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The meeting was conducted in a hybrid format via Zoom and Basement West at USBE.

Members Present: Chair Jennie Earl, Vice Chair Joann Brinton, Member Sarah Reale, Member LeAnn Wood, Member Emily Green (online)

Committee Staff: Leah Voorhies, Deputy Superintendent; Jennifer Wadsworth, Policy Advisor; Angela Doan, A.A.G.; Andrea Curtin, Secretary; and Amy Hunt, Assistant Superintendent

Others Present: Jerry Record; Alex Farah; Meghan Everett; Mike Spencer; Molly Basham; Melissa Garber; Sara Wiebke; Julie Clark; Teri Davis; Shanda Stenger; Gregory Firn; Krista Hotelling; Julie Stefan Lindsay; Sara Doutre; Megan Tippetts; Eden Jones; and close captioner.

Chair Jennie Earl called the meeting to order at 9:03 a.m.

INFORMATION: Public Comment

1. Brennan Bean, spoke about math standards.
2. Sunee Eardley, spoke about math standards.
3. Judi Coburn, spoke about math standards.
4. Christine Fairbanks, spoke about health standards.
5. Joni Allred, spoke about math standards.

5.2 INFORMATION: Recognition of Progress, Achievements, or Improvements

Committee Discussion: Over the last two years, the School Improvement Team strengthened statewide school improvement by standardizing documentation, improving communication and transparency with Local Education Agencies (LEAs), streamlining processes, and aligning policies, funding, and technical assistance with state and federal requirements to better support LEAs and build long-term capacity.

Documentation and Communication

The School Improvement Team has established a range of resources to promote consistency and clarity in decision-making and communication. For example, School Improvement Team Decision Documentation ensures systematic recording of

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decisions, thereby facilitating uniformity. Additionally, the School Improvement Team Guide delineates various designation components for school improvement and provides distinction between state and federal requirements. The School Improvement Internal List serves as a comprehensive record of school changes, including alterations in Title I status, school exits, closures, and other notable changes.

Communication with LEAs has been refined through the introduction of the School Improvement Listserv, the organization of informational meetings—such as data webinars—and the implementation of procedures to remind LEAs regarding their grants, timelines, and expenditures before the conclusion of the fiscal year, resulting in increased compliance. The team utilizes consistent messaging and terminology in emails, technical assistance, and resources, frequently reiterating essential information to ensure clarity. Enhanced communication efforts encompass the provision of explicit expectations, timelines, formal notifications, and clearly defined roles and responsibilities for schools, LEAs, and the Utah State Board of Education (USBE).

Efforts to enhance procedural efficiency include the creation of “A Year of Programs,” a calendar that outlines monthly tasks and assignments. Clear roles and responsibilities have been articulated, and team expectations have been formally agreed upon to reinforce operational integrity. The website and associated pages have undergone updates to guarantee concise and accurate information and resources. The team maintains an ongoing commitment to transparency concerning the state’s role and offers guidance to LEAs in their school improvement activities, referencing Federal Code, Federal Guidance, Utah’s Consolidated State Plan often referred to as the Every Student Succeeds Act (ESSA) Plan, Utah’s Accountability Technical Manual, State Code, and Board Rule.

Process Improvements and Standardization

To optimize operations, the team has developed multiple Standard Operating Procedures (SOPs) to formalize new processes, including an SOP that facilitates the efficient provision of School Leadership and Development Program (SLDP) stipends in accordance with code and rule. The process for Resource Allocation Reviews has been restructured to streamline technical assistance, and the delivery of technical assistance has been recalibrated to better address the needs of LEAs, organized

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around the four pillars of school improvement and tailored to the appropriate phase of the improvement cycle. Furthermore, the needs assessment process has been reorganized to enhance support for LEAs.

The team is committed to building the capacity of LEAs to sustain their own school improvement efforts, and has proactively addressed potential issues, such as those related to Springboard being designated for the first time this year. Additionally, the development of data dashboards has promoted transparency for LEAs. The team has also strengthened connections with other USBE experts to ensure LEA needs are met.

Policy, Funding, and Compliance

Several foundational documents have been revised or rewritten to ensure alignment and lucidity. These encompass the School Improvement chapter in the Utah Accountability Technical Manual, the school improvement section in Utah's ESSA plan, and designation communications for LEAs. The SLDP contract has been rewritten to maintain consistency with State Code and Board Rule. Board Rule R277-920 has been revised for clarity and alignment with state and federal mandates.

Regarding funding, the team has established the 1003 funding formulas for federal school improvement funding allocation and provided oversight and documentation for 1003 funding. Processes have been amended to promote consistency and clarity in school improvement funding and to enhance opportunities for more rigorous interventions.

System Analysis and Strategic Planning

The team actively evaluates the overall health of the school improvement system, including additional programs in which designated schools are likely to participate. Ongoing brainstorming efforts are directed toward quantifying levels of technical assistance and assessing the outcomes of each support initiative. Upon achieving a shared understanding and capacity within the team, consultant contracts were concluded, resulting in cost savings for the USBE.

The team continues to update practices to ensure the provision of concise and accurate information, maintaining an emphasis on transparency and effective support for LEAs in their school improvement endeavors. Adjustment of technical

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assistance delivery, as well as a steadfast commitment to communication, compliance, and capacity building, remain central to their mission.

LEAs share their appreciation for the quality and consistency of communication, information, timeliness of response, and support. Here are some examples of recent LEA feedback:

- "It's me again...sorry to take more of your time. You are always so helpful." "Sorry, I know I should know...but you told me it was okay to ask questions, and I don't feel judged by you." - Ascent Academy (email)
- "Thank you to this team for previewing the SIP and allowing us to improve." "Thank you, team, I love and appreciate working with you." - Nebo School District (email)
- He is very appreciative of the communication that has been happening about school improvement, everyone being available to answer questions, and to keep it up. - Beaver County School District (phone)
- He and his team love different data dashboards! He said that they have added to his team's data discussions about what is happening at schools and how they can be supported. - Canyons School District (phone)
- "Thank you so much for the conversation and following up with resources. I appreciate your support." - South Summit School District (email)
- "Thank you so much. It is a pleasure working with your team. :)"; "I appreciate all you do and let me know if we can do anything for you down this way." - Washington County School District (email)
- "You all have put a lot of work into making this process more clear and supportive. I am grateful for the effort and the information." - Canyons School District (email)
- "Thanks for your response and explanation. Thanks for your hard work on this interesting and fun work!" - Davis School District (email)
- "Your team has been responsive, supportive, and easy to collaborate with. We sincerely appreciate the funding, which is being used thoughtfully and strategically to support student learning." - Wasatch County School District (email)
- "Thank you! We are always happy to collaborate with your team and are grateful for your help and support." - Freedom Preparatory Academy (email)
- "Thank you so much for your time. It was a very liberating and helpful meeting for us. I really appreciate seeing you as a source of support for us in helping our children grow." - Athenian Academy (email)

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- "Thank you so much for your willingness to help us increase our knowledge in this area. You guys are the best!" - Davis School District (email)

Participating Staff:

- Gregory Firn, School Improvement Specialist (State School Improvement)
- Krista Hotelling, School Improvement Specialist (Federal School Improvement)
- Julie Stefan Lindsay, School Improvement Specialist (Federal School Improvement)
- Sara Doutre, Special Education School Improvement Specialist
- Megan Tippetts, Research Consultant III (School Improvement Data Specialist)

MOTION FOR THE BOARD: Information item no action.

5.3 ACTION: Health Education Standards Update - Success Sequence

Committee Discussion: The 2025 adoption of [H.B. 281](#), Health Curriculum and Procedures Amendments, requires changes to health standards, including a greater emphasis on abstinence, the incorporation of the "success sequence", and the prohibition of instruction on certain sensitive topics. These revisions are required by July 1, 2026. A waiver from the established standards review process was approved in the August 2025 Board meeting.

The approved process for this waiver are:

1. Convene a committee to revise the impacted section of core standards.
2. Release the standards for a 30-day public review.
3. Revise the standards based on public review.
4. Submit the standards to the Board for approval.

Steps 1-3 have been completed and staff is submitting the draft standards for Board approval (step 4).

Committee Action: Member Brinton moved that the Health Education Standards be amended as follows:

Standard HI.HD.10

Explore the Success Sequence [as a data-driven framework](#) (defined [in Section 53G-10-402\(1\)\(d\)](#)) as completing at least a high school education and pursuing further educational opportunities; obtaining full-time employment; and having children

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within a healthy and stable family and marriage) as a connection to financial stability and ~~well-being~~ [personal well-being](#).

Motion passed unanimously.

Committee Action: Member Brinton moved that the Health Education Standards be amended as follows:

- a. [Explain how the timing and sequencing of education, employment, and family formation are associated with economic stability and outcomes for adults and children that are identified in research as protective factors against poverty.](#)

Motion passed 4 to 1 with Member Green opposed.

Committee Action: Member Wood moved that the Committee bring back the amended subsection a.

Motion passed unanimously.

Committee Action: Member Green moved to amend subsection a. to read, "Explain how the timing and sequencing of education, employment, and family formation are associated with economic stability and positive outcomes for adults and children and are identified in research as protective factors against poverty."

Motion passed unanimously.

Committee Action: Member Brinton moved that the Health Education Standards be amended as follows:

- b. Identify how decision-making related to school attendance, engagement, and goal setting can influence future educational and career opportunities, including potential consequences.
- c. Recognize that ~~personal outcomes are influenced by various factors, and individuals may choose different life paths~~ [regardless of individual circumstances, students can be empowered to secure a successful life by completing their education, planning for a career, and making thoughtful choices about relationships and family life.](#)

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Committee Action: Member Earl moved that the Health Education Standards be amended as follows:

Standard HII.HD.10

Analyze the correlation of the Success Sequence [as a data-driven](#) framework (defined in [Section 53G-10-402\(1\)\(d\)](#) 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 as a connection to financial stability and ~~well-being~~ [personal well-being](#).

Motion passed unanimously.

Committee Action: Member Brinton moved that the Health Education Standards be amended as follows:

- a. Research and discuss the correlation between [~~the Success Sequence and the effects on financial stability.~~] [the timing and sequencing of education, employment, and family formation and their role as protective factors associated with financial stability.](#)

Motion passed unanimously.

Committee Action: Member Brinton moved that the Health Education Standards be amended as follows:

- a. [Explain how stable committed families provide emotional, financial, and social support that helps individuals and children succeed in school, work, and life.](#)

Motion passed 4 to 1 with Member Reale opposed.

Committee Action: Member Earl moved that the Committee approve the draft Health Education Standards on “success sequence”, as amended, and forward to the full Board for approval.

Motion passed unanimously.

MOTION FOR THE BOARD: That the Board approve the Health Education Standards on “success sequence”.

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5.4 INFORMATION: SB 127 (2022) Early Literacy Outcomes Improvement Quarterly Update

Committee Discussion: In the 2022 Legislative Session, Senate Bill 127 (2022) was passed led by the efforts of Senator Millner and Representative Last. USBE staff, Local Education Agency (LEA) leaders, principals, coaches, and teachers are working diligently to implement the many components of this comprehensive bill. This update provided information about the work that has been completed between December 2025 - February 2026.

Higher Education Alignment and Recognition

- Eight of nine Utah Educator Preparation Programs exceeded the 75% proficiency threshold
- Statewide pass rates increased 18% over the previous year, reaching 88%
- University and program awards have been presented to recognize excellence in Science of Reading implementation
- During the 2025–2026 school year, six Science of Reading awards have been presented statewide, with additional recognition forthcoming

Professional Learning Supports

Collective Efficacy Community of Practice

- The 25-26 Collective Efficacy Institute hosted session in Salt Lake in February Change Management for Leaders
- Cohort 4 (final cohort): Kicked off in February with over 300 administrators From Science to Classroom Webinar Series
- Nearly 1200 educators have attended the “From the Science to the Classroom” Webinars so far this school year. You can view past webinars on YouTube: [Webinar Series](#).

Anita Archer Explicit Instruction Train the Trainer

- 150 literacy coaches and LEA leaders attended the week long training
- 500+ educators engaged in the evening webinar hosted by USBE

System Supports

Community Engagement

- The USBE will be hosting 7 regional family literacy events around the State beginning in February.
 - Dates and locations:

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- San Juan School District Tse'Bii'Nidzizgai Elementary School: 2/11/2026
- Iron School District: 2/12/2026
- Box Elder School District Three Mile Creek Elementary: 2/23/2026
- Juab School District TBD: 3/4/2026
- Cache School District Greenville Elementary: 4/9/2026
- Davis School District Bountiful Elementary: 4/15/2026
- Ogden School District Hillcrest Elementary: 4/16/2026

MOTION FOR THE BOARD: Information item no motion.

5.5 INFORMATION: Aquatics Topic for Physical Education Standards Revision

Committee Discussion: The USBE Physical Education team provided an update to the Standards & Assessment Committee on the progress of the aquatic topics in the Physical Education revision as requested in the February Committee meeting.

MOTION FOR THE BOARD: Information item no motion.

5.6 INFORMATION: Math Standards Revision Research and Survey Results

Committee Discussion: The Teaching & Learning Mathematics team presented the results of the Secondary Mathematics Standards Structure survey that went out to the public for 30 days during January and February. The team will also present their findings on the national landscape of secondary mathematics course alignment and assessment structures.

MOTION FOR THE BOARD: Information item no motion.

5.7 INFORMATION: Legislative Update

Committee Discussion: This item was postponed due to time constraints. Information was sent to the Committee. It will be brought back to the Committee next month, if needed.

MOTION FOR THE BOARD: Information item no motion.

Adjournment:

Committee Action: Member Reale moved to adjourn the meeting.

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The motion passed unanimously.

The meeting adjourned at 12:10 p.m.