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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

Committee Staff: Leah Voorhies, Deputy Superintendent; Jennifer Wadsworth, Policy Advisor; Angela Donn, Assistant Attorney General; Andrea Curtin, Secretary; Aaron Wilson, Assistant Superintendent; and Amy Hunt, Assistant Superintendent.

Others Present: Jerry Record; Darin Tinney; Meghan Everett; Teri Davis; Katy Challis; Matt Winters; Thalea Longhurst; Alesha LeMmon; Cuong Nguyen; Rick Gaisford; Mike Spencer; Stephanie Patton; Shanda Stenger; Molly Basham (online); Tanya Albornoz; Shauntelle Cota; Melissa Garber; Aaron Brough; Royce Van Tassell, UAPCS; Trisha Syversen, Davis School District; Hugo Richard-Bell, KUER; Rahul Sunikumar Nair, student; and close captioner.

Chair Jennie Earl called the meeting to order at 8:32 a.m.

INFORMATION: Public Comment

1. Rahul Sunikumar Nair, spoke on item 1.11, Artificial Intelligence Student Task Force.
2. Trisha Syversen, spoke on item 1.10 Math Standards Revision Process.

5.2 ACTION: R277-438, Dual Enrollment (Amendment & Continuation)

Committee Discussion: R277-438 governs dual enrollment for private and home school students and is due for its five-year review.

Summary of Proposed Changes

The proposed amendments update statutory references to align with current law, clarify the interaction between dual enrollment and the Utah Fits All Scholarship Program, and make technical and grammatical corrections.

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Authorizing, and Implemented or Interpreted Law: Art X Sec 3; [53E-3-501\(1\)\(b\)\(i\)](#); [53E-3-401\(401\)](#); [53G-6-702](#).

Committee Action: Member Wood moved that the Committee continue and approve R277-438, Dual Enrollment, Draft 1, on first reading and forward to the Board for continuation and approval on second and final reading.

Motion passed unanimously with Member Green absent.

MOTION FOR THE BOARD: That the Board continue and approve R277-438, Dual Enrollment, Draft 1, on second and final reading.

5.3 **ACTION: R277-721, PRIME Pilot Program (Repeal & Reenact)**

Committee Discussion: HB 260 (2025) established the Utah First Credential Program and directed the Board to make rules governing implementation and incentive grants. Subsequent legislation amended the program in 2026. R277-721 implements the Board's current rulemaking responsibilities under Section 53E-10-310.

Summary of Proposed Changes

The proposed amendments repeal the existing R277-721, which governs the Utah PRIME Program, and replace it with a new rule implementing the Utah First Credential Program. The new rule establishes requirements for grant administration, incentive grant tiers, performance and reporting, coordination with computer science grants, certification program procurement and implementation, monitoring, and the use of grant funds.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#)

Committee Action: Member Brinton moved to amend R277-721 as follows: On line 204 strike the words "monitoring and"; and on line 205 strike the word "monitor" and replace it with "review"; and on line 207 strike "may result in a formal review and".

Motion passed unanimously with Member Green absent.

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Committee Action: Member Brinton moved that the Committee approve R277-721, PRIME Pilot Program, Draft 1, as amended, on first reading and forward to the Board for approval on second and final reading.

Motion passed unanimously with Member Green absent.

MOTION FOR THE BOARD: That the Board approve R277-721, PRIME Pilot Program, Draft 2, on second and final reading.

5.4 ACTION: R277-922, Digital Teaching and Learning (DTL) Grant Program (Continuation & Repeal)

Committee Discussion: During the 2026 General Session, the Legislature passed S.B. 2, Public Education Budget Amendments, which eliminated funding for the Digital Teaching and Learning Grant Program and repealed Utah Code Section 53F-2-510. R277-922 establishes requirements for the administration of the Digital Teaching and Learning Grant Program and is no longer necessary.

The Office of Administrative Rules (OAR) procedures disfavor allowing a rule to expire. Accordingly, staff requests that the Committee first recommend continuation of R277-922 and then recommend repeal of the rule.

Summary of Proposed Changes

The proposed change repeals R277-922 in its entirety because the Digital Teaching and Learning Grant Program is no longer funded and its authorizing statute has been repealed.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401](#)(4); 53F-2-510

Committee Action: Member Brinton moved that the Committee continue and repeal R277-922, Digital Teaching and Learning, on first reading and forward to the Board for continuation and approval on second and final reading.

Motion passed unanimously with Member Green absent.

MOTION FOR THE BOARD: That the Board continue and repeal R277-922, Digital Teaching and Learning, on second and final reading.

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5.5 ACTION: R277-733, Adult Education Programs (Incorporated Document)

Committee Discussion: Staff recommend updating and incorporating the Adult Ed Policy Guide. Staff will present R277-733, Adult Education Policy Guide, Incorporated Document, for consideration and approval.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-10-202](#); [53E-3-501\(1\)](#); [53E-3-401\(4\)](#); [53F-2-401](#); [53E-10-205](#).

Committee Action: Member Brinton moved that the Committee approve R277-733, Adult Education Policy Guide, Incorporated Document, on first reading and forward to the Board for approval on second and final reading.

Motion passed unanimously with Member Green absent.

MOTION FOR THE BOARD: That the Board approve R277-733, Adult Education Policy Guide, Incorporated Document, on second and final reading.

5.6 ACTION: R277-733, Adult Education Programs (Amendment)

Committee Discussion: R277-733 establishes requirements for the administration of adult education programs and incorporates the Utah Adult Education Policies and Procedures Guide by reference. The Guide is updated periodically to reflect changes in federal requirements, assessments, records retention, and other adult education program policies and procedures. Because R277-733 identifies the specific version of the Guide incorporated by reference, the rule must be amended when a revised version of the Guide is adopted.

Summary of Proposed Changes

The proposed amendments update R277-733 to incorporate the current version of the Utah Adult Education Policies and Procedures Guide by reference. The amendments also make technical corrections to an internal cross-reference.

Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-10-202](#); [53E-3-501\(1\)](#); [53E-3-401\(4\)](#); [53F-2-401](#); [53E-10-205](#).

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Committee Action: Member Brinton moved that the Committee approve R277-733, Adult Education Programs, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Motion passed unanimously with Member Green absent.

MOTION FOR THE BOARD: That the Board approve R277-733, Adult Education Programs, Draft 1, on second and final reading.

5.7 ACTION: Standards Revision Process

Committee Discussion: In August, the Utah State Board of Education returned the Standards Revision Process Draft to Committee. This item is a continuation of the Standards Revision Process discussion.

Committee Action: Member Earl moved that the Committee direct staff to develop a policy request to rewrite the standards revision process outlined in Statute for greater efficiency and best practices.

Motion passed unanimously.

MOTION FOR THE BOARD: No motion for the Board currently.

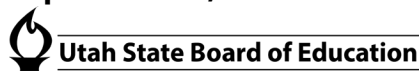
5.8 ACTION: R277-436, Gang Prevention and Intervention Programs in the Schools (Amendment)

Committee Discussion: R277-436 establishes requirements for the Juvenile Gang and Other Violent Crime Prevention and Intervention Program established in Section 53F-2-410. Funding previously provided for the program as a separate grant has been moved into the WPU add-on, and the grant is not currently being administered. Section 53F-2-410 remains in statute and continues to require the Board to make rules for the program.

Summary of Proposed Changes

The proposed amendments make limited changes to R277-436 to clarify that administration of the program and the award of grant funds are subject to legislative appropriation. The amendments also update the rule's authority language to more accurately reflect Section 53F-2-410.

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Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53F-2-410](#); [53E-3-401](#)(3)

Committee Action: Member Brinton moved that the Committee approve R277-436, Gang Prevention and Intervention Programs in the Schools, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Motion passed unanimously.

MOTION FOR THE BOARD: That the Board approve R277-436, Gang Prevention and Intervention Programs in the Schools, Draft 1, on second and final reading.

5.9 ACTION: Utah Instructional Technology and Artificial Intelligence Model Policy and Implementation Resource

Committee Discussion: The 2026 General Session enacted [HB 273](#) establishing new classroom technology and artificial intelligence requirements in Utah Code Sections 53G-7-228, 53G-7-229, and 53G-7-1401 through -1403, with related requirements in USBE Rule R277-334. The draft *Utah Instructional Technology and Artificial Intelligence Model Policy and Implementation Resource* is intended to provide a framework and sample policy language LEAs may use to meet those requirements while allowing flexibility in local decision-making and implementation.

Key components of the draft include:

- Supporting balanced and developmentally appropriate use of instructional technology and AI.
- Providing model policy language LEAs may adopt or adapt to meet statutory requirements.
- Addressing student safety, privacy, parent transparency, and appropriate educator oversight.
- Providing implementation guidance and resources to support LEAs as they develop and implement local policies.

Committee Action: Member Earl moved to begin Committee discussion with Draft 2.

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Motion passed unanimously.

Committee Action: Member Brinton moved that the Committee approve the Utah Instructional Technology and Artificial Intelligence Model Policy and Implementation Resource, Draft 2, for use by LEAs in developing and implementing local policies required by state law and USBE rule and forward to the Board for final approval.

Motion passed unanimously.

MOTION FOR THE BOARD: That the Board approve the Utah Instructional Technology and Artificial Intelligence Model Policy and Implementation Resource, Draft 2, for use by LEAs in developing and implementing local policies required by state law and USBE rule.

5.10 ACTION: Math Standards Revision Process

Committee Discussion: Following the external review, the Committee requested resuming the math standards revision process from Step 10. This is Step 11 of the Board Adopted Standards Revision Process which states, "The Standards and Assessment Committee will review the amendments compiled from the Utah State Board Members with the writing committee rationale document and shall evaluate whether to review each or pass the amendments onto the full Board for review."

Committee Action: Member Earl moved that the Committee begin the discussion with Draft 3.

Motion passed unanimously.

Committee Action: Member Earl moved to amend (page 6): Through the progression of the standards, students are provided opportunities to make sense of and build an ~~conceptual~~ understanding of the mathematical operations. This ~~€~~Conceptual and procedural understanding supports children in becoming automatic in their retrieval of basic math facts.

Motion passed unanimously.

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Committee Action: Member Earl moved to amend (page 7): The mathematical practices included in Utah's P-12 Core Mathematics Standards describe **how students engage with, reason about, and apply mathematical content**. They develop through and depend upon a growing foundation of mathematical knowledge, vocabulary, representations, and procedures. The practices are not standalone substitutes for proficiency in the content standards. ~~mathematical skills that Utah students develop throughout their educational experiences. Students become proficient in engaging with mathematical content and concepts as they learn, experience, and apply these skills.~~

Motion passed unanimously.

Committee Action: Member Earl moved to amend (page 7): Each grade level ~~identifies standards have a description in their introductory material specifying the developmentally appropriate~~ ways students ~~will~~ engage with these practices as they learn grade level content ~~math concepts~~. Although specific ~~Mathematical Practices~~ have been ~~intentionally identified and~~ connected to each standard, **other practices can be integrated when they support the mathematics identified in that standard**. ~~instruction and practice of other Mathematical Practices not referenced in that standard are encouraged~~. The practices should not be interpreted as requiring students to independently discover unfamiliar concepts or procedures without sufficient preparation, instruction, and guidance.

Motion 4 to 1 with Member Reale opposed.

Committee Action: Member Earl move to amend (page 10): They can see complicated things, such as the place value system and ~~some~~ algebraic expressions, as single objects or as being composed of several objects.

Motion 3 to 2 with Member Reale and Wood opposed.

Committee Action: Member Earl moved to amend MP8: **Use mathematical regularity to make conjectures and evaluate the results. Students look for mathematical regularity by noticing when calculations are repeated; looking for general methods and shortcuts; and abstracting patterns into algebraic rules and formulas. Students will use mathematical structure to propose conjectures, and**

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test their validity against known facts, definitions, and procedures. Making mathematical conjectures involves a rigorous metacognitive process **leading to mathematical reasoning and generalizations**. Students use conjectures to make sense of the mathematical situation, make an **informed** claim, monitor and evaluate progress, change course if necessary, persevere **to find a solution when stuck**, and check answers **to validate the results. using a different method.** **This iterative process fosters a deeper understanding of underlying mathematical principles. It promotes curiosity, students' ownership of their learning, and the development of positive mathematical identities.**

Motion passed unanimously.

Committee Action: Member Earl moved to amend the entire document to reflect the update language below:

MP8 Use Mathematical Regularity to Make Conjectures and Evaluate the Results

In grades P-2, students **make and test conjectures observe mathematical regularity** related to numbers, place value, the properties of addition and subtraction, and the attributes of shapes. **Use mathematical reasoning to propose conjectures and test their validity against known facts, definitions, and procedures.** During this process, students learn to evaluate the reasonableness of their solution path and adjust as needed. Providing students opportunities to revise their thinking helps students develop confidence in problem solving.

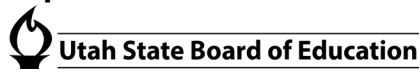
Motion passed unanimously.

Committee Action: Member Brinton moved to rearrange the format of each grade level so that it reads Introduction, Competencies, Standards, and then Mathematical Practices.

Motion passed 3 to 2 with Members Wood and Reale opposed.

Committee Action: Member Earl moved to amend P3 and P4 to reflect the language below:

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~~They develop strategies to agree and disagree respectfully.~~ Students begin to explain their ideas about mathematics.

Motion passed unanimously.

Committee Action: Member Wood moved to amend P3 and P4 to remove the strikethrough of “prompting and support” and “with support” throughout.

Motion passed 4 to 1 with Member Green opposed.

Committee Action: Member Wood moved that the Committee adopt the PK-2 Mathematics Standards Draft 3, as amended, and forward to the Board for final approval.

Motion passed 4 to 1 with Member Green opposed.

MOTION FOR THE BOARD: That the Board adopt the PK-2 Mathematics Standards Draft 4.

5.11 **ACTION: Artificial Intelligence Student Task Force**

Committee Discussion: Board Leadership has expressed support for exploring the creation of an Artificial Intelligence Student Task Force housed within the Student Advisory Committee (SAC).

Board Policy 5008 authorizes SAC to advise the Board on technology needs and other educational issues and to create task forces with Board approval. Board Policy 1004 defines a task force as a time-limited committee or working group created by a vote of the Board to work on a specific project.

The proposed AI Student Task Force would provide a structure for students to engage in focused work related to artificial intelligence and its impact on public education. The task force would be housed within SAC and would include two to three SAC members and additional interested students.

The proposed structure can be implemented under existing Board Policies 5008 and 1004; staff does not recommend an amendment to Policy 5008 at this time.

Committee Action: Member Wood moved that the Committee recommend that the Board approve the creation of an Artificial Intelligence Student Task Force

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under the Student Advisory Committee consistent with Board Policies 5008 and 1004.

Motion passed 4 to 1 with Member Green abstaining.

MOTION FOR THE BOARD: That the Board approve the creation of an Artificial Intelligence Student Task Force under the Student Advisory Committee consistent with Board Policies 5008 and 1004.

5.12 **INFORMATION: PE Standards Revision Update**

Committee Discussion: According to Step 6 of the Board Adopted Standards Revision Process, staff provides bimonthly progress submissions to the Standards and Assessment Committee, including progress being made and timely updates.

This is the bimonthly Physical Education Standards revision update.

MOTION FOR THE BOARD: This was an information item. There is no motion for the Board.

Adjournment:

Committee Action: Member Green moved to adjourn the meeting.

The motion passed unanimously.

The meeting adjourned at 12:04 p.m.