benefits

Pro-Life Utah leader

I support the idea to teach students principles such as the importance of education, employment, and children after marriage. However, the current wording of these Drafts feels rather narrow. I'm concerned that we risk harming students by defining "success" in narrow terms.

For instance, the current wording implicitly suggests that anything less than full-time employment is not success. This is ableist, as many students with disabilities may not ever be able to work full-time. It is unfair to present full-time employment as the only path to success. For me, this is not simply an abstract concern - I have disabilities that are so severe that for many years I was not sure if I could work full-time, or not. While I am grateful that with extensive treatment and work flexibility, I can work full-time, I can't help but think "what if I couldn't? If I was able to only work part-time, would I be deemed a failure because I don't fit into this box?"

Besides my personal experience, I draw on my professional experience as well. I'm an instructor for students with various disabilities, some with severe cognitive disabilities. Some of my students will likely be unable to work full-time in the future. Does that mean that their progress in school, their community involvement, volunteering, family engagement, and part-time work is not "successful?"

I hate to think of a high school student with

Future Parent

I oppose changes in regards to lines 283-284 as advocacy of contraceptive methods should not be prohibited. I oppose the removal of lines 330-332 because the Department of Health and Human Services should aid in developing programs to provide instruction and the phrasing allows for the request of their input rather than demand/requirement thereof. I appose the change to line 413 as human sexuality and human development are separate topics that should be provided in education Human development could be added to line 418 as recommended if the changes to line 414-415 are adopted

USBE Health Standards need to connect the Health Education language better in relation to teaching about healthy marriage.

Here are some ways to make these concepts stronger:

The standards could more explicitly link them to the lifelong benefits of marriage, built on:

Trust

Complete fidelity after marriage

Abstinence before marriage

Strong moral character

All principles that support personal well-being, stable family formation, and raising children in a committed, loving environment.

By weaving in clearer language about these foundational elements of healthy marriage, the standards would better equip students to understand and pursue relationships that promote long-term physical, emotional, and social health.

Policy fellow at Utah-based nonprofit

In Standard HI.HD.10, a part C should be added to emphasize the benefits of marriage and its role in the Success Sequence. Part C could say, "Identify how marriage improves health, economic, and other outcomes for adults and children, including consequences for when this part of the framework is missing."

Director of Utah Office of Families

In Standard HI.HD.10, a part C should be added to emphasize the benefits of marriage and its role in the Success Sequence. Part C could say, "Identify how marriage improves health, economic, and other outcomes for adults and children, including consequences for when this part of the framework is missing."

The recommended standard doesn't capture the strengths of the research around the success sequence. It seems to limit the scope by drawing correlation to attendance and not the broader narrative youth need to understand about setting an expectation for long term happiness in marriage and family life. The financial aspect is just one piece that leads to greater positive longterm outcomes for individuals, families, and children, but a standard needs to be inclusive of why spouses and children are supported through marriage. Also there could be some correlations drawn related to the harms or risks associated with cohabitation (poverty, child abuse, domestic violence, lower relationship satisfaction, instability, lack of fidelity in the relationship)

I would recommend something like this:

Standard HI.HD.10: Define and identify the Success Sequence framework and its connection healthy family relationships.

Keep number 1

2. Research the benefits of a healthy marriage including: lifelong commitment in a caring relationship; increased financial stability; personal happiness and life satisfaction; and a safe and stable environment for raising children and building healthy communities.
3. Identify the risks associated with cohabitation

Utah Marriage Commission I appreciate the way that the final step to the success sequence has been framed as not just getting married before having kids, but as providing children with a healthy and stable environment for development which requires an emphasis on relationship health. This reflects research that suggests that relationship quality, not just marital status alone, impacts family well-being. However, I think this specific language could be misinterpreted as a claim that having children is required for having success and avoiding poverty. The research on the Success Sequence does not support this claim. Instead, it recommends that individuals who want to have children should wait to do so until after they have been married. I think this is an important distinction and that clarification of some kind should be implemented before this standard is approved.

Additionally, I think the second half of the standard is lacking in breadth as it relates to the actual steps of the sequence and their place in the lives of junior high students. While staying in school is an essential part of the Success Sequence, decision-making related to relationships is also a core piece of this framework. I would recommend including discussion of the impact of relationship decisions in the second point. I understand that teachers should not be expected to provide students with specific relationship advice. However, general principles such as deciding rather than sliding (practicing intentional decision-making) and slowing down in their relationships are supported by research, and

Q5

Please share any feedback you have regarding the Health II (high school) Draft Standard.

The term 'Marriage' should not be included, only stable and healthy family.

Love it!

Seems like the kids get to decide for themselves on this one. Better

I appreciate the research on consequences, but I think this might need to be supported with resources to go to and find the correlations. I also love that planning isn't until high school, they have a better grip on reality than middle school!

Sounds good!

I think you should discuss a wide range of "further educational opportunities" (not just college) and emphasize the importance of tailoring your education to your career goals.

You also need to ensure that it is not taught in a way that pressures kids to get married or have kids. Sure, having kids is generally financially safest when you are in a stable relationship, but kids and marriage are not requirements for a good, healthy life.

I recommend adding something about school attendance and engagement is critical to accomplish your future goals and plans

I appreciate calling out factors that lead to future success. If these are included I would also like to see something about overcoming factors that either may or may not have been out of their control. A student raised by a single mom is not a failure and their path is not predetermined, which is potentially the message that is communicated here. Leaving these standards as stand alone don't tell the whole story. While taking a different path may lead to more obstacles to overcome, it is not the end and there are actions that can be taken, determination, hard work, perseverance, etc. that will contribute to future success regardless of the order that is suggested in the proposed sequence

Please add a standard in line with the suggestion from health I. This may include exploring resources available to help those that may not follow the "approved" sequence. And think about a specific plan for getting back on

Further explores the success sequence in an age appropriate and relevant way for students. Important for any health core guides that may be created include resources to help guide student research and provide more of a framework for this.

Again, the instruction should be equitable and not push any one idea of gender roles, success, etc.

As I mentioned for the middle school draft, it may be more effective to change the language to emphasize having a "stable family and marriage before having children". This small shift in the language emphasizes the sequential nature of first X (stable family/marriage), then Y (having children).

I don't think health curriculum should include a focus on needing to have children within marriage. It is an individual decision.

The high school standard makes more sense, in a less specific way. It's broad enough, that students can feel the freedom to work towards other non-traditional paths to achieve success, than having a family with children

Madelyn Wilson

I like that this is being added. I worry that healthy and stable family and marriage is pretty subjective and could get educators into a sticky situation. Will there be definitions of healthy and stable, family, marriage? Is there good correlation research that will be given to

I don't believe that success as an adult requires having children or being married. So any requirements built on that criteria are undesirable.

These research-based facts should absolutely be taught to students at all levels. There is no reason to exclude this information as it is based on facts, so please ignore the political rhetoric that may surround this; facts trump feelings and opinions.

Also a strong draft. I really like the success sequence and I am very glad we are teaching it in High School and connecting it with their behavior and attendance in

A standard that includes having children as a key component of success is not acceptable. No standard should be encouraging or discouraging a person from defining success for themselves, with or without

None except to express thanks for making this part of the Health Education Curriculum. As a former Health Educator and now Principal, I see the need for this type of teaching and learning for all students--and the impact it may have on our community as a whole.

I really like the how open ended this standard is allowing for students to frame it in a way that really works for them as they plan for their future.

High school students are supposed to make relationship goals with their peers and their teacher? Uh, weird.

I love the part about financial stability. It reminds me of a mathematics course designed for financial literacy in the real world. As long as that's the aim, I think that part needs to be added in.

Again, marriage and children should not be part of the success framework. It is not essential for an individual to marry and have children to be successful. Many individuals may not have the opportunity or ability to get married and have children. Others may choose not to marry or choose not to have children. Success has many measures and these should not be included in the success framework.

Like the personal plan component - empowers students to make decisions that align with their personal values and the success sequence components in their own life plans

Meets state code

I agreed with the standard

Same note as above!

This definition, while not as seemingly narrow as the model school model, is limited and will potentially cause unintended and unnecessary mental harm to many students.

I'm ok with these goals, but hope an emphasis is put on setting these goals with their parents.

Having children, especially in your early twenties, does not correlate with financial stability for women. Women with children often have lower median incomes and fewer assets (like stocks or retirement savings) compared to women without children according to the Employee Benefit Research Institute. This standard is too broad and lacks critical analysis necessary for children to consider all their options for their futures. I do not support this change to the health education standards.

Approve of the draft standard

There's no reason to tell children that having kids of their own is a requirement for success, especially not in this economy.

Same as above.

See previous response.

I'm concerned about the focus on having children. As a mom of five kids, I'm very concerned that young women in particular already receive this instruction as a disproportionate part of their cultural upbringing, and many (like me) find years later that their focus on creating a family of children as a marker of success is unsustainable with their lack of career development. While I enjoy my children and family, I do NOT want this same thing pushed on my children, and I would like their choice to have children to be a personal one, not a check box for a successful life. If I could suggest a small edit that would make a large difference, you could shift the message to waiting to have children until a family is healthy and stable.

I like the focus on school attendance helping them in career goals, and would also add that I hope the relationship goals focuses on them building their own healthy relationship skills, rather than "write down what kind of wife/husband you want"...again, there's too much of that already. I would love for them to be receiving
Very important to add! Great job!

I agree with this standard as written.

I have no comment.

Do not press children to have a goal to have children. It's dangerous for the mental and physical health of children to push them along that path. Focus on good person mental and physical health.

The promotion of having children and marriage if presumptive and should not be subjected upon our children in legal frameworks. This makes me want to move away from Same sentiment as above. Our teens need to be exposed to and respect the value in traditional roles and how it has helped our country be successful as a global leader.

As a parent it is MY responsibility, NOT the State's, to educate my children about a "Success Sequence", especially when it comes to having children of their own!

The State's main responsibility is, and always has been, to teach my children to read, write, and be proficient in arithmetic.

The State needs to focus on the basics and stay in

I agree that with the first two principles of the framework being taught. I do not think children should be taught they need to be married or have children in order to be financially stable.

What is a healthy and stable family and marriage? Who defines this? What does that tell students who are not in a "stable" family currently? Health II #2 seems completely inappropriate and I would need more information regarding specifics with this before I would

This standard will help students learn how to create SMART goals that are educational, job, and family related. The Success Sequence will fit in nicely with things we currently teach our students.

Marriage between a man and woman should be emphasized. Also include as stated above comprehensive sexual education. Give information about conflict resolution, abuse prevention, drug and alcohol overdose mitigation info. Comprehensive education helps them make more informed decisions and keeps them safer if they ultimately make a choice to do things that we tell them to avoid. Education is not advocating for underage substance use or sexual activity but it can make sure they are safer and can ultimately reach the goals of the 2 principles we are wanting them to achieve.

I think that focusing on the principles of research and formulation focuses significantly on critical thinking, but it might also miss some of the basic skills that students do not always have. I would love to see more balance between these skills of critical thinking, with the basics of defining and identifying mixed with planning and thinking. I also think that focusing on financial stability as the only effect of the success sequence is inherently limiting. I would word it more thus "research and discuss the correlation between following the Success Sequence and the effects on professional and familial stability and success " This standard seems more reasonable for High School students.

I appreciate the elaboration and building on the original principles of the success sequence, but still feel strongly that community building should play a key role in regard to formulating a personal plan and should be incorporated into the key components.

I fully support teaching this "success sequence" framework.

Again, I feel like this information is already covered. I do agree that this is important for students to know and put into practice, but it does seem repetitive. And again, I feel like this doesn't fit great with Human Development, maybe more within the Healthy Foundations strand.

Same here - make it clear that you do not need to have children to be successful. It should be clarified.

Like that they are developing a plan related to the items.

I support this standard

Again, I disagree that financial literacy and career development should be in the health category. This doesn't fit and there are already courses and programs for these topics.

They look great!

My feedback is the same for both standards regarding language. I support the idea that students need to consider education, career and relationships as they evaluate opportunities for future success. I disapprove of the language "having children within a healthy and stable family and marriage" and believe terminology closer to "healthy and intentional family planning" would be more appropriate to encompass the wide range healthy relationships and options for choosing when and IF children are appropriate for that scope and that person. A language adjustments also helps avoid future potential political, religious, or other controversial issues and stays focused on the financial and mental wellbeing aspects that are critical for our students.

The planning for challenges I like. We can't guarantee that our life will go as perfectly as we hope for so having an education and skills is essential to financial

As long as it is taught that having a happy family is a form of success and success doesn't necessarily mean becoming wealthy.

Similar feedback as the above. Financial and social consequences of having children at all (either in or out of a standard success pathway) should be discussed at length. Again emphasizing what a partnership should discuss prior to having children, if they should have them, and how to navigate a system that makes it difficult to have parents who have careers and children at the same time unless you are privileged.

Otherwise, similar feedback: I worry the framework does not provide nuance for current reality or give options that could also lead to success beyond what is described here as having children within a healthy and stable family and marriage. I would want to see the nuance this discussion should have before allowing my child to participate in a discussion around family and relationship dynamics that I am afraid of being very one dimensional based on how this framework is currently worded.

Could be beneficial to add a 3rd part stating something along the lines of: "3. Education around how to have a relationship its potential consequences for both partners, including domestic violence prevention, cost of child rearing including current lack of support systems and subsidized child care, and options for negotiating a stay at home parent contract in the event that child care cannot be secured.

I also would appreciate talk of permanent and non-permanent ways to prevent abortions from occurring (ie sterilization and comprehensive birth control plans).

Okay.

N/A

One does not always need additional formal education after high school to be a successful and contributing member of society. The other parts of the proposal I'm in

This draft is better but still need work.

Sounds good.

Again, having children within a healthy and stable family and marriage should not be part of the Success Sequence framework - many adults around the world are healthy and financially successful without having children or being married.

Health II (High School) Draft Standard Feedback

The Health II Draft Standard appropriately aligns with high school students' developmental readiness to examine long-term educational, career, and financial planning. Encouraging students to analyze research related to the Success Sequence framework and financial stability supports critical thinking, financial literacy, and informed decision-making as students prepare for postsecondary transitions.

From a school counseling perspective, it is important that instruction clearly emphasizes that the Success Sequence represents a correlation rather than a guarantee of financial outcomes. Including discussion of systemic factors—such as access to education, socioeconomic barriers, mental health, and family circumstances—will help students understand that financial stability is influenced by both personal choices and broader social conditions.

The personal planning component has strong potential when framed flexibly and inclusively. Students should be encouraged to develop goals that reflect their individual values, identities, and life circumstances, with explicit acknowledgment that plans may evolve over time. Incorporating strategies for overcoming obstacles and accessing support aligns well with a strengths-based, trauma-informed approach and supports student well-being.

YES!! Financial stability and the success sequence--and their correlations are perfect adds to the curriculum!

I like it.

How does finding a job affect students' overall health?
Keep the core simple. Yes, kids do need to get a job, but health teachers should focus on health-based choices, not job placement.

I think this standard is great and learning to do research is so important for college!

These standards ignore the major causes of financial instability. Those being wealth inequality, specifically the hoarding of wealth by the rich and the reduction of real wages for workers.

Again, it is inappropriate to discuss marriage/children/family structure and job choice people should follow with adolescents. Their brain development is not ready to read all the nuances that are included in that. It diminishes those who do not come from this specific structure. I do, however, appreciate the second part where the students are asked to use critical thinking to create a plan for themselves.

This looks good to me

Moving from definition to analysis is a sophisticated shift that encourages students to critically evaluate the socio-economic data supporting the Success Sequence. The requirement for students to formulate a personal plan is a brilliant addition, as it transforms theoretical knowledge into a practical, resilient strategy for their own futures. This standard effectively bridges the gap between academic research and real-world application, preparing students for the complexities of adulthood.

Many students and their families concentrate on graduation as an end goal, instead of realizing it is a stepping stone on the life continuum!

I don't think that having kids should be a requirement to be a happy, successful, and contributing member of society.

I agree with them. I like the changes.

How is this related to a health class? It seems far more related to financial literacy than health.
Is this standard based off the developmental stages of high schoolers?

This version will require more time and thought to complete.

Again, the having children part can be removed. Just develop healthy and stable relationships.

Again, I feel that these topics are important to discuss and create a personal plan for.

I think the success sequence should still come through setting SMART goals.

None

Isn't financial stability something that's already taught in financial literacy? I get the need for cross-curricular standards, but health teachers already barely have enough time to get through the standards that they already have. Sex ed, for example, is already one of the least prioritized standards in the health standards because the sequence in which it is taught is generally at the end of the semester, and so is rushed. These new standards are already things that are taught in these classes, maybe just give those poor health teachers the time they need to actually cover them?

Make sure the students know that correlation is not causation.

Preparing for the future educationally, familial and financially is essential.

None.

Problematic language and goals. "having children within a healthy and stable family and marriage". It is not the states job to tell someone to have children or to get married. This is a gross overstep of the State and the State Board of Educations role.

No idea what you're talking about. Can you phrase it so I know what I should be feedbacking to.

Ensuring they know life skills like budgeting, cooking, mortgages, and those things too

See above

It should be clear that further education doesn't always mean university, higher education also includes trade schools. The Success Sequence should not only focus on financial stability, but explore the effects of poverty and child rearing. The Success Sequence is designed to help create stable adults, who create stable healthy marriages that in turn impact parenting outcomes. It should not have any shame or fear based teachings, and include skills, critical thinking and family planning.

this is not going to help kids make better choices in their lives. Rather, it will set up standards that many of them feel they won't be able to achieve and will cause undo shame. Kids don't need to be told they can only have kids after financial stability is reached because having financial stability is nice, it is not more important than bringing kids into this world. We should be teaching kids to get married so that they are not bringing kids

See above

For Health II students, the Success Sequence framework may be more appropriate when taught as a subject of analysis rather than as an ideal life plan. However, it is important that the standard clearly addresses the limitations and critiques of the framework.

Without explicit clarification, students may interpret the sequence as implying that financial stability depends on marriage and having children, which does not reflect the lived realities or goals of many individuals.

Financial independence and stability can be achieved through multiple paths, including remaining single or child-free, and these choices should be presented as valid and responsible.

I recommend that Health II instruction include critical evaluation of the Success Sequence, discussion of correlation versus causation, and acknowledgment of diverse life choices. This approach would encourage higher-level thinking while avoiding prescriptive or exclusionary messaging.

I support teaching this standard and feel it leads to

Again, pushing the agenda to have children to be successful shouldn't be a goal.

Please explore options other than college with high school students. We love the trades, and have found success in them as well as a college degrees.

Also seems reasonable

Once again, including marriage in this standard is inappropriate as it implies that the only happy successful family happens within a marriage between a man and a woman. That is not factual. As we're now dealing with more adult children in high school, it would be acceptable to discuss single parent versus double parent households, but this has many iterations that I don't feel would be properly addressed or include what many Utah's would consider alternative lifestyles.

These are good standards for growth.

While high school students are beginning to think about their futures, requiring them to analyze or personally plan for having children as a measure of success places undue emphasis on a highly personal and optional adult life decision. This framing risks marginalizing students whose identities, values, or circumstances do not align with marriage or parenthood. High school health standards should support informed decision-making, healthy relationships, and financial literacy without prescribing a single life sequence. Students should be encouraged to explore multiple pathways to stability and fulfillment.

Same as above the first thing that everyone is going to focus on when they see this is that we push students to higher education.

I have seen people that have multiple higher education degrees at couldn't find their way out of a paper bag. I have seen high school drop outs make millions and run circles around people with degrees. A piece of paper with words on it doesn't mean anything unless you can actually back it up. Book knowledge is one thing practical knowledge is another.

Kids are very "education" smart and sometimes not "common sense" smart. It's good to give them expectations and know a little of what life will be out of high school

I think incorporating academic success (such as high school graduation) and family stability is important in Health Ed, but I am not sure it needs to be an entire standard. As a health educator with very limited time, I already struggle to address all of the standards. Could the components of this standard be placed within other standards to make it less of a heavy lift?

Could the full-time employment piece be included in a class like financial literacy and health educators can focus on healthy relationships?

I love developing a personal plan, just having a plan is great and then, of course, it can also be adjusted as life goes on.

success sequence should read
healthy relationships
hs ed
full time employment
continued ed
children in healthy marriage

What does this have to do with health education (or any education). The third standard should be about the student being healthy themselves so they can be a productive member of society. Yes, a health and stable family may follow that- but why are we jumping to reference their hypothetical spouse and children in the goal? Its weird.

I have concerns over the veracity and bias of the research, there are no assurances that students understand correlation and causation, and that root causes of financial instability are not accounted for by the success sequence.

I am glad to see that as part of the standards.

I like it.

Love it

These seem reasonable. It would be helpful to see what the current standards are, for reference.

Attendance only matters for the student when you teach real life skills they will use in the real world. Teaching them about finances, taxes and budgeting will help them more than telling them they need to get a job get married and have kids. I personally dropped out of high school when I turned 18 at the beginning of my senior year same with my children's father. Neither of us had issues with getting our GEDs, attending college or starting successful careers.

Further education opportunities is expensive and oftentimes not necessary. Not everyone needs to or wants

My thoughts are similar for the high school standard. Relationship goals can have some role in financial success, but money management skills play a much bigger role.

Children in HS should be educated in this regard. Being taught the consequences of poor planning can be effective.

This standard is unnecessary to add to the curriculum.

Again I worry about the implications of putting emphasis on having children within a stable marriage.

Under relationship goals I think knowledge of red flags while dating and signs of abuse is important to address. The only thing I WISH I would have learned in high school was how to see unhealthy behaviors in others and not be a door-mat / people pleaser. I wish I would have started to learn this young. I made choices that landed me in an abusive relationship. I wish I would have had a better background to prevent this. I am safe now, but it took YEARS to see, get out of denial, then get out of the relationship, and heal. I'm still healing. What can we teach children to find healthy relationships?

Don't they discuss this in Financial Literacy. I feel that there is already too much to discuss in the health

Same as Health I

Same as above for the success sequence framework.

I fundamentally disagree with the structure of the success sequence and their connection to financial

Private/home school options are ideal. Parents can define success paths better.

Looks great the way it is.

Looks good

Again the children issue, having children doesn't improve your financial situation, one could argue that having children and family could decrease your situation, especially now with economic and housing considerations.

Though the Success Sequence sets an expectation of family life and family culture that may not reflect or support the myriad lived experiences of students, the draft fosters critical thinking points for relevant skill development for students of this age group. Requiring research and discussion further supports the critical thinking process. Allowing students time to formulate a plan based on their research and insights from the discussions promotes autonomy and enables students to incorporate new ideas in ways that align with important personal values.

I think this is great!

Financial security can take many forms, nuclear family dynamics are not the only way.

I urge you as a mother. Please do not allow this to be put in schools. It is very leading, marginalizes, and shames those who want to steer away from traditional family values. For as a mother who has had infertility issues I am concerned about girls feeling devalued that cannot have children. There are religious and leading undertones can lead to a sequence of guilt, shame,

N/A

Sounds good

While teenage pregnancy is not ideal, and we should teach consent, abstinence, and help students understand birth control options to avoid teen pregnancy, because our children will be in situations that we do not prepare them for by teaching them abstinence only, we do them no favors to tell them that the families in which they have been raised are not what they should be in our health standards.

I think this, if truly taught in curriculum, needs to be clarified further.

"...and having children within a healthy and stable family and marriage."

I would use this one

Realistically having the potential for financial stability creates more healthy opportunities and environment as a whole society.

I'm fine to teach and support this within the health curriculum. I think it could fall in line with SMART Goals and creating a plan for your future.

The only issue I have is that not everyone desires to have children. Would you consider adding the phrase "if desired" to those sentences? Also, not everyone wants to be married. I'd add the same phrase to sentences

Students may feel that we are pushing a specific morality on them, and they may not understand the nuance of completing all items out of sequential order.

Family planning is a decision that should be made by the individual not by the state. Individuals that choose to not have children are important and valuable as well. This is government overreach.

I don't think you need "having children". From personal experience, a person may be unable to have children. "And if you choose to have children, have them within a healthy and stable family and marriage."

Don't need to have the marriage part

Again, I disagree with the core definition of "Success Sequence." I think it is wrong to teach students that to be healthy and successful, they must be married, have children, and have a full-time job. I think there are many different definitions of success and health, and fear that you will alienate many students who do not believe in your vision of success. I think this standard could be strong if you take out the Success Sequence part of it. Formulating a personal plan is a great exercise, but not when it needs to be aligned to a Success Sequence that may not be shared by all students.

I like it.

Love it. It is research-backed components, so I feel that each child should be taught the path to the best chance of success and happiness in life.

I feel strongly that the idea of success being correlated with having children within a healthy and stable family and marriage is archaic, repressive and misinformed. I'm all for supporting education that informs healthy relating and stable relationships, but the world is much broader and diverse than heterosexual marriage with children. Mental and emotional health are greatly dependent on whether an individual feels seen, heard and understood. Denying that to individuals who fall outside the societal norms is harmful and counter-productive.

none

Fine

It is good the students are goal setting.

Please be sure to include what a healthy relationship looks like, including the red, yellow, and green flags pertaining to emotional, financial, and physical abuse. And to show that children don't make an unhealthy relationship more healthy.

I agree with this standard.

Re: "relationship goals aligned with the principles of the Success Sequence"

Building on the above standard in Health 1, how is "relationship" being defined in this context?

Get rid of the success criteria all together but we can keep the idea of research and make a personal plan that can include educational, career and relationship goals. Because not everyone will have the same goal. By teaching the success sequence, students might feel unnecessary pressure and anxiety and will ultimately feel like failures if they don't meet this arbitrary version of success. Some people don't want or need to attend college to have a successful career, some people don't want to get

My comments are the same as they were for the Health I Draft Standard.

I would add that in an appropriate class (some type of adult prep class) that I agree that high school students should be making plans to complete educational and career goals, definitely with a big emphasis on how plans can change, whether due to "a challenge" or not--many people change their majors in college; many people end up working in a field outside of their college degree or they go to a trade school, etc.

But planning for "relationship goals" sounds like a terrible idea unless it is one hundred percent about how to fit a relationship that happens into those other plans. Many people do not find a spouse in an expected timeline, whether meeting someone too soon to pursue their career goals the way they want to or too late to have the family they hoped for. I think it would be most useful to explore potential "what if" scenarios, like "What if I get married and I have a good job but my spouse wants to go to a university in another state?" "What if I want to be a stay-at-home parent but I need the work for financial stability?" "What careers would fit with my priorities of family time." "What career would I love whether or not I'm married, whether or not I have kids. "

This exercise serves no purpose to high school students, particularly if it is built on the premise of the Health I Draft.

Teen pregnancies are often unplanned, therefore, educating students on the financial burdens of having a child outside marriage seems like it would not resonate or be appropriate for their social-cognitive development stage where they cannot anticipate consequences of their actions. I fear this would also alienate teens who are pregnant or already have children. Additionally, if the State of Utah is not teaching students how to avoid becoming pregnant by using contraception, then we are not actually in a position to help prevent teen pregnancies or children outside of wedlock as this draft aims to do. If the goal is to incorporate financial literacy into health class, it should instead focus on the cost-saving preventative health behaviors (ex: brushing teeth, getting an annual physical, getting enough physical activity, eating a balanced diet).

Love it!

The Success Sequence implies that students are expected to and must have children within a family system. However, many students may elect not to have children and remain in healthy positive relationships. Electing to have or not have children greatly impacts financial stability (or lack thereof). Costs of raising a child are on average over \$400,000. Recommend changing the verbiage to "Standard HII.HD.10: Analyze the correlation of the Success Sequence framework (defined as completing a high school education and pursuing further educational opportunities; obtaining full-time employment; and having healthy and stable relationships) to financial planning." and "Formulate a personal plan that incorporates educational, career, and relationship goals aligned with personal goals and values, planning for potential challenges. "

I object to the third standard of "having children within a healthy and stable family and marriage" since these are not universally applicable to all persons. However, "healthy relationships" feels worthwhile since that applies, or should apply, to anyone other than very

For this level I think there is a potential twist to be considered which is understanding the tools for how to plan career, education and relationships. Things will change and knowing how to apply the tools leads to greater success. I also feel there should be some element of collaboration with parent's / guardians at this level to reinforce plans identified in number 2. A key component not called out is funding. Specifically

While I agree with the concept of the success sequence, I am having a hard time with the purpose being financial stability. For me as a Health Teacher, the context just doesn't fit right. I encourage student's to make Healthy decisions so that they can become a Healthy, Happy, Competent Citizens, not necessarily just financially

Draft 2: because financial lit is a required course, it strange to emphasize "financial stability" in a health class. The financial lit curriculum includes excellent information on that topic.

As this standard is focused on research and analysis of factors, perhaps change the items listed to parenthesis and reword to say, "factors may include:..." Additional factors that negatively impact financial success would also be beneficial to include as real research and analysis would involve both success and non-success. (Teacher training to ensure implementation of the research and analysis aspect, rather than a lecture delivering definitions and statistics, may be required)

I do like the idea of students using actual skills in this standard - like researching and formulating a plan, however similarly, this still could lean toward making it sound like there might only be one path to being successful - there are many routes to having a healthy and stable life, possible family and possible marriage, and achieving financial stability. I see middle school and high school students discouraged when their one plan is interrupted and they don't see that they can be successful beyond their one plan. i.e. I'm going to graduate from high school with a 4.0 and get a scholarship into my chosen school and get married and

It is great. Age appropriate, applicable, and crucial to student success in the future.

The changes are good for high school students.

It is written well.

this sounds all reasonable to me

The emphasis on "healthy and stable" families is positive, but specifying "within marriage" may not reflect the diversity of family structures in students' lives. Consider using inclusive language to respect all backgrounds (NASW, 2021).

To increase relevance, clarify how these components contribute to lifelong health and well-being.

Recommend rephrasing to focus on understanding the impact of education, employment, and supportive family environments on health outcomes, regardless of marital status

This draft gives opportunity to learn and understand the "why" of the definitions. If students understand, rather than being told, they are more likely to follow.

Love it.

I like how it progresses from the middle school strand and helps students really search out and set goals for future personal and family planning.

I appreciate that this may be well-intentioned attempt to teach since good principles but it is the place of the parents to do so, not the school district, educators or

Is there no discussion on the ways to put off having children?

This language focuses primarily on the financial outcomes related to the Success Sequence, which does not reflect a complete understanding of its benefits. A stronger standard would emphasize that a healthy marriage includes a lifelong, committed, and caring relationship; greater personal happiness and life satisfaction; a safe and stable environment for raising children and strengthening communities; and the potential to avoid negative life outcomes from early sexual activity. Marriage is more than an economic arrangement, and the standards should reflect its important relational, emotional, and social benefits

I oppose changes in regards to lines 283-284 as advocacy of contraceptive methods should not be prohibited. I oppose the removal of lines 330-332 because the Department of Health and Human Services should aid in developing programs to provide instruction and the phrasing allows for the request of their input rather than demand/requirement thereof. I appose the change to line 413 as human sexuality and human development are separate topics that should be provided in education Human development could be added to line 418 as recommended if the changes to line 414-415 are adopted

USBE Health Standards need to connect the Health Education language better in relation to teaching about healthy marriage.

Here are some ways to make these concepts stronger:

The standards could more explicitly link them to the lifelong benefits of marriage, built on:

Trust

Complete fidelity after marriage

Abstinence before marriage

Strong moral character

All principles that support personal well-being, stable family formation, and raising children in a committed, loving environment.

By weaving in clearer language about these foundational elements of healthy marriage, the standards would better equip students to understand and pursue relationships that promote long-term physical, emotional, and social health.

In Standard HII.HD.10, part A should be amended to include an emphasis that "each part" of the Success Sequence is researched and discussed. The language with this addition could look like: "Research and discuss the correlation between following each part of the Success Sequence and the effects on financial stability."

In Standard HII.HD.10, part A should be amended to include an emphasis that "each part" of the Success Sequence is researched and discussed. The language with this addition could look like: "Research and discuss the correlation between following each part of the Success Sequence and the effects on financial stability."

It would be a good idea to build an understanding about what makes a strong family relationship.

Standard HII.HD.10: Analyze the correlation of the Success Sequence framework (defined as completing at least a high school education and pursuing further educational opportunities; obtaining full-time employment; and having children within a healthy and stable family and marriage) to healthy physical, financial and emotional life outcomes.

remove number one and keep number two on the question.

1. Formulate a personal plan that incorporates educational, career, and relationship goals aligned with the principles of the Success Sequence, planning for potential challenges.
2. Identify factors that contribute to the success and legacy of marriage and family relationships, such as empathy, kindness, honesty, respect, trust, overcoming adversity, patience and forgiveness.
3. Describe the concept of the "Success Sequence" and how avoiding early sexual activity has the potential to protect against negative life outcomes, including maternal and child poverty

Again, I think the final step of the Success Sequence needs to be rephrased so that it's clear that getting married and having children are not requirements for avoiding poverty or being successful. Rather, research shows that those who want children are generally better off if they get married before taking that step.

Q6

Please share any additional feedback regarding the draft standards for the Success Sequence.

This seems like an odd thing to teach in a health class. I have three kids, two older and one still in elementary. What happened to basic factual health?

I love the idea of a framework here, it gives students a clear structure for thinking about the future. I would suggest explicitly noting within the standard that this framework will look different for everyone. While the steps provide a foundation, students should understand that success does not follow a single prescribed path. For example, full-time employment can include skilled trades, service management, or other stable careers, and family decisions vary widely. Including this clarification may help prevent overly narrow interpretations and ensure the standard remains inclusive and realistic for all students

These standards fell more like financial literacy than health standards.

No other suggestions.

I am not sure this is really "health" curriculum. I'd prefer health education focus more on physical and emotional health rather than financial stability. That should be discussed more in a financial literacy course.

Thank you for your time and effort in completing these standards.

The success sequence legislation is problematic, though I know that the USBE and any standard writing members cannot change this. The research "proving" the efficiency of this is biased and lacking sufficient demographic data and is primarily targeted toward outcomes of white, middle class males. While we want to empower students and their decision-making and encourage common sense life planning for healthy living, this sequence is very flawed. I am concerned with the State Board potentially disregarding this and rewriting the standards to push a certain lifestyle and marriage agenda that is not necessary and may alienate students

This seems like a beneficial standard to add to our health curriculum. It would be nice for USBE to share resources on the Success Sequence with teachers when it is added to the curriculum.

Giving an alternate option aside from having children and a family would help all feel inclusive and feel less like the only end to being "successful" is having a family with children.

Madelyn Wilson

I don't believe that success as an adult requires having children or being married. So any requirements built on that criteria are undesirable.

These research-based facts should absolutely be taught to students at all levels. There is no reason to exclude this information as it is based on facts, so please ignore the political rhetoric that may surround this; facts trump feelings and opinions.

Just that I am fully supportive and am thrilled that my own children will get this content in school.

It is not the state nor USBE's role to encourage people to have children.

I express thanks for making this part of the Health Education Curriculum. As a former Health Educator and now Principal, I see the need for this type of teaching and learning for all students--and the impact it may have on our community as a whole.

This is insulting.

I am not opposed to these new Standards. I am concerned with the time to incorporate them into our already hearty curriculum. If these standards are approved, it would be helpful to have the state board of education provide lesson plans incorporating these new standards to Utah

I do not understand why marriage and family are part of the success sequence being taught in schools. A focus on education, continuing education, career readiness, employment, and involvement in the community should be the focus on teaching students to be prepared and successful. Whether a person gets married and has children is not a measure of success. This is an unrealistic expectation to be taught in schools.

There are too many required components (per state code) required for health education and it would be great if the legislature re-assesses continually putting more on health teachers plates with classes that are only a semester long. The research supporting the success sequence is flawed, and the groups associated are concerning as a parent. The writing committee did a good job writing standards with the given flawed requirements. If the law/code can't change, these are great given the circumstances.

Good job!

I think this sounds like a great change and is something really important for kids to learn about!

The language about the stable family and marriage is weird for a "curriculum". I think healthy relationships and communication is a great skill but I don't think we need to tell students they need to create a family/

I do not like the success sequence wording of having children within a stable family and marriage. I knew I wanted children and found myself aging with no partner. I chose to become a parent via sperm donor. I now know many others who made that same choice. Our children are thriving and our families are not less than because they look different than the traditional. I would hope education would be more inclusive of all family types. This seems to limit success to a very small box.

I'd like to see a more open-minded definition of success. There is not "one right way" to live, as this success sequence implies. Allow our students to be dreamers, allow them to define themselves, this success sequence should only be presented as ONE POSSIBLE option among many possible paths to success and happiness.

Having children, especially in your early twenties, does not correlate with financial stability for women. Women with children often have lower median incomes and fewer assets (like stocks or retirement savings) compared to women without children according to the Employee Benefit Research Institute. This standard is too broad and lacks critical analysis necessary for children to consider all their options for their futures. I do not support this change to the health education standards.

"Having children within a healthy and stable family and marriage" should not be considered a success criteria. I am an example of a person, unmarried and without children who is successful. I make positive contributions to society, teaching and giving back to my community by volunteering. I am in a successful relationship, but do not have a religion that dictates marriage. Additionally, I would like to note that not every couple can have children successfully. This does not mean they will not be successful.

Change it. This is ridiculous. There are some people who biologically will never be able to have children- are they doomed to fail by your criteria? Without children, how can they be successful? Some people don't even WANT children, should they have kids anyways and then resent them their whole lives? Ridiculous.

Statement 2 does a good job at capturing what a happy, healthy relationship lookalike to an individual. I would recommend stating (defined as... personally defined vision of successful family/relationships)

So glad that you address important principles backed by research!

See previous response.

I hate that it's called the success sequence, as it defines what is a successful life, implying that any other path is unsuccessful. This doesn't seem helpful to vulnerable youth.

This requirement feels over-reaching and didactic. Are we to assume that students are not being taught at home? I do not understand where this is coming from.

I'm not only appalled at this curriculum but concerned for the children

The promotion of having children and marriage is presumptive and should not be subjected upon our children in legal frameworks. This makes me want to move away from We have lost sight of what has been a tried and true recipe for a stable environment. Our children are influenced and taught by social media and other teens across the globe... not by parents and teachers. We need to reclaim the reigns and rights to teach our children the values our country was founded upon

The standards for the Success Sequence seems pretty ridiculous and a waste of time, money and resources. It is already taught that attending school, high school and beyond and gaining full time employment are necessary in order to gain financial stability. It seems this is really being instituted in order to teach/encourage children from a young age to get married and have kids.

I need more detail before I could agree to these standards. I think there are parents that would not approve of the wording within these standards.

I like the addition of #10 but I always want to make sure all kids are seen and know they belong. The language above could be a little too specific in my opinion.

More comprehensive education would be great.

Thank you for your time and energy spent reflecting on how to define and build a solid success sequence framework for students.

Looks good!
as this sequence is key to avoiding a life of poverty, it should be taught.

As a Health educator, I appreciate the revisions to our standards to make them more modern and suitable for our students now. I would like to see examples of lessons and/or activities along with these proposed changes to better my understanding. I feel like a lot of the information in the proposed standards is already covered in other classes or through counseling programs, so I think lesson ideas would be helpful to see. I do agree the information is important, I just don't want students to feel overloaded with it if they already receive it.

It should be made clear that further educational opportunities can be in the trades as well.

"having children within a healthy and stable family and marriage." I feel this verbiage is unnecessary in relation to success as an adult. While I agree that the decision to have children is ideally within that framework, it is not, nor should it be, one of the components of what anyone should consider "success" as a

Could go further into the financial planning process and include information about building and living with a budget, debt avoidance, and some basic financial

I support the idea of this Success Sequence

It seems pointless to redirect irrelevant courses into the health category.

My feedback is the same for both standards regarding language. I support the idea that students need to consider education, career and relationships as they evaluate opportunities for future success. I disapprove of the language "having children within a healthy and stable family and marriage" and believe terminology closer to "healthy and intentional family planning" would be more appropriate to encompass the wide range healthy relationships and options for choosing when and IF children are appropriate for that scope and that person. A language adjustments also helps avoid future potential political, religious, or other controversial issues and stays focused on the financial and mental wellbeing aspects that are critical for our students.

I appreciate the standards and their alignment with long-held moral and societal values. I fear they will be met with intense pushback from a number of special-interest groups intent on undermining such values in the name of equity or social justice.

Is there any talk of abstinence or the dangers/consequences of having sex without being ready to be a parent

I don't want nuclear family only propaganda aimed toward my child or other children. Being able to use their critical thinking skills to evaluate all of their options for financial and relational stability should be discussed. Having a structure saying that they need to have kids and have them within a certain relational framework is as inappropriate as me telling someone else's kids they have to have a dog and can never have cats to be truly happy and successful and outlining exactly why (I think) only dog owning people lead better lives.

Some kids will benefit more from the first approach, others will benefit more from the 2nd. If you choose one over the other, some kids will be worse off had you chosen differently. I would have benefited greatly from the 2nd, and even some of the 1st. If there are proven/likely-to-be successful ways of applying both

N/A

One does not always need additional formal education after high school to be a successful and contributing member of society. The other parts of the proposal I'm in

This is what should be covered in Health education to develop well round smart young adults in a public school setting

Body structure and function, including physical, psychosocial, and psychological aspects of development, sexuality, and reproduction.

Community and environmental health, such as pollution and public health.

Safety and first aid, including basics like accident prevention and CPR/AED awareness.

Disease prevention, such as HIV, other STIs, and communicable diseases.

Physical & lifestyle health

Physical activity and fitness

Nutrition and healthy eating

Chronic disease prevention

Tobacco-use and substance use prevention

Alcohol and other drug education

Mental & emotional health

Emotional and mental health awareness

Why are we pushing children and marriage on middle school & high schoolers?

Additional Feedback Regarding the Success Sequence Draft Standards

The Success Sequence draft standards provide a clear framework for discussing education, career readiness, and long-term financial planning with students. When implemented thoughtfully, these standards have the potential to support goal setting, future orientation, and informed decision-making.

To strengthen the standards, it would be helpful to consistently emphasize that the Success Sequence represents one possible pathway rather than a universal or guaranteed formula for success. Explicit acknowledgment of systemic factors—such as socioeconomic status, access to education, discrimination, mental health, and family responsibilities—would help ensure the framework is presented in an equitable and inclusive manner.

Additionally, careful attention to language around family structure and life choices is important so that students from diverse backgrounds feel respected and represented. Encouraging multiple pathways to stability and success, along with flexibility in personal planning, aligns with a strengths-based, student-centered approach.

Finally, integrating discussion of resilience, adaptability, and help-seeking behaviors would reinforce that challenges and setbacks are a normal part of life

How does finding a job affect students' overall health?
Keep the core simple. Yes, kids do need to get a job, but health teachers should focus on health-based choices, not job placement.

Kids are expensive!!! Especially if you have a neurodivergent child! Health insurance and learning what good health insurance is and how to apply for it should be taught!

These standards ignore the major causes of financial instability. Those being wealth inequality, specifically the hoarding of wealth by the rich and the reduction of real wages for workers.

I appreciate what the success sequence is trying to do, It is written here in a way that is teachable. I just wish more research had been done by legislators before codifying this. Talk to people to see what is already being done to help students make healthy choices. Learn something about brain development instead of relying on opinions. Understand how some things that seem like a good idea can actually do the opposite of what they are trying to accomplish.

I agree that this needs to be taught. However, it's most effectively taught by example in the home. Is there any expansion on this. It gets tricky when talking about these subjects, but being as simple as this is not enough. If they don't have this modeled at home, they don't know what a healthy and stable marriage and family looks like and how to have one.

Linking today's performance and ideology to tomorrow's success in relationships, work and life are crucial. Our current culture suggests that like a video game, if something goes south, just hit reset and begin that segment again. The link between choices and consequences is not present in many minds and actions!

I like the idea of promoting education and full-time employment. I would like to have more detail about how those would be taught. As a teacher, it is always frustrating to be told to teach a new standard without being given the time or resources to implement the practice and track whether it's working as intended or

I agree with them. I like the changes.

Why are we putting these into a health class?
What does this have to do with the developmental stages
of middle and high schoolers?
Is it the State's job to enforce these principles?

The marriage part the for the standards for success might be challenging for teachers to teach.

None

While this is the case most of the time, make sure that there is sensitivity shown to students and their families who have not been raised within the steps of the success

They look good.

I wonder if all secondary teachers should be trained on what the success sequence looks like so they may reference it to students when they ask their teachers about the future and what they can do to be ready.

None.

Teach STEM and get out of trying to tell others what they HAVE to do.

This is a waste of time. Thank you for picking me and in the future make it easier to for feedback. I don't have a

I believe when referring to a stable family and healthy marriage, that is meaning the "Traditional" family. No woke teachings in our schools.

Don't see any real difference between health I and healthII

The Success Sequence in Highschools should be accompanied with family planning and teachings for healthy relationship skills.

This is so didactic, and it should not be taught as part of the standards. Let people make their own choices and let their religious institutions or whatever other beliefs they have shape their choices, not social credit shame systems.

Once again, not a state or school district responsibility. Both entities have too much power as it is.

While I understand the intent of the Success Sequence framework as a way to examine patterns associated with financial stability, I have concerns about how this standard may be interpreted by students if not carefully framed.

First, the Success Sequence is based on correlational research rather than causation. Without explicit instruction on this distinction, students may incorrectly assume that following the sequence guarantees success or that failing to follow it results in financial instability. This risks promoting victim-blaming and oversimplifying complex economic realities.

Second, the framework assumes relatively equal access to education, employment opportunities, and stable relationships. In reality, systemic barriers such as poverty, discrimination, disability, caregiving responsibilities, and unequal access to resources significantly influence outcomes. Without acknowledging these factors, students may internalize responsibility for circumstances beyond their control.

Third, developmental appropriateness is a concern, particularly for Health I students. Emphasizing marriage and childbearing as components of success may be premature and may detract from more immediate and relevant goals such as skill development, educational engagement, and financial literacy.

Additionally, framing family formation as a component of success risks reinforcing gender stereotypes, particularly for female students, and may imply reproductive expectations. Not all students aspire to

I think they sound good

This aligns with my experience and support it being

Same as above

Success sequence should be sensitive to families with children not born under these circumstances. Use facts, but don't ever limit students success.

Substandard two at both middle and high school levels does feel appropriate as it discusses education and career. At the high school level, I would hope that the term "relationship" includes not just the relationship between potential sex partners, but also the friend group that one surrounds them with selves with and appropriate social interactions within the workplace.

Overall, the proposal inappropriately positions childbearing as a benchmark of success for minors, rather than as one of many possible adult life choices. The standards move beyond examining social patterns and instead promote a particular set of beliefs about success. Additionally, the framework fails to account for students with exceptionalities, including those with disabilities who may face different life trajectories, levels of independence, or support needs, and for whom marriage or parenthood may not be realistic or desired goals. By presenting a single sequence as the ideal path, the proposal risks excluding these students and undermining inclusive, student-centered health education. Reframing the standards to focus on education, career readiness, financial stability, and healthy decision-making - without requiring alignment with childbearing

If health teachers are proactively teaching about protective & risk factors, stable/supportive families should already be discussed to some degree, as they are among the most prominent protective factors for MOST health-related decisions. Most of the educators I know and talk to already struggle to get through our standards as is. I'm not sure we need an entire standard on academic success, financial stability, and marriage. This could take time away from addressing imminent needs of our individual student populations.

I see the value in the standard, but I am not sure how effective it would really be in practice. It might be better to interleave components of the standard within already existing standards.

Private colleges admit those without a high school diploma or GED at a higher percentage rate than those with. I just point this out to emphasize that while a high school diploma can correlate with success it could be incorrect to assume that it causes success. I think you might find that when you dig into the data you'll find that success is far more closely tied to family or community support/involvement or familial income. Both these metrics have a coloration to high school attendance, test scores, and GPA.

Success sequence? Why are we telling ANY students that the highest pinnacle of success is getting married and having children? That is 100% a personal choice, and having children may be something that they are unable or unwilling to do. Are we really going to indoctrinate them in middle school? Healthy relationships, yes. But marriage and children are not the only way to achieve ...

healthy relationships should be added to the sequence and be listed first. It is the precursor to caring about education, continued education, work, family. If they cant care about someone other than themselves they have no sustainable reason to education themselves or work.

The success sequence seems to be imposing an approach that is not based in the flourishing or support of students, but a hegemonic ideal held by those that conceived of this program. Is information about what to do, who to go to, or resources available should students ever find themselves in poverty made available? Is there guidance on what can be done in case the means of achieving the sequence are impeded on through no fault of their own? How will the implicit suggestion that children with unmarried or uneducated parents have not met the standards set be accounted for? Will students be made aware that the outcome of full-time employment is not always financial stability? How will students who have "successfully sequenced" family that still struggle financially be addressed? This is the same messaging that has been latently endorsed/enforced in schools for years. It has failed its students, not because it wasn't made explicit, but because it is not effective.

NONE

Looks good

N/A

I'm not seeing what getting a job, getting married and having kids has to do with health? They seem more like personal choices and preferences. If getting married is being taught in schools it should be presented as an option down the road same with having kids, because having kids and getting married looks different for everyone. It could set someone up to feel like they aren't good enough or worse mental issues for example: if they end up having fertility issues down the road or if they end up deciding they are homosexual. A child getting a job, getting married or having kids is something best discussed with their parents or other trusted adults

The Success Sequence should be education and career development along with financial literacy/money management skills. Financial literacy and money management goes a lot further to financial success than marriage and relationship goals. It basically underlies career planning and secondary education as well.

I agree with the draft standards and feel like our students would benefit from them.

I do agree that we should be teaching what's the most likely to result in best outcome but presenting it in this way is unhealthy for those whose parents did do it

I think these are great ideas to add to healthy foundation. The other things in HF help get them to be ready to talk about the idea of finding success in these

All of the proposed standards are unnecessary to add to the curriculum.

Getting higher education and seeking full time employment seem easy to address. I feel that was covered well when I went to school in 1990's. This one has many aspects to it: having children within a healthy and stable family and marriage. It think this is crucial and not covered enough!!

Is the Success Sequence research based? Is there research to support that the success sequence is connected to financial stability?

There are plenty of individuals who are financially stable who did not follow the success sequence. And there are plenty of individuals who followed the success sequence and are not financially stable.

Where does family planning fall within this? When you have children and how many children you have has a big impact on the financial stability of a family.

Does this include all types of families? It seems exclusionary of single parent families, infertile families, and LGBTQ families.

If anything, these standards needs to be more inclusive and considerate of the wide variety of family circumstances that can exist.

Same as above.

I believe the Success Sequence is a concept based on research. I've repeated it to my kids in the past as well. I'm not sure why we need legislation or drafts to introduce such a simple concept that is defensible with

Most teens will not connect with these standards as rooted in reality. The truth around them is evidence to

These sound like they were written by AI. Just promote more private/home schooling.

Looks great!

I do not feel that the standard is appropriate to add to the core. The demographics of the state are vast. Graduating high school, getting married, and having children are not the only determining factors for success. As an unmarried child-free teacher, this standard is uncomfortable for me. I am no longer considered successful. Students should not be made to

Adding training or college educations would be much more valuable to students futures. Obtaining these would improve their odds or having a stable family life and children if they are able and choose that route.

This must have been a very difficult and time-consuming task. Thank you for making whatever efforts were required to come to a place where the law is upheld, and students are respected and valued.

Wherever possible, protect autonomy.

I think this is great!

I feel that the Success Sequence is too narrowing of a view on what truly defines success, and that we should not put our students and families in such a limiting box.

I am a highly educated woman. I am LDS, and I feel the religious undertones in this. I have what society would say a successful life. But I am SO concerned about how the data is presented and even interpreted in such a way that will lead to shame if people chose not to have kids, or will definitely rush kids into having kids because you name having children as a part of the success

N/A

I like the idea of these new standards. Having raised children who have graduated and still having a few in high school I see a need for not just educating students on having an education, a stable job, and a stable family life but how to make those things happen. How do they afford higher education if grants aren't available or scholarships. How do they budget and save their money. How do they get the better jobs. Going to college does not mean they will get their desired job. Many students are realizing these things. So yes, they need to know the value of these new standards but also how to make them

None

There are so many other things that we could teach to help our students have less unwanted pregnancies, like consent and forms of birth control. This doesn't feel like the right direction to get to the same point.

How can we help those that are not part of the defined success sequence achieve success? What would be the interventions on this personal preference of life choice? How are we going to support those that do not have the same resources to be in a stable environment?

This should be something cross-curricular with Financial Literacy, Careers, etc.

The Success Sequence has been included on the USBE Sex Education Consent Form. Do General Financial Literacy students need to sign the form in order to learn about the Success Sequence?

Not all families are the same and that is ok.

Nothing

I like them. It is great advise.

Redefine the Success Sequence so that it allows for students to create their own version of success and health.

I feel strongly that the idea of success being correlated with having children within a healthy and stable family and marriage is archaic, repressive and misinformed. I'm all for supporting education that informs healthy relating and stable relationships, but the world is much broader and diverse than heterosexual marriage with children. Mental and emotional health are greatly dependent on whether an individual feels seen, heard and understood. Denying that to individuals who fall outside the societal norms is harmful and counter-productive.

Seems ridiculous that we are wasting parents and educators time when attendance begins with the parents

Help them know how to engage in healthy ways during times of unemployment.

Please be sure to include what a healthy relationship looks like, including the red, yellow, and green flags pertaining to emotional, financial, and physical abuse. And to show that children don't make an unhealthy relationship more healthy.

As a health educator who has been teaching for 20 years, I am not at all comfortable with the "having children within a healthy and stable family and marriage." portion of the standard. Not only can there be multiple definitions of what a healthy and stable family and marriage is, but this seems to go beyond the scope of healthy relationships and dating. This standard seems to be based on a particular opinion - that having children within a healthy and stable family and marriage is required for success in life. Marriage & children is not necessary for a successful relationship (or success in health), may not be economically feasible, may not be biologically possible, may not be desired.

I am not comfortable teaching this standard as it's written AT ALL, nor do I think most people would be comfortable with a teacher in a public school discussing this with their children. There are too many subjectives

I don't know how much teaching about having educational and career goals will help they kids who are likely to drop out of high school; those kids are rarely engaged in the school setting, so you'd have to make a very dynamic and fun way to get them to buy in to what you teach.

For the kids who plan to finish high school but haven't already made educational and career goals, having a chance to see the financial implications of their choices and consider potential scenarios might be useful. For those who have the goals made already, it will be redundant, but talking about what-ifs might still be helpful.

Step outside of your social and cultural bubble and realize that success is relative, and not tied to this ridiculous premise. Do better.

Recommend providing options for vocational pathways and other education pathways including apprenticeships or trades.

All my feedback boils down to this: Keep church and state, and all the values of the former, separate.

My opinion is that the basis being financial stability belongs in other classes. It is not what we are talking about in Health class.

See above

The current framing of these standards is such that students' whose home lives do not match the measures and timeline of success--due to circumstances outside of their control, and often due to circumstances outside of their parents' control--may feel marginalized and like failures. This could raise their effective filter and lead to them disengaging from the entire lesson that really should be focused on how to achieve financial stability. Perhaps a refocus on cause and effect, evaluating outcomes before making decisions, and wise financial practices might be of more use for students in helping them reaching the overall goal of the standard to gain the knowledge and skills required to become financially successful adults.

I understand the desire to include the success sequence, but I don't like the marriage part. That borders on more of a morality issue and since public school is for everyone, I don't think it fits.

And - schools should be able to teach values, giving students opportunities to determine their own character.

none

having a family, especially at a young age or without financial stability, often correlates with greater financial challenges, not increased success. Research (e.g., Brookings, CDC) shows that:

Delaying parenthood until after completing education and achieving stable employment is associated with better financial and health outcomes.

The structure or timing of family formation matters more for financial stability than simply having a family.

I appreciate that this may be well-intentioned attempt to teach since good principles but it is the place of the parents to do so, not the school district, educators or

Perhaps phrasing family and/or marriage or exclude the word marriage at all. Even though it is typical in families, i dont think it is necessary here. It may or may not be part of a stable family. It feels too much

Components of a healthy marriage would make a good addition to these standards. For instance, identifying factors that contribute to the success and legacy of the family, such as empathy, kindness, honesty, respect, trust, overcoming adversity, patients and forgiveness. Or discussing how affording non-marital sexual activity eliminates the associated negative physical, intellectual, emotional, social, spiritual and financial

I oppose changes in regards to lines 283-284 as advocacy of contraceptive methods should not be prohibited. I oppose the removal of lines 330-332 because the Department of Health and Human Services should aid in developing programs to provide instruction and the phrasing allows for the request of their input rather than demand/requirement thereof. I appose the change to line 413 as human sexuality and human development are separate topics that should be provided in education Human development could be added to line 418 as recommended if the changes to line 414-415 are adopted

We believe these additions will ensure clarity about the Success Sequence and strengthen understanding of its impacts.

We believe these additions will ensure clarity about the Success Sequence and strengthen understanding of its impacts. Thanks for considering this input!

I would recommend providing some discussion in the sixth grade as students are just starting to think about long term goals and ways to achieve those goals.

I would recommend placing a goal in the sixth grade after H.F.1 that could look like this. " H.F.2 Discuss the sequential steps necessary to accomplish future life goals, in areas such as education, work, marriage and family. "

