

R277-328. Educational Equity in Schools.

Public Comment
Updated July 30, 2021

From: Maren Voss <maren.voss@usu.edu>
Sent: Monday, June 7, 2021 3:29 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: "Educational Equity in Schools" (R277-328)

Thank you for considering R277-328 as it is a very important topic. I have heard my children come home with information from schools that mis-represents American history and misrepresents the importance of Martin Luther King's injunction to judge people by the content of their character and not the color of their skin. Critical Race Theory ideas seeping into the public discourse are being taught in our schools in ways that contradict the important principles of equality that MLK stood for.

I would like there to be more consideration of this rule through a public hearing and would like to request that.

Warmly,

Maren Wright Voss, ScD
maren.voss@usu.edu

From: Rachel H <gilgall@hotmail.com>
Sent: Monday, June 7, 2021 3:38 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Educational Equity R277-328

As a parent of 5 school age children in Utah, I want to thank you for passing the Educational Equity in Schools rule R277-328. I appreciate the safety this provides against teaching Critical Race Theory and other harmful agendas. Thank you so much for helping to make Utah schools a place that we can continue to send our children.

Rachel Huber

From: Melanie Mortensen <melaniemortensen@me.com>
Sent: Monday, June 7, 2021 3:40 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Educational Equity in Schools (R277-328)

Hello all,

I am writing to voice my approval of the new Rule you have instituted, "Education Equity in Schools," R277-328. I believe it is a positive step in the right direction, and although it needs more specific details addressed, this gives us a good starting point.

Thank you for listening to us and for your careful consideration of the curriculum for our students!

Best,
Melanie Mortensen

From: Kerry Baum <baumkerry39@gmail.com>
Sent: Monday, June 7, 2021 3:53 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Support for Proposed Rule R277-328

I am requesting that you support the passage of subject rule. It is a common sense effort to prevent the teaching of harmful concepts to our children.
Thank you,

Kerry Baum

-----Original Message-----

From: Rebecca Hodges <rebeccachodges@gmail.com>
Sent: Tuesday, June 8, 2021 8:29 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Educational equity in schools support

Thank you for supporting R277-328. We need to take steps on understanding and approving what is being taught to our children and how it will affect them. I appreciate the steps you are taking.

Sincerely
Rebecca Hodges

From: Sarah Smith <sarah.anne.smith83@gmail.com>
Sent: Monday, June 7, 2021 10:42 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: I support "Educational Equity in Schools" (R277-328)

Thank you for taking measures to protect our children from biased historical indoctrination. I support this rule.

From: Debbie Pritt <dpmulan@yahoo.com>
Sent: Monday, June 7, 2021 9:06 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: "Educational Equity in Schools" (R277-328)

Thank You for passing this rule and helping to support teaching and curriculum that

does not create divisiveness. I am a mother of 4 children in the public school system and thank you.

Debbie Mulholland

From: Sharon Allred <sharonljallred@gmail.com>
Sent: Monday, June 7, 2021 8:10 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject:

Please vote for the new rule R-277-328.

From: Jody Probst <jpro76@gmail.com>
Sent: Monday, June 7, 2021 7:04 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Support

To whom it may concern,

I am writing to show my support of the new rule regarding CRT, "Educational Equity in Schools" .

Jody Probst

From: Sheri Peck <sheripeck@msn.com>
Sent: Monday, June 7, 2021 4:21 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: The new Board Rule, "Educational Equity in Schools" (R277-328)

Emailing to show my support for the passing of the new Board Rule, "Educational Equity in Schools" (R277-328) Please continue to keep education curriculum inclusive to all rather than teaching about each specific race.
Thank you.

Sheri Peck

From: Douglas M. Yeaman <dmyeaman@quantum-management.com>
Sent: Monday, June 7, 2021 4:20 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>
Cc: dmyeaman@quantum-management.com
Subject: Educational Equity in Schools (R277-328)

I want to express my support for the Rule: Educational Equity in Schools (R277-328) and thank the State Board of Education for addressing this toxic issue. I fully support the Board and appreciate your swift response.

Please know that I am VERY interested in this issue as I am a PHD in science and have a deep interest in the education and welfare of our youth.

Regards,
Doug

Doug,
Douglas M. Yeaman

From: Jason Baker <jwilliambaker@gmail.com>
Sent: Monday, June 7, 2021 4:18 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Support for R277-328

I support your recent rule R277-328 Educational Equity in Schools. This is the right track for education in Utah. CRT is a non-starter.

Thanks,
Jason Baker

From: Christel S <212christel@gmail.com>
Sent: Tuesday, June 8, 2021 4:03 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Thank you

Dear Board,

Thank you for the rule that protects the rights of children and teachers to not be forced to teach or learn the highly controversial critical race theory—a theory damaging to the good work of Martin Luther King, who favored as I do, teaching the brotherhood of all races.

Thank you for your rule and please continue the good work!

Sincerely,
Christel Swasey

From: Leslie Meyer <lesliem2u2@gmail.com>

Sent: Monday, June 7, 2021 4:03 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: new Rule

I support the new Rule you have passed and am definitely against CRT.

Leslie Meyer, former Principal
lesliem2u2@gmail.com

-----Original Message-----

From: Tammy Thomas <tammythomas14@yahoo.com>
Sent: Monday, June 7, 2021 3:59 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT

Thank you so much for taking the important first step in banning the divisive language and indoctrination of our children from Critical Race Theory ideologies. These are based in Marxism and must be weeded out of our schools, communities and state. However, the roots go deep and the vine has spread. There is still much work to be done before our children and communities will be safe. Please continue to fight to preserve our freedom for future generation to enjoy.

Thanks Again,
Tammy Thomas

From: Suzanna Leland <SuzannaL@Leanwerks.com>
Sent: Monday, June 7, 2021 6:01 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: I support Board Rule, "Educational Equity in Schools" (R277-328),

I have a student in school in the state of Utah. After thoroughly reviewing the specific teachings of CRT I believe that CRT is a racist program and has no place in public schools. No one had to tell me this either, I did a lot of research at the onset of hearing about CRT, it didn't take me long to independently determine that it's very foundation segregates and encourages opinions and perceptions based on "skin color". My husband and I (and everyone we choose to have our children around) have worked hard to instill anti-racist values in our children's lives in the MANNER THAT WE FEEL ACHIEVES THIS GOAL. We also lead by example, by our ACTIONS. I will view anyone who attempts to teach my child the CRT curriculum as a predator, and I will take appropriate actions. Please ensure this never makes it into Utah classrooms so Utahn's can have confidence their children are receiving a racist free education.

Regards,

Suzanna Leland

From: Julie Hatch <hatch.beehive@gmail.com>
Sent: Tuesday, June 8, 2021 9:54 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: New Rule

To the School Board,

As a concerned citizen, I urge you to join me in support of the new rule. CRT is divisive.

Thank you,
Julie Lovett-Hatch

From: sandy hurst <sshurst61@comcast.net>
Sent: Tuesday, June 8, 2021 3:10 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT rule support

I fully support this rule regarding the banning of CRT in Utah schools. I wish it did more, but I'm grateful for it and would like to see it move forward and be implemented in every Utah school.

Sandy Hurst

From: Jessica Fiveash <jess5ash@gmail.com>
Sent: Wednesday, June 9, 2021 8:58 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Educational Equity in Schools Rule

Hi,

I'm writing in favor of this rule because it's a decent start. Please vote for the rule, even if amendments are to happen in the future.

Sincerely,
Jessica Fiveash

From: Robert Leinbach <rtlral@gmail.com>
Sent: Wednesday, June 9, 2021 8:51 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: "Educational Equity in Schools" (R277-328)

We support this and encourage you to do so!

Thank you,
Robert and Roseann Leinbach

From: Sandy Heaton <sandyheaton@gmail.com>
Sent: Wednesday, June 9, 2021 12:17 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Educational Equity in Schools

To Whom It Concerns:

Allowing for the new Board Rule, which takes a stand against the teaching or promoting of Critical Race Theory in Utah's schools and also in administrative training sessions, is a step in the right direction. There are still many who are promoting CRT and trying to have it slip in under any format and in any way they can. Please do all you can to stand up to these people and organizations who use sophistry to put a false spin on CRT and make it seem acceptable and valuable as an educational tool. It is destructive, untrue, and divisive. Please continue to fight against CRT in any form in Utah's schools.

Regards,
Sandra K. Heaton
Gary S. Heaton

From: Emily Morris <morris.emily.ann@gmail.com>
Sent: Tuesday, June 8, 2021 9:18 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

Board Members, I'd like to make known my support for the new Board Rule. I live in Spanish Fork. Thank you.

Sincerely, Emily Dinehart

From: Mara Ambuehl <johnandmara6@gmail.com>
Sent: Wednesday, June 9, 2021 10:09 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT ruling

Dear Board Members,

I simply want to express my support of the recent CRT ruling. I stand behind it and ask that you continue to do the same. CRT, as currently written, is dangerous to both our children and our society as a whole. I know that we can do better and appreciate your efforts in doing so.

Thank you,

Mara Ambuehl
Alpine School District

From: Stephanie Johnson <jednsteph@gmail.com>
Sent: Wednesday, June 9, 2021 11:55 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Educational Equity in Schools (R277-328)

Thank you for taking the important FIRST step towards stopping the teachings of Critical Race Theory tenets in Utah's schools. Thank you for taking the time to listen to parents and taking care of our dear children.

Thank you for taking the time to create the Educational Equity in Schools Rule.

Thank you for your service and time spent on our behalf.
Stephanie Johnson

From: Heather Fannen <allupinthekitchen@gmail.com>
Sent: Wednesday, June 9, 2021 2:29 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Bam Critical Race Theory

Dear Board Members,

I am a mother and a responsible community member.
I am aware of a massively manipulative curriculum called critical race theory and the possibility of educators taking on this garbage and teaching it to our children. They disguise it with words like equality and anti-racism. We all know that it will teach the opposite.
I am demanding that we all take a stand for the sake of our children and vote yes to Brandon Beckham's resolution to ban these rules of mass forms of indoctrination.

Heather Fannen

From: Kierstin Glenn <kpplenn@gmail.com>
Sent: Wednesday, June 9, 2021 3:01 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Thank you for the New Rule R227-328

Dear Utah State Board of Education,

Thank you so much for taking the time to listen to all stakeholders (parents, teachers,

school boards, administrators, etc.,) and thoroughly consider all sides before adopting the current draft of the new rule R277-328. I know it went through many revisions and tried to incorporate the direction given by the Utah State legislature house and senate resolutions past the previous month. I think the rule is a step in the right direction, although I am not sure it goes far enough to protect our children from dangerous theories being endorsed and promoted in the classroom. I know that the rule says that teachers cannot promote or endorse the four tenets (A-D) of CRT as outlined in section three subsection three, but it does allow for discussion of these theories and ideologies. I think parameters or guardrails need to be put in place for these discussions to ensure balance.

First, we need to make sure that these discussions in classrooms are age appropriate. Elementary school kids probably do not need to be discussing white privilege and systemic racism. Second, we need to make sure that these classroom lead discussions are very balanced and teachers present both sides of the issues equitably. Students should not be able to tell where the teacher's political and ideological viewpoints fall. In my daughter's ninth grade language arts class this past school year, the teacher covered material I would consider to be tenets of CRT like white privilege, systemic racism as described in the 1619 project article on highways, and the idea that white people today are responsible for the injustices of the past. There was only one article to the twenty plus articles and youtube videos that provided an alternate viewpoint discussing things like personal responsibility and showed statistics for minorities who have done well in society. This is not balanced.

I know it is difficult to make these top down rules that can take away from the teacher's autonomy and local control over education. I think a public hearing on this new rule R227-328 will be valuable in continuing the discussion on how to best protect our children and the parents in this education process. I would like to request a public hearing on this new rule.

-- Kierstin Glenn

From: PHILLIP LEATHERWOOD <PLEATHERWOOD2@msn.com>
Sent: Wednesday, June 9, 2021 4:21 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Critical Race Theory

To Whom it may concern,
June9, 2021

I support the State Board of Education Rule R277-328. I think this is an important first step in preventing teaching of divisive Critical Race Theory concepts. I've highlighted a few important points from the rule as an example of how I feel about this:

(h) creating opportunities to recognize **personal responsibility** in contributing to 60 conditions that preserve the rights of all individuals and to avoid the repetition of past

61 harmful actions by individuals and groups;
62 (i) defending **intellectual honesty including freedom of inquiry, speech, and**
63 **association**; and
64 (j) cultivating supportive conditions that focus on learning and remove barriers to
65 allow students to have accessible pathways to resources and opportunities.
66 (3) The professional learning provided by an LEA

may **not include instruction that**

67 promotes or endorses that:

68 (a) a student or educator's sex, race, religion, sexual orientation, gender identity

69 or membership in any other protected class is inherently superior or inferior to another

70 sex, race, religion, sexual orientation, gender identity or any other protected class;

71 (b) a student or educator's sex, race, religion, sexual orientation, gender identity

72 or membership in any other protected class determines the content of the student or

73 educator's character including the student or educator's values, morals, or personal

74 ethics;

75 (c) **a student or educator bears responsibility for the past actions of individuals**
from

76 the same sex, race, religion, sexual orientation, gender identity or any other
protected

77 class as the student or educator;

I'm also in support of a Resolution in support of prohibiting CRT in Utah's schools
submitted by Brandon Beckham.

We must stay tied to our founding principles in order for us to maintain our unalienable
rights afforded to us by our Creator.

Katherine Leatherwood

From: Heidi Wilkey <heidimwilkey@gmail.com>

Sent: Wednesday, June 9, 2021 4:29 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Board Rule, "Educational Equity in Schools" (R277-328)

I am grateful for these rules. As a concerned parent I want to make sure that our
children are being taught truth in a safe environment. Thank you for approving these
standards!--

Heidi

From: James Uhl <james_uhl2@yahoo.com>

Sent: Wednesday, June 9, 2021 9:47 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT = ANTI-WHITE RACISM

Please vote AGAINST CRT Training in UT schools!!!
NO RACISM IN UTAH EDUCATION!!

From: Jeannean Sommer <jeannean@msn.com>
Sent: Wednesday, June 9, 2021 10:06 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Thank you

I am sending this email to show my support and thank you for the new rules you put into place concerning Critical Race Theory.

Regards,
Jeannean Sommer

-----Original Message-----

From: Jordan Fielding <ojodeltigre81@gmail.com>
Sent: Thursday, June 10, 2021 12:39 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Approve the rule

To whom it may concern:

I am writing in support if the new rule that disallows divisive indoctrination of our children in school! It is ridiculous that we have to vote on this. CRT Has no place in our society let alone our schools! You should be ashamed that you as the school board has to make a rule like this, it means you haven't done your job, and why aren't the rest of you advocating the way Natalie Clone is? You make me sick! You should all be fired and replaced with people who care about our children!

-Jordan Fielding

From: Mike & Louene Perry <mcplap@gmail.com>
Sent: Thursday, June 10, 2021 12:04 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: NO to CRT

I support RULE-- "Education Equity in Schools" (R277-328)

https://www.dailywire.com/news/watch-survivor-of-maos-china-stuns-school-board-with-chilling-warning-about-critical-race-theory?itm_source=parsely-

api?utm_source=cnemail&utm_medium=email&utm_content=061021-news&utm_campaign=position3

Evidence of this hateful and divisive CRT direction is everywhere!

Louene Perry

From: Rebecca and Nate Scott <nrscott@zohomail.com>
Sent: Thursday, June 10, 2021 5:23:05 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: In Support of "Educational Equity in Schools" (R277-328)

Dear State Board of Education,

I am writing to thank you for passing the "Educational Equity in Schools" Rule R277-328. I believe this rule is a step in the right direction to make sure students are treated equally and not demeaned in any way based on their race, religion, gender, or other such factors. I am happy to see things in this rule such as the banning of instruction that promotes students and teachers bearing "responsibility for the past actions of individuals from the same sex, race, religion, sexual orientation, gender identity" and the student or educators being "discriminated against or receive adverse treatment because of the student or educator's sex, race, religion, sexual orientation, gender identity." I hope that such rules that push back against the ideas of Critical Race Theory continue to be passed and strengthened.

Sincerely,
Rebecca Scott

From: Heather Hogge <heatherhogge@gmail.com>
Sent: Sunday, June 13, 2021 12:09 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Educational Equity in schools

I am in support of the Educational Equity in Schools. I appreciate that it still allows racism to be taught, but will hopefully curtail the teaching of critical Race Theory, which is harmful to all children. (I do have family members who have had critical race theory taught to them at work, and it does not create a helpful dialogue.) Please uphold this rule and keep this divisive rhetoric out of our public schools. Racism is real, We can teach about how our country was segregated and how we can be better than that and not make judgments about people based on their skin tone, but rather by their personalities and character.

Thank you,

Heather Hogge

From: Renon Anderson <renonanderson@gmail.com>
Sent: Friday, June 11, 2021 2:31 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT

To Whom It May Concern:

I am very much in favor of the resolution to stop CRT. Being a concerned citizen for the future of the children and the citizens of the United States of America as a whole, I pray Mr. Beckham's Resolution in Support of Prohibiting CRT in Utah Schools is successful in stopping it from ever happening.

Thank you for all of your efforts and hard work to protect the students in Utah Schools.

Renon Anderson

From: gunflowers@comcast.net <gunflowers@comcast.net>
Sent: Tuesday, June 15, 2021 6:03 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Support of "Educational Equity in Schools" (R277-328)

Greetings,

I support the new Board Rule, "Educational Equity in Schools" (R277-328), prohibits the teaching of certain divisive concepts in curriculum and classroom instruction as well as in Professional Learning for teachers without it first being approved in a public meeting or made available to parents upon request. It does not prohibit the teaching of true history.

I hope you are, too.

Regards,

Janalee Tobias

P.S. I reject the theory that we are inherent racists. If America is inherently racist, we do so many people want to emigrate here? What other country has as many minority athletes and celebrities as America does? The powers in the world that want absolute power are using racism to divide and conquer.

From: Dasha Cassity <dasha.cassity@gmail.com>
Sent: Tuesday, June 29, 2021 11:25 PM

To: Board of Education <board@schools.utah.gov>

Subject: Comment on Rule 277-328

Members of the Board:

I am a mother of 2 (soon to be 3) children attending public school in Granite School District. I am writing to express my disappointment with Rule 277-328.

While I fully support equity training for teachers, I take issue with some of the language in the final rule ultimately approved by the school board, specifically found in lines 66-80. Much of it is ambiguous and reads like a response to the current backlash against Critical Race Theory, which I find ridiculous considering this theory is not taught at the K-12 level to begin with. With this rule in place I am afraid that much needed frank and practical conversations regarding systemic racism will be avoided. I would encourage the board to consider removing these restrictions on the type of content that can be presented in teacher trainings and in the classroom.

Thank you for your service and for all you do for the schoolchildren of our state.

Sincerely,
Daria Cassity

From: Jessica Fiveash <jess5ash@gmail.com>

Sent: Monday, July 5, 2021 12:41 PM

To: Helgesen, Kathy <Kathy.Helgesen@schools.utah.gov>; Stallings, Angie <Angie.Stallings@schools.utah.gov>; academicintegritymovement@gmail.com

Subject: Public Hearing Request-Making sure received

To whom it may concern:

Our group, Academic Integrity Movement, is writing to request a public hearing from the Office of Administrative Rules on the subject of Rule R277-328, pursuant to the 15-day comment period beginning July 1, 2021, per the office's posting in the public Utah State Bulletin.

Our group has more than ten members, so our request qualifies as meeting the threshold to trigger the mandatory public hearing.

Please communicate back to our group via this email address, to keep us apprised of the status of our request and the time and date set for the hearing.

Our website will be live sometime this month www.academicintegritymovement.org

We have a Telegram channel, Twitter, and a Facebook page. We are brand new and I have attached our billet for more information for you.

If you need any additional information, such as names to prove I have at least 10

people, and be glad to provide that.

Gratefully,
Jessica Fiveash
Academic Integrity Movement

From: Heather Shepherd [UT] <Heather.Shepherd@myuea.org>
Sent: Thursday, July 1, 2021 1:08 PM
To: Stallings, Angie <Angie.Stallings@schools.utah.gov>; Huntsman, Mark <Mark.Huntsman@schools.utah.gov>; Dickson, Sydnee <Sydnee.Dickson@schools.utah.gov>
Cc: Heidi Matthews [UT] <Heidi.Matthews@myuea.org>; jennifer.boehme@myuea.org; Renee Pinkney [UT] <Renee.Pinkney@myuea.org>; sara.jones@myuea.org; Tracey Watson [UT] <Tracey.Watson@myuea.org>
Subject: Request for Public Hearing R277-328

Good afternoon.

This is sent on behalf of UEA President Heidi Matthews and UEA Executive Director Jennifer Boehme.

Please see the attached request for a public hearing on Board Rule R277-328.

Thank you,

[Heather Shepherd](#)

Assoc. Executive Director of Administrative and Governance Support
Utah Education Association

From: Julie Laub <julielaub5g@yahoo.com>
Sent: Thursday, July 15, 2021 5:04 PM
To: Board of Education <board@schools.utah.gov>
Subject: Comments for R277-328

Dear Board,

I support R277-328. I personally think you struck a healthy balance between teaching history from diverse perspectives while ensuring no student or people group are marginalized, categorized, or discriminated against. Please put it into effect on 8/8/21.

Thank you for your consideration.

Sincerely,

Julie Laub

From: Max Walker <maxwalker@gmail.com>
Sent: Thursday, July 15, 2021 6:23:00 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Comments for Public Hearing on Proposed Rule R277-328 Educational Equity in Schools

I wish to submit comments for the public hearing on proposed rule R277-328 Educational Equity in Schools.

I support the Utah Legislature's guidance to the USBE and the USBE Rule R277-328.

As written, the rule does not prevent the teaching of accurate and difficult history. The rule does prevent the teaching of ideas that rob students of their sense of individual worth and personal dignity.

Education groups have claimed that Critical Race Theory is not part of the curriculum and is not being taught. The former may be technically true in formal documents, but parents have found the latter to be false. CRT is being taught in some classrooms, and the poisonous theory is obviously spreading. Therefore, I think it wise of the UTLE and USBE both to have avoided the term CRT and instead of have written the advice and rules around the bad principles and dogmas that are bound in CRT and elsewhere.

We need to teach history properly and correctly. We need to vehemently eschew CRT indoctrination and all incorrect, revisionist, racist, and discriminatory political doctrines.

—
Max Walker
maxwalker@gmail.com

From: Benjamin Jones <benjamin.j.jones13@gmail.com>
Sent: Thursday, July 15, 2021 10:52 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Public comment 7/22/2021

Hello Cybil,

My name is Benjamin Jones. I am an educator teaching in Davis School District. I would like to make a public comment next week at the administrative rule meeting. Please let me know where in the order I will be and how long I would have.

Thank you,

Benjamin Jones

From: Leisa Fornelius <leisalovesjesus@yahoo.com>
Sent: Thursday, July 15, 2021 10:58 PM
To: Board of Education <board@schools.utah.gov>
Subject: R277-328

I support this and I think it appropriately addresses the need in education while protecting students and America. I thinks it's a healthy balance between teaching history from diverse perspectives while ensuring no student or people group are discriminated against.

Leisa Fornelius

Leisa lovin Jesus!

From: Nizhoni Way <nakysteah31@gmail.com>
Sent: Saturday, July 17, 2021 8:49:48 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Educational Equity in Schools (R277-328)

Hi,

I am writing to voice my approval of the new Rule you have instituted, "Education Equity in Schools," R277-328. As A Utah parent of a Biracial family (Navajo and White) I see Critical Race Theory as a twisted concept that projects that a group, based on race only, is 100% responsible for all the injustices of the past, instead of the individuals that made the terrible decisions. There are people in every race that make good and evil decisions that have affected many a Nation. This is damaging to the psyche of a child and will do more harm to the individual, family and our beautiful rich culture in our state if overruled.

Thank you,

NaKy Steah

From: Robert Cronk <cronk.r@gmail.com>
Sent: Friday, July 16, 2021 4:32 PM
To: Stallings, Angie <Angie.Stallings@schools.utah.gov>
Subject: Public comment on R277-328: Educational Equity in Schools

Angie,

I'm very concerned about how racism is coming back into our society in some new forms and how those forms are currently making their way into our laws and schools. Critical Race Theory (CRT, from Critical Legal Theory, from Critical Theory, from Marxism, which picks groups of "persecutors" and groups of "victims" and sets up ruling powers to be the savior of these "victims" to increase the rulers' power) and Diversity, Inclusion, and Equity (DIE - equity as opposed to equality. Equality of outcomes regardless of personal choices instead of equality of opportunity) are two of these new forms of racism. They have been cleverly packaged in virtuous language so that proponents of these ideologies can accuse their opponents of being against that virtuous language itself rather than the underlying ideology. Allow me to explain.

Racism (and many other -isms) treat individuals as groups, which completely erases the individual. We don't solve racism with more racism by treating individuals as groups while shifting around which groups are currently considered "bad" and "good." We solve it by treating individuals as individuals. Treating individuals as "racial" groups is not only logically fallacious but is entirely based on the ancient lie of "race."

"Race" doesn't exist in biology. It is a false concept created by racists hundreds of years ago to rationalize their enslavement of those who looked visibly different. We should teach about how "race" is a false ideology and exactly how specific people and specific groups have used it over the centuries to divide and oppress each other. This includes how white supremacists, Nazis, and Communists have used the idea, as well as the current use of "race" in CRT and DIE. We should abandon the false ideology of "race" entirely. But since we all have tribal tendencies, we shouldn't bury the history of how the false idea of "race" has been used. We should teach how "race" has been used so we can stop using "race" in the future.

These ideologies don't stop at the false grouping of "race" but at many other groupings of gender, sexual preference, gender identity, economic groupings, disabilities, etc. These groupings are objectively measurable in most cases (unlike "race"), but they are still just treating individuals as groups, which is the ultimate fallacy across them all.

Neo-Marxists and post-modernists saw that Marxism had failed wherever they had tried it, resulting in the death of at least 100 million people in the 1900's, so they decided to take the one-dimensional idea of Marxism (rich against poor) and divide people up in every possible tribalistic way. Because we are tribal in nature, and because social media algorithms take advantage of this tribalism (see "The Social Dilemma" on Netflix), it's actually working very well.

It's also working well because it's being dressed up inside virtuous wording like "equity" and "inclusion." By stating that we must ensure that we have "equity" and "inclusion" these ideologies imply that we currently don't have those things (well, we don't have "equity," but we do have "equality," which is the good one) and that if we argue against these ideologies, that we're arguing against those virtuous ideas. Equity among free people who can make their own choices is impossible. It's only possible in the immature utopian fantasies of those who assert they can force everyone to have equal

outcomes. Communism and Marxism produce almost equally universal misery, so maybe they're partly right on that count, but nobody wants equally universal misery. Of course, the rulers aren't miserable, oddly enough.

For a modern example, let's evaluate "R277-328: Educational Equity in Schools" in the light of the above paragraphs. I'm concerned that R277-328 has smuggled in these false ideas of "race" and treating individuals as groups under virtuous language in several places. I'm happy about the parts that talk about "individual" students. But out of the other side of its mouth, it talks about "diversity" (from Latin diversus "turned different ways") and how we should celebrate what we have in common while focusing on our differences:

R277-328-3(2)(e) "collaborating with diverse community members to understand, recognize and appreciate what we all have in common as humans, including acknowledging diverse cultures, languages, traditions, values, needs, and lived experiences."

This is what's already happening as we treat each child as an individual instead of as a group member where we can stereotype them and erase their individuality. Stating it this way implies that it's not already happening and that teachers need to be told to make it happen, not by treating children as individuals but by treating them as groups. It's self-defeating circular reasoning.

I won't go through the rest of R277-328 applying these concepts to it, but someone in power should go through it and remove the racism. They must remove every instance that suggests that we should bring racism (and all the other -isms) back to life by treating our beautiful, individual children as groups. I expect more wisdom and discernment from our leaders.

Robert Cronk
Concerned parent of individual children, not children who are members of a group

FYI-public comment request

From: The Isom Family <jefflindajake@msn.com>
Sent: Friday, July 16, 2021 9:36:23 PM
To: Wilcox, Cammy <Cammy.Wilcox@schools.utah.gov>; Helgesen, Kathy <Kathy.Helgesen@schools.utah.gov>
Subject: Public Comment at hearing on Tuesday, July 22nd

Hello!

My name is Linda Isom. I am a mother of twin African American daughters who are age 12 and 2 biological sons ages 9 and 18. Thank you so much for all you do for our children. I do not envy your position in this pulverizing political climate. We appreciate all of your tireless efforts on our children's behalf.

I would like to please request to be able to give public comment at your public hearing this coming Tuesday, July 22 at 4 p.m. I feel like I am uniquely qualified to make some comments and suggestions regarding rule [R277-328](#) and the experiences we have had in Utah schools, and what all schools can do better to provide a more inclusive environment for every Utah child.

Please let me know how many minutes are allotted for public comment and if you would be willing to hear from me.

Warm Regards,
-Linda Isom

From: Miguel Trujillo <Miguel.Trujillo57@du.edu>
Sent: Monday, July 19, 2021 10:29 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Comment on R277-328

My name is Miguel Trujillo and I am a former school social worker, current education researcher, and resident in Granite School District. I would like to share my feedback on R277-328. I support educators having the training to teach diverse learners. Students come from many different backgrounds and we need educators that can properly address equity issues in the classroom. Increasing, or improving, diversity, educational equity, and inclusion efforts in training and curriculum will ensure opportunities for all of Utah's students to find belonging in schools. As someone who has graduated from the public school system in Utah, I can attest that this training is sorely needed in our school system. I rarely saw myself in our school curriculum and I did not have educators that could relate to my culture. Having more understanding of our youth could only help students and educators.

In order to do so, teachers also need support from our state to implement the needed changes in their classrooms and curriculum. They can not do this alone and further support could encourage our teaching force to stay in the community. To demonstrate this to our educators, I ask the following:

1. Clarify language in the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators.
2. Strike the phrase "before or", as outlined in R277-328-3(5) "The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request".

Thank you for your continued efforts in making Utah a place where diversity, equity, and inclusion are celebrated.

Miguel Trujillo

From: Allyson Harmon Nielson <allyson.nanette@gmail.com>
Sent: Monday, July 19, 2021 10:01 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Feedback regarding R277-328

Dear Utah State Board of Education Members,

My name is Allyson Nielson and I am a resident and parent in Granite School District. I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support diversity, educational equity, and inclusion efforts in educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. I support ensuring that all students find belonging in their schools, classrooms, and communities. I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

1. I ask the State Board of Education to explicitly state in the language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators.

2. In addition, I ask the Utah State Board of Education to strike the phrase "before or" as outlined in R277-328-3(5) "The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request."

I grew up going to schools in Granite School District and now that my children are attending here as well, I have seen the diversity of our community grow immensely in the past 30 years. I would love my preschooler and 2nd grader to see children of other races as valued members of their classroom and neighborhood, and have that taught to them from the example of their educators. By passing a vague resolution that uses imprecise language and has no firm mechanism for enforcement or engagement, the Utah State Board of Education risks destabilizing our local school communities. **The language in R277-328 as currently proposed will not make Utah schools more equal or more functional. Instead, it threatens to do the opposite.** This imprecision could hamper education, and put parents and children in the position of reporting "perceived" infraction, It also places minority populations at greater risk. This resolution does not respect the professionalism of our teachers, nor will it support the growth of my collaborative and diverse educational community.

As someone who values educational equity and ethical government, **thank you for your efforts on behalf of all Utah students, parents, and teachers to make Utah a place where diversity and inclusion are celebrated.**

Thank you.

Allyson Nielson

From: Trevor Warburton <trevor.warburton@gmail.com>
Sent: Monday, July 19, 2021 10:45 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Comment on R277-328

Dear Utah State Board of Education Members,

My name is Trevor Warburton and I live in Springville. I currently have 4 children in 3 different Nebo District schools (and one more who will be there shortly). I am also a career educator, education researcher, and come from a family of educators.

I believe that it is essential that my children and all children receive a complete and equitable education. That kind of education includes full representation of the complexity and diversity of this nation and its history (including the ugly and uncomfortable parts). That kind of education is diverse, equitable, and inclusive. From what I've seen of my children's school work, our teachers were beginning to make important progress in the last few years, but I fear that the local and national debates around CRT already has and will continue to reverse the progress made in these areas. All content areas and all teachers need both autonomy and support to effectively address these issues. I urge you to send a clear message to teachers that they will have that support. I appreciate your efforts to provide a high quality education to all students in Utah.

I ask the Utah State Board of Education to explicitly include protections for teachers in the language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators.

In addition, I ask the Utah State Board of Education to strike the phrase "before or", as outlined in R277-328-3(5).

Thank you.

Trevor Warburton

From: Jonathan Bejarano <jbejar86@gmail.com>
Sent: Monday, July 19, 2021 11:02 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Support for R277-328

I read through the rule, thank you for allowing time to comment on the bill, I think that it is important to support due process. Any school board member who attack specific educators, without the due process, or ANY politician for that matter should have gone through due process before accusing anyone of teaching CRT. I also appreciate the intellectual honesty portion of the rule.

Thanks,
Jonathan Bejarano

From: Mark Ensign <md.ensign@gmail.com>
Sent: Monday, July 19, 2021 3:13 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Public comment for R277-328

My name is Mark Ensign, and I am a resident in Alpine School District. I would like to share my feedback for R277-328.

I ask that the Utah State Board of Education clarify the language of the rule so that it cannot be misconstrued as giving license to attack the credibility or the livelihood of our educators. In addition, I ask that the USBE strike the language requiring that training materials be available for preview before the professional development occurs.

Utah's educators are professionals, and this rule, as written, represents a significant intrusion into normal processes.

I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students.

I support diversity, educational equity, and inclusion efforts in educator training, curriculum standards, and opportunities for all Utah students.

I support ensuring each Utah student finds belonging in their classroom, school, and community.

I support educators and administrators have the freedom and protection to teach diversity, equity, and inclusion on their classrooms and schools.

Thank you for your efforts in on behalf of all Utah students, teachers, parents, and community members to make Utah schools a bastion of diversity, inclusion, and equity.

Again, I ask:

- 1) that the Utah State Board of Education clarify the language of the rule so that it cannot be misconstrued as giving license to attack the credibility or the livelihood of our educators, and
- 2) that the USBE strike the phrase "before or", as outlined in R277-328-3(5) "The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time **before or** after the training is offered upon request."

Thank you,

Mark Ensign

--

Sent from Gmail Mobile

From: Channing Olivia Hyde <channingoliviahyde@gmail.com>
Sent: Monday, July 19, 2021 1:37 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Rule R277-328

Dear Utah Board of Education Members,

My name is Channing Hyde and I am a resident in Alpine School District currently attending Utah Valley University to obtain my teaching license and degree in Secondary English Education. I am writing you because I would like to voice my concerns with R277-328. I am a supporter of teachers having the training and understanding to modify and adapt their curriculum, teaching practices, and professional development to fit the needs of their students. I am an advocate for equitable education, diversity, and inclusion, and support these efforts in providing all of Utah's students, no matter their race, ethnicity, socioeconomic status, etc., a high quality education. As an educator, I strive to make my classroom a place where all students feel like they belong, and wish to extend that sense of belonging to the rest of the school as well as the community.

I am a proponent of equitable education, and appreciate your efforts as a board to create an equitable, diverse, and inclusive community in Utah for all of its citizens, namely students, educators, and parents.

Diversity, equity, and inclusivity are important to Utah schools. Our minority population is growing at a fast rate, and according to a report by the Kem C. Gardner Policy Institute at the University of Utah (2019), "Utah's minority population will increase its share of the total population from approximately 20 percent in 2015 to 35 percent in 2065. Half of the total population growth from 2015 to 2065 will come from minority populations" (Hollinghaus et. al., 2019, p. 3). Because of this projection, it is imperative that diversity, equity, and inclusivity be a priority in Utah schools. As the diversity in our population increases, so must our diversity in education increase.

I ask that the Utah Board of Education clarify the language of the rule so that it cannot be misconstrued as giving any sort of license to attack the credibility, professionalism, or livelihood of Utah's educators. At present, the rule does not provide any explicit language in support of teachers, and opens up the opportunity for slander, unjust accusations, and unwarranted complaints. I also ask that the language regarding the requiring of training materials to be previewed before professional development occurs to be removed; this language does not respect the professionalism of our educators, and does not allow for support needed to grow collaborative and diverse educational communities. I believe that vagueness of this resolution will not make Utah schools more equal, but that it threatens to do the opposite. It is your constitutional job as a board to protect our students' right to learn and our teachers' right to teach equity without fear.

As you are making your decision regarding R277-328, I implore you to listen to expert

educators about the best way to train teachers to teach diverse learners and address equity issues in the classroom.

Thank you for your service and consideration,

Channing Hyde

Referece:

Hollinghaus, M., Harris, E., Perlich, P.S. (2019). Utah's increasing diversity: population projections by race/ethnicity, *Kem C. Gardner Policy Institute, University of Utah*, <https://gardner.utah.edu/wp-content/uploads/Utah-Projections-Race-Ethnicity-2019.pdf>

From: Debbie Hong <debhong@gmail.com>

Sent: Monday, July 19, 2021 3:41 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Public comment on R277-328

Dear Utah State Board of Education Members,

My name is Debbie Hong, and I am a resident of Alpine School District.

I have been very concerned about the discussion of diversity in schools at the legislative and board level. There are many who feel that racism is not a problem in our schools, nor should it be addressed. I want to share my family's experience.

My family is part Chinese, and we have been targeted with more racial hatred this past year than any other year. The saddest part for me is that a lot of it happened at school, and many educators brushed it aside. "China boy" and "Corona virus" were yelled at my son while other students tried to chase him at recess. Fortunately, he handled it well and was able to stop it himself, but we were talking about it the other day and he cried about it for the first time. It has been a heavy thing for him to carry and he did not feel supported at school. When it happened, I talked to the principal about it and he felt like since my son resolved it, nothing more needed to be done. I had to reach out to the parents so they were aware, and they were sad that their children had participated, but there was no real awareness beyond that. While I am grateful that my son was strong enough to stand up for himself, the message from the principal was that the hate he experienced was of little importance and it wouldn't be a big deal if it continued to my son, or anyone else. That was a message not only to my son, but all the other students involved.

All 4 of my children have heard comments in school directly, in passing, or in classroom discussions that are racists against Asians, but also other people of color and minorities. Being the victim of racist remarks makes you more sensitive when other people are targeted as well and their desire to protect those marginalized populations has increased because they have felt the pain of being targeted. It has happened a lot over the years (once my son's class was separated into dark skin and light skin, my girls

have had specific sexual comments made about being Asian), but it has definitely increased this past year.

For the most part, I don't think anyone intends harm, but there has been no intervention. My kids have had to stick up for themselves, which is a great skill, however, it should not be happening in schools. Teachers need training to be inclusive, but they also need to be allowed to teach diversity and inclusion in age appropriate ways without interference and restriction from the legislature.

I am very concerned about the direction that the legislature and some on the school board seem to be taking with diversity training. Racism exists in Utah schools and it exists in a big way. It is painful for those who experience it and destructive to our future society if we ignore it. We need to give teachers not only the tools to address racism, but also the ability to combat it. Please do not tie their hands by implementing strict rules about what can and cannot be taught. Education should be allowed to be flexible enough to answer the questions that children have and to meet the needs that may arise.

I appreciate all the efforts you put into your time on the school board. I know this past year has been especially difficult on so many levels.

Sincerely,
Debbie Hong

From: Marley McClune <marley.ann.mcclune@gmail.com>
Sent: Monday, July 19, 2021 3:41 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

Good afternoon,

My name is Marley McClune and I am a resident in Davis School district. I also teach jr high at HighMark Charter School. I would like to share feedback in regards to R277-328. I both support and believe that educators should have access to training and understanding to adapt professional development and curriculum to the needs of their diverse students. I support diversity, educational equity, and inclusion efforts in educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. I support ensuring that all students find belonging in their schools, classrooms, and communities. I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I am someone who deeply values educational equity and ethical government, I do applaud your efforts on behalf of Utah's students, teachers, parents, and citizens to make our state a place where equity, diversity, and inclusion can thrive.

I ask that the Utah State Board of Education to explicitly state in the language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators.

In addition, I ask that the Utah State Board of Education strike the phrase “before or”, as outlined in R277-328-3(5) “The content of professional learning provides by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request.”

Thank you for taking the time to read through my comments and concerns.

Marley McClune

Sent from my iPhone

From: Eliza Dawson <liza@thedawsons.org>
Sent: Monday, July 19, 2021 3:51 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Re: R277-328-3(5)

To Utah Board of Education:

I’m very grateful that our school board is spending time & energy working towards protecting some of our most vulnerable students, mainly our precious minority students. I’m a bit concerned that the language of R277-328-3(5) may be a bit too vague & in the end, will undo the good that this rule is meant to do. I am writing to ask that the Utah State Board of Education clarify the language of the rule so it will not be misconstrued, giving license for community members to attack the credibility or livelihood of our educators.

In addition, I ask the Utah State Board of Education to strike the language requiring that training materials be available for preview before the professional development occurs in R277-328-3(5). Utah state educators are professionals, and this represents a significant intrusion into normal processes. It would likely have a negative effect on all diversity training.

Please do everything that you can to make minority students & their care & protection a priority. I genuinely believe that when we put our most vulnerable students at the forefront of our policy, everyone benefits- as our district becomes more inclusive & safe - for everyone.

Thank you again for your time.

Kind regards,

Eliza Dawson

-----Original Message-----

From: Lisa McArthur <lisacmcarthur@gmail.com>
Sent: Monday, July 19, 2021 5:57 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

> State School Board Members,
> As a high school educator for the past 15 years in Alpine School District and parent of two secondary students, I see the need first hand to support educator training standards that emphasize diversity, equity, and inclusion (DEI). It's important to focus on the years of ongoing equity, diversity, and inclusion educational practices in Utah schools. These practices include well-established, proven, age-appropriate methods to teach children fundamental concepts about diversity. Please continue to support these practices.
>
> ALL of our state's students benefit when teachers are well trained and competently teaching age-appropriate concepts related to diversity, equity, and inclusion. We want our children to be prepared to engage with the world in a way that respects the fundamental worth of each individual. We realize that talking about differences at school in a kind and inclusive way increases our children's empathy as well their capacity to navigate diverse spaces. Ultimately, having well-framed conversations about diversity in a classroom makes it a safer space for all and allows students to be more unified with their peers.
>
> Please continue to allow teachers to be trained to teach about diversity in their classrooms, and please, listen to expert educators about the best ways to do so.
>
> Teaching students of color and those who struggle with sexual orientation has shown me first hand the need to be accepting and encouraging of teaching diversity, equity, and inclusion in the classroom. Changing an educator's ability to do so sets us back years and erases all of the positive changes made. The vague language in R277-328 threatens my ability as an educator to effectively address equity, diversity, and inclusion in my classroom. I take my job seriously and would never jeopardize my livelihood by doing anything in my classroom that would disadvantage any student. Trust us as educators. Please clarify the language of the rule so it will not be misconstrued and allow for attacks on us as educators. Please respect us as professionals and strike out language requiring that materials be available for public viewing before professional development. Please stand up for diversity, equity, and inclusion in our Utah communities.
>
> Sincerely,
> Lisa McArthur

Sent from my iPhone

From: Shannon Golladay <shannongolladay@gmail.com>
Sent: Monday, July 19, 2021 5:20 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Comment for July 22 Hearing

To Whom it May Concern:

Thank you for listening to our voices about Critical Race Theory. I have spent the past several months learning about CRT and listening to parents' thoughts on it.

I believe there is a better way. We can teach our children about the past without dividing them and labeling them.

We can help them understand the problems of the past and see how people have overcome them.

It's so inspiring to learn about people who have overcome challenges. They didn't let their difficulties get them down. People like Madame CJ Walker (the first African American self-made millionaire), President Barack Hussein Obama II (the first African American President), and so many more!

Yes, it is important to talk about the past and the ugliness that came with it, but let's also talk about how we ROSE ABOVE and overcame so much.

I am not in favor of Critical Race Theory. I believe it will divide our society and pull us backwards. Please reconsider adding it to our Utah schools.

Thank you for your time,
Shannon Golladay

Jordan School District
Mother of three girls

From: Jasmin Martinez <cjasmin40@gmail.com>
Sent: Monday, July 19, 2021 5:18 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Public comment regarding R277-328

Dear Utah State Board of Education Members,

My name is Jasmin Cruz and I am a resident in the Alpine school district. I would like to share my feedback regarding R277-328. I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support diversity, educational equity, and inclusion efforts in educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. I support ensuring that all students find belonging in their schools, classrooms, and communities. I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

As someone who values educational equity and ethical government, I applaud your

efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

1. I ask the Utah State Board of Education to explicitly state in the language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators.

2. In addition, we ask the Utah State Board of Education to strike the phrase "before or", as outlined in R277-328-3(5) "The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request".

Thank you.

Jasmin Cruz

From: anderbrooke <anderbrooke@protonmail.com>
Sent: Monday, July 19, 2021 7:28 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Comment on R277-328

Hello, Utah State Board of Education Members

Thank you for offering a chance for public comment on R277-328. As a Utah educator with twenty years of service, I have seen several moral panics come and go. After each one, schools are left enacting whatever rules and paperwork are left behind.

Thank you for your earnest attempts to define and create rules around educational equity. I understand this has taken much time.

However, the rule as written lacks clarity and so invites inaction or misinterpretation.

Including the phrase "acknowledging that all students are capable of learning" in the definition of educational equity may reflect fine sentiment, but it is not an actionable definition. How do schools, educators, and systems acknowledge? How would this be recognized as having been done? I searched for the word "acknowledge" among other rules and it is rarely used, and never so vaguely. I recommend the board define educational equity in a way that is more practical and visible to stakeholders.

Likewise the phrase "recognize each student's unique background" is not an actionable definition. Funding, programs, policies, initiatives, supports, and access to high-quality education are all things I can see, do and monitor. If the definition read, "Educational equity is distributing resources to provide access to high-quality education based upon the needs of each individual student. Equitable resources include funding, programs, policies, initiatives and supports," I could see a clear path to action and monitoring progress.

In addition, the definition for inclusion incorporates vague language: "the practice of ensuring students feel a sense of belonging and support." Again, I do not see any other state rules incorporating such vague language. How do school systems ensure student feelings? Think of the ways that you imagine schools would do this, and use that to incorporate more specific language. We can't make rules about how students must feel, only what schools must do, so the language must be about the school's actions more than the students' feelings.

More instances of vague language that will be unnecessarily difficult to parse and show success in enacting:

- "acknowledging differences by looking for the good in everyone, including oneself" How would I differentiate between success and failure on this point?
- "showing due regard for feelings, rights, cultures, and traditions." What is due regard? What is undue regard?
- "acknowledging diverse cultures, languages, traditions, values, needs, and lived experiences" Again, how do I know I've successfully acknowledged
- "demonstrating role model responsibilities" What are role model responsibilities? Are they the same as educator ethics or different? Should we just guess?
- "through the examination of various counterpoints to a topic in an impartial manner" Various counterpoints? Is this regarding argumentation? The ELA standards are a better place to lay out expectations for argumentation skills.
- "creating opportunities to recognize personal responsibility in contributing to conditions that preserve the rights of all individuals and to avoid the repetition of past harmful actions by individuals and groups." You know you've lost your way when you need this many prepositional phrases. What would such opportunities look like? Would pretty much anything count if I looked at it in the right light?
- "cultivating supportive conditions that focus on learning" I think this is the general gist of school, right?
- "The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training" It would make more sense to have only after, not before. That's more doable.

At least a third of the rule's text could be eliminated and the rule would be the better for it. Thank you for your hard work and your time in representing Utah's families.

Best wishes,
Brooke Anderson

From: Rashelle Durrant <rashellehartley16@gmail.com>
Sent: Friday, July 16, 2021 2:38 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: "Educational Equity"

Hello,

ATTN:

All Board Members, etc. - USBE

Please make sure local school districts cannot teach or train on any concepts that go against the resolution on "Critical Race Theory in Public Education".

Thank you,
Rashelle Durrant

From: Kyle Bradshaw <10814911@my.uvu.edu>
Sent: Monday, July 19, 2021 8:17 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Equity in schools

Good afternoon,

As a return missionary as of one year from Argentina and a current senior at UVU. I have been bombarded by teachers opinions on equity and the BLM mentality. Not only does that present a strong indicator of the teachers political affiliation but it is not generally of relevance to our class. Slavery is a part of the making of the country and it is and has not been a issue for decades. By forcing equity down children's throats at younger and younger ages you will perpetuate racism in Utah. I am proud to say that I have never seen any person of any nationality has been held back. If anything the only people I knew to go onto universities such as Harvard and George town were people of color who worked hard in school just as any other student. They worked two jobs, did track and field, and many other clubs outside of school. In alpine school district I saw nothing but fairness and equality. No equity. Because that means nothing now. We are all on an even playing field and choose from a young age what we aspire to do.

Utah is a place where all people are welcome and so long as you are willing to work hard you will feel at home. We are the beehive state for a reason and that's what should be taught in our schools. Regardless of your school district, religion, or nationality. And to say we have been in the wrong for all this time is a lie. It takes a biased lense to see that.

Thank you

From: Cynthia Phillips <cynthiakimballphillips@gmail.com>
Sent: Tuesday, July 20, 2021 12:14 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: A Public School Teacher's Request for Revision of R277-328

Dear Members of the Utah State Board of Education:

I am writing as a concerned Utah public school teacher to urge the board to revise R277-328 so that it is specific, has internal consistency, and demonstrates understanding of what teachers actually do when following best practices and the Utah Effective Teaching Standards.

Internal Inconsistency in Defining "Equity"

The rule defines Educational Equity as "distributing resources to provide equal opportunities based upon the needs of each individual student" and supports recognizing "each student's unique background and school context to guarantee that all students have access to high-quality education." However, equity in professional learning is then re-defined as "acknowledging differences by looking for the good in everyone, including oneself, and showing due regard for feelings, rights, cultures, and traditions;" and "acknowledging diverse cultures, languages, traditions, values, needs, and lived experiences."

Distributing resources to provide equal opportunities based on needs is much different from simply looking for the good in everyone and showing regard for diversity. As teachers our whole job is to differentiate instruction for our students, a practice that assumes we will provide *different* support, challenges, monitoring, feedback, etc., for individual students in order to ensure their academic success.

Differentiated Instruction and Equity

This differentiation will be informed by all good data: formative assessment data, interim testing data, socio-economic data, special education data, or any other helpful data, including a teacher's own informed, daily observations. A teacher will notice every difference that her students have - every unique need observed through any means - in order to ensure students' success. It will matter to the teacher from a learning perspective whether the student is high-achieving, low-achieving, male, female, non-gendered, gay, poor, artistic, musical, athletic, slow-processing, dyslexic, on the autistic spectrum, receiving special services, Jewish, Mormon, an English Language Learner, homeless, or anything else that a teacher might know or discover in the process of helping her students realize their potential. It is her job to notice differences and to "distribute resources to provide equal opportunities based upon the needs of each individual student."

Therefore, asking a teacher to learn to look for the good in everyone and to acknowledge and show due regard for diversity are not "equity" and cannot take the place of a productive classroom based on the practice of differentiated instruction.

With the language of this rule, the board seems to have attempted to replace the equity definition at the beginning of the rule itself with an equality definition that follows later. Remember that strict equality, "looking for the good in everyone" and so forth, would mean offering everyone the same curriculum, assessment, pedagogy, and challenge, and then expecting that outcomes would be the same in spite of students' differences. Equity, on the other hand, would be offering the differentiation described above whereby teachers try to ensure that each student has access to the curriculum, assessment, pedagogy, and challenges that each student needs based on noted differences - all

kinds of differences - so that all students achieve desired outcomes.

Critical Race Theory

R277-328 does not actually define or prohibit the teaching of Critical Race Theory. It implies that it does by prohibiting teaching that a student or educator's sex, race, religion, sexual orientation, gender identity, or membership in any other protected class is inherently superior or inferior to another group's; or, that membership in a particular group determines the content of an individual's character, values, morals, or personal ethics.

Remember that CRT is an academic theory that shines a lens on systems to discern whether or not there is racism within that system in order to improve that system. It does not look at individuals *per se* or at individual acts of racism. It neither teaches that white people are bad, nor does it suggest that one race is inferior or superior to others. It does not suggest that a person's membership in a group is inherently superior or inferior to another group. The board should consider what it really wants to ban and then include both a definition and a prohibition of something real and undesirable that is taught as a curriculum in Utah schools.

By not defining what CRT is or is not in this rule that purports to prohibit it, the board creates confusion, fear, and misunderstanding on the part of teachers, parents, administrators, and students. The board thereby exposes local boards, administrators, and teachers to unwarranted criticism and puts them in a position of defending good curriculum brought into question by the ambiguity of the board's rule.

Language in this rule that seems to support discussions of "events, ideas, attitudes, beliefs, or concepts," or that suggests that one ideology is not being promoted over another, simply adds to the confusion of this rule. Teachers, local board members, and administrators are reading this rule and noting that it doesn't actually prohibit discussions about race, diversity, etc. They are also aware that the rule supposedly bans CRT although a CRT ban is strictly absent from the rule. However, the rule bans a few things and seems to imply that these prohibited ideas and actions are "CRT," which they are not. The ideas and actions banned are not present in Utah public schools, and no teacher worth a day's salary would actually teach those items banned by this rule. To top off the ambiguity of this rule, an undefined CRT seems to be mixed with a re-definition of equity that strikes at the heart of the best teaching, differentiated teaching, that helps all students reach desired outcomes.

And It Begins

My charter school has already received a dozen letters this summer from parents asking questions about what teachers may or may not do in the classroom in the coming school year based on their erroneous assumptions about CRT and this vague and inconsistent board rule. The new standard of prohibition asserted by these parents amounts to "what makes my child or me feel uncomfortable." As an educator of nearly four decades, I wish to assert that it is my job to take my students well out of their comfort zones and push them to grow. It is also my job, paradoxically, to make sure that they all feel safe, supported, and loved within my classroom. These seemingly contradictory goals are achieved every day in our Utah classrooms through

differentiated instruction and the care and concern that teachers have for each of their students.

I am asking you all to consider how this ambiguous and internally inconsistent rule has already begun to undermine what teachers feel they can teach and discuss, and how they will approach and understand equitable support of their students. I am also asking you to consider this rule's inconsistency with best practices in teaching that have been previously adopted by the USBE, through the Utah Effective Teaching Standards and similar guidelines, and that have nothing to do with politics, ideology, or academic theories beyond those specifically related to how students learn best.

Thank you in advance for your consideration.

Cindy Phillips

My Op-Ed from June 2, 2021

[The Misinformed Debate about Critical Race Theory in Utah Schools](#)

--

cynthiakimballphillips@gmail.com

"Learning gives the liveliest pleasure" (Aristotle).

-----Original Message-----

From: Carrie Velez <carrievelez@yahoo.com>

Sent: Monday, July 19, 2021 8:51 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: R277-328

Dear Utah State Board of Education Members,

My name is Carrie Velez and I am resident in Weber School District. I would like to share my feedback regarding R277-328. I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support diversity, educational equity and inclusion efforts in educator training, curriculum standards and opportunities for all of Utah's students to receive high quality education. I support ensuring that all students find belonging in their schools, classrooms, and communities. I support educators and administrators having the freedom and protection to teach diversity, equity and inclusion in their classrooms and schools.

As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity and inclusion are celebrated.

I ask that the Utah State Board of Education to explicitly state in language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators.

In addition, I ask the State Board of Education to strike the phrase “before or”, as outlined in R277-328-3(5) “The content of professional learning provided by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon requests”.

Thank you,
Carrie Velez

From: anderbrooke <anderbrooke@protonmail.com>
Sent: Monday, July 19, 2021 8:56 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Comment 2 on R277-328

Hello, Utah State Board of Education Members

This is my second comment on R277-328 because as I kept reviewing the vague language in my head, I began to question how some of it related to educational equity at all. I think this rule has tried to address so many perceived wrongs it has suffered from significant scope creep. The professional learning section can eliminate vague requirements and just retain:

- (a) fostering a learning environment and workplace that are safe and respectful of all students and educators;
- (b) aligning teaching practices with the Utah Professional Learning Standards described in Section 53G-11-303, the Board’s Resolution No. 2021-01 Denouncing Racism and Embracing Equity in Utah Schools, and the Board’s Portrait of a Graduate;
- (c) establishing Professional Learning Communities committed to continuous improvement, individual and collective responsibility, and identifying underperforming students in need of supports;
- (d) implementing principles and strategies of inclusion, as they pertain to students and educators with diverse abilities and backgrounds

And that would be clearer, more on-point, and more feasible.

Thank you for your hard work and your time.

Best wishes,
Brooke Anderson

From: Tamara Forsyth <tamaraforsyth@hotmail.com>
Sent: Monday, July 19, 2021 8:59 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Thoughts re R277-328

Thank you for offering the opportunity for parents and community members to share their thoughts regarding USBE R277-328. There is a canned form-letter being circulated by a group that thinks their efforts at getting people to submit the same voice en masse will be more effective at getting them their way, but I wanted you to hear from a real parent and real community member with my own real thoughts and opinions.

While I welcome most of the rule in its effort to stop harmful ideologies from permeating our classrooms, a lot of the wording still seemed too general or vague and left room for administrators and educators to dance around the true desires of parents. Some ideas that I would like to see more detail and clarification on include the following:

1. The term racism needs to be defined before it can be denounced. There are some in the educational field who believe that racism can only exist as white persons discriminating against persons of color. There are also some who believe that a person can be racist simply by virtue of being born white. Racism is any person discriminating against another person because of their race or ethnic attributes. There is no way that unity can occur as long as there are educators who believe that racism is a one-direction problem.
2. "Age-appropriate content" needs to be clarified. There are many instances of content being declared as age-appropriate that parents would disagree with. I would dare assert that learning in k-6 classes should be neutral in all forms without putting any of these adult dilemmas and ideas into children's minds. Children in elementary school should be able to focus on learning how to read, write, and do math without stressing about whether they might use the wrong pronoun for a student whose parents have pushed radical gender theories on them, or without worrying that they will be accused of being racist if their circle of friends happens to be all white. Let kids be kids and enjoy learning instead of making it a miserable experience for them.
3. Equity and measures to achieve equity needs to explicitly state that equity goals will not be pursued at the expense of equal rights and equal opportunity. Students who fulfill their homework requirements, master the material, or perform at a higher mastery level deserve higher grades and access to scholarships based on that merit even if the majority of those students are one particular race or gender. Efforts to help minority students to improve performance should not deny other students of their rightful rewards.
4. "Inclusion" needs to explicitly state that just because the atmosphere of learning should always make students feel included, does not mean that the ideologies of their parents or special interest groups that they support will be advanced or given special recognition by teachers or in any curriculum (including the use of posters or flags in classrooms that support ideologies). Other students whose backgrounds are not of that ideology should not be expected to accept an ideology of another student as a misguided way of forcing the inclusion of that ideology. The emphasis needs to be on inclusion of persons, not acceptance or promotion of questionable or harmful ideologies.
5. Questionable theories or curriculum that is clearly designed to push a particular ideology, political propaganda, or special interest groups shall not be presented in k-12 classrooms in any way shape or form. Likewise, teachers and curriculum

shall not denigrate people, current political leaders, or ideologies they disagree with.

6. Any curriculum that is clearly biased against or spins historical events in such a manner as to lead to false and erroneous conclusions shall not be taught to students. This includes the erroneous teachings that socialism, communism, and Marxism are superior to capitalism or any teachings that imply that the United States was founded on slavery.
7. Students who photograph, video, or record curriculum or teachers violating such rules shall have full whistleblower immunity from any form of discipline.

Thank you for allowing my opinions to be shared regarding this rule.

Sincerely,

Tamara Forsyth

From: Justussocializing Relations <justussocializing@gmail.com>

Sent: Monday, July 19, 2021 9:31 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: R277-328

My name is Dianne McAdams-Jones; I live in Orem, Utah. I currently have 3 grandchildren ages 8yrs, 11yrs, and 13yrs. in the Utah County secondary schools. I am a veteran of the United States Army Nurse Corps (Major, USA), a fifty-year bedside critical care registered nurse, a Senior Fellow Higher Education and a dedicated professor of nursing in Utah County. I was born in the south; I only went to school after we sharecroppers ended the harvesting of the cotton in late October and early November. My siblings and I integrated a 'white school' in 1966. We all graduated from that 'white high school' and attended college.

It is imperative that all children understand our (United States of America) history. This history of the United States of America is my lived experience; I am a product of Brown vs. Board of Education. I am a product of share-cropping. I am a share cropper's daughter. I am the product of slave breeding/rape which was legal. I am a product of the ugly and uncomfortable parts of our United States of America history. I fear that the local and national debates around CRT already have and will continue to erase my history; ultimately it will erase my past which erases me in the present.

We must tell the entire story, the full content. We must teach the truth. All teachers need both autonomy and support to effectively address these issues. I urge you to send a clear message to teachers that they will have that support. I appreciate your efforts to provide a high quality education to all students in Utah.

I ask the Utah State Board of Education to explicitly include protections for teachers in the language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators.

In addition, I ask the Utah State Board of Education to strike the phrase "before or", as outlined in R277-328-3(5).

Thank you for reading.

Dianne McAdams Jones

From: Elena Leppard <leppard.e@gmail.com>
Sent: Monday, July 19, 2021 10:26 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

Hi,

I'm a parent and educator in the Granite school district. As a child immigrant and refugee, I feel strongly that diversity, equity and inclusion have a top priority at our schools. I appreciate all of your efforts on this behalf!

I would like to ask that the language of R277-328 be clarified to be more specific in giving teachers the opportunity and training to teach and address equity issues in the classroom. **I specifically urge the board to work with diverse experts in the equity arena to help guide this further. We need people with relevant experience and expertise at the table to make the right changes!**

Once again, thank you for all your hard work and efforts.
Sincerely,
Elena Leppard

Sent from my iPhone

From: Paula Platt <Paula.Platt.423253182@p2a.co>
Sent: Tuesday, July 20, 2021 5:22 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

paula.platt.423253182@p2a.co appears similar to someone who previously sent you email, but may not be that person. [Learn why this could be a risk](#)

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are respected.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I

support diversity, equity, and inclusion training for educators who work with our students. I support helping all students feel welcome in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. Language of R277-328 needs to be more precise to allow our educators to make decisions proper inclusion of diverse student needs in a changing, sometimes polarized community. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

In a polarized community, although at K-12 q level, one of the black students at DSU was called a N... , That attitude was taught when student was younger.

Teachers may also be prejudiced, hoping w/ proper education & training their attitudes and be changed to be inclusive , be they can be protected to teach practices of inclusion.

Thank you,

Paula Platt

From: Steve Henderson <shenderson14@gmail.com>
Sent: Tuesday, July 20, 2021 2:02 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Public comment for Thursday's meeting

I suggest the Board amend Paragraph 3 2.b regarding professional development and remove Renouncing Racism and Embracing Equity in Utah Schools as a focus for professional development. I will explain why.

The Board is missing the *intent* of the Legislature's call from the Special Session in May to "*review standards for curriculum and prohibit the inclusion of critical race theory in curriculum.*"

There is a disconnect because the Legislature chose a broad and blunt term, Critical Race Theory.

The disconnect is that some people in education are saying we are not teaching "critical race theory"; that may be technically true, but in current educational mainstream thought, we do use "critical theory" as a lens through which to examine problems in our society. Professional Development stemming from the statement Renouncing Racism and Embracing Equity will use the lens of Critical Theory and develop teaching plans based in this perspective.

Here is an example of using critical theory in education to determine the solution to a problem. As educators and education policy makers, we all understand the term **“achievement gap.”**

This term refers to the disparity in academic performance between groups of students, particularly between black and Hispanic students, compared with white and Asian students.

Since the mid 2000’s we have implemented programs of **educational equity** to close the achievement gap. This kind of equity work involved providing more resources for school improvement and charter schools with new models of setting and holding high expectations, academic standards and high quality, rigorous instruction, also using statewide measures of student progress, and holding schools that do not show progress accountable.

The Achievement Gap, when viewed through the lens of Critical Theory however, sees the existence of the achievement gap as proof of the persistence of racism and white supremacy. Critical theory leads to an entirely different course of action for the Achievement Gap.

All parents want to help close the Achievement Gap, and understand that some children are born into more difficult circumstances than others, and as such, need more resources to have an equal opportunity for a good education. But viewing the Achievement Gap through the lens of Critical Theory doesn’t help all parents come together to support closing the gap, instead it divides people.

The Legislature’s call in the special session reflected the concern of parents that the State Board of Education is creating professional development for teachers that is not only using Critical Theory as a lens to look at problems, but as an established platform of ideas which is then used to teach the children.

Parents don’t want their children taught through a theoretical lens of critique and racism; parents want their children to be taught through the lens of the positive American values of liberty, individual responsibility and hard work. Parents want children to learn about American history, including the profound injustice of slavery and the destructive effects of American Apartheid, but also that the story of the USA is of a People bending the arc of history toward greater liberty and justice for all. The Critical Theory lens disparages this view in favor of the systemic racism view.

Parents don’t want children trapped in the lens of Critical Theory, seeing themselves as victims of oppression, unable to exercise free agency because of 400 years of systemic racism; or a member of a racial group guilty of genocide, generational racism, and unearned privilege. Parents want their children to be inspired by Martin Luther King’s vision of a society where we see each other not only by the color of our skin, but by how we act and treat each other.

Parents want their children to learn that they live in the greatest country in the world, with the most opportunity for individuals, and if children learn to study hard, work hard, and make good choices, they will be successful in life.

Remove paragraph 3 2.b that directs professional development be conducted through the lens of Critical Theory.

Steve Henderson
Teacher/School Principal

From: Julie Laub <julielaub5g@yahoo.com>
Sent: Tuesday, July 20, 2021 1:02 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Rule 277-328

Dear Board,

I support R277-328. You struck a healthy balance between teaching history from diverse perspectives while ensuring no student or people group are marginalized, categorized, or discriminated against. Please put it into effect on 8/8/21.

I am a public school teacher, have 5 children enrolled in public schools, and am a tax payer.

Thank you for your consideration.

Sincerely,

Julie Laub

Sent from my iPhone

From: Megan Van Wagenen <megvanwagenen@gmail.com>
Sent: Tuesday, July 20, 2021 12:47 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Support for diversity, equity, and inclusion in our schools

Hello,

My name is Meg Van Wagenen and I live in Provo. I have four children (ages 12,10, 8, 6) who attend public school in the Provo School District. I have served as PTA president at our elementary school for the past 3 years and feel a strong commitment to our school community.

I am writing to share my concerns regarding R277-328. I strongly support educators

being trained with an understanding to adapt professional development and curriculum to the needs of their students. Diversity, educational equity, and inclusion efforts in educator training, curriculum standards, and student opportunities are a must in our schools if we care about all of our students. Our schools need to be a place where students can find belonging. I support our educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in the classrooms and schools. My concerns are outlined below:

1. I ask the Utah State Board of Education to explicitly state support of teachers who teach history, civics or equity. Without this, I am concerned that community members will take the license to attack the credibility or livelihood of our educators. Our educators are professionals and should be treated as such.

2. In addition, I ask the Utah State Board of Education to strike the phrase "before or" as outlined in R277-328-3(5) "The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request"

Thank you for your time and for your efforts to make our schools a place of belonging for all our students. As well as a place where our educators are supported as the professionals that they are.

Meg Van Wagenen
Provo, UT

--
mvw

From: Sarah Jane-Pedersen <sarahjanepedersen@gmail.com>
Sent: Tuesday, July 20, 2021 11:43 AM
To: Peterson, Mark <Mark.Peterson@schools.utah.gov>
Subject: DEI and CRT concerns

Hello,

As an educator and community member, I am disheartened at the unconscionable efforts to ban CRT curriculum and DEI training. I strongly support both CRT and DEI. It would be a disservice to our students and community at large if we cut or do anything to make barriers for access and dissemination of CRT and DEI.

It is our duty to educate not only our students but faculty and the community about the cultural and embodied experiences of all our community members not just some of our community members. It is apparent that if we were to cut/ban either CRT and DEI it

would be sending a message that not all people matter, that only certain constituents matter.

I am sure that you have taken the appropriate steps to educate opposing members to this matter and fully reassured all peoples that this is important to our state and the educational system that you manage.

Thank you for all your hard work to further the education of our students. It is a privilege and an honor to stand in your position and to advocate for equitable education based in empathy and care for all of our students.

--

Kind Regards,

Sarah Jane-Pedersen

From: C. Mallory Wyatt <cm_wyatt@hotmail.com>
Sent: Tuesday, July 20, 2021 10:16 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

Dear Utah State Board of Education Members,

Hello ! I am Catherine Wyatt-Ross and I am a resident in the Alpine School district. I want to share my feedback regarding R277-328 with you.

I support our Utah educators , and educators across the US having the training and the understanding to adapt their professional development and curriculum to the diverse needs of their students .I strongly support diversity , educational equity, and all inclusion efforts in our educator training, curriculum standards and opportunities for all Utah students to receive a high-quality education .

I support ensuring that all Utah students find belonging in their classrooms, schools and communities , with actual equity. I support our Utah educators and their administrators to have the freedom from our state legislators, and protection to teach diversity, equity and inclusion in our schools .

As a local librarian who makes small but consistent steps in my programs to give children diverse windows and mirrors in my programs , we must always be learning on how to actually include all of the public we both serve. I want to thank you all for your efforts to support all Utah students, teachers, parents and our citizens to make Utah an actual place where diversity, equity, and inclusion are celebrated not scorned .

I also ask the Utah State Board of Education to explicitly state going forward in the language of the rule, so that it will not be misconstrued as giving unfettered license for community members to attack & malign the credibility and livelihood of our Utah educators .

In addition ; I ask the Utah State Board of Education to strike the phrase "before or after", as outlined in R277-328 . This is a misleading and exclusionary statement that must be corrected

" The content of professional learning provided by an LEA shall be made freely available by the LEA to the parents with a student in the LEA within a reasonable amount of time before or after the training is offered on request . "

Thank you ,

Catherine Wyatt-Ross
Children's Librarian

From: ANGELA MCPHEE <ANGELAMCPHEE@msn.com>
Sent: Tuesday, July 20, 2021 9:39 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

Dear Utah State Board of Education Members,

My name is Angela and I am a parent in the Weber School District. I have a seventh and a ninth grader this upcoming school year. I was also once a classroom teacher in a very diverse Ogden school for over 17 years. I am writing today in regards to R277-328. I obviously support giving educators quality professional development as their time is VERY limited, therefore it is imperative that you all understand that I support diversity, educational equity, and inclusion efforts in educator training AND opportunities to embed these standards within the curriculum. This is necessary if we want the students of Utah to receive HIGH, QUALITY education in order to prepare them for the world of tomorrow. We can no longer shield their minds and cover their eyes of the reality of our world if we want them to do better, because we know the next group CAN and WILL do better. However, we need to instill this reassurance and confidence by supporting them with a sense of belonging in their schools and classrooms amongst their peers, educators, and communities.

When I was a classroom teacher, there was nothing greater than an administrator that supported us teachers by granting us with autonomy of creating a culture of belonging for each of our students. Allowing students the freedom to express themselves openly while respecting each other is a lifelong skill required not only as a student, but as a citizen in an ever-changing world. Therefore, I support the necessary need to protect educators in having the freedom to teach diversity, equity, and inclusion in their classrooms and schools across Utah.

I ask the Utah State Board of Education to explicitly state in the language of the rule so that it will not be misconstrued as giving license for the community to attack the credibility or livelihood of our educators. More specifically, strike the phrase "before or", as outlined R277-328-3(5) "The content of professional learning provided by an LEA

shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request. "

After a very difficult last year, our educators pulled through and showed up above and beyond for our students more than we could've ever imagined. I know I couldn't have done it. I'd love to show my appreciation for their dedication by treating them as professionals by not letting the community attack them with their misconstrued *opinions* against verified FACTS.

Thank you,

Angela

From: Rachel Laub <rachellaub@yahoo.com>
Sent: Tuesday, July 20, 2021 2:35 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Rule 277-328

Dear Board,

I support R277-328. You struck a healthy balance between teaching history from diverse perspectives while ensuring no student or people group are marginalized, categorized, or discriminated against. Please put it into effect on 8/8/21.

I am a tax payer.

Thank you for your consideration.

Sincerely,

Rachel Laub

From: Brighton Allen <brightonallen1@mail.weber.edu>
Sent: Tuesday, July 20, 2021 3:16 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

As a resident of Davis County, Utah, I feel that the language in R277-328 as currently proposed will not make Utah schools more equal or more functional. Instead, it threatens to do the opposite. I ask the Utah State Board of Education to clarify the language of the rule so it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators. In addition, we ask the Utah State Board of Education to strike the language requiring that training materials be available for preview before the professional development occurs in R277-328-3(5). Utah state educators are professionals, and this represents a significant intrusion into

normal processes. It would likely have a chilling effect on all diversity training.

From: Barbara Brower <Barbara.Brower.335080506@p2a.co>
Sent: Tuesday, July 20, 2021 4:12 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are respected.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah’s students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the authority of local school boards in determining the most effective and appropriate way to inform the public regarding diversity, equity, and inclusion professional development and curriculum decisions. Clear language will ensure this outcome and protect educators. DEI training helps teacher reach more students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I believe we all want our schools to be places where students find belonging and safety, receive the highest quality education and are prepared to be lifelong learners. I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members.

Thank you for your time.

Appreciatively,

Barbara Brower

From: Christine Lavalley <Christine.Lavalley.466646657@p2a.co>
Sent: Tuesday, July 20, 2021 4:13 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as an educator in a K-12 public school. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are honored.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. We have a genuine responsibility to uphold the highest standards of honesty and integrity and responsibility, and we are at risk of creating an atmosphere that puts our most vulnerable students and communities at risk of feeling left out. We also risk losing amazing teachers and staff who cannot abide the ceaseless scrutiny, not because they wouldn't perfectly stand in themselves, but because it would degrade our trust in our abilities. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As a teacher in Utah, none of my students have ever fit a typical mold, and teaching the many varied perspectives of multi-faceted events in our history gives each of them a place in the beautiful diversity that Utah naturally had. To pretend otherwise erases the past and our present.

I believe we all want the best education and the greatest feeling of belonging and safety for all of our students and faculty. This is only possible through honest and open discussions led by highly qualified teachers who have been treated well, which will lead to martyr, more motivated students.

Thank you for your time.

Appreciatively,

Christine Lavallee ,

From: Kathleen DiMartino <Kathleen.DiMartino.341790600@p2a.co>
Sent: Tuesday, July 20, 2021 4:15 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. DEI training helps teachers reach marginalized students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As a volunteer in kindergarten at Whittier Elementary School I saw first -hand the necessity of DEI training.

I believe all of us want our schools to be safe and inclusive in order to prepare the next generation to be lifelong learners.

Respectfully,

Kathleen DiMartino ,

From: Amara Bray <Amara.Bray.311101706@p2a.co>
Sent: Tuesday, July 20, 2021 4:18 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Please support our educators through training in D.E.i. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

My friend Alison's son had a hard time in school . He felt out of place largely because of the color of his skin. The boy ended up committing suicide. Our kids need help in learning about people who may not look exactly like them. Our teachers need help learning how to teach inclusiveness.

We all want our schools to be safe places for everyone. We want them to be places where nobody feels ashamed of who they are. Teaching diversity equity and inclusion does not teach shame to "white" students. It helps all to belong and feel valued.

Thank you for your time.

Cordially,

Amara Bray .

From: Christa Baxter <Christa.Baxter.453505512@p2a.co>

Sent: Tuesday, July 20, 2021 4:19 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Utah is already facing a shortage of teachers. We need to show our educators that we trust them to make all students welcome. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I believe that we all want to create the best future possible for our students where all are valued and welcomed.

Thank you,

Christa Baxter .

From: Kathleen Bagley <Kathleen.Bagley.445906697@p2a.co>

Sent: Tuesday, July 20, 2021 4:20 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, retired administrator, and community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where

diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. Kathleen Bagley I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As a mother of seven and a retired elementary school principal, I recognize the value of diversity in education and the benefit students gain from educators and parents working together. Students gain from being exposed to a variety of teachers and teacher strengths. Please give teachers the respect their profession deserves, and respect their ability to create a safe space for all students.

Sincerely,

Kathleen Bagley .

From: Lisa Anderson <Lisa.Anderson.344475049@p2a.co>
Sent: Tuesday, July 20, 2021 4:22 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are respected.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support

administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will recognize the authority of local school boards in determining the most effective and appropriate way to inform the public regarding diversity, equity, and inclusion professional development and curriculum decisions. Clear language will ensure this outcome and protect educators. Teachers know their students and know how best to present material about diversity. This proposal is micro management and will only add confusion not clarity. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

We need to give teachers the room to do what they do best - teach.

Thank you,

Lisa Anderson .

From: Ana Mattson <Ana.Mattson.422203809@p2a.co>
Sent: Tuesday, July 20, 2021 4:22 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. When educators are well trained and have clear guidelines, they can reach more students and have the trust of the students and parents. In addition, when teachers feel comfortable in their jobs

and well educated in their responsibilities, the risks of loosing them to other fields is also reduced. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I know that students who feel included and valued regardless of their differences (cultural, linguistic, sexual orientation, etc) have better academic performance and social development.

We all want students to succeed and be involved socially and academically, and we can achieve that by giving teachers the respect and training they deserve.

Thank you for your time.

Respectfully,

Ana Mattson .

From: Rosalyn Eves <Rosalyn.Eves.322914360@p2a.co>
Sent: Tuesday, July 20, 2021 4:25 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support helping all students feel welcome in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the authority of local school boards in determining the most effective and appropriate way to inform the public regarding diversity, equity, and inclusion professional development and curriculum decisions. Clear language will ensure this outcome and protect educators. I am concerned that the current language of the bill is imprecise and will encouraging community policing of teaching in ways that do

not support making schools welcoming to all students. Teachers are professionals who should be trusted I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As a college educator, I've seen how a limited understanding about race and other forms of diversity can create negative learning environments for students.

Our students deserve high quality education that equips them to deal with complex topics and to value differences.

Sincerely,

Rosalyn Eves .

From: Jenny Barrow <Jenny.Barrow.462056359@p2a.co>
Sent: Tuesday, July 20, 2021 4:27 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support taking care that marginalized students are honored in their classrooms and schools. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the authority of local school boards in determining the most effective and appropriate way to inform the public regarding diversity, equity, and inclusion professional development and curriculum decisions. Clear language will ensure this outcome and protect educators. We have a responsibility to trust and support our trained professional educators. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I believe we all want our schools to be places where students find belonging and safety, receive the highest quality education, and are prepared to be lifelong critical thinkers

and learners.

Thank you,

Jenny Barrow .

From: Caroline Phinney <Caroline.Phinney.396184063@p2a.co>
Sent: Tuesday, July 20, 2021 4:27 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. It is our responsibility to support our educators, without it we will lose qualified educators to other states. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I'm sure we agree that we all want our teachers and students to be treated with respect.

Respectfully,

Caroline Phinney .

From: Sydney Ward <Sydney.Ward.466790738@p2a.co>
Sent: Tuesday, July 20, 2021 4:28 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the authority of local school boards in determining the most effective and appropriate way to inform the public regarding diversity, equity, and inclusion professional development and curriculum decisions. Clear language will ensure this outcome and protect educators. We have a responsibility to trust & support our educators. We risk losing the most highly qualified educators to other districts & states. DEI training helps teachers reach more students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Students deserve to feel recognized, welcomed, and at home in their school communities. DEI not only means teachers are equipped with knowledge, but students are given the opportunity to participate fully in their classrooms.

I believe we all want schools where students find safety and belonging.

Appreciatively,

Sydney Ward .

From: Stacy Grover <Stacy.Grover.466530772@p2a.co>
Sent: Tuesday, July 20, 2021 4:29 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as an educator in a K-12 public school. I would like to share

my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support receiving the professional development we need to adapt curriculum to our students' needs. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. I have been teaching for 24 years. I have taught children from many backgrounds, and I need the ability to adapt my teaching to the class I have in front of me without getting my words pre-approved. I need to be able to make each of them feel at home without the fear of losing my job. Please support me in helping each child reach their potential. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Each year I tailor my teaching to what my kids need, but always with the same goal... That they are inspired to believe in themselves, to do their best, and to stand up for each other. I try to leave them better than I found them. Please don't shackle our efforts by making our curriculum open to the untrained public before we teach it. Other teachers? Sure, but when people who aren't educators start regulating curriculum, I'm afraid of the consequences.

I believe we all want our students to succeed in school. Please let those of us trained in helping them succeed do our jobs in the best way we know how.

Thank you for your time.

Respectfully,

Stacy Grover .

From: Michelle Evans <Michelle.Evans.466521376@p2a.co>
Sent: Tuesday, July 20, 2021 4:30 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support taking care that marginalized students are honored in their classrooms and schools. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. We should support our teachers and help them reach our marginalized students by allowing diversity, equity, and inclusion trainings. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

It is important to me that my child who is permanently disabled is included with his peers in the general education setting and teachers who are trained in diversity, equity, and inclusion will be able to facilitate that.

We all want our schools to be places where all children feel seen and included.

Thank you for your time.

Respectfully,

Michelle Evans .

From: Laura Olson <Laura.Olson.467161799@p2a.co>
Sent: Tuesday, July 20, 2021 4:31 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as an educator in a K-12 public school. I would like to share my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support helping all students feel welcome in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Having taught in a title 1 school for ten years I can attest to the need for PD and curriculum that supports equity and SEL. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Yes for 10 years I have had children from all over the world walk into my classroom. They all deserve to feel emotionally safe and welcomed . I need training to know how to best support them and how to help all students to respect other cultural ethnic religious and other diverse backgrounds . It is not as simple as just saying be nice . That is a good start but all of us need to be made aware of how to help others different than ourselves feel included. SEL is needed by all students to help them become strong contributing individuals. The skills taught the in SEL help all students cope with challenges in daily life and how to have empathy for others. Equality , diversity , and SEL need to be part of the approved curriculum of the state of Utah.

Fact students must feel love accepted in order to learn. Without love and acceptance they cannot learn.

Appreciatively,

Loura Olson .

From: Laura Redford <Laura.Redford.324225228@p2a.co>
Sent: Tuesday, July 20, 2021 4:32 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are respected.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers receiving the professional development they need to adapt curriculum to their students' needs. I support helping all students feel welcome in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Teachers are amazing and have so much on their plates. Helpful DEI training is a useful tool for them. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

We moved here from a place that is much more racially, ethnically, religiously, and economically diverse. I very much valued that my children were exposed to the beautiful varieties of people. I hope that will also be reflected in the education they receive in Utah.

I think we all want excellent teachers, who work to make all students feel welcome so that they can learn to the best of their ability.

Respectfully,

Laura Redford

From: Melinda Van Komen <Melinda.VanKomen.453063432@p2a.co>
Sent: Tuesday, July 20, 2021 4:32 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone

who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. Our teachers deserve our trust and support as they enter the classroom every school day. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Although my children have attended predominantly white schools, the interactions with students from diverse backgrounds has enriched their worldview. We each have an obligation to understand that our point of reference is not the same as everyone else's.

I believe we all have the same goal: creating schools with high standards which are welcoming for students from all backgrounds.

Respectfully,

Melinda Van Komen .

From: Alison Randall <Alison.Randall.454664335@p2a.co>
Sent: Tuesday, July 20, 2021 4:33 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as the parent of an educator, and a concerned community member. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and

opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We have the responsibility to support our educators, who are caring and highly trained, by giving them the freedom they need to thrive. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As someone who was raised in rural Utah, where diversity was severely lacking, I wish that I had had some education in this area. As it was, I had to learn the hard way, often through embarrassing myself or those around me, that diversity is something to be celebrated and not feared. I trust our current educators to provide this type of teaching.

I believe we all want our schools to be places of belonging and mutual respect.

Respectfully,

Alison Randall .

From: Kara Edwards <Kara.Edwards.466539133@p2a.co>
Sent: Tuesday, July 20, 2021 4:33 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support helping all students feel welcome in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach

diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Thank you for your time.

Respectfully,

Kara Edwards .

From: Pat Watts <Pat.Watts.345345321@p2a.co>
Sent: Tuesday, July 20, 2021 4:34 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support helping all students feel welcome in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. Respect for ALL must be a priority of our educational system. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As a retired teacher, administrator, Early Childhood Ed. teacher, mother of 9 and grandmother of 22 in Utah schools, I am concerned with the overwhelming bigoted ideals in Utah

I am extremely concerned with the attitudes of many community members who are misinformed and seem interested in only "their" rights. It is important to be concerned with everyone's rights.

Sincerely,

Pat Watts .

From: Kira Ludwig <Kira.Ludwig.325020404@p2a.co>
Sent: Tuesday, July 20, 2021 4:34 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. We are responsible to trust and support our educators by providing them the best resources and training available. DEI training will help develop the skills or educators need for today's students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

My students attend a local school with a diverse population. Teachers trained in understanding a diverse population are better trained in understanding all students, including my son with sever ADHD and anxiety and my nephew who is blind. These skills apply to a wide variety of needs and sensitivities.

I know we all want our students to feel safe and to belong. We all want highly trained

and qualified educators.

Appreciatively,

Kira Ludwig .

From: Annabel Sheinberg <Annabel.Sheinberg.466768599@p2a.co>
Sent: Tuesday, July 20, 2021 4:35 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. DEI Training for educators supports all students learning and growth. Without support for educators to teach inclusive education we risk losing some of the best educators we have to other states. I'm concerned that we will contribute to making marginalized students feel less welcome and valued. This impacts education outcomes and ultimately wages and success. We owe it to all of our students to have curriculum that includes, respects and values students from all backgrounds. Otherwise we contribute to existing disparities that are harming our students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As someone who manages a team of community educators I can say that it's vital to honor and respect the diversity of staff and students. If we eliminate aspects of history and curriculum activities that help each of us to see each other we are less able to expand opportunity for learning. Developing relationships with each student is essential for success as an educator. Preventing educators from sharing important cultural and historical information will hinder student learning and create an atmosphere of mistrust.

We need to make schools a place where all student are able to be a part of the community.

Respectfully,

Annabel Sheinberg .

From: Jennifer Spell <Jennifer.Spell.453080802@p2a.co>
Sent: Tuesday, July 20, 2021 4:37 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a parent of a child in a K-12 charter school. I would like to share my thoughts regarding R277-328.

I support your efforts to make Utah schools a place where diversity, equity, and inclusion are valued. I appreciate that you have not zeroed in on current hot-button topics, and are keeping your focus on a welcoming atmosphere for ALL students.

To maintain these ideals, I support teachers and administrators who understand that taking a compassionate and sensitive approach to teaching diversity, equity, and inclusion (both by example and in lessons, as appropriate) helps all students feel welcome. Naturally, I support teachers receiving the professional development they need to adapt curriculum to their students’ needs.

I hope the USBE will clarify the language in R277-328 to protect educators from misinterpretation of the rule by community members, who otherwise might threaten the credibility or livelihood of our educators who are earnestly trying to support their students' learning experience.

My children are not in a racial minority, but they have special needs, and I know how it feels to deal with issues of inclusion. I was once told by an arrogant school administrator that his school was in the business of teaching academics, not behavior or emotions. Most of my children's teachers, however, have understood that a person's feelings will absolutely have an impact on their ability to learn and function.

We need to ensure that our curriculum guidelines and professional training for educators include diversity, equity, and inclusion, and we need to make sure we protect our best educators while still being able to retrain those few educators whose political or personal agendas blind them to the students' needs. We cannot allow this to be a political issue.

Sincerely,

Jennifer Spell .

From: Carina Moss <Carina.Moss.466935278@p2a.co>
Sent: Tuesday, July 20, 2021 4:37 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. [Q9: Add TEACHER reasons to clarify the language of R277-328, like: We have a responsibility to trust & support our educators. We risk losing the most highly qualified educators to other districts & states. DEI training helps teachers reach more students.] I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As a minority and a graduate of Utah public school, I know diversity teachings will benefit students.

I want our schools to be a place where distant peoples and cultures are valued. Where critical thinking is taught in an unbiased form. So that our children can be prepared to learn and serve our communities.

Regards,

Carina Moss .

From: Molly Hadfield <Molly.Hadfield.309637282@p2a.co>
Sent: Tuesday, July 20, 2021 4:38 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent of two children who attend K-12 public schools. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I believe we need educator training, curriculum standards, and opportunities for all of Utah's students to receive the quality education they deserve. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. It is so important that our teachers are trained thoroughly, and then allowed to assess the needs of their students on an individual basis, without the threat of outside forces second guessing them. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I have heard instances of students who are made to feel less-than because the narratives they are told don't include people like them, or perspectives that celebrate, or even acknowledge their lived experience. We need to ensure that all our children have a voice and feel valued. And teachers need to be permitted to foster spaces that make that possible, without fear of retribution from people in the community which less training or understanding.

Thank you for your time.

Molly Hadfield .

From: ReNee McDonald <ReNee.McDonald.466820536@p2a.co>
Sent: Tuesday, July 20, 2021 4:40 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We have a responsibility to help all children understand accurate history and create safe spaces for discussion. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Living in a majority minority area and seeing the dominant narrative wipe away their beliefs and ancestors is devastating and demands that they see things only one way.

Let's help all children learn critical skills of becoming lifetime learners and create inclusion for all.

Respectfully,

ReNee McDonald .

From: Carole Warburton <Carole.Warburton.466678067@p2a.co>

Sent: Tuesday, July 20, 2021 4:40 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support taking care that marginalized students are honored in their classrooms and schools. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. The misinterpretation of the language in R277-328 can create fear amongst our most vulnerable population of students and again stir up misunderstanding and bigotry. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

My husband and I were both public educators. We saw the need to protect students of color and value their own culture, contributions and help them see they too are a critical part of the diverse nation. Downplaying the terrible cost people of color payed is damaging to them and all of us.

My family believes our schools should be safe havens and places where diverse experiences are valued.

Respectfully,

Carole Warburton .

From: Cathy Ambrose <Cathy.Ambrose.462049276@p2a.co>
Sent: Tuesday, July 20, 2021 4:41 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where

diversity, equity, and inclusion are respected.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will recognize the authority of local school boards in determining the most effective and appropriate way to inform the public regarding diversity, equity, and inclusion professional development and curriculum decisions. Clear language will ensure this outcome and protect educators.

We are responsibility to support our educators. We are already facing a shortage and risk losing the most highly qualified educators. Without this training, we continue to place them at a disadvantage in their profession.

I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As a parent with children with special needs, this type of training made my children's public school experience a positive and successful one.

Teachers deserve more support and students should feel they belong.

Regards,

Cathy Ambrose .

From: Josh James <Josh.James.467297636@p2a.co>
Sent: Tuesday, July 20, 2021 4:46 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

To maintain these ideals, I want educator training, curriculum standards, and

opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We must be here to support our marginalized students and teach open and honestly. We need platforms and places of support for students and teacher to be able to discuss the world we live in. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As a former Murray school district student I am all to aware how necessary equity and diversity are in our schools and needed to be taught.

Utah is a beautiful place and we should all drive to make sure it stays that way in the face of white supremacy and alt right views.
Our diversity is our strength.

Respectfully,

Josh James .

From: Sharon Griener <Sharon.Griener.454451269@p2a.co>
Sent: Tuesday, July 20, 2021 4:33 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I endorse your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. teaching the truth, the facts, the realities I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I taught in the Utah System and was also a Principal

very crucial if we are going to keep quality teachers

Respectfully,

Sharon Griener .

From: Amy Bates <Amy.Bates.344262432@p2a.co>

Sent: Tuesday, July 20, 2021 4:42 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We risk losing the most highly qualified educators to other districts and states. We have a responsibility to trust and support our educators and to recognize that diversity, equity and inclusion training helps teachers reach more students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I am the mother of mixed race children. My husband is African American and I am caucasian. Some of my children have had very negative experiences throughout their education. Some of the teachers handled it excellently. Some of the administration and teachers could have benefited from diversity, equity and inclusion training. The student population in both our local middle school and high school would benefit immensely from diversity, equity and inclusion training. It is a problem that Utah needs to address and act on for the benefit of all students.

I believe we all want our schools to be places where ALL students find belonging & safety, receive the highest quality education and are prepared to be lifelong learners, especially as they move on to careers where they may not be in such a homogeneous group.

Sincerely,

Amy Bates .

From: Jessica Makin <jessica.makin@gmail.com>

Sent: Tuesday, July 20, 2021 4:47 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>; Davis, Cindy <Cindy.Davis@schools.utah.gov>

Subject: feedback regarding R277-328

Hello Utah State Board of Education Members,

My name is Jessica Makin and I am a parent of two school-age children in Alpine School District (Pleasant Grove). I would like to share my feedback regarding R277-328.

I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support diversity, educational equity, and inclusion efforts in educator training, curriculum standards, and opportunities for ALL of Utah's students to receive high quality education. I support ensuring that all students find belonging in their schools, classrooms, and communities. I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I grew up in Utah schools and I am now raising kids in Utah schools. From my own experience with my school-age kids, I know how important it is to have open and honest conversations with kids about our world. And even more, our kids can handle it! As we teach about diversity, equity, and inclusion our kids will help us make our world better!

As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

I ask 1. the Utah State Board of Education to explicitly state in the language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators. 2. In addition, I ask the Utah State Board of Education to strike the phrase "before or", as outlined in R277-328-3(5) "The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request."

Thank you,
Jessica Makin

From: Charlotte Gatrell <Charlotte.Gatrell.466638467@p2a.co>
Sent: Tuesday, July 20, 2021 4:47 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as an educator in a K-12 public school. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. R277-328 needs to be clarified because we have a responsibility to trust and support our educators. When education professionals no longer feel like they are being treated like professionals (with trust and support), they will quit teaching or move to a different state to teach. This will significantly impact the already present teacher shortage. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As a teacher, I have taught students whose families originate from Mexico, Russia, Saudi Arabia, Samoa, Tonga, Brazil, and India. Their experiences and backgrounds should be validated and celebrated in the classroom. They should feel that they are part

of their school community.

I know we all want schools to be places where ALL students find belonging and receive the highest quality of education. Please amend R277-328 to protect teachers in teaching diversity, equity, and inclusion so all students in the classroom will feel that they belong.

Thank you for your time.

Sincerely,

Charlotte Gatrell

From: J koplín <J.koplin.467318335@p2a.co>
Sent: Tuesday, July 20, 2021 4:48 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are respected.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Our educators deserve our trust. This training helps reduce mental health problems and other disparities by raising all students to a similar level. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Growing up in Utah's public school system could have helped raise me out of childhood

trauma rather than perpetuating the inequity I grew up with. I hope we treat our children today better than that.

I hope that we all want school to be a safe place where inclusion and learning are fostered through understanding and acceptance.

Respectfully,

J koplín .

From: Melarie Wheat <Melarie.Wheat.312532536@p2a.co>
Sent: Tuesday, July 20, 2021 4:48 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of five children in preK-12 public schools. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Diversity, Equity and Inclusion efforts help all our students. Please ensure that all teachers and administrators are able to continue this great work without fear of reprisal by clarifying the language to allow DEI in schools. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

My children receive individualized help at their schools because of speech delays/concerns and medical diagnosis. This is equity in schools. I understand that students from different racial or socioeconomic backgrounds also have individual needs that should be addressed and equity work should extend to them as well. I believe we should allow ALL students to have their needs met so ALL students can thrive.

Thank you for your time and effort for the children of Utah.

Respectfully,

Melarie Wheat ,

From: Danica Baird <Danica.Baird.345002682@p2a.co>
Sent: Tuesday, July 20, 2021 4:52 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing because I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion (DEI) efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Every student should feel like they belong and are understood. DEI can sound scary, but it's not. There's a lot of talk right now but DEI is just ensuring everybody feels safe and valued and has their needs met. We need to continue to work to prevent the risk that students may feel disregarded and also to ensure all students get the education about history they need. The good, the bad, the funny, the ugly—we should teach it all. I recently read a study that gave Utah a C grade in its history and civics standards compared to other states. We can do better. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I believe we all want children to thrive in this state, and I think we can continue to ensure it happens. Thank you for your time.

Thank you,

Danica Baird ,

From: April Johnson <April.Johnson.466517290@p2a.co>
Sent: Tuesday, July 20, 2021 4:55 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as an educator in a K-12 public school. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the authority of local school boards in determining the most effective and appropriate way to inform the public regarding diversity, equity, and inclusion professional development and curriculum decisions. Clear language will ensure this outcome and protect educators. We must trust and support our educators or we risk losing the most highly qualified educators to other states if not leaving the profession all together. DEI training helps teachers reach more students and families making everyone feel valued and respected for what they bring to the classroom community. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I have worked as a public school educator for eight years. The trainings I've received about DEI have been the most helpful tool in my toolbox for ensuring I create the best classroom community where my students feel welcome and safe.

I believe we all want our schools to be places where students find belonging and safety. Where they can receive the highest quality education to prepare them to be lifelong learners. I also believe that treating teachers with respect and professionalism is the key to this success.

Thank you for your time.

Respectfully,

April Johnson .

From: Trina Harding <Trina.Harding.403900310@p2a.co>
Sent: Tuesday, July 20, 2021 4:55 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support helping all students feel welcome in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. Our teachers need access to all the tools available to help them do their jobs to the best of their abilities. They also need the support and trust of parents, administrators, community members and lawmakers. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I studied Critical Race Theory as part of my graduate work in Education at BYU. The current conversation about and vilification of CRT does not reflect the reality of my studies, conflates multiple issues under one very problematic umbrella, and makes real conversation about any of these issues very difficult if not impossible.

I believe that we all truly want the best for our children, our neighbor's children, and all children across this state. With a more careful, more inclusive approach to these types of questions, I believe that we can provide the growth and support needed for teachers and students alike to thrive.

Respectfully,

Trina Harding .

From: Sheila Johnston <Sheila.Johnston.336392257@p2a.co>
Sent: Tuesday, July 20, 2021 4:57 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as an educator in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support helping all students feel welcome in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Right now we can't had my talk about our racial history in an equitable manner so nothing gets taught. Fear is not the answer. The more educated teachers become through diversity and equitable standards the more effective we will be in ireiaring our students for a global society. We can not water down history. We have to be able to show event in history that we're morally wrong and what we're right. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I live in a majority white and well off district . We have a small proportion of minority students. Who often feel isolated and not accepted. We need more educators trained in diversity tracing and dialogue. Otherwise these two groups will always see themselves as an Us vs Them mentality

I agree with this. But this takes specific training for inclusivity vocabulary and language.

Respectfully,

Sheila Johnston .

From: Lee Samsel <lsamsel@hotmail.com>
Sent: Tuesday, July 20, 2021 4:58 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT

Do not put CRT in Government schools move America back 60 years on the color of there skin As Dr King said content of ceareacotor not color of skin
Stop the madness

Sent from [Mail](#) for Windows 10

From: Heidi Moore <Heidi.Moore.467273560@p2a.co>
Sent: Tuesday, July 20, 2021 7:49 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are honored.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support taking care that marginalized students are honored in their classrooms and schools. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. We have a responsibility to trust and empower our educators. We risk losing those who are qualified to other professions and states. DEI helps teachers know how to reach those who need more support. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

My special needs child has had teachers who were put in a position to deal with her behavioral issues with no trains at all simply because the school was unable to find qualified teachers. My son has overheard racist language at school and has met with teachers I'll equipped to handle these situations.

We all want our schools to be a place of safety and enlightenment. Where all students and teachers are treated with respect.

Sincerely,

Heidi Moore .

From: Alisa Brough <Alisa.Brough.344287237@p2a.co>
Sent: Tuesday, July 20, 2021 8:10 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are respected.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. This past year has been extremely difficult for everyone, but teachers have experienced even greater challenges. Many have met those challenges with courage and love for students, despite low pay. We cannot afford to pass regulations that will send the message that we do not support our teachers. We owe them the respect and courtesy to allow them to fulfill their jobs without worrying that they will be reported on or punished, especially following a year of such intense sacrifice and dedication on their part. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I have a white daughter and a Hispanic daughter. I want both of them to be taught our full history and about equity and

I know everyone working in and supporting our schools wants all students to feel safe

and welcome. Thank you for working towards that effort.

Sincerely,

Alisa Brough .

-----Original Message-----

From: Lori Fox <twiglori@gmail.com>

Sent: Tuesday, July 20, 2021 7:49 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: R277-328

Good Evening

I don't often insert my opinions into a meeting or issue unless I feel strongly. I don't understand the fear in teaching our children the truth about history. As we move forward we need as a nation to admit our mistakes and to accept everyone no matter their gender, identity, color, etc.

For a very long time we have denied so many things (sex education, racial and sexual equality) hoping if we stick our heads in the sand it will go away. Children and adults today don't know what is true and what is not, it's time to start teaching the truth in schools to raise a more aware population who can hopefully move forward and avoid the hateful and ignorant mistakes of their parents.

Thank you
Lori Fox

Sent from my iPhone

From: Norma Velez <Norma.Velez.431198798@p2a.co>

Sent: Tuesday, July 20, 2021 7:29 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are respected.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support taking care that marginalized students are honored in their classrooms and schools. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. DEI training helps educators better serve all students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Our Latino family of five public school graduates have experienced cultural competency, as well as the lack of it. One of the children also has severe disabilities. The value of teachers being trained to address their differences had an impact on their experiences and as a result their level of success.

All involved need to feel respected.

Sincerely,

Norma Velez .

From: Crista Mendez <crista.mendez@gmail.com>
Sent: Tuesday, July 20, 2021 7:28 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Vote for Equity

Equality and diversity are critical for school especially in Utah.

From: Rachael Neff <mrs.rachaelneff@gmail.com>
Sent: Tuesday, July 20, 2021 7:24 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Critical Race Theory and Equality

To whom it may concern,

Before you take action to change the previous outlines for what schools and teachers can teach regarding equality, I beg you to change the wording in your proposed rules. For example, "removing barriers to learning" should not include parents. The majority of parents know their children better than you ever will. It's no secret that there are teacher trainings happening specifically on how to deal with and overcome parental pushback. The Rule needs to specifically say that "parental rights and concerns about their child's

education shall be respected and not be treated as a barrier to overcome." You won't be there later or at home to deal with emotional damage that you allow to happen in the schools. That's not right. For example, I have taught my children how to be anti-racist. I have always taught them that God made us all and loves us all equally and we should help others see that so that we can all have the same rights and privileges. However, I would appreciate knowing what EXACTLY you plan to teach under the umbrella of CRT. In other states, under the umbrella of CRT teachers personal thoughts have been taught as truth and children have committed suicide because they are left feeling hopeless and worthless because they are white and some schools essentially blame whites for everything. The amount of melanin in a child's skin should not define them or warrant hate towards them- that is racism. It has also already been exposed that schools in New York and other states have taught LGBTQ theories that attack religion. Please don't allow anti-Semitism to be taught in Utah schools in an attempt to teach about LGBTQ awareness. Fining medium ground to include everyone can't be easy. However, trying to block out parents or stop them from speaking up on behalf of their children should never be allowed.

Thank you,
The Neff family

-----Original Message-----

From: Carole Sharp <csharp@slc@yahoo.com>
Sent: Tuesday, July 20, 2021 7:22 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Education Equity in Schools

Please do whatever it takes to make the education system equal in Utah—it seems like all property taxes all over the state should be pooled and divided equally among the schools. It is grossly unfair that rich white kids inevitably get a better education than those living in poorer lower income areas. Such a system will eventually lead to class wars—why is equality in education not a reality—I say do whatever it takes!!!! Make the schools in West Valley as good as those in Draper—this is from a Draper resident



Thank you for the opportunity for input, Carole Sharp

Sent from my iPhone

From: Georgia Bunnell <Georgia.Bunnell.397198012@p2a.co>
Sent: Tuesday, July 20, 2021 7:22 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. Teachers are professional educators and, as such, should be afforded the respect that any educated professional receives. Teachers have received educational training in their undergraduate and graduate education that prepared them in how to create a welcoming environment for all students; they know how to differentiate instruction for all learners. The USOE and its board should allow teachers to utilize their extensive training in education, as they know their students. In addition, R277-328 should not be another medium in which some parents and community members may undermine the educational attainment of Utah's children by limiting their exposure to factual information. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Compassion is necessary for participating in a community. Education that limits students' understanding of past errors endangers them as students may develop an ego-centric belief that their ancestors are the only ones that matter. If students are educated with distorted facts, they will "grow up with an exaggerated sense of their own importance and value in the world- a dangerous ethnocentrism' (Bishop, 1990). My children had an opportunity to learn about U.S. history when they lived abroad. They have a better understanding of the U.S. and its policies than most of their peers. Learning facts that were not distorted by well-meaning community members created civic minded citizens that are actively engaged in their communities. They seek knowledge about political candidates, are aware of current news, and know how to find accurate information. They are not afraid to hear something uncomplimentary about their ancestors as they know that people are the path to change.

As a teacher educator, my goals are similar to yours. I desire that all teachers are treated as professionals. In addition, my goal in sending this letter is the same as yours, that our schools are places where all students, even those that are marginalized, find belonging and safety, receive a quality education, and are prepared to become lifelong learners. This may only be accomplished through properly educating our children with

facts that tell the whole story, not just the heroic lovely bits.

Thank you,

Georgia Bunnell .

From: Laura Bickmore <laura.of.music@gmail.com>
Sent: Tuesday, July 20, 2021 7:20 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328-5... Please fix..!

Hello -

Regarding R277-328-5:

The claus 1 under rule interpretation completely nullifies the actual rule (see attached image).

This is not what the legislature has tasked the board with.
Please fix this so we can better keep CRT out of our schools.

CRT teaches students to view each other only based on their skin instead of the content of their character. It teaches that everyone is either "oppressed" or an "oppressor," which is harmful for everyone.

Thank you!
-Laura Bickmore

From: Tina Gillman <Tina.Gillman.466718477@p2a.co>
Sent: Tuesday, July 20, 2021 7:10 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I

support teachers who are trained to work with students of all backgrounds. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. We have a responsibility to support educators as professionals who are trained to teach. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I believe we all want our schools to places where students are prepared to be lifelong learners.

Sincerely,

Tina Gillman

From: Ivy Telles <Nicholas.Telles.466654450@p2a.co>
Sent: Tuesday, July 20, 2021 7:03 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support helping all students feel welcome in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. I have entrusted my children to teachers for a reason. I trust that they will teach my children and other children how

to be better citizens in our communities and our world. By allowing the current language, you're inviting bad faith actors to come after and threaten our teachers for doing just that. The same way our communities are currently losing well-trained and qualified officers of law, you risk losing highly qualified educators because of the danger this language poses to their discretion in the classroom. DEI training is essential for them to help all students feel valued and welcomed and cherished. Please do not allow the current language to become a weapon against incredible teachers. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I've seen students bully and harass other students of color and I've seen teachers address those situations in loving and inclusive ways helping the bullies understand the importance of diversity and that no child is better than the other. I would hate to see teachers such as that get crucified by parents that disagreed with their approach to that conflict resolution.

I know that we share a common vision where our schools are safe places for learning and for growth. I don't believe the current language fosters that vision.

Thank you for your time.

Respectfully,

Ivy Telles .

From: Wendy Dennehy <Wendy.Dennehy.333547159@p2a.co>
Sent: Tuesday, July 20, 2021 7:00 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are honored.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity,

equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. I think we have a responsibility to trust and support those tasked with educating our future leaders and community members. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I have biracial grandchildren and know firsthand the importance of acceptance and inclusion in the classroom.

I think we can all agree that our schools should be havens of safety, inclusion, and the highest quality education for the children of our communities.

Thank you for your time.

Respectfully,

Wendy Dennehy

From: Jeremy Wardle <jeremywardle@gmail.com>
Sent: Tuesday, July 20, 2021 6:59 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT

I, along with many of my neighbors will be pulling our kids out of school and will be homeschooling our kids to protect them from any form of the Marxist CRT theory that will slowly be taught under other titles.

I will NOT allow you to indoctrinate my children with ideas that are not right and are detrimental to our society and our freedoms.

I am shocked that people in the great state of Utah are even considering such an outrageous idea of teaching CRT in our schools.

I am also shocked that many of our schools are taking down the freedom shrines that include replicas of the Declaration of Independence, the bill of rights and many other documents that our founding fathers fought for. We need to be doing the opposite and teach our children about patriotism.

We should also be teaching our children that even though we are all equal and should be treated equal, that just because of the color of your skin doesn't mean that you deserve anything, that you still need to work for everything you get.

Perhaps we should have children read about Booker T. Washington “up from slavery” and learn about the history of our nation, where we came from and where we could be going if we embrace some told the theories being taught today in our country.

As for me and my family, we will look at your voting records and will actively work to vote those out of office who don’t support our political and religious views and standards.

--

Jeremy Wardle
KJ7SNF

From: Michelle Brough <Michelle.Brough.346024849@p2a.co>
Sent: Tuesday, July 20, 2021 6:52 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my input regarding R277-328.

I support efforts in our community and schools that protect diversity, educational equity, and inclusion efforts in our schools. I value educational equity and ethical government measures, and I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I would love for you to allow for educator diversity training, inclusive curriculum standards, and for all of Utah's students to have education opportunities that acknowledge their personal history in this country. This means I support more frequent and better monitored DEI training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by other community leaders. In my opinion, the rule requires clearer language regarding the importance of diversity, equality and inclusion. I believe there are educators in our communities who want better DEI training. I personally know people who have suffered because teachers and administrators did not have the DEI training they should have had. Please ensure that the wording in R277-328 encourages educators to consider the needs of all members of

our communities, not just members in the majority in our communities. It will only help strengthen our communities and keep our schools safer for everyone who wants an education. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised when they act in a way that encourages diversity, equality and inclusive education efforts.

I do not personally have experiences that are relevant to this bill from my own or from immediate family members' experiences. But I have heard multiple stories over the last four years living here, from friends or community members who have not always received equal/safe treatment in our Utah schools.

We want a school district who honors and includes all its students and ensures their safety while they receive their education.

Thank you,

Michelle Brough

From: Hollie Quintanilla <holliequintanilla@outlook.com>
Sent: Tuesday, July 20, 2021 6:45 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

Dear USBE Members,

I am a resident in Jordan school district and a mother of elementary age children. I would like to voice my concerns regarding R277-328. I unreservedly support educators having the training, understanding and ability to adapt curriculum to meet the needs of their students. I see value for our students in diversity, educational equity and inclusion efforts in the classroom - which are more likely to happen with educator training.

I believe our children are most benefitted when all students are able to find belonging in their schools and classrooms. This doesn't seem possible if educators and administrators don't have the freedom and protection to teach diversity, equity and inclusion in their classrooms and schools. I therefore ask that the language in R277-328 be made more clear and specific so that it cannot be misconstrued as giving parents/community members license to attack the intentions, credibility, and/or livelihood of our educators.

I also ask that the phrase "before or" be stricken as outlined in R277-328(5) "The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request." Our teachers are professionals who strive to meet many demands already, the "before" could significantly interrupt their normal

processes.

These issues go beyond the current hysteria around CRT. There will always be some kind of minorities - but they do not have to be on the margins. We can have flourishing & diverse classrooms where every student may feel they belong. Please make it easy for our teachers to receive training from expert educators on the best ways to teach diverse learners and address equity issues in the classroom.

As someone who strives to care about the individual and not just see the masses, I thank you for your efforts on behalf of Utah's students and teachers in making our schools and classrooms places of diversity, equity and inclusion.

Thank you,

Hollie Quintanilla

From: Laura Eyi <Laura.Eyi.427900288@p2a.co>
Sent: Tuesday, July 20, 2021 6:45 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the authority of local school boards in determining the most effective and appropriate way to inform the public regarding diversity, equity, and inclusion professional development and curriculum decisions. Clear language will ensure this outcome and protect educators. Let's support and trust our educators. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I am the mother of five black sons and this issue is important to me.

We all want the best for our children.

Thank you for your time.

Thank you,

Laura Eyi .

From: Andrea Samuelson <Andrea.Samuelson.454543366@p2a.co>

Sent: Tuesday, July 20, 2021 6:43 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are honored.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers receiving the professional development they need to adapt curriculum to their students' needs. I support taking care that marginalized students are honored in their classrooms and schools. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We have a responsibility to trust & support our educators. We risk losing the most highly qualified educators to other districts & states. DEI training helps teachers reach more students.] I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

After teaching preschool in salt lake city for years I have gained many friends who teach public school and they express concern about not being able to reach the children in their class with their lack of training and understanding. They are also concerned that their other students will become ignorant of the different walks of life their peers experience.

Schools should be places everyone feels welcome to an education and teachers feel prepared to receive all children.

Sincerely,

Andrea Samuelson .

From: Susann Andersson <halfbreedswede1@gmail.com>

Sent: Tuesday, July 20, 2021 6:37 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: CRT is a WARPED ideology. STOP CRT Rule, Educational Equity in Schools R277-328

STOP CRT before it destroys us.

Burgess Owens says we need to recognize the contributions of Black patriots to the American Revolution as a "disinfectant" to an "anti-American virus", fueled in part by critical race theory. CRT attempts to recast history and denies the 245 years spent honoring the accomplishments of the Black community. "As our history is stolen and rewritten, Americans lose not only pride in our past, but also appreciation for our present and a vision for our future. We're seeing this unfold as the teaching of critical race theory continues to infiltrate our classrooms," Burgess wrote in an [op-ed for Newsweek](#). "Although radicals would like the masses to believe otherwise, America has historically revered its Black patriots from our visionary beginning." Owens calls critical race theory a "warped" ideology and proposed a bill that would restrict the teaching of the concept in federal institutions and a resolution on the dangers of teaching it in U.S. schools. Burgess experienced racism as a Black man and knows the dangers of CRT. Please listen to him and STOP even the fundamentals of CRT. Do not teach them. The ideology is communist in nature and is meant to divide and destroy. Critical race theory is an academic concept that is more than 40 years old, according to [Education Week](#) and the core idea is that race is a social construct, and that racism is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies. WE NEED TO BAN IT FROM OUR SCHOOL CURRICULUM. Owens writes that white historians have preserved a 230-year legacy of respect for Black Americans with thousands of pictures and documents archived in the Library of Congress. "Yet it is virtually impossible to find reference to America's Black patriots in today's educational system. These heroes have been universally (and purposefully) erased from the national public school system curriculum," Burgess writes. "If you are looking for systemic racism, don't look in the American story; it can be found in an educational system that has yet to teach true history in its entirety." Owens said the country, national anthem and flag are under assault by celebrities, athletes and media commentators. Symbols that represent freedom and opportunity are being painted as divisive and hateful by "ill-intentioned revisionists." "But there is a simple disinfectant to the anti-American virus we are seeing everywhere: true American history," he said. Rewriting history, Owens said, denies years spent honoring the accomplishments of the Black community. It instead offers the narrative of a hapless and hopeless

intergenerational community that has been historically oppressed by a more powerful and privileged white race, he said. "This propaganda has resulted in an increasing number of angry Americans," Owens said and it's time to collectively acknowledge the Founding Fathers who have been deleted from the modern-day curriculum and teach children about the Black patriots whose courage, leadership and contributions were instrumental in the quest for independence. "As Leftist organizations and activists demand that Americans accept a revisionary and divisive version of American history, let's choose a different way," he wrote. "Instead of tolerating the falsehood that we, as Americans, fundamentally judge others based on their race, let's return to the vision of Martin Luther King Jr. that 'my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.'

CRT goes deeper and divides people and teaches them false information and was a tactic introduced in Venezuela and China to break down a nation and bring in Communism. This is the ultimate agenda of CRT to divide and conquer and has nothing to do with improving relations among peoples or nations. It does not belong in our schools. Protect our children from the evil ideology that has an agenda of destruction. A good source on the history of CRT is: <https://www.youtube.com/watch?v=UqkQZ2YfZNq>

PLEASE DO NOT TEACH THE IDEOLOGY IN ANY SHAPE OR FORM.

Thanks,
Susann Andersson

From: Leslie Dalton <Leslie.Dalton.466940803@p2a.co>
Sent: Tuesday, July 20, 2021 6:35 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as an educator in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers receiving the professional development they need to adapt curriculum to their students' needs. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We have a responsibility to support our educators as they work to ensure students have the knowledge, skills, and dispositions to enter society as highly functioning citizens. Equity, diversity, and emotional wellness are essential aspects of a well-rounded education. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Every year I hear from former students thanking me for exposing them to ideas that have helped them grow into more thoughtful adults. I'm grateful for the trust the community places in me and work hard to deserve that trust.

I believe we all want to send our students out into the world with the ability to interact with people different from themselves and to work toward a more just and equitable society.

Respectfully,

Leslie Dalton

From: Carol Hatch <Carol.Hatch.338900359@p2a.co>
Sent: Tuesday, July 20, 2021 6:28 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear

language will ensure this outcome and protect educators. We need to support quality, equitable education for all students—necessitating the protection of administrators and teachers. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

My adoptive children are of Pacific Island decent. Their experiences in the schools was definitely diminished by some teachers, administrators and campus police by prejudice and lack of racial sensitivity.

Yes! All of these!

Appreciatively,

Carol Hatch .

From: Frederick Axelgard <Frederick.Axelgard.466964032@p2a.co>
Sent: Tuesday, July 20, 2021 6:27 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. R277-328, lines 66-80, are completely negative, declaring what educators cannot do. These lines need to be reframed in terms of what educators should do, including to teach that all people are inherently equal, that while no one should be blamed for past actions it is essential that we understand the past, and that educators are empowered to teach the contributions of all groups in the community. I ask the Utah State Board of Education to explicitly

state in this rule that the credibility or livelihood of our educators will not be compromised.

Sincerely,

Frederick Axelgard .

From: Reilly Hatch <Reilly.Hatch.467188736@p2a.co>
Sent: Tuesday, July 20, 2021 6:19 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as an educator in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I endorse your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support prioritizing marginalized students in their classrooms and schools, and I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. I ask the Utah State Board of Education to explicitly state in this rule that educator credibility and livelihood will not be compromised.

As a history teacher, I firmly believe in facilitating authentic student engagement with the past through primary evidence. My goal as an educator is to help students develop the ability to analytically read, clearly write, critically think, and effectively communicate so they can become better learners and teachers. I consider myself successful when students can evaluate historical evidence, apply it to broader themes, analyze how diverse groups of peoples and structures have changed over time and space, and articulate these historical nuances in strong writing and active discussion. These tools will help them become leaders and innovators in their disciplines. Thus, my final goal is to help students find their voice so that they can, with confidence and competence, improve the world around them. I do not support policy that might jeopardize that learning experience by fostering distrust. Allow educators to be the professionals that

they are as we all learn how to improve our society with honest and open engagement with the American past that so saliently provides context for our present.

We all want our schools to be places where students find belonging & safety, receive the highest quality education, and are prepared to be lifelong learners. I also believe that students should feel empowered to make the world a better place with the skills and information that they develop at school.

Respectfully,

Reilly Hatch

From: Lisa Halverson <Lisa.Halverson.307687900@p2a.co>
Sent: Tuesday, July 20, 2021 6:16 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent of two K-12 students, an educator, and a member of the educational community of Utah. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. I myself taught K-12 for 10 years. Teachers are professionals who deserve our respect and our trust. They should not be hampered by poorly-worded legislation based on fear-tactics. I also want the rule clarified for the students' needs. My adopted children are mixed-race. They do not want or need a white-washed history of the US. They need the truth. We are stronger when we stand by truth, including the warts in our history. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I believe all of us have common goals and outcomes in mind. We want our students to feel safe and to belong. We want our children to be life-long learners We want truth to prevail. Thank you for your time.

Respectfully,

Lisa Halverson .

From: Tamara Wilcox <twdhs@comcast.net>

Sent: Tuesday, July 20, 2021 6:13 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: STOP CRT & change your crafty language to keep it out instead of allowing it back in!!!!!!

Any language in the Board's new Rule meant to stop CRT is completely CANCELLED OUT by the following clause making it a worthless Rule that does NOTHING to stop CRT!

This does NOT do the job YOU were tasked with doing by the legislature!!

You need to reword this so you do NOT allow CRT into our schools and STOP with the crafty language to allow it back in!!!!!! This is getting ridiculous!!!!!! Do your job right or you all need to be let go from your duties by WE THE PEOPLE, and we will do just that!!!!!!

R277328PublishedJuly2021.pdf

R277-328-5. Rule Interpretation.

(1) No part of this rule shall be construed by an LEA or educator to:

(a) prohibit or ban discussions of events, ideas, attitudes, beliefs, or concepts, including those described in this rule, from the general sharing and participation in the marketplace of ideas fostered in a learning environment; and

(b) promote one ideology over another regarding a topic, including those described in this rule.

(2) An LEA may contact the Superintendent for technical assistance regarding the implementation of this rule.

(3) The Superintendent shall establish and deliver a model for professional learning that complies with the requirements of this rule including approval of the model

From: Lynnette Wilkins <Lynnette.Wilkins.343515892@p2a.co>

Sent: Tuesday, July 20, 2021 6:12 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We have a responsibility to trust & support our educators. DEI training helps teachers reach more students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

.

I believe we all want our schools to be places where all students find an equal measure of belonging and safety, so each can reach their full potential. We all want to treat our teachers with the professionalism and respect they deserve.

Respectfully,

Lynnette Wilkins .

From: Elyse Arrington <Elyse.Arrington.467177521@p2a.co>
Sent: Tuesday, July 20, 2021 6:12 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as an educator in a K-12 public school. I would like to share

my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are esteemed.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. We have a responsibility to trust and support our educators and the extensive education they have received and training they have undergone. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

It's 2021, I am baffled that we are having a conversation that seems to have floated up from the 1950s. As an educator, I never thought I would have to defend the right of every student to equal access of schooling and, therefore, equal access to factual and accurate information. Omitting information on the structural racism so many of my students feel and live each day because it makes a few of us feel uncomfortable is outwardly defying that constitutional right. It is the epitome of white privilege that we are even having this debate.

Thank you,

Elyse Arrington .

From: Michelle Bagley <Michelle.Bagley.466677635@p2a.co>
Sent: Tuesday, July 20, 2021 6:04 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as an educator in a K-12 public school. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf

of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. Teacher morale is at an all-time low after the pandemic. We do not feel trusted, respected, or valued. Please clarify the language to send a strong message of support and protection to teachers who are making an effort to teach inclusion and racial awareness to our students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I asked my district if I could hang a Black Lives Matter sign in my room to help students of color feel welcomed and included. I was told to "stay in my lane" because I only teach math, not English or history. I want to do the badly needed work of anti-racism at my school but do not have any support. It would mean so much to have training and support from the district and state in my efforts.

All students deserve to feel welcomed and included, to see themselves represented and to know they are safe. Please do not hinder our efforts to help all students feel like they belong.

Thank you,

Michelle Bagley

From: Jeff Tjas <tjasfamily@yahoo.com>
Sent: Tuesday, July 20, 2021 6:03 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Public comment about CRT

Hello

My name is Jeff Tjas and I have a child who has attending school in Canyons school District. I have forgotten to document specific instances that have taken place in school but have noticed a disturbing trends that seems canyons wide.

1. The teaching of Critical Race Theory or CRT seems to cherry pick specific events in

2000 years of history to make white people always the bad actor.

2. In a normal discussion you hear about the grievances but what about the gratitude. In these classroom discussions only the grievances of others against whites are addressed.

3. The unintended consequences of this type of teaching is white people feel guilt which manifests into health problems later in life and people of color build up hostility against white people of European descent.

I think the canyons teachers do a great job under difficult circumstance.

Thank you for your hard work.

From: Sarah Young <Sarah.Young.377918221@p2a.co>
Sent: Tuesday, July 20, 2021 6:02 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I taught in Utah public schools for 5 years and found diversity training super helpful for reaching all of my students.

I believe our values as a state is to make everyone feel safe and welcome.

Sincerely,

Sarah Young .

From: Camille Perkins <Camille.Perkins.466916512@p2a.co>
Sent: Tuesday, July 20, 2021 5:58 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I salute your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support taking care that marginalized students are honored in their classrooms and schools. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. Part of teaching is to expose students to sensitive subjects that may initially make them uncomfortable, but will serve to expand their minds and worldviews in a safe environment. Educators and administrators should not have to bear backlash from simply doing their jobs. My little sister deserves to learn from teachers who can confidently engage her with challenging material.

I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised. I think we can all agree that Utah's hardworking educators deserve all the support we can give them.

Sincerely,

Camille Perkins .

From: Brooke Young <Brooke.Young.466679165@p2a.co>

Sent: Tuesday, July 20, 2021 5:57 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support taking care that marginalized students are honored in their classrooms and schools. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. It is incredibly important to give teachers the support to ensure that everyone in their classrooms feel welcomed. After this incredible hard year, we need to be helping educators as much as possible and not using gauge language to hinder their jobs. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I work on the West side of Salt Lake and I work close with the teachers and paraprofessionals who do so much for the kids in that neighborhood. I am constantly in awe of all the work and care that is given to the students who often have difficult home lives. I can't imagine how demoralizing this discussion has been for the for the educators.

I know everyone is invested in making sure Utah schools are a safe and welcoming place for kids. I hope we can treat teachers as the professionals they are and not now to outside pressures.

Respectfully,

Brooke Young

From: BLISS TEW <blisstew@msn.com>

Sent: Tuesday, July 20, 2021 5:55 PM

To: Cline, Natalie <nataliecline.education@gmail.com>; Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Critical Race Theory

Dear Board Members:

Just a short note about the so-called “Critical Race Theory.” I view it so far, after all I’ve read, watched on videos discussions, etc. as “Critical Racist Theory” that brings shame to individual children who are of the white race, self loathing, and criticism just for God’s choice of their race.

The entire Critical Race Theory, isn’t fact, but a theory that appears to be utilized as a way of dividing the races along racial lines, in other words creating racism in the classroom, so I’m very much against it being included in Utah teaching curriculum. CRT undermines our American heritage claiming it is all racist white oppression of other racists, undermines American cultural values, our Constitutional Republic’s system of law by claiming that all of our history, heritage, traditions, and legal system are mired in a systemic racist leaning against anyone except white people. That is a bigoted aim at the entire population of the white race while also seeking to destroy all the good that has built America as a country that abolished slavery at great cost, a practice introduced to our shores from Europe and Africa; as system that brought equality to individuals under the law; a system that aimed to protect individual God-given-Rights. I view CRT as a Marxist construct aimed at sewing discord between races in America to help bring revolutionary squabbles and changes that will lead to violence, hate, and catastrophe in the future, resulting in revolution.

CRT looks like it has been brought to the forefront of legislative and educational boards attention across this land in conjunction with the Black Lives Matter (BLM) Marxist movement that planned, coordinated, and instigated simultaneous riots in dozens of American cities beginning on May 30, 2020 that included rioting, confrontations with police, arson, looting, vandalism, and violence including murder in some cities. It was not coincidental that all of that rioting and Marxist-style street protests began on the same day. Nor is it coincidence that CRT and “Cancel Culture” activities are all coming at the same time.

You have my e-mail address if you wish to respond. Thanks for reading my short message.

Sincerely,
Mr. Bliss W. Tew

From: Rachel Pittard <Rachel.Pittard.466539683@p2a.co>
Sent: Tuesday, July 20, 2021 5:50 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We have a responsibility to trust and support our educators. They are front line responders to inequity in the classroom and hallways. They need the tools to handle student conflict. DEI professional development training ultimately helps students feel safe and supported. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Teachers enrolled in graduate studies at the University of Utah seek out DEI tools because their districts do not invest in training.

I believe we all want schools to feel safe for kids and to trust teachers when they express the need for training.

Thank you for your time.

Thank you,

Rachel Pittard .

From: Anna McFadden <Anna.McFadden.317289028@p2a.co>
Sent: Tuesday, July 20, 2021 5:49 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support helping all students feel welcome in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the authority of local school boards in determining the most effective and appropriate way to inform the public regarding diversity, equity, and inclusion professional development and curriculum decisions. Clear language will ensure this outcome and protect educators. Please voice your concern regarding the language as outlined in the rule; namely, that we ask the Utah State Board of Education to clarify the language of the rule so it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators. In addition, we ask the Utah State Board of Education to strike the language requiring that training materials be available for preview before the professional development occurs. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

We all want schools to be a place of safety and high quality education.

Respectfully,

Anna McFadden .

From: Dianne Demik <Dianne.Demik.311634228@p2a.co>
Sent: Tuesday, July 20, 2021 5:45 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where

diversity, equity, and inclusion are honored.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. As a retired Utah, teachers I implore you to review the language of R277-328. Teachers in Utah deserve to be trusted and supported in their efforts to create more inclusive schools. Please express your confidence in our wonderful and worthy Utah teachers. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I left my teaching position in Utah to become a curriculum director for two educational technology companies. Not only did my salary increase dramatically but so did my job satisfaction.

I hope that we all want children to feel safe, equal, and valued in our schools. We also want teachers to love their jobs.

Sincerely,

Dianne Demik .

From: Amanda Davis <Amanda.Davis.310967158@p2a.co>
Sent: Tuesday, July 20, 2021 5:43 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and

opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We are already losing teachers at an unprecedented rate. The best teachers support and care for all of their students, regardless of race, gender, economic background, or family status. Teachers and administrators need more support, and they need it to be more concrete. Please choose to clarify the language of R277-328, so educators aren't caught in the cross hairs of the culture war. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

So many Utahns appreciate the teachers in their communities. We all want our schools to be places where educators are supported in a way that best equips them to provide belonging, safety, and the highest quality education to our children. Please take this opportunity to ensure that this can happen, by clarifying the language in this bill.

Sincerely,

Amanda Davis

From: Lauren Soderberg <Lauren.Soderberg.466697426@p2a.co>
Sent: Tuesday, July 20, 2021 5:37 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I recognize your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion/anti-bias training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. One of the things I worry most about the equity language as it stands is that it is too ambiguous. Rather than encouraging the teaching of history and facts as they actually transpired, the language opens up the possibility that educators and administrators could be penalized for teaching any form of history uncomfortable to white people. You cannot claim to want equity in the classroom if you are catering to white feelings. Our children should know the true history of this country in order to make better choices for the future. I humbly ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised as they seek to accomplish the task of educating our children. Educators should, in fact, be encouraged to find age-appropriate ways to teach our children both the highs and the lows of the past.

I am greatly concerned that my kids' school district has pulled its anti-bias training pilot program in response to the ambiguous language contained in R277-328. I also sit on the Book Advisory Committee for my children's school district, and was dismayed to find that two books that address racial equity have been delayed approval because of a fear of somehow contradicting R227-328. I want every child in this state to feel valued, supported, and seen, and that cannot happen if we as a community continue to view whiteness and white-washed history as the default. Our children deserve to know the positives and the negatives of our history and need to be able to acknowledge the harms that have been caused to marginalized groups and the harms that continue to happen in this predominantly white community.

I believe we all want our students to receive the highest quality of education as is possible. Thus, we need to provide our teachers with the training and protection that they need to do so. And we need to trust that when our children know better, they will do better, and will go out into the world armed with as much knowledge as possible.

Sincerely,

Lauren Soderberg .

From: Kaitlyn Rowbotham <Kaitlyn.Rowbotham.328849024@p2a.co>

Sent: Tuesday, July 20, 2021 5:37 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive a high-quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support taking care that marginalized students are honored in their classrooms and schools. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We have a responsibility to trust & support our educators. We risk losing the most highly qualified educators to other districts & states. DEI training helps teachers reach more students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I believe we all want our schools to be places where students find belonging & safety, receive the highest quality education, and are prepared to be lifelong learners. I also believe we all want to treat teachers with the professionalism and respect they deserve.

Respectfully,

Kaitlyn Rowbotham

-----Original Message-----

From: Megan Johnson <mcj0513@gmail.com>

Sent: Tuesday, July 20, 2021 5:35 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: CRT

Critical Race Theory should not be taught in public schools. Do not teach our children that if they are white that they are oppressors. I will pull my children from the public schools as the government is not in charge of what my kids learn. The government should only teach the basics of math English and reading. They should not be teaching that white children are racist.

Sent from my iPhone

From: Sharon Harris <Sharon.Harris.325520625@p2a.co>

Sent: Tuesday, July 20, 2021 5:33 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I salute your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators.

As a former public school teacher myself, I can attest to how helpful diversity and inclusion training was to helping me reach and understand my students. I also would have found the requirement to make curriculum available for community preview cumbersome, invasive, and indicative of a lack of trust in my professional preparation and abilities. So much is required of teachers already. Please change the wording of this bill to underscore our support for rather than suspicion of them. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I appreciate our shared care for children's education and support efforts to help Utah's students and teachers alike feel valued by the community.

Thank you,

Sharon Harris .

From: Anne Pimentel <Anne.Pimentel.344241291@p2a.co>
Sent: Tuesday, July 20, 2021 5:30 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I support your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support helping all students feel welcome in their schools, classrooms, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Our state is becoming more and more diverse and we need to ensure that teachers are able to work with and support the changes we are facing. We must not lose sight of helping ALL of Utah's students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

My father was a teacher and administrator in Utah county for his entire career. I learned from some of his experiences how important inclusion and community are at school. Recognizing and teaching about diversity is so important for our children of color as well as our white children. This type of training and education will make us better as a state.

I believe we all want what is best for the students in Utah. With a clear understanding of terms and purpose of educational materials, I believe we can create an environment for all of Utah's students, regardless of gender, race, or socioeconomic standing where our students can learn and grow in amazing ways!

Respectfully,

Anne Pimentel .

From: Melody Kester <Melody.Kester.466704698@p2a.co>
Sent: Tuesday, July 20, 2021 5:26 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my thoughts

regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are respected.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. We need to clarify the language of R277-328 as we have a responsibility to trust and support our educators. It is very important that DEI training helps all educators reach all students. Especially those that are marginalized. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

No personal experience but as my grandchildren enter the school system next year, I would like them to have the education that makes all their fellow classmates feel included.

Schools for some students are a safe haven. With training all our teachers can help each of their students feel safe and start the love of the learning that we hope carries on throughout their lives.

Respectfully,

Melody Kester .

From: Elizabeth VanDerwerken <Elizabeth.VanDerwerken.323157874@p2a.co>
Sent: Tuesday, July 20, 2021 5:25 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my feedback regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone

who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We need the rules in place to provide guidelines and protection for Utah's quality educators. Diversity, equity, and inclusion is important for ALL students and helps create and foster the types of learning environments that allow all students to flourish. The ambiguous language of the rule as currently written risks Utah losing its most talented and highly qualified educators to other school districts and states. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I know many Utah educators and have many family members who are educators in this state. It is important for everyone to feel safe and welcome at their place of business or education. It is so important that teachers feel supported and do not feel threatened for doing the very things we want for all students.

I believe we all want the best for Utah students and for all students to feel valued, welcome, and like they belong and fit in.

Sincerely,

Elizabeth VanDerwerken

From: Victoria Rivera <Victoria.Rivera.466665070@p2a.co>
Sent: Tuesday, July 20, 2021 5:18 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on

behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are appreciated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. Educators have a very difficult and important job in our communities. They are often overworked and under appreciated. It's vital that the language of R277 is clear, in order to protect and support them properly. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Children spend a majority of their childhood in educational facilities, and what they experience during that time will be vital to the kinds of citizens they become. They must feel safe and valued. Educators are leading this experience for them and thus they must be given the best opportunity to do this well.

Thank you for your time.

Sincerely,

Victoria Rivera .

From: Robert Cronk <cronk.r@gmail.com>

Sent: Tuesday, July 20, 2021 5:16 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Public comment on R277-328: Educational Equity in Schools

I'm very concerned about how racism is coming back into our society in some new forms and how those forms are currently making their way into our laws and schools. Critical Race Theory (CRT, from Critical Legal Theory, from Critical Theory, from Marxism, which picks groups of "persecutors" and groups of "victims" and sets up ruling powers to be the savior of these "victims" to increase the rulers' power) and Diversity, Inclusion, and Equity (DIE - equity as opposed to equality. Equality of outcomes regardless of personal choices instead of equality of opportunity) are two of these new forms of racism. They have been cleverly packaged in virtuous language so that proponents of these ideologies can accuse their opponents of being against that virtuous language itself rather than the underlying ideology. Allow me to explain.

Racism (and many other -isms) treat individuals as groups, which completely erases the individual. We don't solve racism with more racism by treating individuals as groups while shifting around which groups are currently considered "bad" and "good." We solve it by treating individuals as individuals. Treating individuals as "racial" groups is not only logically fallacious but is entirely based on the ancient lie of "race."

"Race" doesn't exist in biology. It is a false concept created by racists hundreds of years ago to rationalize their enslavement of those who looked visibly different. We should teach about how "race" is a false ideology and exactly how specific people and specific groups have used it over the centuries to divide and oppress each other. This includes how white supremacists, Nazis, and Communists have used the idea, as well as the current use of "race" in CRT and DIE. We should abandon the false ideology of "race" entirely. But since we all have tribal tendencies, we shouldn't bury the history of how the false idea of "race" has been used. We should teach how "race" has been used so we can stop using "race" in the future.

These ideologies don't stop at the false grouping of "race" but at many other groupings of gender, sexual preference, gender identity, economic groupings, disabilities, etc. These groupings are objectively measurable in most cases (unlike "race"), but they are still just treating individuals as groups, which is the ultimate fallacy across them all.

Neo-Marxists and post-modernists saw that Marxism had failed wherever they had tried it, resulting in the death of at least 100 million people in the 1900's, so they decided to take the one-dimensional idea of Marxism (rich against poor) and divide people up in every possible tribalistic way. Because we are tribal in nature, and because social media algorithms take advantage of this tribalism (see "The Social Dilemma" on Netflix), it's actually working very well.

It's also working well because it's being dressed up inside virtuous wording like "equity" and "inclusion." By stating that we must ensure that we have "equity" and "inclusion" these ideologies imply that we currently don't have those things (well, we don't have "equity," but we do have "equality," which is the good one) and that if we argue against these ideologies, that we're arguing against those virtuous ideas. Equity among free people who can make their own choices is impossible. It's only possible in the immature utopian fantasies of those who assert they can force everyone to have equal outcomes. Communism and Marxism produce almost equally universal misery, so maybe they're partly right on that count, but nobody wants equally universal misery. Of course, the rulers aren't miserable, oddly enough.

For a modern example, let's evaluate "R277-328: Educational Equity in Schools" in the light of the above paragraphs. I'm concerned that R277-328 has smuggled in these false ideas of "race" and treating individuals as groups under virtuous language in several places. I'm happy about the parts that talk about "individual" students. But out of the other side of its mouth, it talks about "diversity" (from Latin *diversus* "turned different ways") and how we should celebrate what we have in common while focusing on our differences:

R277-328-3(2)(e) "collaborating with diverse community members to understand, recognize and appreciate what we all have in common as humans, including acknowledging diverse cultures, languages, traditions, values, needs, and lived experiences."

This is what's already happening as we treat each child as an individual instead of as a group member where we can stereotype them and erase their individuality. Stating it this way implies that it's not already happening and that teachers need to be told to make it happen, not by treating children as individuals but by treating them as groups. It's self-defeating circular reasoning.

I won't go through the rest of R277-328 applying these concepts to it, but someone in power should go through it and remove the racism. They must remove every instance that suggests that we should bring racism (and all the other -isms) back to life by treating our beautiful, individual children as groups. I expect more wisdom and discernment from our leaders.

Robert Cronk
Concerned parent of individual children, not children who are members of a group

From: carol sonntag <carol.sonntag.343598062@p2a.co>
Sent: Tuesday, July 20, 2021 5:16 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are honored.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. I feel it is imperative that we support and trust our teachers! I ask the Utah State Board of Education to explicitly

state in this rule that the credibility or livelihood of our educators will not be compromised.

Please consider the long term ramifications of this rule and modify it to improve the quality education our students need and deserve in our diverse state.

Respectfully,

carol sonntag .

From: Jenny Timmerman <Jenny.Timmerman.466750336@p2a.co>

Sent: Tuesday, July 20, 2021 5:14 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent of 4 K-12 students, and community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

As an active parent in the schools of my children, I see the need of our professional educators to be supported, appreciated, and trusted. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I spent a few years teaching school. I have seen what it takes to meet the needs of our students, to engage with them, connect with them, and help them thrive. Putting vaguely worded restrictions on our educators only contributes to the ever growing burden they already bear.

I believe that we all want our students to have the opportunity to learn about the diverse world around us from the best educators; educators who are being supported and treated with the respect and professionalism they deserve.

Respectfully,

Jenny Timmerman .

From: Alexandria Yrungaray <Alexandria.Yrungaray.467171329@p2a.co>

Sent: Tuesday, July 20, 2021 5:12 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Teachers provide a door way to the world for their students. A world where they can be more than what they see in their neighborhood or home. A place where they can feel valued for their individual worth. Diversity and equity training help teachers to know how to open that door to more of their students by getting them to understand and communicate better with their students, providing acces. In the past we asked students to conform to our system or fail. Utah needs to be better than that by providing access in a more varied way according to what the students needs are. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I work in an alternative high school setting. Where it is a high percentage of minority students. One day I was working with the student that had particular difficulties with social norms and we were talking about how school is difficult for them. They leaned over to me and said "you're the first white person that's ever listened to me." The student was in high school and had been a part of the Utah education system since kindergarten and had never felt heard before because no one came to them in a way that was culturally inclusive for that person. This is evident to me that more diversity and

more equity training needs to happen within our statewide school system. I have spent a lot of time in personal equity and inclusion training and because of that this student felt heard, had a different perspective on education and graduated. When it wasn't possible before we had had that conversation. Diversity and equity training needs to be a priority.

Teachers are not just in it to have an easy go at life. Teaching is a difficult profession especially here in Utah where the funding is so low. Trading teachers with respect goes a long way and allowing them to have the freedom to build and include training for not only people in the state but out of the state without having to take the long arduous process of review is essential into helping our teachers and community grow deeper in understanding of not only equity and inclusion but anything else that their school community may need.

Respectfully,

Alexandria Yrungaray .

-----Original Message-----

From: Carrie Reilly <carries3reillys@gmail.com>

Sent: Tuesday, July 20, 2021 5:10 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: R277-328

There are several aspects of R277-328 that I find problematic and I encourage you to amend or remove them:

“d) acknowledging differences by looking for the good in everyone, including oneself, and showing due regard for feelings, rights, cultures, and traditions;” There is no good in white supremacy, Neo-Nazis, the “lost cause” of the confederacy and other people and philosophies that value one human over another. Insisting that people look for “the good in everyone” is patronizing and an attempt to ignore and whitewash horrific things otherwise “good people” have done.

“(g) demonstrating role model responsibilities through the examination of various counterpoints to a topic in an impartial manner;” We should not be “impartial” on the topic of white supremacy and the oppression of people of color. While educators can encourage respectful discussion of differing viewpoints, we cannot continue to stand by and say people have a first amendment right to spew racism - especially not in our schools.

“b) a student or educator’s sex, race, religion, sexual orientation, gender identity or membership in any other protected class determines the content of the student or educator’s character including the student or educator’s values, morals, or personal ethics;

(c) a student or educator bears responsibility for the past actions of individuals from the same sex, race, religion, sexual orientation, gender identity or any other protected class as the student or educator;”

We need critical race theory to teach children the true, often ugly, history of this country so they can recognize and mitigate bias within themselves and our society today, and begin dismantling white supremacy and systemic racism.

We didn't abolish slavery and end up happily ever after. Until we understand that racism isn't just Neo-Nazis and the KKK, people, especially white people, will continue thinking that racism isn't a problem in this country, that every person's experience is much like theirs because we had the we civil rights battle in the 60s, and affirmative action, and everything is even Steven now. Every person in this country must better understand the roots of systemic racism to see where it hides in our laws and perceptions, disguised as things like free market capitalism, democracy, and the supposed war on drugs.

People of color will continue getting disparate treatment and disparate outcomes in policing, education, health care, employment, housing, banking, and nearly every other aspect of their lives. Black and brown children will continue being suspended at twice the rate of their white peers. Black and brown women and children in America will continue dying during and shortly after birth at dramatically higher rates than in any other so called developed nation. Black and brown people with college educations will continue experiencing lower rates of homeownership and generational wealth than Noncollege educated white people. Black and brown people will continue being incarcerated at levels grossly disproportionate to their representative population, and murdered in plain daylight, in the middle of a crowded street, by people whose core job is to protect and serve.

People say, we don't need to teach our kids this “political” stuff in school. I teach my children to treat everyone the same, no matter the color of their skin. To them I ask, how's that working out for you? If you're white, it's working out really well. If you're not, it isn't working out at all.

Sent from my iPhone

From: Melissa Inouye <Melissa.Inouye.403845114@p2a.co>
Sent: Tuesday, July 20, 2021 5:07 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone

who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. We have the obligation to teach history, civics, and education about racism and how to not be racist. The legislature's vague language in R277-328 stigmatizes antiracist education, making it harder for us to help our children get along in a diverse world, making Utah look like a place diversity is unwelcome, and making educators vulnerable to politicized and uninformed attacks on their professionalism and even their livelihood. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

My children have personally experienced racism and racist comments in Utah schools from their peers. Clearly these children are learning racist ideas at home. Probably most of them are not saying these racist things out of maliciousness, but out of ignorance. Utah isn't a racially diverse place. Our students are at an inherent disadvantage. We can help them overcome this disadvantage and learn how to interact gracefully with diversity. My family members have been told "go back to China" and "you speak English very well" just based on how people look at their outward appearance. So much training and education is necessary! But these state actions to vaguely condemn certain types of education about racism will have a chilling effect on conversations, limit candor and honesty in teaching and make it more important to protect white people than to protect vulnerable brown and black people.

We want our students, of all racial and ethnic backgrounds, to be able to flourish in Utah. Right now that's not happening--not for the Black and Brown students experiencing racism, and not for the White students perpetuating it. Much more education is required. Teachers need to be allowed to do their jobs. No one wants Utah to make headlines as "another racist, white supremacist state." This is bad for our moral, economic, and political reputation.

I agree with the opinions expressed by parents of Black and Brown children in this Deseret News op-ed:
<https://www.deseret.com/2021/6/21/22533276/guest-opinion-were-parents-of-black-children-ending-racism-starts-with-education>

Thank you for your time.

Sincerely,

Melissa Inouye

From: Anna Neumann <Anna.Neumann.431234968@p2a.co>
Sent: Tuesday, July 20, 2021 5:07 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member and parent. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers receiving the professional development they need to adapt curriculum to their students' needs. I support taking care that marginalized students are honored in their classrooms and schools. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We need to trust and support our educators and give them the tools they need to reach all students. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

My husband is a pediatrician, and works with many children who feel marginalized because of minority racial/cultural background, emotional/behavioral struggles, and other issues. There is only so much he can do as a healthcare professional to support these kids. School educators and administrators have a much more powerful role to help them feel welcomed and help them succeed in their goals. We need to give them the tools to help these children who need the most support.

I believe we all want to help teachers be successful in helping kids learn in an atmosphere of belonging and safety.

Sincerely,

Anna Neumann .

From: Nicholas Telles <Nicholas.Telles.466654450@p2a.co>
Sent: Tuesday, July 20, 2021 5:04 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support teachers who are trained to work with students of all backgrounds. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will recognize the authority of local school boards in determining the most effective and appropriate way to inform the public regarding diversity, equity, and inclusion professional development and curriculum decisions. Clear language will ensure this outcome and protect educators. We must trust and support educators or we risk losing the most highly qualified ones to other districts that don't set them up for attacks from parents that are misinformed on DEI. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

We live in an area that is not diverse. I worry that without allowing teachers the discretion to address DEI issues as they are trained to do, that my children will not learn the importance of diversity, equity, and inclusion as they become adults. I want their teachers to be able to help them see that diversity and inclusion is what makes this world a better place.

Like you, I want the best for my children and their peers. This resolution's language leaves a loophole for parents that don't want those same things to threaten and abuse my children's teachers. Please consider amending the problematic language or sending it back to committee.

Thank you for your time.

Appreciatively,

Nicholas Telles .

From: Tracy Dobie <tedobie@gmail.com>
Sent: Tuesday, July 20, 2021 5:03 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Comment on Rule R277-328

To Whom It May Concern:

My name is Tracy Dobie, and I live in Holladay, UT. I am a career educator and education researcher, and I care deeply that all young people receive an equitable, inclusive education. That kind of education includes full representation of the complexity and diversity of this nation and its history (including the ugly and uncomfortable parts), as well as explicit discussions about equity. I believe we need to give teachers both autonomy and support to effectively enact this type of instruction. I urge you to send a clear message to teachers that they will have that support. I appreciate your efforts to provide a high quality education to all students in Utah. I ask the Utah State Board of Education to explicitly include protections for teachers in the language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators. In addition, I ask the Utah State Board of Education to strike the phrase "before or" from R277-328-3(5). Thank you.

Best,
Tracy Dobie

From: Lindy Palfreyman <Lindy.Palfreyman.311183968@p2a.co>
Sent: Tuesday, July 20, 2021 5:03 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

To maintain these ideals, I want educator training, curriculum standards, and

opportunities for all of Utah's students to receive high quality education. This means I support teachers receiving the professional development they need to adapt curriculum to their students' needs. I support creating a welcoming atmosphere in Utah classrooms, schools, and communities. And I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. I taught High School at East High, then moved to California and was surrounded by diversity. I loved it and loved teaching students to care about each other. If we all learn from one another our knowledge of the world expands. We are richer for knowing others. I miss the diversity that surrounded us in Oakland. When we moved back to Utah, we had 3 foster children and the teachers helped so much in getting them to be accepted in the schools. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Our youngest foster child couldn't read and was in 4th Grade. Ms. Weston her teacher, took her under her wing, got great special ed teachers for her and one teacher would Zoom at night each week on her own time to help Sienna. The teachers changed this Child's life! She learned to read and make friends!

Teachers have the ability to see the worth of the student. They made our student feel that she belonged & will have a great life!

Thank you,

Lindy Palfreyman .

From: Rebecca Richards-Steed <Rebecca.RichardsSteed.325469452@p2a.co>
Sent: Tuesday, July 20, 2021 4:59 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my opinion regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I commend your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and

opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are honored in their classrooms and schools. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. Unbiased education is a goal teachers should be reaching for, not one they are being steered away from by excluding DEI training. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

As a student, I recall learning of the ancient stele that stands in Egypt, and Meso-America. I recall learning of the rulers of the time having the authority and power to control the narrative that was depicted on the stele for all time, giving a biased and one-sided view of history. This lesson has stuck with me for decades as I have traveled the world and worked locally in Utah to observe the voices that go unrecorded and unrecognized in our time. Human bias is within our nature and not a negative behavior by default, but it can result in overlooking and leaving people out of the narrative. A more complete picture and story is best and more accurate, with the chance of leaving less people out. To overcome our own bias, training is necessary and helpful for all of us to first, identify our biases, second, understand how we have applied them through behaviors and stereotypes, and three, how we can actively work to overcome them. No one person is perfect and without bias. Having the training to help us is a power tool in a toolkit of teaching that will help everyone succeed.

Teachers come from all backgrounds, with different experiences and viewpoints that don't always coordinate with the student populations they teach. This mismatch further accentuates bias that may creep into lessons, or prevent topics from being discussed. Supporting teaching preparation and growth through DEI training is a mechanism for which mismatch can be avoided and greater understanding and connection between teacher and students can be achieved.

Respectfully,

Rebecca Richards-Steed

From: Rebecca G <rgilca@gmail.com>

Sent: Tuesday, July 20, 2021 4:59 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Comment RE: Public Hearing Utah State School Board's Educational Equity Rule Proposal

Please add my comment to the hearing record:

Students should not be taught ideologies. They are at school to learn facts. CRT is not a

fact. It's an opinion. I don't want my kids being taught things like this in school that are bias. I think the job of teaching these things should come from the parents. Kids should be taught $2+2=4$. This is a fact. Gravity is a fact. If they are taught ideologies then who gets to choose which one they are taught. This is not correct. Also, kids should not grow up thinking that gender is a choice. Its one thing to choose who you love, its another thing completely to choose your gender. You don't get to choose your age.

The Rule needs to specifically say that "parental rights and concerns about their child's education shall be respected and not be treated as a barrier to overcome."

Line 2 & Line 18 and really anywhere it says Equity should be taken out: I suggest changing Equity to Excellence. Equity means taking from someone to give to someone else.

Nothing in the Rule stops teachers from segregating kids into affinity/race groups like is already happening in SLCSO.

Nothing in the Rule protects the free speech of students or protects them against compelled speech - like when kids are told to deconstruct their identity and label themselves as part of an oppressor vs oppressed identity group or when they are coerced into telling their teacher or peers their preferred pronouns or sexual orientation.

It doesn't stop "identity-group" flags or signs, which are inherently sexual or political, from being displayed throughout the school.

It doesn't stop CRT-based teacher training or credentialing that teachers are required to take through the big-tech platforms their district has contracted with. (GOOGLE, Microsoft, Adobe, CASEL, etc)

It doesn't prevent teachers from sharing their "social or racial justice" biases when discussing controversial current events with students.

It doesn't stop SEL programs or restorative justice practices from being taught through the lens of race (i.e. equity) or social justice.

It doesn't prevent all the propaganda in the hallways or CRT/LGBTQ books in the school library or classroom shelves.

It doesn't prevent the use of the CRT propaganda as a tool to teach journalism, art, ELA, etc.

Thank you!

Rebecca Gilca

From: Laurel Frost <laurelfrost@gmail.com>
Sent: Tuesday, July 20, 2021 9:20:37 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject:

The language in the Board's new Rule meant to stop CRT is completely CANCELLED OUT by the clause R277-328-5, making it a worthless Rule that does NOTHING to stop CRT.

This is not what the legislature tasked you to do! Stop CRT in the classroom!

Sincerely,

Laurel Frost

From: Terry Marasco <tmarascoutah16@gmail.com>
Sent: Wednesday, July 21, 2021 10:53 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: R277-328 and DEI professional training for teachers

Hello! As a former teacher (1st grade through college levels). and for the last 3 years as a guest teacher, I support these initiatives.

Best,

Terry Marasco

From: Wendy McConnehey <wendymcconnehey@gmail.com>
Sent: Tuesday, July 20, 2021 10:32 PM
To: Board of Education <board@schools.utah.gov>
Subject: R277-328

Thank you for efforts to ensure appropriate and balanced instruction related to diversity, equity and inclusion are taught to our children. After having read R277-328 I am concerned that written materials, multimedia, and displays are not subject to the rule. If that is intended, could you please ensure this is clear in the rule? Books, assigned YouTube (videos, etc.) flags, or other promotional materials that promote one group over another should be held to the same standards. These other displays are more appropriate for private life and at the discretion of parents and caregivers.

Thank you for your consideration.

Wendy McConnehey

-----Original Message-----

From: jax jensen <jax_jensen@yahoo.com>

Sent: Wednesday, July 21, 2021 12:22 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Amend rules to protect children from CRT

R277-328-3(1)- this needs to be amended from SHALL to MAY to give schools the choice if their teachers receive "equity" training rather than be forced to do so.

R277-328-4(1)- this rule would allow schools to ignore the rule against teaching CRT if they form a committee and have a public hearing on it. The teaching of CRT should be offered in K-12 education, period. Allowing a path to do so is dangerous to the well-being of children. Please remove this possibility.

In all decisions, please oppose the teaching of Critical Race Theory, Critical Gender Theory, and other dangerous ideas to children. Any parent can teach them to their kid as desired, but it should not be in any curriculum.

Sent from my iPhone

From: Gloria WILLIAMS <glo_willi@msn.com>

Sent: Wednesday, July 21, 2021 12:21 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: CRT

Dear Utah Board of Education,

I am writing to comment on the new rule for Educational Equity in Schools. I believe as currently written that this version will fail to stop CRT in teacher training, classroom activities, assignments and instruction in Utah.

I am familiar with the "social justice education" proposed by Bell (1984), Crenshaw (1991), DiAngelo (2018), and Kendi (2019). These tenets are not consistent with the recent Utah House and Senate 901 legislation which prohibits dangerous philosophies of CRT in Utah schools. The New York Post states that the National Education Association (NEA), the union which represents 3 million public school employees, has approved funding for three items related to the issue of CRT: "increasing the implementation" of "critical race theory."

Now more than ever, Utah's educational code needs to make sure the language is clear and concise, unable to be left for misinterpretation and ensure no loopholes that allows for divisive CRT. It must never obtain a foothold in this state's public education.

The document R277-328. Educational Equity in Schools includes much verbiage which actually invites the teaching of CRT in Utah schools. It's important that some language be modified; other language needs to be deleted before this document is approved.

In reading the document, I would like to suggest the following revisions:

1. Replace all references to “Educational Equity” to “Educational Excellence.” (examples: R277-328 – Education **Excellence** in Schools. [R277-328-1](#). Authority of Purpose. #2 ...and classroom instruction on education **excellence**.” Search for all other cases and replace “excellence” with “equity. Equity is a loaded word these days associated with CRT—referring to forcing equality of groups vs. equality of opportunity, which is the U.S. Constitutional principle.
2. [R277-328-2](#) Definitions. Because CRT educators are intent on injecting their CRT theories whenever they can, it would be good to expand the definition of “classroom instruction” to include units, classes, lesson activities, but also more casual encounters like **discussion, counseling**, etc.
3. [R277-328-2](#) Definitions. Add a concise definition of problematic aspects of CRT between points 2 and 3 that the Utah legislature has defined as not appropriate for Utah schools. That way there will be no question about what teachers must not teach. The resolution recommends NOT teaching that 1) one race is inherently superior or inferior to another race, 2) an individual should be discriminated against or receive adverse treatment because of the individual’s race, and 3) that an individual’s moral character is determined by the individual’s race.
4. [R277-328-2](#) Definitions. # 5a. In the definition of “inclusion,” it is difficult to assure that someone “feels” a sense of belonging. Strike this and reword: “Inclusion means the practice of **engaging each student at the highest cognitive level possible**.”
5. R277-328. Add a new section between Definitions and Educational **Excellence** Professional Learning sections, which specifies more clearly “Prohibitions,” precisely defining which tenets of CRT undermine a free society and a sound education. Refer to language in House and Senate Resolutions 901.
6. [R277-328-3](#). Educational **Excellence** Professional Learning. #2c. Reference to “collective responsibility” has reference to “reparations” in Marxist Social Justice scholarship. Replace “collective” with “group.”
7. R277-328-3. #2d. The emphasis on differences is negative. Replace with “**acknowledging commonalities and uniqueness** by looking for the good in everyone, including oneself, and showing regard **for other cultures and traditions**.” Strike reference to “**feelings and rights**,” which make reference to CRT empirical methods and tactics, in which Social Justice warriors substitute feelings for empirical knowledge and train learners in leftist activism.
8. [R277-328-3. #2e](#). Remove “lived experiences”—reference to CRT research method. “...including acknowledging diverse cultures, languages, traditions, **values, and needs**.”
9. [R277-328-3. #2f](#). Replace “strategies of inclusion” with “**strategies of respect and understanding for all**.” Strike: “**as they pertain to students and educators with diverse abilities and backgrounds**.”
10. [R277-328-3. #2g](#). This makes no sense. **Reword: Model critical thinking by helping students see various viewpoints and making decisions about best ideas**.
11. [R277-328-3. #2h](#). Omit this entire point. This is CRT dogma which trains students to criticize their history, pay reparations, and cancel western culture. This does not belong in Utah code!
12. [R277-328-3. #2i](#). What does **intellectual honesty** mean? Either define it or omit it. **Reword: Defend diversity of thought, freedom of inquiry, and freedom of speech as appropriate in school classrooms**.

13. [R277-328-3. #5](#). Because of the controversial nature of CRT, this needs to be much more precise. **Reword: *The content of professional learning provided by a Local Education Agency (LEA) shall be made freely available by the LEA to all parents or other stakeholders no later than two weeks prior to the professional learning date in which the learning is offered (as a working document, finished document, or explicit outline) upon request and include:***

14. [R277-328-3. #5b](#). **Reword: *a copy of the USBE approved compliance rubric*** showing how the professional learning and materials adhere to the requirements of this rule **and other state codes**. It is important that these rubrics relate to content approved by the Board not to the individual teacher who prefers CRT.

15. [R277-328-4. #1c](#). “age appropriate content for the developmental age of the student” is too vague. This could mean that kindergarteners are learning about boys dressing like girls or hormone suppressing drugs much too soon. Standards and specific examples of “age appropriate” should be developed with representative teacher and parent councils for different grades.

16. [R277-328-5](#). Rule Interpretation. #1a/1b. Utah Parents United call this a “nullification clause.” I have to agree! The Utah legislature has made it clear that Utah voters are not in favor of CRT in Utah schools. By keeping 1a and 1b, it appears that all of the other statements can be made null and void by a teacher’s choice of interpretation. In Utah, we want our children to respect the history and government of a free market society. To discuss alternative views and policies is fine. But using critical thinking, students should also be led to appreciate freedoms and opportunities guaranteed by the U.S. Constitution that are not provided in the constitutions of other countries. As stated now, it appears that a teacher would have no right to help learners judge the value of a concept by weighing the pros and cons and making a wise choice for one or the other. **Reword: Omit 1b entirely.**

The current draft also includes omissions that should be added. Nothing in the rule stops teachers from segregating children into affinity/race groups, from deconstructing their identity into oppressor vs. oppressed groups, from displaying flags or signs throughout the school which are inherently sexual or political. It also does not stop teacher training programs from big-tech platforms which do not have Utah values at heart, from teachers sharing their social or racial justice biases when discussing controversial current events, from teaching “restorative justice” practices taught through the lens of race, from providing frequent displays of CRT/LGBTQ in the school library or classroom shelves, from incorporating CRT propaganda in all school subjects, or from preventing teachers from “slipping in” CRT propaganda in casual conversations or in counseling students while circumventing state code and law.

As a parent and grandparent I am very concerned about the current draft of the Educational Equity code. I appreciate very much your work on rectifying and clarifying the language in the current regulations to assure for our children that CRT will not in any way, shape or form be implemented in our Utah schools. Thank you.

Sincerely,
Gloria Williams

-----Original Message-----

From: Marya Samudio <nauh2013@outlook.com>
Sent: Tuesday, July 20, 2021 5:49 PM

To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: CTR in schools

To whom ever reads this,

I am the mother of two girls in Utah. I've done my very best to teach them to be productive and loving individuals. We've cried together and worked together. So let me be perfectly clear. No one and No institution has the right to take over my job as a parent. Critical Race Theory attempts to take over my roll as their mother and teach them right from wrong, moral vs immoral.

Utah school districts and districts across the country need to know their place and step back! It's a schools job to teach facts, math $2+2=4$, nouns and pronouns, science, and real history. Parents pick up the gaps and everything in between. If this enters my children's school, my children will be promptly leaving it.

Marya Johnson

Sent from my iPhone

From: Bryan & Teresa Bushar <bbushar@gmail.com>
Sent: Tuesday, July 20, 2021 9:24 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT

I do not believe that CRT has any place in our schools. NO HUMAN BEING SHOULD BE TOLD THE COLOR OF THEIR SKIN MAKES THEM EVIL OR THAT IT IS THE CAUSE OF THEIR BEING UNABLE TO BE SUCCESSFUL IN THEIR LIVES!!

Any State Board member who would vote for this, does not, in my opinion, have the intellect that is necessary to be on the board.

CRT will continue to grow the great divide that MSM, CNN & MSNBC have been shoving down our throats. PLEASE do not be a part of this propaganda & hatred. Our nation deserves more. Our children should not be burdened with such ugliness & hatred.

Please do not bring this into our schools.

LGBTQ education should be the main responsibility of parents, not teachers.

Sincerely,
Teresa Bushar

From: Thomas Rodgers <Thomas.Rodgers.467356964@p2a.co>
Sent: Tuesday, July 20, 2021 9:25 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a K-12 student, educator, and community member. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I endorse your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Teachers should have the ability to professionally teach diversity, ethnic relations, US history with all points of History examined for accuracy from the point of view of all groups involved in that point of History. It has been widely known that those who avoid history are going to repeat that history. We do not want to repeat or prolong poor choices made in our past because we are unwilling to accept others points of view and understand how it affected all members of our citizenry here in the United States. Understanding mistakes made in the past will help us to make better choices in the future. And as teachers that is what our responsibility is to teach students in a way that they become better than the teachers. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Having come from a diverse ethnic background, and having friends and family from different ethnic backgrounds I feel that many struggles that myself friends and family members have faced could have been helped by a education that recognized how different ethnic groups were affected by law social sentiment and choices made by communities that either hindered or helped those groups thrive.

All those who want our citizenry to be equal to feel respected to feel appreciated you need to be able to see that through professional teaching done in our schools.

Sincerely,

Thomas Rodgers

From: Gabrielle James <Gabrielle.James.467335183@p2a.co>
Sent: Tuesday, July 20, 2021 9:25 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 “Educational Equity in Schools”

Dear Utah State Board of Education,

I am writing to you today as a community member. I would like to share my input regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are celebrated.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support taking care that marginalized students are honored in their classrooms and schools and I support teachers and administrators who understand that teaching diversity, equity, and inclusion in their classrooms and schools helps all students feel welcome.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. We have a responsibility to support and protect our students, ensuring all are welcomed. This training helps educators widen their reach which makes our communities stronger. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I am a former Murray student and a queer woman. There were many times I felt unsafe or unwelcome around my peers and school staff. We need to change that for our current and future students. When we embrace diversity and champion equity, we are stronger, smarter, kinder, and more resilient as a community. Everyone deserves to feel welcome, included, and represented.

I believe we all want our schools to be a place where students feel safe and have a sense of belonging in addition to receiving high quality, in depth education that is inclusive and representative of our world. I also believe we value, respect, and trust our teachers as a community.

Sincerely,

Gabrielle James

From: Amy Stewart <Amy.Stewart.311451573@p2a.co>
Sent: Tuesday, July 20, 2021 9:25 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I am grateful for your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are valued.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. We have a responsibility to trust our valued educators in this state. They need support and protection as they do what they are trained to do. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I want my three white children to learn all they can about the beauty of diversity and the consequences of racism on individuals and society. I want their teachers to be free to teach the truth and address sensitive issues that have caused problems and continue to cause problems in our society. The more education children receive on these matters the better.

Sincerely,

Amy Stewart

Dear Esteemed Members of the Utah State Board of Education,

My name is Jacob Newman, and I am a resident of one of the most diverse school districts, Granite School District. I am writing to share my feedback on the proposed rule R277-328. As the demographics of Utah continue to change and diversify, I believe that our educators and school administrators need the tools, resources, and support to promote educational equity, diversity, and inclusion in our public school curriculum and in educator training. Diversity, equity, and inclusion are not merely corporate buzzwords, nor are they the "critical race theory", which both Board Member Cline and Board Member Earl seem to deeply fear (despite **not** understanding what critical race theory actually is). In fact, there is a business case for diversity, equity, and inclusion and firm profitability as outlined in a report by consulting firm [McKinsey](#). Additionally, according to [Pew Research](#) only 52% of Generation Z identifies as white, with increasing racial and ethnic diversity with each passing year as the demography of the United States as a whole changes. With these changes in Utah demography in particular, our students from diverse backgrounds face unique challenges, including a gap in high school completion from [students from diverse backgrounds](#) and a growing [post-secondary attainment gap](#).

Utah educators do tremendous work despite limited resources and increased public pressure from extremist voices (such as Board Member Cline) to stifle discussions on DEI under the incorrect and dangerous assumption that these discussions are "critical race theory" or "Cultural Marxism." USBE's stated mission "Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives" and its goals to promote safe and healthy schools, personalized teaching and learning, and effective educators as leaders all rely on crucial professional development opportunities for teachers to teach learners from diverse backgrounds to think critically and engage civically. Our students also deserve to have frank discussions about equity, diversity, and inclusion in our schools in the proper context. To facilitate such discussions, our teachers deserve professional development opportunities that help us tackle the modern challenges that students from diverse backgrounds face. We do students a grave disservice by failing to prepare them for success both during and after their time in the K-12 system, especially in the light of both the business case for DEI and the changing demography of our state and nation.

I believe this proposed rule is a good start in promoting educational equity, but I believe that there are several issues of concern that the board must address to protect both student and educator privacy and safety and local control.

The proposed rule outlines that the "content of professional development learning opportunities shall be made freely available by the LEA within a reasonable amount of time **before** or **after** the training is offered upon request." I urge the board to strike the "before" in this section and I am hesitant to even include the "after." The stipulations outlined in this section may be used to threaten the safety, well-being, and professional development of teachers and administrators interested in promoting educational equity, as we have seen with Board Member Cline using a false name to attend an event

sponsored by the Utah Pride Center at the beginning of her tenure and continuously spreading disinformation about the content of classroom education and other professional development opportunities for teachers and educators. Teachers and administrators are entitled to some semblance of privacy when it comes to professional learning opportunities. While they are public employees, teachers and educators should not fear to examine educational equity critically. This clause creates opportunities for those unsupportive of equity in public schools to misinterpret or spread misinformation, as Board Member Cline will almost assuredly do with any training that will be offered about working with diverse learners, especially those from protected classes.

Again, I must reiterate: I believe that this rule could be misused by Board Member Cline and others like her to misrepresent professional development opportunities and therefore undermine the mission of the board to promote educational equity, safe and healthy schools, and the development of effective educators. This portion of the rule does not respect the professionalism of our teachers, much like Board Member Cline does not. In fact, Board Member Cline has worked to undermine the board's push for federally mandated equity by posting misinformation about equity (see Equality V. Equity Screenshot) and its role in education. I also find it odd that Board Member Cline, who voted *for* the resolution as written, is now calling out to her followers to add language about CRT, claiming that USBE is not doing its job to "ban critical race theory." (See CRT Rule). No matter how many disclaimers Board Member Cline places on her screenshots, she is using the *trappings of her office* in a public forum to undermine the Board of Education, which could be a legal risk to USBE as a whole. This issue is a matter for another day, however.

According to the resolution that was passed in this most recent special legislative session, "Whereas, educating students in Utah's public education system on history, civil rights, racism, and the negative impacts racism has had *throughout* history is necessary and should be done in a thoughtful, historically accurate, and appropriate manner." (Emphasis added). The phrase "throughout history" includes present-day racism, which remains a pernicious and destabilizing force in our society, from [racially predatory practices in lending](#), the [murder of George Floyd](#), the [Unite the Right Rally](#), and Board Member Cline's comments that "being color blind is a good thing" (all while attacking any discussion of race, sexuality, gender, racism that she does not like as critical race theory). In fact, both Board Member Cline and Board Member Earl would do well to read this [article](#) by a legal scholar of critical race theory to understand what it **actually** is, not what their far-right media ecosphere is telling them it is: "Asking critical questions about widely shared values always makes people uncomfortable, and understandably so. The opponents of CRT seize upon our critique of the ideology of colorblindness to charge that we are divisive—or, as Ted Cruz put it, that we are in fact racist. But colorblindness is an empty ideal that works to ensure confirmation of its own premises: If one is not permitted to see the social consequences of policies in terms of race, then the disparate racial effects of policies simply become invisible. Racialized police violence disappears when no racial statistics are kept on police interactions. Racial redlining looks like simple risk-based pricing if one doesn't look at the racialized ZIP code results. The way to end racial subordination is to end it in fact, not to define it away."

I urge USBE to revise these rules to offer protections to our teachers and educators, as well as students from diverse backgrounds, who are entitled to curriculum (in the case of students) and professional development opportunities (in the case of teachers and educators) that celebrate our differences while recognizing challenges in our modern society, embrace equity, and cultivate safe and healthy schools, all of which are in alignment with the strategic mission and vision of USBE. In terms of local control, districts should be able to address their unique, individual needs when it comes to promoting educational equity. These standards, if they are not carefully crafted, could further disadvantage students from our most vulnerable populations by limiting the ability of LEAs to provide relevant professional development opportunities and intimidate teachers from pursuing relevant professional development to become better educators.

Both Board Member Earl and Board Member Cline have less interest in protecting the privacy, safety, and well-being of our teachers and administrators and more interest in pushing a political agenda to garner further outrage. We know that Board Member Cline in particular has been extremely dishonest about the content taught in our K-12 system, and the rule as it stands, while it may meet the standards established in the resolution passed by the Legislature, places undue burden on our educators and administrators and threatens the safety and well-being of public employees from actors like Board Member Cline.

Please feel free to reach out to me with any questions or concerns. Together, we will build a more equitable, just future for our K-12 learners here in the state of Utah. I will continue to reach out on behalf of "the least of these," in my battle to ensure educational equity.

Best,

Jacob Newman

Natalie Cline shared a post.
July 14 at 5:53 PM · 🌐



EQUALITY
SEEKS TO PROTECT INDIVIDUAL RIGHTS
REGARDLESS OF RACE.

EQUITY
SEEKS TO DIVIDE THE WORLD INTO
COMPETING RACIAL GROUPS AND ENSURE
RACE-BASED EQUALITY OF OUTCOMES,
ENDORSING ACTIVE RACIAL DISCRIMINATION
TO GET THERE.

Natalie Cline
July 14 at 5:52 PM · 🌐
[Not official USBE Board position]

👍👎 85 6 Comments 22 Shares

👍 Like 💬 Comment ➦ Share



Natalie Cline
[Not official USBE Board position]

Any language in the Board's new Rule meant to stop CRT is completely CANCELLED OUT by the following clause making it a worthless Rule that does NOTHING to stop CRT. Please write to rule.comments@schools.utah.gov before the public hearing this Thursday (or by July 30th at the very latest) and let the Board know that this doesn't do the job they were tasked with doing by the legislature.

Mobile Uploads · Yesterday at 11:56 PM · 🌐
View Full Size

From: CoCo James <CoCo.James.467344273@p2a.co>
Sent: Tuesday, July 20, 2021 9:25 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a community member, to share my feedback regarding R277-328. I am outraged and dismayed that such a policy was ever passed, and must raise my voice in opposition.

I support diversity, educational equity, and inclusion efforts in our schools. I support Utah teachers in their classroom decisions. I have faith in Utah students to experience a plurality of perspectives in classrooms, even perspectives with which they may not

agree. I am not afraid of any theory, and have taught my children to navigate even offensive theories with compassion and intelligence. When my children attended Utah public schools, they were forced to engage with ideas I find reprehensible. They are better for it. They learned at our kitchen table how to identify and dismiss the pseudo-science of many well-meaning but thoroughly ridiculous programs, learned how to intellectually challenge the status quo while maintaining their compassion, and to find information that was deemed unseemly and inappropriate by a paternalistic body with whom we all often disagree.

I support diversity, equity, and inclusion training for educators who work with our students. I support taking care that marginalized students are represented and honored in their classrooms and schools. And I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

I hope the USBE will ensure that diversity, equity, and inclusion, along with social-emotional learning, will be part of professional development and curriculum standards. Clear language will ensure this outcome and protect educators. Our teachers are professionals, and I trust them to teach carefully and conscientiously with their students' needs in mind. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

I too am exceptionally desirous that ALL Utah students feel comfortable in Utah classrooms. We are in agreement that NO Utah student should feel uncomfortable in their classroom because of their religion, race, gender identity, social class, or ability status. Yet research has shown that many students from marginalized groups DO feel uncomfortable. Myriad peer-reviewed studies and official reports find that students from marginalized groups experience chilly campus climates, feelings of erasure, and disconnect from curricula that does not represent them. The appropriate policy response is to INCREASE diversity and inclusion trainings, purposefully seek and adopt curricula informed by critical race theory, and help all students look to the future with an understanding of the past that allows them to fully, fairly, and bravely take part in our great American democracy and pursue the American Dream.

Sincerely,

CoCo James .

From: Monica Stewart <Monica.Stewart.467392478@p2a.co>
Sent: Tuesday, July 20, 2021 9:25 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE R277-328 "Educational Equity in Schools"

Dear Utah State Board of Education,

I am writing to you today as a parent/guardian of a child in a K-12 public school. I would like to share my thoughts regarding R277-328.

I support diversity, educational equity, and inclusion efforts in our schools. As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity, and inclusion are esteemed.

To maintain these ideals, I want educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. This means I support diversity, equity, and inclusion training for educators who work with our students. I support ensuring that all students find belonging in their schools, classrooms, and communities. And I support administrators and educators who include diversity, equity, and inclusion teaching in their classrooms and schools.

I hope the USBE will recognize the need to protect educators, school districts, and local school boards from misinterpretation of this rule by community members. Clear language will ensure this outcome and protect educators. The wording is too vague. There needs to be a better definition for meaningful inclusion. I ask the Utah State Board of Education to explicitly state in this rule that the credibility or livelihood of our educators will not be compromised.

Sincerely,

Monica Stewart

-----Original Message-----

From: Globalcom <globalcom6@comcast.net>

Sent: Tuesday, July 20, 2021 9:31 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: CRT

Please stop CRT in our schools!! After reading and researching about it, though a few thoughts may have been fine, much much of this is absolutely terrible to our children/grandchildren. Please stop this!!

Thank you.

Elisa Brough

From: Leverett Woodruff <lwoodruff@gmail.com>

Sent: Tuesday, July 20, 2021 9:59 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Public comment on R277-328

I would appreciate it if the Board clarified the language of R277-328-3(3)(c). I am concerned about how LEAs could interpret being forbidden from providing professional education that teaches that "a student or educator bears responsibility for the past actions of individuals from the same sex, race, religion, sexual orientation, gender identity or any other protected class as the student or educator." My concern is that LEAs may interpret this provision as preventing them from thoroughly equipping their teachers to offer age-appropriate education about history and current social justice movements. Some concepts that inform the state- and national-level discussion about racial equity, for example, do not directly state that any individual bears personal responsibility for past injustices, but could possibly be interpreted as expressing this. For example, teachers would be hampered in giving their students an age-appropriate full understanding of how the country is talking about advancing racial equity if they believed they could not discuss any concepts that come from Critical Race Theory, which is sometimes inaccurately thought to center on ideas about group guilt.

I believe strongly that we need to teach students the full truth about America's history, and this includes teaching honestly about the ugly parts of our history such as slavery, Jim Crow laws, and redlining, as well as facts and statistics about current racial disparities. I believe that helping the rising generation understand our past and present is crucial to building a more fair and just future, and I am concerned about any rules that might be interpreted as constraining teachers' ability to help their students acquire this understanding. I worry that "bears responsibility" is unclear language, could be interpreted too broadly, and could hamper education. Please clarify or remove this language from the rule.

--

Regards,

Levy Woodruff

-----Original Message-----

From: Vickie Brunstetter <brunstetter.vickie@comcast.net>
Sent: Tuesday, July 20, 2021 10:03 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

The words of equity and inclusion are great but unless students are able to identify and learn how race has been dealt with in the past and the subtleties of systemic racism in our culture today we cannot hope to move forward towards those goals. We all have a lot of learning to do to understand our personal roles to be allies and anti racist today. We need to be teaching our children the goods and bads of our history. Please take time to understand CRT before drafting exclusive policy.

Sent from my iPhone

From: B ean <amybean789@gmail.com>
Sent: Tuesday, July 20, 2021 10:18 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328 Comment

Please see the attached comment for the R277-328 Public Hearing.

Thank you,

Amy Bean

From: Marissa Johnson <rissa.e.johnson@gmail.com>
Sent: Tuesday, July 20, 2021 10:22 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

Dear Utah State Board of Education Members,

My name is Marissa Johnson. I am a resident in the Alpine School District and a teacher in the Nebo School District. I would like to share my feedback regarding R277-328. I support educators having training and understanding to adapt both our curriculum and our professional development to best serve the needs of all students. Along with that, I support diversity, educational equity, and inclusion efforts in trainings and curriculum development. I support students in my classroom and beyond in having their needs met, which often requires that educators and administrators have freedom to institute educational equity.

As someone who values educational equity and ethical government, I applaud your efforts on behalf of Utah students, teachers, parents, and administrators to make Utah a place where diversity, equity, and inclusion are encouraged and celebrated.

1. I ask the Utah State Board of Education to explicitly state in the language of the rule so it will not be misconstrued as giving community members license to attack the credibility or livelihood of educators.

2. In addition, I ask the Utah State Board of Education to strike the phrase “before or,” as outlined in R277-328-3(5), “The content of professional learning provided by an LEA shall be available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request.”

Thank you,
Marissa Johnson

From: Chris C <stakedance@gmail.com>
Sent: Tuesday, July 20, 2021 10:39 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Support of Diversity, Equity, and Inclusion

Dear School Board

I write this email as a citizen of the state of Utah of my support regarding diversity, equity, and inclusion in all forms of education in our state.

I am very concerned of the language regarding the rule that was discussed in last month’s meeting. Please clarify the language of the rule so that it does not misconstrue as giving license to attack the credibility or livelihood of our educators.

Please strike the language that requires training materials need to be made available for preview before professional development occurs

Sincerely

Chris

From: jpnoyes04 <jpnoyes04@gmail.com>
Sent: Tuesday, July 20, 2021 10:39 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328-5 Rule Interpretation

To Whom It May Concern,

Please do the job that reflects the values and wishes of us parents and remove this clause. This does not reflect the responsibility the legislature designated to you at all. We are watching who tries to push CRT into our schools and will vote accordingly.

Thank you,

Jenni Noyes
Salt Lake County resident, parent of 3

From: Eyring, Janet <jeyring@fullerton.edu>
Sent: Tuesday, July 20, 2021 10:45 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Suggested revisions for R277-328-4 - Educational Equity document

Dear Utah Board of Education,

I am writing to comment on the new rule for schools (see attached). I believe as currently written that this version will fail to stop CRT in teacher training, classroom activities, assignments and instruction in Utah.

I have testified in front of the Board twice about the dangers of CRT in Utah Schools. I have a lifetime California secondary teaching credential. I am a retired tenured professor of teaching English to speakers of other languages (TESOL) from Cal State Fullerton. I have taught minority and second language learners for more than 40 years, and trained hundreds of ESL/EFL teachers as my major duty at the university. I have first-hand knowledge of CRT and the harm it has done to education in California.

I am familiar with the “social justice education” proposed by Bell (1984), Crenshaw (1991), DiAngelo (2018), and Kendi (2019). These tenets are not consistent with the recent Utah House and Senate 901 legislation which prohibits dangerous philosophies of CRT in Utah schools. The New York Post states that the National Education Association (NEA), the union which represents 3 million public school employees, has approved funding for three items related to the issue of CRT: “increasing the implementation” of “critical race theory” in K-12 curricula, promoting critical race theory in local school districts, and attacking opponents of critical race theory, including parent organizations and conservative research centers.”

<https://nypost.com/2021/07/05/embracing-critical-theory-teachers-union-says-they-control-what-kids-learn/>

Now more than ever, Utah’s educational code needs to shore up their language to assure that divisive CRT never obtains a foothold in this state’s public education.

The document R277-328. Educational Equity in Schools includes much verbiage which actually invites the teaching of CRT in Utah schools. Some language needs to be modified; other language needs to be deleted before this document is approved.

In reading the document, I would like to suggest the following revisions:

1. Replace all references to “Educational Equity” to “Educational Excellence.” (examples: R277-328 – Education **Excellence** in Schools. R277-328-1. Authority of Purpose. #2 ...and classroom instruction on education **excellence**.” Search for all other cases and replace “excellence” with “equity. Equity is a loaded word these days associated with CRT—referring to forcing equality of groups vs. equality of opportunity, which is the U.S. Constitutional principle.

2. R277-328-2 Definitions. Because CRT educators are intent on injecting their CRT theories whenever they can, it would be good to expand the definition of “classroom instruction” to include units, classes, lesson activities, but also more casual encounters like **discussion, counseling**, etc.

3. R277-328-2 Definitions. Add a concise definition of problematic aspects of CRT between points 2 and 3 that the Utah legislature has defined as not appropriate for Utah schools. That way there will be no question about what teachers must not teach. The resolution recommends NOT teaching that 1) one race is inherently superior or inferior to another race, 2) an individual should be discriminated against or receive adverse treatment because of the individual’s race, and 3) that an individual’s moral character is determined by the individual’s race.

4. R277-328-2 Definitions. # 5a. In the definition of “inclusion,” it is difficult to assure that someone “feels” a sense of belonging. Strike this and reword: “Inclusion means the practice of **engaging each student at the highest cognitive level possible.**
5. R277-328. Add a new section between Definitions and Educational **Excellence** Professional Learning sections, which specifies more clearly “Prohibitions,” precisely defining which tenets of CRT undermine a free society and a sound education. Refer to language in House and Senate Resolutions 901.
6. R277-328-3. Educational **Excellence** Professional Learning. #2c. Reference to “collective responsibility” has reference to “reparations” in Marxist Social Justice scholarship. Replace “collective” with “group.”
7. R277-328-3. #2d. The emphasis on differences is negative. Replace with “**acknowledging commonalities and uniqueness** by looking for the good in everyone, including oneself, and showing regard **for other cultures and traditions.**” Strike reference to “**feelings and rights,**” which make reference to CRT empirical methods and tactics, in which Social Justice warriors substitute feelings for empirical knowledge and train learners in leftist activism.
8. R277-328-3. #2e. Remove “lived experiences”—reference to CRT research method. “...including acknowledging diverse cultures, languages, traditions, **values, and needs.**
9. R277-328-3. #2f. Replace “strategies of inclusion” with “**strategies of respect and understanding for all.**” Strike: “**as they pertain to students and educators with diverse abilities and backgrounds.**”
10. R277-328-3. #2g. This makes no sense. **Reword: Model critical thinking by helping students see various viewpoints and making decisions about best ideas.**
11. R277-328-3. #2h. Omit this entire point. This is CRT dogma which trains students to criticize their history, pay reparations, and cancel western culture. This does not belong in Utah code!
12. R277-328-3. #2i. What does **intellectual honesty** mean? Either define it or omit it. **Reword: Defend diversity of thought, freedom of inquiry, and freedom of speech as appropriate in school classrooms.**
13. R277-328-3. #5. Because of the controversial nature of CRT, this needs to be much more precise. **Reword: The content of professional learning provided by a Local Education Agency (LEA) shall be made freely available by the LEA to all parents or other stakeholders no later than two weeks prior to the professional learning date in which the learning is offered (as a working document, finished document, or explicit outline) upon request and include:**
14. R277-328-3. #5b. **Reword: a copy of the USBE approved compliance rubric** showing how the professional learning and materials adhere to the requirements

of this rule **and other state codes**. It is important that these rubrics relate to content approved by the Board not to the individual teacher who prefers CRT.

15. R277-328-4. #1c. “age appropriate content for the developmental age of the student” is too vague. This could mean that kindergarteners are learning about boys dressing like girls or hormone suppressing drugs much too soon. Standards and specific examples of “age appropriate” should be developed with representative teacher and parent councils for different grades.

16. R277-328-5. Rule Interpretation. #1a/1b. Utah Parents United call this a “nullification clause.” I have to agree! The Utah legislature has made it clear that Utah voters are not in favor of CRT in Utah schools. By keeping 1a and 1b, it appears that all of the other statements can be made null and void by a teacher’s choice of interpretation. In Utah, we want our children to respect the history and government of a free market society. To discuss alternative views and policies is fine. But using critical thinking, students should also be led to appreciate freedoms and opportunities guaranteed by the U.S. Constitution that are not provided in the constitutions of other countries. As stated now, it appears that a teacher would have no right to help learners judge the value of a concept by weighing the pros and cons and making a wise choice for one or the other.
Reword: Omit 1b entirely.

The current draft also includes omissions that should be added. Nothing in the rule stops teachers from segregating children into affinity/race groups, from deconstructing their identity into oppressor vs. oppressed groups, from displaying flags or signs throughout the school which are inherently sexual or political. It also does not stop teacher training programs from big-tech platforms which do not have Utah values at heart, from teachers sharing their social or racial justice biases when discussing controversial current events, from teaching “restorative justice” practices taught through the lens of race, from providing frequent displays of CRT/LGBTQ in the school library or classroom shelves, from incorporating CRT propoganda in all school subjects, or from preventing teachers from “slipping in” CRT propoganda in casual conversations or in counseling students while circumventing state code and law.

As a parent and a teacher, I am appreciative of your work on these regulations. At present, I am very concerned about the current draft of the “Educational Equity” code. I will be following the revisions made by the Board very closely and would be willing to meet with you in a future zoom meeting to explain or elaborate on any of these points.

Sincerely,

Jan

Dr. Janet Eyring

Emerita Professor
CSU Fullerton

From: Losa Smith <losa.soc@gmail.com>
Sent: Tuesday, July 20, 2021 10:58 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328: when we know better, we can do better

Hi Utah State Board of Education Members,

I'm Losa. I am from Austin, TX and I've been living in Provo, UT for the past eight years.

This letter is about R277-328.

It is in the best interest of students and families for educators to be trained to teach diverse learners and to address equity issues in the classroom.

- If educators are not trained to teach diverse learners, then they're not living up to their potential as educators
- If educators are not trained to address equity issues in the classroom, then their students will not have a research-based blueprint for addressing equity issues in their own lives, their family life, and eventually workplace life

I ask the Board of Education to listen to expert educators about the best ways to do so. More specifically, I ask the Utah State Board of Education to:

1. Explicitly state in the language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of educators
2. Strike the phrase "before or", as outlined in R277-328-3(5) "The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request."

I am gratefully and proudly a first-generation American. Any opportunity for educators to learn more about how to teach, include, and help someone like me— who does not have generational roots in America— will always be uplifting, enlightening, and worth it.

When we know better, we can do better! I'm all for educators having the opportunity to know how to better teach diverse learners and to address equity issues because we lift (and uplift) where stand.

Thanks for considering me, my experiences, and my request as you make this decision for the rising generation that truly will have access to all this DEI information (diversity, equity, and inclusion issues because it's all just a tap, tap, swipe away with Google) anyways.

All the best,

--

Losa Smith

From: Craig Adam <cadam2333@gmail.com>

Sent: Tuesday, July 20, 2021 11:08 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Public Comment on CRT in the Utah State School System

My comment against the inclusion of CRT and/or any social program in the Utah School System is that this is material that should be best taught at the home or church and not in school. It should be the parent's choice how and when to teach their children about social and sexual subjects. The public school system is tasked to teach children how to function in an everyday environment. That means fluency in English language both written and spoken, mathematics, science, history of America and the world and Economics. Until the schools can prove they can effectively teach children to succeed in life after their childhood they should not be attempting to teach failed social programs such as human sexuality or CRT that do nothing but detract from the basic learning skills. Social skills are things best left to the parents, and the schools should stick to the basics of education.

Parental rights and concerns about their child's education shall be respected and not be treated as a barrier to overcome in the brainwashing of their children. CRT as both a functional class or as "teacher sharing" should be banned from our schools. A child's pride in who they are comes from a high moral beginning taught by parents, as well as the truth of individual worth and the value of doing a good job. Children should be

taught that success is good and they should take pride in their accomplishments, not be put down for having a goal higher than the kid next to them.

The government is not our children's parent, nor shall it every be. The sooner schools stop diversity training and allow each child to develop a moral background the sooner our society will once again learn to respect each other without talking down any segment of society. Key point to take away is to remove all political inclination from our schools and allow our children to grow and form a healthy outlook on life on their own. Racism is taught, it's not an inherent human trait. Programs like CRT fail to stop racism because they only emphasize the differences in people and breed resentment

Craig Adam

From: John Brown <theman@johndbrown.com>
Sent: Wednesday, July 21, 2021 12:29 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Cc: Nellie Brown <nbrown@richschool.org>
Subject: RE: Suggested changes to rule 277-328 draft 6

I found one unfortunate typo. Please accept this replacement.

Dear Utah State Board of Education,

Thank you for your work on this rule. Please make three changes that will remove rule mandates that are impossible for teachers to implement and replace them with actions teachers can actually take.

LINES 31-32

31 (5)(a) "Inclusion" means the practice of ensuring students feel a sense of
32 belonging and support; and

Nobody can control how another person feels. Teachers cannot control how students

feel. They can be responsible for exhibiting behavior that's likely to promote desired feelings. Therefore, please remove the language below in lines 31 and 32 mandating students feel inclusion, belonging, and support.

Replace it with reasonable actions teachers can take that can foster those feelings such as the following.

(5)(a) "inclusive behavior" includes the practice of welcoming each student personally to the class; giving each child honest compliments over the course of the year; asking for and welcoming each child's point of view in class discussions; eliminating from the classroom comments that belittle students and educators."

LINES 42-43

40 (2) The professional learning described in Subsection (1) provided by an LEA

41 shall include instruction in:

42 (a) fostering a learning environment and workplace that are safe and respectful

43 of all students and educators;

As with the previous comment, it's impossible to control how another person feels. Teachers cannot control how students feel. They can be responsible for exhibiting behavior that's likely to promote desired feelings. Therefore, please remove the language below in lines 42 and 43 mandating students feel safe.

Replace it with reasonable actions teachers can take that can foster those feelings such as the following.

Shall include instruction on (a) teacher actions that ensure physical safety and teacher actions that ensure an environment free of verbal threats and belittling statements toward any student or educator;

LINES 61-63

61 (i) creating opportunities to recognize personal responsibility in contributing to

62 conditions that preserve the rights of all individuals and to avoid the repetition

63 of past harmful actions by individuals and groups;

These lines mandate children should believe they have responsibility to preserve the rights of all individuals and accept that responsibility. What if a student decides not to accept that belief and responsibility? We cannot make them do so. Teachers can, however, explain how various actions affect the rights of others. Therefore, please remove the language requiring students accept or confess personal responsibility. Replace it with reasonable actions teachers can take to explain how various actions can affect others' rights.

These lines also mandate the students avoid harmful actions. But the word "harmful" is not defined. It's too broad a term. Please replace it with specific types of harms you're talking about.

Finally, these lines mandate students accept the responsibility to avoid said harmful actions. Again, teachers cannot force students to accept that responsibility. Teachers can ensure such harmful actions don't occur while in class. Please replace the language with actions teachers can actually take.

The revision below is an example of a statement that gives teachers clear direction and avoids any attempt to associate the students with actions of people in the past.

- (i) Providing instruction that helps students see how various actions can affect the constitutional rights of others today and instruction that relates how various individuals and groups in the history of the United States were denied constitutional rights.

In summary, the purpose of all of these suggested revisions is to make sure the rule provides clear actions teachers can take and avoids mandating outcomes teachers cannot control.

I appreciate your respectful consideration.

Sincerely,

John Brown

From: Taylor L <tylermlansing@gmail.com>
Sent: Wednesday, July 21, 2021 1:58 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: R277-328

The very first clause in the Board's new rule that is meant to stop CRT does the exact opposite. How does this accomplish what was ordered by the legislature when this clause explicitly states that it does not prohibit exactly what we want prohibited???

i.e. No part of this rule shall be construed to prohibit or ban discussion of events, ideas, attitudes, beliefs, or concepts INCLUDING those described in this rule. WHAT??? Stop parsing words and prohibit what has been asked to prohibit.

R277328PublishedJuly2021.pdf

R277-328-5. Rule Interpretation.

(1) No part of this rule shall be construed by an LEA or educator to:

(a) prohibit or ban discussions of events, ideas, attitudes, beliefs, or concepts, including those described in this rule, from the general sharing and participation in the marketplace of ideas fostered in a learning environment; and

(b) promote one ideology over another regarding a topic, including those described in this rule.

Here are some ideas of what rules need to be in place:

1. The term racism needs to be defined before it can be denounced. There are some in the educational field who believe that racism can only exist as white persons discriminating against persons of color. There are also some who believe that a person can be racist simply by virtue of being born white. Racism is any person discriminating against another person because of their race or ethnic attributes. There is no way that unity can occur as long as there are educators who believe that racism is a one-direction problem.
2. "Age-appropriate content" needs to be clarified. There are many instances of content being declared as age-appropriate that parents would disagree with. I would dare assert that learning in k-6 classes should be neutral in all forms without putting any of these adult dilemmas and ideas into children's minds. Children in elementary school should be able to focus on learning how to read, write, and do math without stressing about whether they might use the wrong pronoun for a student whose parents have pushed radical gender theories on them, or without worrying that they will be accused of being racist if their circle of friends happens to be all one race. Let kids be kids and enjoy learning instead of making it a miserable experience for them.
3. Equity and measures to achieve equity needs to explicitly state that equity goals will not be pursued at the expense of equal rights and equal opportunity. Students who fulfill their homework requirements, master the material, and perform at a higher mastery level deserve higher grades and access to scholarships based on that merit even if the majority of those students are one particular race or gender. Efforts to help minority students to improve performance should not deny other students of their rightful rewards.
4. "Inclusion" needs to explicitly state that just because the atmosphere of learning should always make students feel included, does not mean that the ideologies of their parents or special interest groups that they support will be advanced or given special recognition by teachers or in any curriculum (including special posters or flags in the classroom). Other students whose backgrounds are not of that ideology should not be expected to accept an ideology of another student as a misguided way of forcing the inclusion of that ideology. The emphasis needs to be on inclusion of persons, not acceptance or promotion of ideologies.
5. Questionable theories or curriculum that is clearly designed to push a particular ideology, political propaganda, or special interest groups shall not be presented in k-12 classrooms in any way shape or form. Likewise, teachers and curriculum shall not denigrate people, current political leaders, or ideologies they disagree with.
6. Any curriculum that is clearly biased against or spins historical events in such a manner as to lead to false and erroneous conclusions shall not be taught to students. This includes the erroneous teachings that socialism, communism, and Marxism are superior to capitalism or any teachings that imply that the United States was founded on slavery.
7. Students who photograph, video, or record curriculum or teachers violating such rules shall have full whistleblower immunity from any form of discipline.

Tyler M. Lansing

From: Carla Meine <carla@dmeine.com>
Sent: Wednesday, July 21, 2021 2:21 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT training in our schools

Dear Board Members,

I have read your new rules for addressing CRT in the schools and I am against all training or any curriculum with CRT in it. It has no place in the schools. When my kids send their children to school we expect that the schools will focus on educating them on math, science, reading etc. We will teach the children at home about the way to behave in society.

I specifically disagree with the following:
I don't want teachers to have the ability to segregate our kids into affinity/race groups that is currently happening in the schools.

I want free speech for kids and parents protected. The school is no place to have kids deconstruct their identity or label themselves as part of an oppressor vs oppressed identity group. Or be coerced into telling their teacher or peers their preferred pronouns or sexual orientation. These things should not be done in the schools.

I want to stop identity-group flags or signs which are sexual or political from being displayed in schools.

I want all CRT based teacher training or credentialing to be eliminated in the schools.

I want all teachers to understand that they aren't allowed to share their social or racial justice biases with the students when discussing controversial current events.

I want all SEL programs or restorative justice practices that are being taught through the lens of race or equity removed from the classrooms.

I want all propaganda in the hallways or CRT/LGBTQ books in the school library or classrooms removed.

I don't want the CRT propaganda used as a tool to teach journalism, art, ELA etc.

In essence anything to do with CRT, segregating students by race, calling out students for different lifestyles based on gender, religion, etc has no place in the schools.

Lets get our schools back to the basics of teaching core subjects that will make a difference in their education. If the schools continue to promote this CRT agenda then parents like my kids will have no choice but to withdraw their students from public schools and find alternatives. There's many of us that are willing to teach these kids at home.

Sincerely,
Carla Meine
Grandmother of 18 Utah kids in schools

From: Jay Lawrence <drummerjl@gmail.com>
Sent: Wednesday, July 21, 2021 2:30 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Teacher training, etc.

I am writing earnestly to state my strong position, which is shared by everyone I'm aware of in my community, on the topic of our children's education. There must be zero tolerance of radical Marxist concepts such as equity. Equality of opportunity is noble. Equity is the evil concept of forced redistribution. Additionally, we need to return to Dr. Martin Luther King's dream of prioritizing virtuous character over skin color! In 2021 no one is a victim or oppressor solely because of race! Stay far away from the radical, divisive CRT ideology. Please re-enthroned parental discretion and permission as to educational content. With all of the crucial things that students should learn there is zero time for examining sexual aberrations in our schools! How about focusing on subjects that will make our students more competitive - topics like English, spelling, grammar, technology, math, the scientific method, arts, writing, health principles, personal finance, entrepreneurship, economics, patriotic citizenship, our Founding principles for this Constitutional republic, the historical results of Capitalism vs. Socialism, geography, and so forth.
Concerned parent and citizen,
Jay Lawrence

From: Linda Paulson <lpaulso@gmail.com>
Sent: Wednesday, July 21, 2021 7:29 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: No to CRT! NO!

Respect all children. No forcing by wording such as "shall". Thinking and Feelings cannot be legislated.

Linda Paulson
Taylorsville
Mother of 9

Grandma of 35

From: **Stallings, Angie** <Angie.Stallings@schools.utah.gov>
Date: Wed, Jul 21, 2021 at 12:48 PM
Subject: FW: USBE Section R227-328-3
To: Katie Fairchild <katie.fairchild93@gmail.com>, Child, Cybil <Cybil.Child@schools.utah.gov>

From: Perilyn j Barton <perijbarton22@yahoo.com>
Sent: Wednesday, July 21, 2021 7:49 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: USBE Section R227-328-3

We need Educational Excellence in our public schools, not equity in educational outcomes.

Critical Race Theory or any critical theory as taught by the Frankfort School is detrimental to educating children in grades K-12. Critical Race Theory or Theory is not educating our children. It is a way, and teachers are being taught to use creative/deceptive ways to indoctrinate our children throughout the academic instructional days with an ideology, almost a religion, with tenets or doctrines which are not the focus of the discussion.

Inclusion is the practice of engaging each student at the highest cognitive-level possible. Currently, the way the USBE is defining education of students is to ensure students feel a sense of belonging and support. A public educator cannot legislate or rule feelings of children. As educators, it is necessary to discuss educational strategies. We want the language in R227-328-3 to be changed from "An LEA shall provide professional learning to educators concerning educational equity" to read instead: "Inclusion means the practice of engaging each student at the highest cognitive-level possible." Currently the use of the word "Shall" is mandating that a teacher must silence the voice of students. This is not acceptable in optimizing the ability of students to think and form opinions for themselves.

Also in R227-328-3 for the professional development of teachers: A more acceptable language is "An LEA shall provide professional learning to educators concerning excellence."

Line 50 letter D as it currently is written: "acknowledging differences by looking for the good in everyone..."

There are many religions and ideologies that students are raised with in their homes; educators cannot legislate feelings. It is possible to foster an attitude in the classroom of respect and kindness. It is overwhelming and should never be the responsibility of teachers to mandate an ideology.

On Line 50 letter D, the language needs to be changed to: acknowledging commonalities and uniqueness. Looking for the good in everyone, including oneself and showing respect for all humans, cultures, traditions, and beliefs that encompass the ideals that all are created inherently equal.

We have a diverse culture and teachers need to coach respect and understanding. Let's focus on what we have in common as a diverse culture and work (collaborate) to recognize common interests and goals.

The word shall in section R227-328-3 is a word that needs to be struck from the USBE. It is in my opinion, counter-productive to educating students with impressionable minds. It mandates that by law a teacher must teach things that forces a student to think and act in a way that is controlled by a public educator.

Let's look for commonalities that we all have in society share.

I want teachers to teach in a straightforward, honest way. I don't want educators advocating in our classrooms that students become activists. Again, this is not what public educators should be teaching.

Thank you,

Perilyn Barton

From: Maren Voss <maren.voss@usu.edu>

Sent: Wednesday, July 21, 2021 8:27 AM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: CRT Rule, Educational Equity in Schools R277-328

I am concerned that the proposed rule instead of protecting our children from indoctrination on equity principles which arise from a shared ideology with Marxism (as opposed to the equality principles which arise from democratic republic ideology) will instead be used to mandate equity education contained in the critical race theory espoused by academic philosophers and endorsed by social justice movements.

Our children can learn the principles taught by Martin Luther King, Jr. which are consistent with equality doctrine. Forcing diversity education that goes beyond this doctrine of equality is pushing a political ideology that is not based in our Constitutional protected freedoms and should not be forced on school children in government paid public schools.

If the state school board fails to acknowledge the bias in this rule and fails to protect our school children from indoctrination, you are failing your responsibility as elected/appointed trustees of our schools and parents and community members will have to take action at the legislative level.

Please do not press a political agenda into our school systems and please change the wording of the rule to ensure it prevents CRT indoctrination.

Maren Wright Voss, ScD, PhD

Professional Practice Extension Assistant Professor of Health & Wellness
Health Extension: Advocacy, Research, & Teaching (HEART) Initiative
Utah State University Extension | Salt Lake & Tooele Counties

From: **Stallings, Angie** <Angie.Stallings@schools.utah.gov>
Date: Wed, Jul 21, 2021 at 12:49 PM
Subject: FW: CRT is NOT okay
To: Katie Fairchild <katie.fairchild93@gmail.com>, Child, Cybil
<Cybil.Child@schools.utah.gov>

-----Original Message-----

From: Patrice Hess <patricerh@gmail.com>
Sent: Wednesday, July 21, 2021 9:24 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT is NOT okay

CRT teaching in schools is NOT okay, and I will be removing my child from the public school system if legislation goes through in support of CRT being taught. That is the bottom line. And I know I'm not alone as a Utah parent. Don't make the mistake of trying to conform to big government, instead of listening to what the people want.

Sincerely, and on standby, preparing to become a homeschool teacher,

Patrice Hess

From: caromann@gmail.com <caromann@gmail.com>
Sent: Wednesday, July 21, 2021 9:29 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT Rule, Educational Equity in Schools R277-328 and Parents' Rights
Importance: High

Hello,

As parents, we're asking you to please draft a different rule than the CRT R277-328. We are tired of race constantly being front and center as a divisive issue. Please draft a rule that promotes UNITY of all people without demonizing white people on the basis of their skin color, and that RESPECTS parental rights and concerns about our children's education instead of treating parental concerns as a barrier to overcome, and holds the educational establishment accountable to the people who fund it and are ultimately responsible for the children.

We are very concerned that the founding values of Christianity are treated as invisible while LGBT flats are flown and sexuality and country-bashing are taught in our schools which are sacred and private family concerns while actual education such as reading, writing, and arithmetic are in decline. If schools wish to push radical ideas most local families do not agree with, they should do so privately and without public funding so that

people who wish to espouse these ideas may choose them; not to coerce a very unwilling population secretly.

Thank you for your representation.

Sincerely,

The Mannings

From: Dean Hardy <deanhardy@equityutah.com>
Sent: Wednesday, July 21, 2021 9:39 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Cc: Dean Hardy <deanhardy@equityutah.com>
Subject: Please STOP CRT in all of its forms in Utah and Utah's Schools

To whom it may concern,

I am writing to request that you please ensure that Critical Race Theory (CRT) be stopped at all levels of our schools. Racism is something that would need to be taught in our lives, it is NOT something we are "born with" and we are not a racist country or world. There may be people that are racist, but that is by their own choice and may due to lack of love, understanding, or just plain ignorance.

The current Rule talks about "removing barriers" to learning. We as parents and individuals actually see and realize that one of the chief barriers to incorporating CRT and the LGBTQ agenda in our schools is the parents. You do not have the right to supercede us and we will stand up against this evil of CRT. You are also aware that there are teacher trainings happening specifically on how to deal with and overcome parental push back. we will not stop the push back and we demand that the Rule specifically say that "parental rights and concerns about their child's education shall be respected and not be treated as a barrier to overcome." There is also other language that needs to be incorporated that further protects us as parents and our children from CRT even being taught, period.

When you look at and read the rule further, here are some additional items that are missing from it. For example:

Nothing in the Rule stops teachers from segregating kids into affinity/race groups like is already happening in SLCSD. Why? This needs to be stopped.

Nothing in the Rule protects the free speech of students or protects them against compelled speech - like when kids are told to deconstruct their identity and label themselves as part of an oppressor vs oppressed

identity group or when they are coerced into telling their teacher or peers their preferred pronouns or sexual orientation. This awful and our freedom of speech must be protected.

It doesn't stop "identity-group" flags or signs, which are inherently sexual or political, from being displayed throughout the school.

It doesn't stop CRT-based teacher training or credentialing that teachers are required to take through the big-tech platforms their district has contracted with. (GOOGLE, Microsoft, Adobe, CASEL, etc)

It doesn't prevent teachers from sharing their "social or racial justice" biases when discussing controversial current events with students.

It doesn't stop SEL programs or restorative justice practices from being taught through the lens of race (i.e. equity) or social justice.

It doesn't prevent all the propaganda in the hallways or CRT/LGBTQ books in the school library or classroom shelves.

It doesn't prevent the use of the CRT propaganda as a tool to teach journalism, art, ELA, etc.

It does nothing to prevent the alphabet soup connection to CRT (i.e. intersectionality)

I ask that you ensure you are protecting our rights as given to us by God and as has been inspired and written by our founding fathers to protect our freedoms as provided and stated in the Constitution and Amendments, that ALL MEN ARE CREATED EQUAL. By not stopping Critical Race Theory / CRT you are actually promoting this evil and spreading it. Thank you for your time and attention and dedication to stopping critical race theory in Utah and everywhere else you can.

Dean Hardy

From: Sabrina Reynolds <sabrinareynolds72@gmail.com>

Sent: Wednesday, July 21, 2021 9:45 AM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Critical Race Theory, Equitable Education Outcomes, and Anti-Racism Philosophies are DANGEROUS for children.

To Whom It May Concern:

I have been an educator for 20 years and I have never encountered a more evil and dangerous pedagogy than Critical Race Theory (including education outcomes and anti-racism). These are ALL MARXIST at their core and do nothing more than prime children for a race war. Children are extremely impressionable. Adolf Hitler knew this very well and his "Youth Groups" were not accidental. If we veer away from teaching our children that they are defined by their character and that hard work DOES lead to success regardless of skin color, then we will see America fall into bloody civil war. The "truth" about America is seen via her success stories as well as her imperfections. Our Founding Fathers did not create a "perfect nation" but left us to work to create a MORE PERFECT UNION. Critical Race theory and its components do the very opposite. It fosters discord, not union. It teaches hate, not compassion. It focuses on violence, not hearts and minds.

Please, for the love of all that's good, do not bring this evil, Anti-Christ movement into Utah classrooms.

The outcome will be horrific—unless that's the end goal-- Watching the next generation full of rage and blood lust?

Please listen to the words of people who have turned their backs on this nonsense:

<https://www.prageru.com/series/stories-of-us/>

Sincerely,

Sabrina Reynolds

-----Original Message-----

From: Hailey Anderson <vivahailey@gmail.com>

Sent: Wednesday, July 21, 2021 9:52 AM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Public comment for the 7-22-21 board meeting

My name is Hailey Anderson and I have three children in the Salt Lake City school district.

I am not able to make the in person meeting tomorrow so I am writing today to tell you how important equity, inclusion, and diversity is to me. I am deeply concerned about the attacks on antiracism efforts. Although CRT is the named target, banning critical race theory is simply a guise to thwart antiracism and equity in my child's school. All of our children benefit from the work of antiracism. All of our children benefit from a critical analysis of their country's past and present. All of our children benefit when the children that have the least are supported and provided for.

Banning "CRT" or forbidding "divisive topics" is really about taking away these beneficial opportunities from our kids. Instead, the ban teaches kids to burry and avoid truth when it makes them uncomfortable. It discourages our children from asking questions. It narrows their lens and understanding of the world. It targets their most dedicated teachers. I want my children to receive an accurate, comprehensive, education that teaches them kindness, justice, truth and equality in an inclusive classroom environment.

Thank you for not changing R277-328 too much and still leaving it open enough to teachers discretion. I am asking you to continue countering the hateful fear mongering that is targeting my children and their teachers.

Thank you

Hailey Anderson

-----Original Message-----

From: Luisa Bennett <oliveraluisa@hotmail.com>

Sent: Wednesday, July 21, 2021 10:09 AM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: A mom from Peru very worried

Hello,

My name is Luisa Bennett, a mom of 3 in 3 different school like Elementary, Middle school and High school. It's very concerning that you guys are making the government school into a socialist countries. Coming from South America and learning from dictators snd terrorism, I can see a dejavú in the school system, please I beg you, stop turning this wonderful state with this equity or CRT, I married a white person, my kids are a combination of Dark and white skin, but in reality we are all citizens and this country doesn't see color is the skin they only see Citizens, I never had any situation of racism in anyway. We can't teach our kids this garbage, let the teachers have more authority in class, they already went to college to become a teacher, we need our kids to be taught about history of USA, love of our founder fathers and patriotism. I love this country, we can't teach what ever name it's been change for CRT. Kids become friends because of personality of other children snd not because the color of skin, last year my daughter had to read a book about racism already and I had to talk to the teacher snd the principal. I was so upset about it, at least choose a book uplifting a real story a person has a chance to become famous because of the book snd not because of the color of the skin, I worked in CA and sometimes I had to be in Oakland with a lot of black peoples but we treat each other with love and respect, because we had a chance to learn better in school but now you guys are trying to brain wash our kids. This is the mayor reason why so many parents are doing home school, I might start thinking to do this because you are not helping. I don't understand WHY you are trying to destroy our future with these wonderful generations. Why you hate so much America, aren't you afraid of your final judgment? I hope you pray and do what is right.

Sincerely,
Luisa Bennett

Sent from my iPhone

From: Christel S <212christel@gmail.com>
Sent: Wednesday, July 21, 2021 10:46 AM
To: Board of Education <board@schools.utah.gov>
Cc: Utah Republican Party <info@utgop.org>
Subject: Critical Race Theory Increases Racism: Stop it!

Dear Board,

I cannot be at this week's school board meeting, but I am aware of what is currently going on in the fight to support or reject teaching Critical Race Theory as an appropriate worldview in our schools. I ask you to reject it.

No one is born a victim or an oppressor based on skin color alone. And no one is doomed to fail.

Critical race theory does the opposite of its marketed intent of decreasing racism; it sends us backwards decades.

It stunts and minimizes US history's noble efforts to decrease racism. Rather than empowering ALL children to believe in themselves, it calls white children guilty oppressors and black children helpless victims; it says to mixed ethnicities is that they are irrelevant.

Bottom line: the funding for CRT/ equity based grants is given by associations backed by George Soros and Bill Gates, open Marxists.

The state school board, perceiving a need for funding, is inclined to go along with things—including even this Marxist language and programs. These policies are so complicated by language that actual policies are disguised, confusing and mostly undetected.

Funders want equity (Marxism) to be taught as an antidote for racism.

Unless we reject this, Utah teachers will be held responsible to teach, not equality of individual value, but equity— meaning equitable outcomes, via government force.

Many teachers will ignore this as much as they can, including principles of freedom instead of equity/Marxism as it is possible, but this change shouldn't be happening in the first place.

Many people are confusing the truth, that there is innate equality and value and rights for all people, with the lie, that equitable outcomes should be forced on society by

schools and government.

Do not let “equitable outcomes” become the new religion in our schools, because that is simply a communist doctrine.

Do not fear the bullies who call “racist” anyone rejecting Marxism (parading as anti-racism).

Don’t let ear-candy about equal outcomes (which is Marxism) prevent you from defending principles of freedom and the inclusion of all races equally.

Marxist doctrine represses the truth that individuals are necessarily different, and that each person is absolutely important; it teaches that the collective is the only important thing.

It is about force. It represses voluntary sharing and voluntary efforts. It discourages individual rewards for work and effort. It promotes forced redistribution of resources.

It represses the individual desire to excel. It represses individual faith.

Critical race theory openly promotes equitable redistribution (Marxism).

We must decrease racism, but never at the price of adopting communism.

It is harmful to teach children that victimhood and oppressor-ship trumps personal choice and responsibility.

Martin Luther King in his most famous, beautiful speech, said “I have a dream”. He dreamed that some day, the content of character would be more important to society than the color of anyone’s skin.

I agree and add that I have a dream.

I have a dream that someday, the Utah State School Board will stop rubber stamping Marxist programs and doctrines that consistently flow from the US Department of Education and its funding partners.

I have a dream that it will reject and recognize the ear-candy given with conditional funds attached, from grant giving organizations predictably funded by enemies of local control.

I hope that this board will conscientiously vote for actions that put freedom, personal responsibility, traditional morality and local control first in Utah’s schools.

Relevantly, I support the research and conclusions drawn by the parents in this video: <https://youtu.be/OVnKsQJz6G4>

Please include the language that this parent in the video provides.

Sincerely,

Christel Swasey

From: Michelle Walker <meeko1055@gmail.com>
Sent: Wednesday, July 21, 2021 10:53 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Public Hearing on CRT

I am concerned about your **Educational Equity in Schools R277-328**
First of all please delete equity in any wording in this document. It should be replaced with educational excellence. Also delete feelings it could lead to squashing students' voices and their freedom of speech. It seems that you are being very sneaky in trying to insert wording that will condone CRT. Why are you even changing this in the first place? Have you been offered money by leftist groups to include wording that will lead to CRT? Have you ever noticed your rating on your website? You only have 2 1/2 stars. The comment on google says "Bad people bad service," perhaps you should start listening to parents and community and that would help you get more stars!

Michelle

From: ess@egarysmithlaw.com <ess@egarysmithlaw.com>
Sent: Wednesday, July 21, 2021 10:53 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Comment on new rule for Educational Equity in Schools

Dear Utah State Board of Education members:

We are deeply disappointed in the new rule propounded by the State Board of Education to address CRT teaching and training in Utah. It falls far short of the mandate given you by the Utah legislature and the citizens you represent. We hope that you all, individually and collectively, will have the gumption and integrity to stand up to the NEA and other direct and quasi-government forces seeking to flood our schools and influence our children with Critical Race Theory (under whatever euphemisms).

We know you are intelligent and are aware of the meanings of words and the effect they will have throughout the state. Please do not let us down.

We incorporate, endorse, and strongly recommend to you the suggestions for revision and deletion in Document R277-328, specified by Dr. Janet Eyring in her 7/20/21 email to you, to wit:

1. Replace all references to "Educational Equity" to "Educational Excellence." (examples:

R277-328 – Education **Excellence** in Schools. R277-328-1. Authority of Purpose. #2 ...and classroom instruction on education **excellence**.” Search for all other cases and replace “excellence” with “equity. Equity is a loaded word these days associated with CRT—referring to forcing equality of groups vs. equality of opportunity, which is the U.S. Constitutional principle.

2. R277-328-2 Definitions. Because CRT educators are intent on injecting their CRT theories whenever they can, it would be good to expand the definition of “classroom instruction” to include units, classes, lesson activities, but also more casual encounters like **discussion, counseling**, etc.

3. R277-328-2 Definitions. Add a concise definition of problematic aspects of CRT between points 2 and 3 that the Utah legislature has defined as not appropriate for Utah schools. That way there will be no question about what teachers must not teach. The resolution recommends NOT teaching that 1) one race is inherently superior or inferior to another race, 2) an individual should be discriminated against or receive adverse treatment because of the individual’s race, and 3) that an individual’s moral character is determined by the individual’s race.

4. R277-328-2 Definitions. # 5a. In the definition of “inclusion,” it is difficult to assure that someone “feels” a sense of belonging. Strike this and reword: “Inclusion means the practice of **engaging each student at the highest cognitive level possible**.”

5. R277-328. Add a new section between Definitions and Educational **Excellence** Professional Learning sections, which specifies more clearly “Prohibitions,” precisely defining which tenets of CRT undermine a free society and a sound education. Refer to language in House and Senate Resolutions 901.

6. R277-328-3. Educational **Excellence** Professional Learning. #2c. Reference to “collective responsibility” has reference to “reparations” in Marxist Social Justice scholarship. Replace “collective” with “group.”

7. R277-328-3. #2d. The emphasis on differences is negative. Replace with “**acknowledging commonalities and uniqueness** by looking for the good in everyone, including oneself, and showing regard **for other cultures and traditions**.” Strike reference to “**feelings and rights**,” which make reference to CRT empirical methods and tactics, in which Social Justice warriors substitute feelings for empirical knowledge and train learners in leftist activism.

8. R277-328-3. #2e. Remove “lived experiences”—reference to CRT research method. “...including acknowledging diverse cultures, languages, traditions, **values, and needs**.”

9. R277-328-3. #2f. Replace “strategies of inclusion” with “**strategies of respect and understanding for all**.” Strike: “**as they pertain to students and educators with diverse abilities and backgrounds**.”

10. R277-328-3. #2g. This makes no sense. **Reword: Model critical thinking by helping students see various viewpoints and making decisions about best ideas.**

11. R277-328-3. #2h. Omit this entire point. This is CRT dogma which trains students to criticize their history, pay reparations, and cancel western culture. This does not belong in Utah code!

12. R277-328-3. #2i. What does **intellectual honesty** mean? Either define it or omit it. **Reword: Defend diversity of thought, freedom of inquiry, and freedom of speech as appropriate in school classrooms.**

13. R277-328-3. #5. Because of the controversial nature of CRT, this needs to be much more precise. **Reword: The content of professional learning provided by a Local**

Education Agency (LEA) shall be made freely available by the LEA to all parents or other stakeholders no later than two weeks prior to the professional learning date in which the learning is offered (as a working document, finished document, or explicit outline) upon request and include:

14. R277-328-3. #5b. **Reword: a copy of the USBE approved compliance rubric** showing how the professional learning and materials adhere to the requirements of this rule **and other state codes**. It is important that these rubrics relate to content approved by the Board not to the individual teacher who prefers CRT.

15. R277-328-4. #1c. “age appropriate content for the developmental age of the student” is too vague. This could mean that kindergarteners are learning about boys dressing like girls or hormone suppressing drugs much too soon. Standards and specific examples of “age appropriate” should be developed with representative teacher and parent councils for different grades.

16. R277-328-5. Rule Interpretation. #1a/1b. Utah Parents United call this a “nullification clause.” I have to agree! The Utah legislature has made it clear that Utah voters are not in favor of CRT in Utah schools. By keeping 1a and 1b, it appears that all of the other statements can be made null and void by a teacher’s choice of interpretation. In Utah, we want our children to respect the history and government of a free market society. To discuss alternative views and policies is fine. But using critical thinking, students should also be led to appreciate freedoms and opportunities guaranteed by the U.S.

Constitution that are not provided in the constitutions of other countries. As stated now, it appears that a teacher would have no right to help learners judge the value of a concept by weighing the pros and cons and making a wise choice for one or the other.

Reword: Omit 1b entirely.

The current draft also includes omissions that should be added. Nothing in the rule stops teachers from segregating children into affinity/race groups, from deconstructing their identity into oppressor vs. oppressed groups, from displaying flags or signs throughout the school which are inherently sexual or political. It also does not stop teacher training programs from big-tech platforms which do not have Utah values at heart, from teachers sharing their social or racial justice biases when discussing controversial current events, from teaching “restorative justice” practices taught through the lens of race, from providing frequent displays of CRT/LGBTQ in the school library or classroom shelves, from incorporating CRT propaganda in all school subjects, or from preventing teachers from “slipping in” CRT propaganda in casual conversations or in counseling students while circumventing state code and law.

Our profile: We are parents, grandparents, former teachers, and attorneys residing in Springville, Utah. We appreciate the work you are doing and trust you will consider these suggestions honestly and carefully as you chart the course of the future of education in Utah.

Best regards,

Gary and Elizabeth Smith

From: Brad Nygren <bradnygren@gmail.com>

Sent: Wednesday, July 21, 2021 11:04 AM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Upcoming meeting on Critical Race Theory in Utah Education

Ladies and Gentlemen,

We will not be able to attend the meeting this Thursday as we are out of town. We do want you to know that we are categorically opposed to including Critical Race Theory in our educational curriculum in Utah.

My wife and I both have our master's degrees and are reasonable and sensible individuals. It is beyond our comprehension that anyone on the board would desire to have CRT in our curriculum. It is racism and it really does not fall in your bailiwick to instruct our children on values. That is our job.

Please go back to teaching reading, writing, arithmetic, and the other traditional educational categories and abandon going down the road of teaching CRT. We do not see racism as a systemic problem in this country. Any reasonable person looks at individuals for their character and their behavior, not their skin color.

We will be at the next meeting that you open to the public. Thanks!

Brad Nygren

From: cwhinham <cwhinham@comcast.net>
Sent: Wednesday, July 21, 2021 11:25 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT in subterfuge

Bill R277 328 is dancing around the true title of CRT. There are multiple suggestions on changes that need to take place. This bill is so disturbing and damaging to our society it simply needs to be burned. I am a retired elementary school teacher, and there is no such thing as equity. When they entered my classroom on day 1 they were equal human beings deserving equal amounts of respect, but I can't give the child with an IQ of 90 the same abilities as the one with an IQ of 140.

I taught them to show respect to each other, but not through pointing out their differences. We are all unique beings, therefore all different. But we share more than we separate. We are all Equal American citizens, in a country that has gloriously worked through some problems, and had examples set on how to do this peacefully. Martin Luther King is a brilliant example.....let's focus on our character and not external or religious differences. These differences are natural occurrences and should be celebrated by simply respecting each other.

To mandate feelings is impossible, to demand or require equity is impossible. To tell a teacher to teach about safe places or safe speech literally flies in the face of the 1st amendment. We must at times feel discomfort to internally explore how social issues can be solved. Making children activists depresses. To teach appreciation, respect, and kindness for all creates a cohesive bond.

Get rid of this bill. It isn't necessary. It is meant to divide and conquer, create

discontent, inequity, anger, and shame.

Please create a Bill that literally bans all introduction of equity..... which is socialism at it's finest.

Cindy Whinham

From: Bruce <neumannbruce@protonmail.com>

Sent: Wednesday, July 21, 2021 12:08 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Rule 277 328

To Whom It May Concern:

You need to modify the whole rule to follow what the legislature directed you to do - end CRT in schools. This does absolutely nothing to end it, and you all should be held in contempt and charged with a crime in the current proposed state. Get rid of the wordsmith that wrote it, and put in clear, precise language outlining what is not permissible with no back doors.

Regards, Bruce

Sent with [ProtonMail](#) Secure Email.

From: Katie Adams-Christensen <katie.adamschristensen@gmail.com>

Sent: Wednesday, July 21, 2021 12:30 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: No CRT in our schools!

To Whom It May Concern:

Thank you for taking the time to protect Utah from harmful ideologies that divide our students by race and foster victim and oppressor mentalities. There is no place for this anywhere. United we stand, divided we fall.

I would like to encourage you to make changes to the following lines:

R277-328-3(1): Please change the word "SHALL" to "MAY". I believe local school district should be able to decide whether or not their teachers receive equity training. Not all school districts have equity departments and this requirement will add a layer of cost and bureaucracy to local school districts. Not every school district has the same demographics and concerns and they should be able to choose what type of training is best for their teachers to adequately meet the needs of students.

R277-328-4(1): According to my understanding this line would allow school districts to bypass the rule that harmful racist ideologies can not be taught in our schools if they form a curriculum review committee and have a public hearing. Please remove this line from the rule. It doesn't make sense to create a rule that has a process in the rule for school districts to ignore the rule.

If people want their children taught critical race theory and its ideologies they are more than welcome to teach them in their home. These subjects in no way should not be part of K-12 education.

Please protect my child from districts and teachers who have promised they will teach these anti-bias concepts even with this rule in place.
What accountability is there for teachers and school districts who choose to continue to teach our children critical race theory ideology without consent?

Thank you for your time,

Katie Christensen
Additional comments for consideration below.

R277-328-2(5)(a) and R277-328-3(2)(d): Student's feelings are addressed twice in the document: in the definition of inclusion and the professional learning section "showing due regard for feelings". Can a school address a student's "feelings" as these are subjective?

R277-328-3(2)(e): Can we acknowledge what we have in common by focusing on diversity?

R277-328-3(3) (a-d): This section comes from the resolution cited above by the Utah Legislature. Does it adequately protect from divisive theories? If so acknowledge your support.

R277-328-3(5): This section serves as a protection for families. Does this language meet your expectations? What would you like to see in the rubric?

R277-328-4(4): What type of formal complaint process would be effective for violations of this section?

R277-328-5(1)(b): In this section, it states that "one ideology is not to be promoted over another". There are concerns that Marxism and Capitalism are considered equal ideas. Is this language usable or should it be changed?

From: malatkin88 <malatkin88@gmail.com>

Sent: Wednesday, July 21, 2021 12:41 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Please amend this rule to better protect our children from CRT ideologies

I'm leaving my comment about the training of teachers on CRT and even the Sexuality classes you want to provide to our children and I'd appreciate it if you'd take a few minutes out of your time to read this.

I believe that this is wrong on all levels to train teachers to teach our children CRT (Critical Race Theory.)

Teaching children that one race is better than the other or teaching children who are white to hate themselves for something that happened so many decades ago, nowhere near their life time and something they had absolutely nothing to do with is wrong.

It is not the schools job to teach children about race, sex or life in general, that is the parents job period. And I believe that the only race problem we have in this country/world are from people who are making race an issue like bringing CRT into the schools and going out and promoting this BLM stuff which is all political agenda related if you really take the time to look into it. I'm not attacking any political party because from what I've seen, both sides are at fault in a way. There is no " one " better race. We

are all gods children, we are all human beings, we don't look at race, we never have.

You honestly want to sit here and tell me that this is what the great Martin Luther King Jr. Would want for us and our children? Do you think he would really want all this race talk dividing us like it is because of this CRT and BLM? I don't believe he would, actually I think he's looking down from heaven just absolutely appalled at what is going on after everything he did and died for.

What you guys are trying to do is going against everything Martin Luther King Jr fought for and it's a huge stab in his back. You should truly be ashamed of yourselves if you want the truth.

We trust the schools with our children 5 days a week for 6 to 8 hours a day to teach our children proper education like Math, Reading, Spelling and Writing so they can grow up to be independent, successful individuals.

We as parents want you to trust us to do the part of teaching our children about race, sex and life in general. That is our job, not the schools.

Putting CRT into schools is just going to cause hate on everyone and self doubt and anger, a division, do you want that? I thought that was what we were trying to avoid. Please save your time on training teachers and wasting money on doing so on how to teach CRT to our children. And trust us parents to do the race talk with them.

As for the sex education I personally believe it should be banned from all schools. I have a 1st and 4th grader and I find it highly inappropriate, disturbing and disgusting and child abuse to teach a child K-12 about anything to do with sex. I understand in 5th grade you guys do the puberty talk and even that I'm not comfortable with, but I will say that as long as a parent is present with their child during the puberty talk then so be it. But as for masterbation, oral, anal, vaginal sex, or LGBTQ related topics must be banned from all schools K-12.

Sex and sexuality is also like race a topic for the parents to teach their children about and at the right appropriate time. Which would preferably be after the child hits puberty. My 6 and 9 year old do not need to know about sex, no child does.

Children deserve to be children, live their lives, have fun, make friends and just be a kid because childhood goes by so fast. They will never get it back. They'll be grown adults before we know it, with responsibilities, families, children and jobs of their own. Please let them be kids. If you teach them early about sex, you're only hurting them in the long run.

Their minds will be tainted and childhood will be ruined and before you know it, teen pregnancy sky rockets, more babies most likely being aborted, and it can lead to even worse things if you think about it. So please keep anything to do with sex and sexuality and identifying out of all schools K-12. Please respect us and trust us as their parents to do the teaching the proper and appropriate way and time on race, sex and life.

CRT and Sexual classes will only divide us further and cause so many more problems we don't want nor need in this world.

I appreciate you taking the time to read all of this and I hope you will take what I am saying into a huge consideration.

Sincerely,
A Concerned Parent Of Utah School Children

From: Cindy Poulsen <poulsen_cindy@yahoo.com>
Sent: Wednesday, July 21, 2021 12:44 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Please amend this rule to better protect our children from CRT Ideologies

ATTENTION CACHE COUNTY RESIDENTS AGAINST CRITICAL RACE THEORY
BEING TAUGHT IN OUR SCHOOLS!

CALL TO ACTION TODAY JULY

This rule will require all school districts to provide equity training for their teachers, however the intent is for it to ban critical race theory ideologies. The training cannot include concepts that one race is better than another etc. etc.

This is a good first step in the right direction however, there are concerns that this rule does not go far enough to protect students from anti-bias training and curriculum.

There are loopholes in the rule that need to be closed. These are our top two concerns:

1- R277-328-3(1): The current rule mandates training by using the word "shall". Should this training be mandatory? If you feel the training should be the decision of the school districts request that this word is changed to "May".

2- R277-328-4(1): Some have had concerns with section 1, it allows divisive concepts to be taught if it goes through a public comment and approval process in a local school district. What are your thoughts? Should school districts be able to teach these concepts the same way they teach sex education, curriculum goes through committee review and public hearing, or should this section be changed to say that these ideologies should not be taught at all?

Sample email I sent:

Thank you for taking the time to protect Utah from harmful ideologies that divide our students by race and foster victim and oppressor mentalities. There is no place for this anywhere. United we stand, divided we fall.

I would like to encourage you to make changes to the following lines:

R277-328-3(1): Please change the word "SHALL" to "MAY". I believe local school district should be able to decide whether or not their teachers receive equity training. Not all school districts have equity departments and this requirement will add a layer of cost and bureaucracy to local school districts. Not every school district has the same demographics and concerns and they should be able to choose what type of training is best for their teachers to adequately meet the needs of students.

R277-328-4(1): According to my understanding this line would allow school districts to bypass the rule that harmful racist ideologies can not be taught in our schools if they form a curriculum review committee and have a public hearing. Please remove this line from the rule. It doesn't make sense to create a rule that has a process in the rule for school districts to ignore the rule.

If people want their children taught critical race theory and its ideologies they are more than welcome to teach them in their home. These subjects in no way should not be part of K-12 education.

Please protect my child from districts and teachers who have promised they will teach these anti-bias concepts even with this rule in place.

What accountability is there for teachers and school districts who choose to continue to teach our children critical race theory ideology without consent?

Thank you for your time,

Katie Christensen

Additional comments for consideration below.

R277-328-2(5)(a) and R277-328-3(2)(d): Student's feelings are addressed twice in the document: in the definition of inclusion and the professional learning section "showing due regard for feelings". Can a school address a student's "feelings" as these are subjective?

R277-328-3(2)(e): Can we acknowledge what we have in common by focusing on diversity?

R277-328-3(3) (a-d): This section comes from the resolution cited above by the Utah Legislature. Does it adequately protect from divisive theories? If so acknowledge your support.

R277-328-3(5): This section serves as a protection for families. Does this language meet your expectations? What would you like to see in the rubric?

R277-328-4(4): What type of formal complaint process would be effective for violations of this section?

R277-328-5(1)(b): In this section, it states that "one ideology is not to be promoted over another". There are concerns that Marxism and Capitalism are considered equal ideas. Is this language usable or should it be changed?

Thank you,

C. Poulsen

Rachel Cox ms.rachelcox@gmail.com

To all members of the Utah State Board of Education,

I have reviewed the language suggestions that were made by Natalie Cline, and I agree that the language fixes she has proposed are better for all Utah students in creating safe communities that can learn to get along and find commonality amid differences than the current language. Please use her suggestions to make edits so that we can continue to have a state that truly works with our melting pot of ideas and values.

Thank you,
Rachel Cox Zumaya

--

Rachel Cox Zumaya Sent from Gmail Mobile

From: **Cal McCrary** <calmccrary@gmail.com>
Date: Wed, Jul 21, 2021, 11:16 AM
Subject: Concerns about public education!
To: <nataliecline.education@gmail.com>

My name is Cal McCrary. I am a long time resident of Weber county. I have some grave concerns about subjects being taught in our schools!

When did it become the responsibility of public education to teach comprehensive sexual education to our children? This includes homosexuality, transgenderism, oral sex, anal sex, masturbation and who knows what else!

I do not want you trying to sexualize our children!! Stick to basic biology! Do Not teach deviant behaviors! Once children become adults then they can make their own choice! Stop trying to indoctrinate our children with social justice!

You shall not teach that any color of skin is better or worse than another!! You shall not pit children against one another! You shall change the word equity back to equality! You shall teach that a person is to be judged on the content of their character and not the color of their skin!

You shall teach correct history of the United States of America! Both good and bad! Teach what school is suppose to teach! Reading, writing, basic science, proper English and basic math!

Be warned! Stop trying to slide Critical Race Theory in under the radar! The parents of this state are waking up! The children are ours!! Not yours!! Know your role! This is a fight we will win!! We will vote you out! You have truly awakened a sleeping giant and

give him/her a terrible resolve!!

We can either be great allies or terrible enemies! The choice is yours! Choose wisely!

Sincerely,

Cal McCrary

From: Tammy Trunnell <bonniejosephacademy@gmail.com>

Sent: Wednesday, July 21, 2021 1:55 PM

To: Christel S <212christel@gmail.com>

Cc: Board of Education <board@schools.utah.gov>; Utah Republican Party <info@utgop.org>

Subject: Re: Critical Race Theory Increases Racism: Stop it!

Thanks for writing so truthfully, I hope those in charge will listen.

Tamera Trunnell

Academy Director

Phone 435-494-8907

bonniejosephacademy@gmail.com



On Wed, Jul 21, 2021 at 10:45 AM Christel S <212christel@gmail.com> wrote:

Dear Board,

I cannot be at this week's school board meeting, but I am aware of what is currently going on in the fight to support or reject teaching Critical Race Theory as an appropriate worldview in our schools. I ask you to reject it.

No one is born a victim or an oppressor based on skin color alone. And no one is doomed to fail.

Critical race theory does the opposite of its marketed intent of decreasing racism; it sends us backwards decades.

It stunts and minimizes US history's noble efforts to decrease racism. Rather than empowering ALL children to believe in themselves, it calls white children guilty oppressors and black children helpless victims; it says to mixed ethnicities is that they are irrelevant.

Bottom line: the funding for CRT/ equity based grants is given by associations backed

by George Soros and Bill Gates, open Marxists.

The state school board, perceiving a need for funding, is inclined to go along with things—including even this Marxist language and programs. These policies are so complicated by language that actual policies are disguised, confusing and mostly undetected.

Funders want equity (Marxism) to be taught as an antidote for racism.

Unless we reject this, Utah teachers will be held responsible to teach, not equality of individual value, but equity— meaning equitable outcomes, via government force.

Many teachers will ignore this as much as they can, including principles of freedom instead of equity/Marxism as it is possible, but this change shouldn't be happening in the first place.

Many people are confusing the truth, that there is innate equality and value and rights for all people, with the lie, that equitable outcomes should be forced on society by schools and government.

Do not let “equitable outcomes” become the new religion in our schools, because that is simply a communist doctrine.

Do not fear the bullies who call “racist” anyone rejecting Marxism (parading as anti-racism).

Don't let ear-candy about equal outcomes (which is Marxism) prevent you from defending principles of freedom and the inclusion of all races equally.

Marxist doctrine represses the truth that individuals are necessarily different, and that each person is absolutely important; it teaches that the collective is the only important thing.

It is about force. It represses voluntary sharing and voluntary efforts. It discourages individual rewards for work and effort. It promotes forced redistribution of resources.

It represses the individual desire to excel. It represses individual faith.

Critical race theory openly promotes equitable redistribution (Marxism).

We must decrease racism, but never at the price of adopting communism.

It is harmful to teach children that victimhood and oppressor-ship trumps personal choice and responsibility.

Martin Luther King in his most famous, beautiful speech, said “I have a dream”. He dreamed that some day, the content of character would be more important to society than the color of anyone's skin.

I agree and add that I have a dream.

I have a dream that someday, the Utah State School Board will stop rubber stamping Marxist programs and doctrines that consistently flow from the US Department of Education and its funding partners.

I have a dream that it will reject and recognize the ear-candy given with conditional funds attached, from grant giving organizations predictably funded by enemies of local control.

I hope that this board will conscientiously vote for actions that put freedom, personal responsibility, traditional morality and local control first in Utah's schools.

Relevantly, I support the research and conclusions drawn by the parents in this video: <https://youtu.be/OVnKsQJz6G4>

Please include the language that this parent in the video provides.

Sincerely,

Christel Swasey

Chalet chaletschenk@gmail.com

Thank you for taking the time to protect Utah from harmful ideologies that divide our students by race and foster victim and oppressor mentalities. There is no place for this anywhere. United we stand, divided we fall.

I would like to encourage you to make changes to the following lines:

R277-328-3(1): Please change the word "SHALL" to "MAY". I believe local school district should be able to decide whether or not their teachers receive equity training. Not all school districts have equity departments and this requirement will add a layer of cost and bureaucracy to local school districts. Not every school district has the same demographics and concerns and they should be able to choose what type of training is best for their teachers to adequately meet the needs of students.

R277-328-4(1): According to my understanding this line would allow school districts to bypass the rule that harmful racist ideologies can not be taught in our schools if they form a curriculum review committee and have a public hearing. Please remove this line from the rule. It doesn't make sense to create a rule that has a process in the rule for school districts to ignore the rule.

If people want their children taught critical race theory and its ideologies they are more than welcome to teach them in their home. These subjects in no way should not be part of K-12 education.

Please protect my child from districts and teachers who have promised they will teach these anti-bias concepts even with this rule in place.

What accountability is there for teachers and school districts who choose to continue to teach our children critical race theory ideology without consent?

Thank you for your time,

Chalet Schenk

Additional comments for consideration below.

R277-328-2(5)(a) and R277-328-3(2)(d): Student's feelings are addressed twice in the document: in the definition of inclusion and the professional learning section "showing due regard for feelings". Can a school address a student's "feelings" as these are subjective?

R277-328-3(2)(e): Can we acknowledge what we have in common by focusing on diversity?

R277-328-3(3) (a-d): This section comes from the resolution cited above by the Utah Legislature. Does it adequately protect from divisive theories? If so acknowledge your support.

R277-328-3(5): This section serves as a protection for families. Does this language meet your expectations? What would you like to see in the rubric?

R277-328-4(4): What type of formal complaint process would be effective for violations of this section?

R277-328-5(1)(b): In this section, it states that "one ideology is not to be promoted over another". There are concerns that Marxism and Capitalism are considered equal ideas. Is this language usable or should it be changed?

Sent from Chalet's iPhone

I noticed a couple typos in my prior email. I have corrected them in my email below.

Greg

----- Forwarded message -----

From: **Greg** <gregnsusanm@gmail.com>

Date: Wed, Jul 21, 2021 at 1:41 PM

Subject: Comment regarding R277-328

To: <rule.comments@schools.utah.gov>

Dear Board Members:

I have become increasingly alarmed at how persons in positions of trust are hiding, concealing, and embedding harmful ideologies, political agendas, and personal viewpoints into our schools and classrooms through shell games and mind tricks. Many of us have woken up to the Wokeness, however. This is why you have been receiving more pushback than ever before.

The Board's recent rule regarding CRT is a recent example of what I am talking about. This rule completely fails to stop the incorporation/infusion of critical race theories into the classroom, and in fact promotes it, while you can simultaneously go out in the public and say that critical race theory is not being taught and is not allowed. The phrase "wolf in sheep's clothing" comes quickly to mind.

Here are some examples of what I'm talking about:

1. R277-328-2(1) defines classroom instruction as any material that is the "focus of the discussion". Classroom instruction these days has been redefined to incorporate equity and CRT principles into all aspects of teaching. They are "weaving" into the curriculum concepts of race and CRT, on purpose and intentionally. This strategy of "weaving" equity and race into every aspect of education is being advocated in Murray School District equity trainings and professional development. Educators are being taught to "embed" these principles into every aspect of teaching and every subject. Thus, these principles can be taught subversively without being the "focus of the discussion," and teachers can get away with CRT training all day long using this definition. This is a dangerous loophole that must be closed.

2. R277-328-2(4) defines educational equity by stating that all students should have "equal opportunities based upon the needs of each individual student." This is a way of getting around the actual intent of equity - equal outcomes. You must be aware that many parents object to a program that is intent on equal outcomes because that is a communistic redistribution of resources, by taking away from one to give to another. But when you say equal opportunities "based on need," you have undermined the term "equal opportunities" and converted it to "equal outcomes" (and equal outcomes can never be achieved no matter how hard you try). Yes, those individuals who have greater needs should be looked after and given all the tools necessary to succeed, but this definition needs to specifically state that those with fewer needs should not be neglected or have their opportunities to excel restricted. They should be encouraged to fly and succeed and excel, even if they are not in a marginalized category.

3. R277-328-2(5(a)) is a scary definition. Education is supposed to be about helping kids learn how to think and express themselves. When you focus all your efforts on "feeling" belonging and support, you stamp out free speech and freedom of thoughts. Teachers start telling children to think a certain way and to speak a certain way. This is not America. This is a dangerous path and a dangerous philosophy and a very slippery slope. Yes, if children say things that are disrespectful or considered bullying, that needs to be addressed and punishment affixed. However, this is rule is about education and teaching in the classroom. Why are you focused on belonging and

support instead of educational excellence and encouraging creative thinking that may not always provide all students with "feeling" a sense of "belonging and support." As students are encouraged to share their thoughts, and not be afraid to speak, they will naturally begin to understand and have empathy for each other. When they are told they need to speak and think in a way that encourages belonging and support, you put walls around their ability to expand their minds. No student should be punished for expressing a thought or idea that is not intended to cause offense merely because that idea may not make another student "feel" a sense of belonging or support. For instance, one student may express that everyone should be treated equally. Another may state that equal treatment "feels" like white supremacy and doesn't make them feel safe. Feelings are the responsibility of each student to come to grips with. It is not the role or responsibility of educators to micro-manage class conversations to "ensure students feel a sense of belonging and support."

4. R277-328-3(1) requires educators to be provided professional training regarding educational equity. That training in our school district has been flat out critical race theory/principles training - much like the training you have been provided by your Equity Director, Casey Dupart. You can deny that all you want, but I have the proof through links to the trainings and my notes of the trainings. This rule only perpetuates further critical race theory training - by another name (educational equity) - to our educators and in our schools. The obsessive amount of emphasis on equity and diversity in professional development has been unbelievable and shocking. Actual learning that will help our students become qualified and skilled in the workplace has been shoved to the bottom of the priority list. This is inexcusable and the Board of Education is largely to blame, such as members of the Board claiming that personal responsibility should not be included as part of any equity training in schools (except that you do allow for personal responsibility only when it comes to "preserving the rights of all individuals and avoiding the repetition of past harmful actions by individuals and groups" 277-328-3(h)). Why are you promoting personal responsibility only with respect to certain issues, but rejecting personal responsibility when it comes to other areas. Before it's too late, turn your attention to educational excellence instead of educational equity. A rising tide lifts ALL boats. Requiring equity training is unnecessary and counter-productive. Educational excellence benefits everyone.

5. R277-328-3(2)(a) says that professional learning shall include instruction in fostering a learning environment that is safe and respectful. In Murray School District, this "safe" push has been less about bullying, and more about protecting certain identities, agendas, and politics. They instituted a memorandum that allows for BLM signs and Rainbow flags in classrooms without parent's knowledge because parents weren't allowed in schools due to COVID. They have pushed "safety" as the reason for allowing critical race theory concepts such as teaching kindergartners Ibram X Kendi's Anti-Racist Baby that tells 5 year olds that they are either racist or anti-racist, there is no neutrality, and they must confess their racism to overcome it. This type of rhetoric has not led to increased safety. It has led to breaking up and putting strain on friendships between children of different races. And we have proof. Parents have the ultimate and primary responsibility for teaching their children kindness and acceptance and tolerance. Your single-minded and obsessive fixation on these issues is divisive and counter-productive. Fostering "safety" needs to be defined specifically and it should

specifically state that singling out groups of people and treating them differently (or celebrating groups who encourage violent protestors) is not included within the definition of promoting "safety".

6. R277-328-3(2)(b) actually promotes principles of CRT rather than prohibiting those principles. Your resolution "embraces principles of equity and justice for all." There is a reason the rule doesn't embrace principles of "equality and justice for all." We know what this means and we catch these small details. A rule that says you are committed to "correcting any inequities" means pushing equal outcomes on the basis of race, sex, gender, and other broad categories - giving preferential treatment to those groups that are considered marginalized. This section should be removed.

7. R277-328-4(1) R277-328-4(1) is extremely confusing. R277-328-3(3) says you can't teach these principles, and then 4(1) says that you can, as long as the content is age-appropriate and approved in a public meeting. This just opens the door to more questions and more problems down the road - more contention between parents and school boards. There are no specifics on what is appropriate or not appropriate. Once again, you are creating more problems than you are solving by introducing huge ambiguities through this section of the new rule. This whole part of the rule should be removed. With it in place, 277-328-3(3) has absolutely no effect or teeth whatsoever.

Thank you for considering my input. There are other problems that I could have pointed out, but I am sure you will hear from others. Above are some of the most important and glaring problems that I have noticed in my review of the Rule. Please re-consider and please do what is best for our children instead of what is best for special interest groups putting pressure on you.

Sincerely, Greg Marchant

Aaron H aaron.m.heineman@gmail.com

To whom it may concern:

I reside in Provo, which represents Provo City School District ("PCSD").

While I am never married and never had children, I am very familiar with the tenets of what is known as Critical Race Theory ("CRT" for abbreviation purpose), since I became aware of this ideology as a 'teaching tool' since 2010.

Critical Race Theory, as it is called, and others like it in disguise, should be disallowed from being taught by the certified and accredited public and charter schools and faculty staff.

This prohibition should also extend to disallowing the hiring of outside organizations and colleges for sending the lecturers whose agenda is ignoble in attempt to damage the innocuous children by teaching the divisive racial and sex concepts for "deconstruction," especially the demonization and vilification of one race and sex (often and always

“European” and “male”, sometimes referring to the absurd and accusatory precepts of “white privilege”, “while fragility”, “systematic racism” and “male privilege”, etc).

Such agenda that appertains CRT is unabashedly hateful toward the white race, in particular, with indoctrination to promote violence by disharmony and disorder in fomenting the broken race relations through division, and to propagandize shame and guilt (“ethnomasochism”) that only cause damage to the children of the targeted race (and sometimes male sex) for disparagement, that purport to contravene and violate the 1964 Civil Rights Act, in particular probation of blatant discrimination on the basis of race, sex, national origin, etc.

Such agenda as appertaining CRT only promote racially motivated prejudice that does nothing but divide toward Balkanization, which is self-serving for the so-called Progressives who disguise themselves through obfuscation and subterfuge to hide their Communist belief.

It is apparent that — where I live — PCSD Superintendent Keith Rittel, alongside the recently created office of Diversity Chief Officer (a ridiculous posh office that wastes taxpayer money, so to speak), is the supporter of CRT and similar agenda to politicize this school district.

If you want to hear the point of view that ostensibly defends the (hateful and divisive) tenets of CRT for consideration of instituting and amending the rules governing the teaching of a subject matter appertaining race or whatever it’s called (“equity” itself is a ridiculous concept that is inherently communistic that rejects the idea of equality), you should query Rittel to testify in favor of CRT.

Keith Rittel’s office phone no.: 801-374-4805

<https://provo.edu/superintendent/>

For the foregoing reasons that summarizes my philosophy in strenuously opposing Communist threat that will ruin and destroy Utah, and by extension America, the board should make a move to unilaterally banish the Critical Race Theory agenda as unnecessarily volatile, divisive and poisonous, which the agenda in point of contention indeed is.

Signed,

Provo resident.

--
- A

Kristy kristy.246@hotmail.com

To the Utah State School Board,

First, I want to thank you for taking steps to protect Utah's schools from harmful ideologies that divide our students.

I have reviewed this rule and encourage you to make the following changes:

R277-328-3 (1): Change the word from Shall to May, so it is not mandatory and can be the decision of each school district.

R277-328-4 (1): Please remove the line that a curriculum review committee needs to be formed and a public hearing held in order to bypass the rule that harmful racist ideologies should not be taught in our schools. There shouldn't be a way around that. These harmful ideas should not be taught. Period! If parents want their children to learn Critical Race Theory ideas and concepts they can teach it in their own homes, but these subjects should not be a part of K-12 education.

Please do more to protect my child from districts and teachers who have promised they will teach these anti-bias concepts, even with this rule in place. As a parent, I am wondering how teachers and school districts will be held accountable if they choose to teach CRT?

In my opinion this rule you are forming needs to stop teachers from segregating kids into groups, protect children against compelled speech, stop sexual or political flags or signs from being displayed throughout the school, stop CRT-based teacher trainings, prevent teachers from sharing their social or political biases when discussing controversial current events with students, prevent propaganda in hallways or as a tool to teach journalism, and remove CRT/LGBTQ books in the school library or classroom shelves because these ideas should not be taught or presented as truths. They have no place in school. I believe these things could be taught or discussed in homes if parents desire, but should not be taught in schools. It is divisive and harmful to these impressionable, undeveloped minds.

Again, what children learn about CRT/LGBTQ should come from their homes, not from school. School is not the place. I do not appreciate teachers being trained on how to deal with and overcome parental pushback. The rule needs to specifically say that "Parental rights and concerns about their child's education shall be respected and not be treated as a barrier to overcome."

Thank you for your attention to this important matter, I appreciate all you do and trust that there will be a good outcome for the students in our state.

Sincerely,
Kristy McKee

Aaron H aaron.m.heineman@gmail.com

Errata: the word “probation” is incorrect as result of forced autocorrection. I mean “prohibition”.

I wrote my protest against CRT in Gmail app using a mini-tablet mobile device.

On Wed, Jul 21, 2021 at 2:05 PM Aaron H <aaron.m.heineman@gmail.com> wrote:
To whom it may concern:

I reside in Provo, which represents Provo City School District (“PCSD”).

While I am never married and never had children, I am very familiar with the tenets of what is known as Critical Race Theory (“CRT” for abbreviation purpose), since I became aware of this ideology as a ‘teaching tool’ since 2010.

Critical Race Theory, as it is called, and others like it in disguise, should be disallowed from being taught by the certified and accredited public and charter schools and faculty staff.

This prohibition should also extend to disallowing the hiring of outside organizations and colleges for sending the lecturers whose agenda is ignoble in attempt to damage the innocuous children by teaching the divisive racial and sex concepts for “deconstruction,” especially the demonization and vilification of one race and sex (often and always “European” and “male”, sometimes referring to the absurd and accusatory precepts of “white privilege”, “while fragility”, “systematic racism” and “male privilege”, etc).

Such agenda that appertains CRT is unabashedly hateful toward the white race, in particular, with indoctrination to promote violence by disharmony and disorder in fomenting the broken race relations through division, and to propagandize shame and guilt (“ethnomasochism”) that only cause damage to the children of the targeted race (and sometimes male sex) for disparagement, that purport to contravene and violate the 1964 Civil Rights Act, in particular probation of blatant discrimination on the basis of race, sex, national origin, etc.

Such agenda as appertaining CRT only promote racially motivated prejudice that does nothing but divide toward Balkanization, which is self-serving for the so-called Progressives who disguise themselves through obfuscation and subterfuge to hide their Communist belief.

It is apparent that — where I live — PCSD Superintendent Keith Rittel, alongside the recently created office of Diversity Chief Officer (a ridiculous posh office that wastes taxpayer money, so to speak), is the supporter of CRT and similar agenda to politicize this school district.

If you want to hear the point of view that ostensibly defends the (hateful and divisive) tenets of CRT for consideration of instituting and amending the rules governing the

teaching of a subject matter appertaining race or whatever it's called ("equity" itself is a ridiculous concept that is inherently communistic that rejects the idea of equality), you should query Rittel to testify in favor of CRT.

Keith Rittel's office phone no.: 801-374-4805

<https://provo.edu/superintendent/>

For the foregoing reasons that summarizes my philosophy in strenuously opposing Communist threat that will ruin and destroy Utah, and by extension America, the board should make a move to unilaterally banish the Critical Race Theory agenda as unnecessarily volatile, divisive and poisonous, which the agenda in point of contention indeed is.

Signed,

Provo resident.

--
- A
--
- A

MaryAnn Banks maryannjuddbanks@gmail.com

Dear Utah State School Board Members,
I have been following what you have been doing concerning equity education. My concern is that equity policies, including CRT, is an attempt to will outcomes.

Education focuses on outcomes. So, what are the desired outcomes of teaching children and training educators, administrators, along with support staff in equity philosophy/critical race theory? The current controversies breaking out in school board meetings throughout the nation are revealing the outcomes; anger, divisiveness and polarity!

Utah Legislative Majority, voted into their positions by the citizens of Utah/parents of the children of Utah, are committed to keeping CRT out of our pre-K - 12 schools. Could it be our legislative majority recognizes that equity education/CRT does not have desirable outcomes? Could it be they see the legality issues as well? Yet you, our state school, move forward to implement a dogmatic ideology.

Racial issues are adult issues. Most adults think with their heads and the polarity of the left and right hemispheres. However, most young children think with their hearts or what has been termed "heart brain - coherence", (HeartMath Institute; heartmath.org) This is

science not a theory. What would the outcomes be if we, the adults, practiced this science? Compassionate communication? Respectful cooperation? Happy, grateful people? What if this science, the science of heartbrain coherence, replaced equity education? The Heart Math Institute is only one of many more suitable alternatives!

My concern is that equity education with all of its carefully worded subtitles and policies is an attempt to force or will outcomes. You cannot “will” outcomes, especially when those outcomes are in direct conflict with parental rights, including civil rights... “all policies, programs, and responsibilities, the Utah Legislature, the state school board, local school boards, and charter school governing boards” are required to “respect, protect, and further the interests of the parents in their children’s public education”(Utah Code§ 53E-2-201-2(a)). Furthermore “political, atheistic, sectarian, religious, or denominational doctrine may not be taught in the public schools except as provided in Section 53G-10-202” (Utah Code § 53G-10-402). As an educator, mother and grandmother, I view equity education as an opposition to the original purpose of education.

What if the Utah State Board of Education chose to resist the urge to follow a popular but decisive theory? What if the outcomes were a Utah State School Board emerging as leaders and advocates of real healing and wellbeing of our nation and its children?

I sincerely urge you to consider these questions and all possible implications before you continue.

MaryAnn J. Banks
Mother of 3
Grandmother of 7+
Utah Educator of 30 years, now retired
Teacher of approximately 690 children

,

Sent from my iPad

Elizabeth Crofts elizabethcrofts@gmail.com

Dear Utah Board of Education,

I am writing to comment on the new rule for Educational Equity in Schools (see attached). I believe as currently written that this version will fail to stop CRT in teacher training, classroom activities, assignments and instruction in Utah.

I concur with the revisions proposed by Dr. Jan Eyring.

Now more than ever, Utah’s educational code needs to shore up their language to assure that divisive CRT never obtains a foothold in this state’s public education.

The document R277-328. Educational Equity in Schools includes much verbiage which actually invites the teaching of CRT in Utah schools. Some language needs to be modified; other language needs to be deleted before this document is approved.

In reading the document, I would like to suggest the following revisions:

1. Replace all references to “Educational Equity” to “Educational Excellence.” (examples: R277-328 – Education **Excellence** in Schools. R277-328-1. Authority of Purpose. #2 ...and classroom instruction on education **excellence**.” Search for all other cases and replace “excellence” with “equity. Equity is a loaded word these days associated with CRT—referring to forcing equality of groups vs. equality of opportunity, which is the U.S. Constitutional principle.
2. R277-328-2 Definitions. Because CRT educators are intent on injecting their CRT theories whenever they can, it would be good to expand the definition of “classroom instruction” to include units, classes, lesson activities, but also more casual encounters like **discussion, counseling**, etc.
3. R277-328-2 Definitions. Add a concise definition of problematic aspects of CRT between points 2 and 3 that the Utah legislature has defined as not appropriate for Utah schools. That way there will be no question about what teachers must not teach. The resolution recommends NOT teaching that 1) one race is inherently superior or inferior to another race, 2) an individual should be discriminated against or receive adverse treatment because of the individual’s race, and 3) that an individual’s moral character is determined by the individual’s race.
4. R277-328-2 Definitions. # 5a. In the definition of “inclusion,” it is difficult to assure that someone “feels” a sense of belonging. Strike this and reword: “Inclusion means the practice of **engaging each student at the highest cognitive level possible**.”
5. R277-328. Add a new section between Definitions and Educational **Excellence** Professional Learning sections, which specifies more clearly “Prohibitions,” precisely defining which tenets of CRT undermine a free society and a sound education. Refer to language in House and Senate Resolutions 901.
6. R277-328-3. Educational **Excellence** Professional Learning. #2c. Reference to “collective responsibility” has reference to “reparations” in Marxist Social Justice scholarship. Replace “collective” with “group.”
7. R277-328-3. #2d. The emphasis on differences is negative. Replace with “**acknowledging commonalities and uniqueness** by looking for the good in everyone, including oneself, and showing regard **for other cultures and traditions**.” Strike reference to “**feelings and rights**,” which make reference to CRT empirical methods and tactics, in which Social Justice warriors substitute feelings for empirical knowledge and train learners in leftist activism.
8. R277-328-3. #2e. Remove “lived experiences”—reference to CRT research method. “....including acknowledging diverse cultures, languages, traditions, **values, and needs**.”

9. R277-328-3. #2f. Replace “strategies of inclusion” with “**strategies of respect and understanding for all.**” **Strike:** “as they pertain to students and educators with diverse abilities and backgrounds.”

10. R277-328-3. #2g. This makes no sense. **Reword:** *Model critical thinking by helping students see various viewpoints and making decisions about best ideas.*

11. R277-328-3. #2h. Omit this entire point. This is CRT dogma which trains students to criticize their history, pay reparations, and cancel western culture. This does not belong in Utah code!

12. R277-328-3. #2i. What does **intellectual honesty** mean? Either define it or omit it. **Reword:** *Defend diversity of thought, freedom of inquiry, and freedom of speech as appropriate in school classrooms.*

13. R277-328-3. #5. Because of the controversial nature of CRT, this needs to be much more precise. **Reword:** *The content of professional learning provided by a Local Education Agency (LEA) shall be made freely available by the LEA to all parents or other stakeholders no later than two weeks prior to the professional learning date in which the learning is offered (as a working document, finished document, or explicit outline) upon request and include:*

14. R277-328-3. #5b. **Reword:** *a copy of the USBE approved compliance rubric* showing how the professional learning and materials adhere to the requirements of this rule **and other state codes**. It is important that these rubrics relate to content approved by the Board not to the individual teacher who prefers CRT.

15. R277-328-4. #1c. “age appropriate content for the developmental age of the student” is too vague. This could mean that kindergarteners are learning about boys dressing like girls or hormone suppressing drugs much too soon. Standards and specific examples of “age appropriate” should be developed with representative teacher and parent councils for different grades.

16. R277-328-5. Rule Interpretation. #1a/1b. Utah Parents United call this a “nullification clause.” I have to agree! The Utah legislature has made it clear that Utah voters are not in favor of CRT in Utah schools. By keeping 1a and 1b, it appears that all of the other statements can be made null and void by a teacher’s choice of interpretation. In Utah, we want our children to respect the history and government of a free market society. To discuss alternative views and policies is fine. But using critical thinking, students should also be led to appreciate freedoms and opportunities guaranteed by the U.S. Constitution that are not provided in the constitutions of other countries. As stated now, it appears that a teacher would have no right to help learners judge the value of a concept by weighing the pros and cons and making a wise choice for one or the other. **Reword:** **Omit 1b entirely.**

The current draft also includes omissions that should be added. Nothing in the rule stops teachers from segregating children into affinity/race groups, from deconstructing their identity into oppressor vs. oppressed groups, from displaying flags or signs throughout the school which are inherently sexual or political. It also does not stop teacher training programs from big-tech platforms which do not have Utah values at heart, from teachers sharing their social or racial justice biases when discussing

controversial current events, from teaching “restorative justice” practices taught through the lens of race, from providing frequent displays of CRT/LGBTQ in the school library or classroom shelves, from incorporating CRT propaganda in all school subjects, or from preventing teachers from “slipping in” CRT propaganda in casual conversations or in counseling students while circumventing state code and law.

As a parent and a teacher, I am appreciative of your work on these regulations. At present, I am very concerned about the current draft of the “Educational Equity” code.

Sincerely,

Elizabeth Crofts

Political Activist

Nicole nikkiwbaby81@gmail.com

This seems like a step in the right direction, however it does not go far enough to make sure that curriculums and teacher trainings are not teaching political ideas, agendas and theories that teach one race is better than another, sexual education must be keep to basics of biology and how the human body works and not "how" to guides, SEL is also not ok to be taught in schools as it is leading to conversial topics of identify politics and changing beliefs of children to align with agenda and propaganda, etc. There are loop-holes in the current wording. Schools need to be a neutral place for teaching and ideologies can be taught in the home. Utah laws give parents the right to choose what things are taught to them at home and no government institution should be teaching these things. Trainings should be decided by school districts and allow them the choices, not "must". Please adjust the wording.

I ask you to please do more to protect my child from districts and teachers who have promised they will teach these anti-bias concepts even with this rule in place.

As a parent, I ask you what accountability is there for teachers and school districts who choose to continue to teach our children critical race theory ideology?

Nicole Warren, Utah Resident, Tax Payer!

Debbie Foreman-Whipple dforeman126@gmail.com

Dear Utah State Board of Education,

In regards to Rule R277-328-2(4), R277-328-3(2), R277-328-3(3) and R277-328-4(2a):

I am a retired Utah public high and middle school educator who worked for 18 years in the Alpine School District and Wasatch County School District as a special education and reading teacher. I just retired recently in January from being the Academic Director for a Provo residential treatment center for suicidal female teens. I believe in teacher training and student instruction for all races on stereotyping and overcoming cultural

bias. I believe all students, regardless of race, should be taught how to listen with understanding, to celebrate and respect diversity, and learn about other cultures and build respectful relationships. I believe that teachers, regardless of race, should be trained on how to teach students of different cultures and learning styles as well as build respectful relationships between students and adults. I believe in striving for educational equity.

There is an equity model where students of all backgrounds and abilities can see over a high wall with the necessary supports. I believe this model can be used to represent the idea that all students will learn at **high levels** with the necessary supports and resources made available. I do not believe in lowering standards to create equity. The key term is **high level**. So I recommend that the definition for equity be changed from

“acknowledging that all students are capable of learning”

to “Educational Equity is the goal of the State of Utah that all students will learn at high levels according to their individual needs, desires, interests, talents and abilities in order to be prepared for adult success.”

Equity defined this way takes into account the individual needs of the student and is results oriented. Researched and evidence based Best Practices should be employed to accomplish this. John Hattie did a meta study analysis of academic growth effect sizes for teacher practices. His list of effect sizes for growth shows *collective teacher efficacy* at the top of the list of 252 teacher practices with an effect size of 1.57, with the median being .4. *Self efficacy* (student efficacy) is at .92. Efficacy, or the belief that one can learn, or accomplish a task is highly predictive of success. Collective teacher efficacy is the belief of teachers in a school or district who believe together that their students can make substantial growth. I believe this collective teacher efficacy should start at the state level in our definition of equity.

If we change this equity definition and the focus of equity, then revisions need to be made in R277-328-2 and R277-328-3(2). Our rule needs to reflect “all students will learn at high levels.” For example rule R277-328-3(2e) states: “Professional Learning shall include instruction in (e) collaborating with diverse community members to understand, recognize and appreciate what we all have in common as humans.” I recommend the addition of collaborating with diverse community members and educators to come up with learning strategies that lead to all students learning at high levels.

Other recommendations:

1. Change: (j) cultivating supportive conditions that focus on **learning** and remove barriers to allow students to have accessible pathways to resources and opportunities.

to: cultivating supportive conditions that focus on **high levels of learning** and remove barriers to allow **all** students....

2. Add a rule that talks about professional development that trains educators on how to help students of diverse backgrounds achieve at high levels.

I also recommend additions and changes to R277-328-3(3) and R277-328-4(2a).

Throughout the years of my educational career, I was expected to use researched and evidence based Best Practices in my teaching. After reading Kendi's How to Be an Anti-Racist, and DiAngelo's White Fragility, I do not believe these books fit this criteria, nor do many training seminars that use Identity Politics or use these books as resources. I believe it is using racism to combat racism. Both books promote Identity Politics, which is a highly controversial political theory. DiAngelo contends that all white people are inherently racist and white supremacist and will always be so collectively and individually. People of Color are perpetually the victims of this white supremacy. Both authors use the term "Whiteness," which is reminiscent of the term "Jewishness" used by the Nazis. Kendi suggests political solutions in order to promote anti-racism that are highly controversial. They both contend that the main cause of inequity is racism. Identity Politics does not belong in our schools except as outlined in rule R277-328-5(1a,b). Indoctrinating controversial political theories is the opposite of regard for diversity.

There are many critics from academia who believe that Identity Politics, which is underpinned by Critical Race Theory lacks evidence. Red, White, and Black, edited by Robert L. Woodson Sr., is a compilation of essays by scholars of different races that contest CRT. Other scholars point out with statistics and research that other factors are much more predictive of success or non success than race. In addition, I believe that many countries across our globe use Identity Politics to bring about equity in their countries, but fail at equity as they destroy their country, commit genocide and human rights violations while taking away the freedom of their citizens. Again, the ideology of Identity Politics should not be used in Utah's professional development or to indoctrinate our students. I believe it is a divisive practice, a highly charged political ideology and does not accurately explain inequity.

Therefore, besides the items in rule R277-328-3(3), I believe there should be an additional rule that prohibits LEAs and teachers from providing, recommending, or promoting these books and like books or materials to Educators or students while on campus or on school websites. If Educators and students are to be trained in diversity, equity, and inclusion, then materials and curriculum need to contain research and evidence based Best Practices, not political ideologies. I also ask that you close the loophole in R277-328-4(2a) that allows the LEA to include in curriculum and class instruction what R277-328-3(3) disallows if "approved in an open and regular public meeting of the LEA's governing board...."

In addition, Intersectionality is also a theory with underpinnings in CRT that is debatable in our professional development or classrooms. I believe charts that contain all the ways that students are privileged or underprivileged are problematic. We are telling students with these charts that they are victims when they may not see themselves as victims, or that their blessings are privileges. I don't think we should be in the business of suggesting more challenges on top of the ones our students already believe they

have or be in the business of creating privileges out of their blessings. An important factor of resilience is looking at challenges as opportunities to learn, grow and build character. Another important factor of resilience is gratitude. So I recommend a rule against these charts and related instruction. I think training that builds resilience and teaches strategies to overcome the challenges that all students decide for themselves is more productive. Resilience training supports equity. Again we should be using Best Practices, not debated, controversial theories.

Sincerely,
Debbie Foreman

Michael Fox tearsofthegods@gmail.com

Thank you for your efforts to protect Utah from the poison that is Critical Race Theory. Serious analysis of CRT reveals that there's very little that's actually "critical" about it and when all is said and done, it's still just a theory...albeit a dangerous one rooted in emotion and devoid of fact that's teaching our children how to be racist.

I have reviewed the rule (Draft 5) and compiled my thoughts and feelings regarding the current proposal. I respectfully ask that you incorporate the following changes;

R277-328: Please change the word **"equity"** to **"excellence"**. Equity means to take from one and give to another. In the case of CRT, equity is being used as Karl Marx intended it and that idea can be felt throughout this rule when the term shows up. Marxism has no place in American society. Please change this.

R277-328-2: I would like to see the elimination of **"as the focus of the discussion"** language and ask that the definition of classroom instruction be expanded to include but not limited to the following; **classroom instruction means any course material, unit, class, lesson, activity, discussion, redirection, interaction, etc.**

Please also define what Critical Race Theory is and include it with the definitions. We can't stop or fight the enemy if we don't know who or what it is. CRT is a worldview "theory" and in some circles it's treated almost as a religion. It needs to be defined as such.

R277-328-2(4): Please remove **"distributing resources"** as it connotes one getting less than another. We ought not neglect some students because their needs are not as great. Every student has a need. Please change the language to **"redistributing resources"**.

R277-328-2(5)(a): Please remove or change **"students feel a sense of belonging and support"**. We cannot legislate feelings anymore than we can legislate morality. It's not possible. I suggest changing it to read: **"inclusion means that every student is heard, invited, etc."** This section also mandates that a teacher could quash one student's voice at the expense or benefit of another student's voice and this would be a violation of free speech.

R277-328-3: Please change **"equity"** to **"excellence"** or remove it altogether.

R277-328-3(1): Please remove **"shall"** as it implies redistributing resources to force equal outcome. The focus ought to remain on educational excellence and not equity.

R277-328-3(a): Please remove the word **"safe"** and rephrase the language to read: **"fostering a learning environment and workplace that's respectful of all students and educators."** One student may say something that might make another student feel unsafe but that doesn't mean that that student is "unsafe". Additionally, one student's truth may differ from another. Oftentimes his truth, her truth, your truth, their truth is not "the truth". Free speech must be protected for all students regardless of opinion and background. We don't always have to agree.

R277-328-3(c): It is not the teachers fault or the teams fault that a child is not learning. One student is also not responsible for another student's learning. Please remove or change the wording to read: **"individual and collective responsibility"**. I also suggest including the terms **"personal responsibility and accountability which encompasses the teacher, student and family"** in lieu of what's there now.

R277-328-3(d): Please remove **"differences"**. CRT focuses entirely too much on our differences. There's nothing uniting about this ideology. How can we come together, heal and progress as a nation when we're obsessed with our differences? Please include **"acknowledging commonalities and uniqueness and look for the good in all"** in the rewrite.

Feelings appear in this section again as well. Feelings cannot be legislated. Feelings can't be defined nor can they be predicted. It's the height of arrogance to think that somehow this is possible. Inevitably someone's feelings are going to end up hurt. That's part of life. That's also cognitive dissonance. We can't change this. Let's stop looking for differences. Instead, let's show respect for all humans, cultures, traditions and beliefs that encompass the ideal that all are created equal. All students should feel safe to express their opinions and points of view.

R277-328-3(e): Why do the community members have to be diverse? Why are we constantly bringing this up? "Diverse" feels like a quota. Are we recruiting diversity? Why can't we focus on what we have in common as a diverse culture? This entire section needs to be rethought. As it reads now, it's overdone, wordsmithed and unnecessary.

R277-328-3(f): Again, more focus on differences. The use of **"inclusion"** here is also dangerous. I suggest changing the language to read: **"implementing principles and strategies of respect for all."** Please stop focusing on differences. That's CRT. That's Marx. We aren't communists.

R277-328-3(g): What does this mean? Are we teaching kids to be activists? No one can examine counterpoints in an impartial manner. How can we expect teachers and educators who may identify with different political parties and ideas opposed to the

truth, facts, etc. to remain impartial? This just doesn't happen. When my children were in elementary school in Millcreek, there were several times when "the right" political opinion wrapped up in a nice bow of activism was forced upon them while impartiality was tossed out the window. Please change the language in this section or remove it.

R277-328-3(h): This section is the most problematic for me. If the intent of this rule was to comply with the 901 resolutions then it failed. Teachers are being told to create opportunities, to "slip things in" that are against the rules. Seed planting if you will. Do students have a personal responsibility to march in the streets? To speak to an issue they don't understand and know little about? This is language perversion here. It sounds pretty but the intent behind it is nefarious. In essence what's being said here is that its a child's responsibility to end slavery. I recommend that this entire section be removed.

R277-328-3(i): There is no such thing as **"intellectual honesty"**. This is a fifty cent word that sounds innovative and scholarly but in reality it's devoid of substance and truth. There is no need to use words that mean nothing here. If the term stays, then it needs to be defined. If that's not possible, then I recommend removing it. As it reads now, the term is codifying the idea that a student must be taught to "think the right way." That's where the problem lies. Why not defend freedom of inquiry and freedom of speech? In my opinion, "intellectual honesty" is a meaningless word and should be dropped from circulation forever.

R277-328-3(j): This section defies common logic. I recommend changing it to read something along the lines of: **"cultivating conditions that focus on academic learning, parental participation and to allow opportunities for every student."** As it reads now, it can be construed that the teacher is responsible for events and problems with their students outside the boundaries of the school and beyond their control.

R277-328-3(5): What is a reasonable amount of time? This needs to be spelled out and defined. I recommend choosing a specific time in which to notify parents before "the training" is offered. Please strike **"after"**. After is too late. I also recommend that the "notice of training" shall include a detailed outline of said training OR a finished document. I disagree with sending a "work in progress". That leaves the door open to "shenanigans". The above documents must also be available upon request. To me that means immediately, not in a week or so.

R277-328-3(5)(b): USBE needs to come up with a rubrik that shows how the "professional learning and materials" adhere to this rule and all state codes. As it reads now, this section is too ambiguous and leaves the door open for a teacher to do whatever he/she wants.

R277-328-4: **"Equity"** again. Please replace it with **"excellence"**.

R277-328-4(1)(c): What is age appropriate content? Who determines this? The language here is vague. Parents need to be the authority here and not the institution. I recommend language that protects parents rights and gives them authority to determine what **"age appropriate"** means to them.

R277-328-5(1)(a): Doesn't this section nullify the entire rule? This is nothing more than a nullification clause. I trust this was put in by mistake? I recommend that it please be removed in its entirety.

R277-328-5(1)(b): This section and the one above also eliminate the idea that we can't promote one idea over another. It also means we can't put one idea below another. I recommend removing both of these sections completely. The reality is that there are superior cultures. Why would we not teach students about these? Why would we not teach and/or discuss cultures that are superior in their belief of the equality of humanity?

Thank you for your time and consideration. I found far too many loopholes for CRT to be allowed back into the classroom. This rule is supposed to prevent that. I thank you for your efforts and all of the hard work you do for the state of Utah.

Very Best,
M

Lorie Dahl loriesgardens@gmail.com

We are against CRT being taught in the public schools. We feel like it is decisive.
Ben and Lorie Gambino

Jenna Grey jenna.l.grey@gmail.com

Dear Utah State Board of Education Members,

My name is Jenna Grey and I am a resident in Jordan School District. I have 2 children currently enrolled in elementary school. I would like to share my feedback regarding R277-328. I support educators having the training and understanding to adapt professional development and curriculum to the needs of their students. I support diversity, educational equity and inclusion efforts in educator training, curriculum standards, and opportunities for all of Utah's students to receive high quality education. I support ensuring that all students find belonging in their schools, classrooms and communities. I support educators and administrators having the freedom and protection to teach diversity, equity, and inclusion in their classrooms and schools.

As someone who values educational equity and ethical government, I applaud your efforts on behalf of all Utah students, teachers, parents, and citizens to make Utah a place where diversity, equity and inclusion are celebrated.

1. I ask the Utah State Board of Education to explicitly state in the language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators.

2. In addition, we ask the Utah State Board of Education to strike the phrase “before or”, as outlined in R277-328-3(5) “The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request”.

Thank you.

Jenna Grey

Karina Bitting akbitting@gmail.com

Thank you for taking steps to protect Utah from harmful ideologies that divide our students by race and foster victim and oppressor mentalities. I have reviewed the rule and encourage you to make changes to the following lines.

R277-328. Educational Equity in Schools.

Please change the word “equity” to “excellence”. Equity does not produce excellence in education. Rather, it produces equality of outcome. And so it should be educational excellence in schools.

R277-328-2. Definitions.

(1) “Classroom instruction” means any course material, unit, class, lesson, activity, or presentation that, **as the focus of the discussion**, provides instruction or information to a student.

Please remove “**as the focus of the discussion**” and replace it with “**discussion, redirection, interaction**, or presentation, **that** provides instruction, **counseling**, or information to a student”. I think that if we are going to distill what happens in a school day down to classroom instruction, we need to be clear that tenants and doctrines are not forced upon our children in an infrastructure nor in a subverted way, specifically our K-12 kids.

(4) “Educational equity”

Distributing resources should be changed to “**Redistributing** resources”. So it is basically saying one gets less than another? Not saying we shouldn’t give students what they need, rather we shouldn’t neglect some students because their needs are not as great. Because every student has a need.

(5)(a) “Inclusion” means the practice of ensuring students **feel** a sense of belonging and support; and Change “**feel**” to the “**practice of engaging each student at the highest cognitive level possible**”. We can not legislate or rule feelings. What we can do is discuss the instructional strategy. Inclusion means the practice of ensuring every student is heard. Inclusion means the practice of ensuring every student is invited. But we can not

legislate feelings. When you say inclusion means the practice of ensuring students “feel” is basically mandating that one teacher quash one student's voice to benefit another student's voice. And that is dangerous territory and a violation of free speech.

R277-328-3. Educational Equity Professional Learning.

Change "Equity" to "Excellence"

1. An LEA shall provide professional learning to educators concerning educational equity.

1. Change “equity” to “excellence”. This wording of “shall” is a dictate. It's a got to, have to, will do, or else. And so this says an LEA has to provide-concerning equity. How are we going to redistribute our resources to force equal outcomes. Rather, we should have a professional development on educational excellence.

- a. fostering a learning environment and workplace that are safe and respectful of all students and educators;

Take out the word “safe” and leave respectful. One person's mere presence can make another person feel unsafe. That doesn't mean they ARE unsafe. When one student speaks from a certain point of view, and again, safety ensuring all voices are heard. So fostering an environment that is respectful is different from fostering an environment where words are viewed as dangerous and people can not speak their point of view. And legislating how people feel is totally inappropriate. However, fostering an environment where we are respectful is expected and it should happen. We don't always have to agree, but we still need to be respectful.

(c) establishing Professional Learning Communities committed to continuous improvement, individual and collective responsibility, and identifying underperforming students in need of supports;

Replace “individual and collective responsibility” with “personal accountability and responsibility encompassing the LEA, teacher, student and family”, and identifying underperforming students in need of supports. If a student refuses to engage, and all measures have been taken place for this child is it still the teachers fault that that child is not learning? is it still the teams fault (desk grouping, teams) that that child is not learning? One student is not responsible for another students learning. The professional learning committee should and can extend to personal accountability. The individual student bears accountability in the learning process.

Line 50: (d) acknowledging differences by looking for the good in everyone, including oneself, and showing due regard for feelings, rights, cultures, and traditions; Change the word “differences” to “commonalities and uniqueness”. If I'm to look for the good in everyone then I have to look at how they're different from me and that seems counterproductive. We are too focused too much on what makes us different and far too little on what brings us together, Because if you want to produce a “safe” environment, you don't focus on differences, you focus on what brings us together.

Change “due regard for feelings, rights, cultures, and traditions” to “showing respect for all humans, cultures, traditions, and beliefs, and encompass the ideals that all are

inherently created equal and;" Again, feelings, I can be respectful of someone- but their feelings they are accountable for. This idea that one child speaking their point of view is not ok because it might make another student "feel" uncomfortable. That's part of the learning process and learning about others.

Thank you for making these changes and protecting Utah from harmful Ideologies.

Karina Bitting

Julie Stenquist stenquistjulie@yahoo.com

I am concerned about the loopholes in the crt training teachers are receiving, i am concerned that they are being instructed to work for eqity instead of educational excellence. And that teachers are being taught ways to insert these ideologies into the focus of their discussion. I am concerned that these nee guidelines are trying to ignore parental concerns about what their children are being taught. Please stand up against this poisonous indoctrination being forced upon our children.

[Sent from Yahoo Mail for iPhone](#)

Sarah Fox sarahfoxy@gmail.com

Thank you for your efforts in creating this rule that will protect our children from division and hate. As I read through the rule I saw several changes I'd like to enact. However, I saw far more things that weren't included in at all. It's those things I'd like to point out and ask that you make provisions for them.

Here is what i felt was missing:

Nothing in the Rule stops teachers from segregating kids into affinity/race groups which is already happening in SLCS D.

Nothing in the Rule protects the free speech of students or protects them from compelled speech like when a child is told to deconstruct their identity and label themselves as oppressor or oppressed or when they are coerced into telling their teacher or friends what their pronouns are or sexual orientation.

Nothing in the Rule stops "identity-group" flags or signs being displayed in school which are both political and sexual in nature.

Nothing in the Rule stops CRT teacher training or credentialing that teachers are required to take through the whatever contracted big-tech platform the district uses.

Nothing in the Rule prevents teachers from sharing their "social or racial justice" biases when discussing controversial current events with students.

Nothing in the Rule stops SEL programs or restorative justice practices from being taught through the lens of race or social justice.

Nothing in the Rule prevents all of the propaganda in the hallways of CRT/LGBT books in the school library or classroom.

Nothing in the Rule prevents the use of CRT propaganda as a tool to teach journalism (not much of that left anymore) art, etc.

Nothing in the Rule prevents the alphabet soup connection to CRT (intersectionality).

This is a long list and still there's more. Please make concessions for the above issues and concerns. The success and longevity of our school system depends on our fast action and willingness to do hard things, make the hard unpopular choices and stand for what's right. Thank you for your time.

Best,
Sarah Fox

LeAnn Wood leann@utahpta.org

Utah PTA would like to express support for R277-328 Educational Equity in Schools. As Utah's largest children's advocacy organization, Utah PTA recognizes the importance of providing professional learning to educators to help every child reach their full potential.

Utah PTA acknowledges the efforts of the Utah State Board of Education and more specifically the members of the Standards and Assessment Committee in creating a rule that supports "educational equity" and creates a learning environment that will be respectful of all students and educators. Utah PTA advocates for "culturally and linguistically responsive teaching that emphasizes academic success for all students, enhances cultural competence by fostering understanding of students' cultures, promotes family engagement, and develops critical consciousness."

Utah PTA specifically appreciates that the rule requires the professional learning to include:

- acknowledging differences by looking for the good in everyone, including oneself, and showing due regard for feelings, rights, cultures, and traditions;
- collaborating with diverse community members to understand, recognize and appreciate what we all have in common as humans, including acknowledging diverse cultures, languages, traditions, values, needs, and lived experiences;
- implementing principles and strategies of inclusion, as they pertain to students and educators with diverse abilities and backgrounds;
- demonstrating role model responsibilities through the examination of various counterpoints to a topic in an impartial manner;

- creating opportunities to recognize personal responsibility in contributing to conditions that preserve the rights of all individuals and to avoid the repetition of past harmful actions by individuals and groups;
- defending intellectual honesty including freedom of inquiry, speech, and association; and
- cultivating supportive conditions that focus on learning and remove barriers to allow students to have accessible pathways to resources and opportunities

Utah PTA strongly supports the ideology that no one should be discriminated against based upon their “sex, race, religion, sexual orientation, gender identity or any other protected class.”

Finally, Utah PTA is grateful for the additional supports that R277-328 provides for parents in requiring that the content of educational equity professional learning be provided by an LEA to parents upon request, that any curriculum developed should be age-appropriate and must be approved in an open and regular public of the LEA governing board.

Utah PTA is grateful for the work that has been done and will continue to move forward to create a safe, respectful and worthwhile learning environment for our children.

Utah PTA Board of Directors



Kim Steed kimberlyrsteed@gmail.com

I hope it is not too late for this to be added.

My name is Kim Read, I live in East Millcreek. I have two children attending Olympus High School next year.

I am concerned about the language as it currently reads in Rule 277-328. Please clarify the language of the rule, and strike the language requiring that training materials be available for preview before the professional development occurs, so that it will not be misconstrued as giving license to attack the credibility or livelihood of our educators.

The USBE's Portrait of a Graduate provides parents, educators, and students of our state with an incredible list of aspirations. The thirteen aspirations clearly articulate the same hopes I have for my children. I am confident when I say that every parent, educator, and community member wants improved outcomes from our public schools. MAP (Mastery, Autonomy, Purpose)! For our children to have: "the ability to demonstrate depth of knowledge and skill proficiency; the self-confidence and motivation to think and act independently, a sense of purpose that guides their life

decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning, all of our students and teachers must have a safe place to learn.

Rule R277-328, as currently written, reads more like Portrait of a Graduate, which is intended to be broad and about "creating a holistic view" of student expectations. As I described, it is something wonderful to aspire to, but without clear standards our students will not have the tools required to meet these goals.

Additionally, this is not the same purpose a Board Rule serves. There must be clearer guidance for our educators, which will lead to clearer expectations for students and parents. In its current form it is so ambiguous that it is sure to be misconstrued or interpreted in a way that restricts free thought, critical thinking, and a does not create a safe space for our educators to educate and our students to learn. I believe it has the potential to limit exclusivity rather than foster it. Its vagueness has the potential to set LEAs up for First Amendment challenges, if it is interpreted in a way that gives LEAs opportunities to restrict speech and expression of ideas. While intentions may be good, its ambiguity is likely to lead to the very outcomes the Board is trying to avoid.

Thank you USBE of your service and commitment to our children, and for truly listening.

Dan Schilaty imdante@gmail.com

Utah State Board of Education

Re: R277-328

The Utah State Board of Education needs to remember one very important principle. The individual members of the board work for the parents of the children in Utah, NOT for the NEA or the UEA. The first responsibility of the Utah State Board of Education is to support local parents, neither Unions nor political agendas! Unfortunately, as written, your rules and resolution mandate teaching CRT, not stopping its introduction into our schools. This is not what our legislature instructed the Board to do! This is not what the parents of Utah children want.

The NEA has threatened it will make certain Critical Race Theory (or whatever name you want to call it) is taught in all schools in all 50 states. This is NOT what the parents in Utah want. CRT encourages educational equity. What the parents in Utah want is educational EXCELLENCE for all of its students!

We have reviewed in depth the revisions suggested by Natalie Cline (Freedom in Education), and wholeheartedly support her suggested revisions. We strongly encourage you to make all the revisions she suggests to these documents!

Students in Utah do not need our schools delving into policies, programs and activities that promote "unity and civility". The schools do not need to be involved in discussions of racism, inequity, or examining issues of race, ethnicity and color. These issues can

best be handled in our homes and nuclear families. Our schools should stick to “teaching” the basics....reading, writing, math and science. Get this right first.

Rather than teaching CRT in our schools, the State Board of Education should ensure that students are receiving a patriotic, pro-American education — not being taught that the United States is an evil nation.

Our children are NOT at all systemically racist, but teaching CRT will be the first step in creating many “racists” in our country!

Let us reiterate. The Utah State Board of Education should first represent the parents of Utah. Not the NEA or the UEA. We parents will be closely watching how you deal with CRT in Utah. Bottom line, WE DON'T WANT IT!

We are two very, very concerned parents and grandparents,

Daniel J. Schilaty

Jonni Sue Schilaty

Richard Cluff rich.cluff@gmail.com

I hope to make it to the meeting in person but I also want to have some concerns in written form.

1. Parental rights and concerns about their child's education need to be respected and not be treated as a barrier to overcome.
2. Teachers and leadership need to be aware that responsibility and consequences will come if parent wishes are ignored. I will put my 5 children in private schools or home school if necessary to focus on reading, math, social studies, and science without agendas of CRT or other progressive education ideas being pushed by NEA or affiliates.
3. No segregating, shaming or bullying. Nothing in the Rule protects the free speech of students or protects them against compelled speech - like when kids are told to deconstruct their identity and label themselves as part of an oppressor vs oppressed identity group or when they are coerced into telling their teacher or peers their preferred pronouns or sexual orientation.
- 4 No inherently sexual or political subject posters from being displayed throughout the school.
5. Stop CRT-based teacher training or credentialing that teachers are required to take through the big-tech platforms their district has contracted with. (GOOGLE, Microsoft, Adobe, CASEL, etc)
6. Stop SEL programs or restorative justice practises from being taught through the lens of race (i.e. equity) or social justice.
7. Prevent the alphabet soup connection to CRT (i.e. intersectionality)
8. Prevent all the propaganda in the hallways or CRT/LGBTQ books in the school library or classroom shelf. People who are seeking info in these areas can find them online. Just like we don't push religious/ conservative

content at schools.

9. Respect, kindness and honesty are what should be modeled and taught by everyone in this world at any age.

Sincerely,

Rich Cluff

From: **Kierstin Glenn** <kpoglenn@gmail.com>

Date: Wed, Jul 21, 2021 at 4:59 PM

Subject: Please Amend the CRT Rule to Better Protect Children and Teachers

To: rules.comments@schools.utah.gov <rules.comments@schools.utah.gov>

To Whom it may concern:

The new rule is a good first step in the right direction however, there are concerns that this rule does not go far enough to protect students and teachers from anti-bias training and curriculum, and some of the vague language needs to be revised. I have reviewed the rule and encourage you to make changes.

1- R277-328-3(1): The current rule mandates training by using the word "shall". Should this training be mandatory? If you feel the training should be the decision of the school districts request that this word is changed to "May".

2- R277-328-4(1): Some have had concerns with section 1, it allows divisive concepts to be taught if it goes through a public comment and approval process in a local school district. What are your thoughts? Should school districts be able to teach these concepts the same way they teach sex education, curriculum goes through committee review and public hearing, or should this section be changed to say that these ideologies should not be taught at all?

Other change recommendations include,

A better definition of Educational Equity is the practice of engaging each student at the highest cognitive level possible.

A better definition of Inclusion means the practice of creating learning environments that support and welcome all students in their learning process.

Revise R277-328 Section 2:1 to read "instruction" means any course material, unit, class, lesson, activity, discussion, redirection, interaction or presentation that provides instruction, counseling, or information to a student, and it covers any instruction or interaction with students on topics covered by the rule.

An excellent education will value every student equally, regardless of abilities. Each child needs different support at different times in the academic career. Under R277-328 Section 3:2 (c), instead of solely identifying the underperforming students, I propose that the rule be changed to “identify ANY student in need of support.”

An excellent education will not focus solely on the differences. It will recognize that each student is unique in many different ways outside of race. I propose that R277-328 Section 3:2 (d) read “acknowledging commonalities and uniqueness, looking for the good in everyone, including oneself, and showing respect for all humans, cultures, traditions, and beliefs that encompass the ideals that all are inherently created equal.”

An excellent education is robust. Under R277-328 Section 3:2 (i) we feel the phrase “intellectual honesty” is vague and could have many different connotations. I propose using the more concrete language, “Defending diversity of thought, freedom of inquiry, freedom of speech, and freedom of association.”

An excellent education involves parent support. R277-328 Section 3:2 (j) places a near impossible and limitless burden on teachers to remove all barriers from a student's learning. We propose the following language be adopted: “cultivating conditions that focus on optimal academic learning, and parent partnerships for every student.

Thank you for your time.

Sincerely,
Kierstin Glenn
Riverton, UT

--

Sent from Gmail Mobile

--

Sent from Gmail Mobile

Daniel and Laurie Wood woody96@earthlink.net

To Whom it May Concern,

I am quite concerned about R277-328 and fear CTR is sneakily being placed into our school with this bill. Most importantly R277-328 needs specific word changes to be implemented or removed. From the very onset the entire document title needs to change from EQUITY to Excellence. And every time the word EQUITY is used within this document it needs to be permanently removed and replaced with something like excellence. Equity does not mean equal; it means taking from one and giving to another. Thus, this bill does not ensure that Utah Students will be given an equal education, but rather it will directly take from one student and to give to another student. That is not equal at all. America was built on the belief that all men were created equal with certain unalienable rights, specifically putting limits on government that would allow Americans these rights to life, liberty, and their pursuit to happiness. The wording throughout R277-328 seems to be a slippery slope, not to prevent CTR, but to directly

implement CTR in our schools and state. Critical race theory also needs to be specifically defined within R277-328 so that it will be prevented from being taught. I am fearful if these changes are not made, we will repeat our Nation's history of segregation and hatred of other races, sex, and religions.

I have tirelessly gone through this document, thanks to the hard work and help of a true patriot and fighter for our children, Natalie J. Cline from State School Board – District 11. I am listing some of the flaws I am quite concerned with, within this bill and would like the wording changed or removed.

R277-328-2 I. has some serious flaws that need to be changed within its definitions. The wording states: “as the focus of discussion,” needs to be removed and replaced with “classroom instruction” means any course material, unit, class, lesson, activity, discussion, redirection, interaction or presentation that provides instruction – counseling or information to a student.

This section also needs to have several bullet points added

Critical Race Theory (TR) means any theory or ideology that

- a. Derives or otherwise traces its origins or influences from or pertinently overlaps with the Critical Theory social philosophy espoused by the Frankfurt School.
- b. Teaches or promotes that social problems are created by racist or patriarchal societal structures and systems.
- c. Espouses the view that one race is inherently racist, sexist, or intentionally or inadvertently oppressive.
- d. Espouses the view that one race is inherently responsible for the international or inadvertently oppression of another race.
- e. One race or sex is superior to another race or sex
- f. A person should be discriminated against because of the race or sex attributed to them or be treated differently based on that classification
- g. A person's moral character is determined by the race or sex attributed them.
- h. The race or sex attributed to a person makes them responsible for past transgressions of that race or sex.

R277-328-2 II.

Needs to eliminate the wording that specifies the distribution of supplies and needs. Every student deserves the same outcome, that means every student should have equal opportunity not based on their needs. The wording in the bill “distribution of resources to provide equal opportunities based upon needs of each student” needs to be completely eliminated and replaced with redistributing resources based on the need of the students.

R277-328-2 line #31 states: “Inclusion means the practice of ensuring students feel a sense of belonging and support.” You CANNOT legislate feelings!!! This is so poorly written, and should say something along the lines of “Inclusion means the practice of ensuring students **BE HEARD, or ARE INVITED TO...**The way it is written will remove one students way of thinking for the benefit of another students feelings...it is so ambiguous and you can in no way ever regulate how one will feel. And could violate free speech.

Wording could be changed to something like “Inclusion means the practice of engaging each student at the highest cognitive level possible.

This section also needs to have a definition for what teaching is: Example: Teaching means the instructional process and or the practice of the tenants of. Leading into the changes of

R277-328-3 Educational Equity Professional Learning needs to be removed entirely and changed to

Educational Excellence Professional Learning.

Line #38-39 needs to change from, "An Lea shall provide professional learning to educators concerning educational equity" to An Lea shall provide professional learning to educators concerning educational excellence.

Again, you are trying to take from 1 to give to another with equity.

The next lines need also change from "fostering a learning environment and workplace that are safe and respectful of all students and educators." The wording is so ambiguous again. Is speech SAFE??? This wording again can violate freedom of speech. Again, you are legislating how someone feels!!! It needs to change to something like, "fostering a learning environment and workplace that are respectful of all students and educators."

More slippery language from R277-328-3-line #47 c) states, "establishing Professional Learning Communities committed to continuous improvement, individual and collective responsibility, and identifying under performing students need of supports." No one is responsible for anyone else direct actions; as Americans we believe we are accountable for our actions and our learning. One student is not responsible for another's lack of learning. It needs to change to: "establishing Professional Learning Communities committed to continuous improvement, personal accountability and responsibility encompasses the LEA teacher, student, and family.

R277-328-3 line 50-51 is legislating feelings again and needs to change from "(d) acknowledging differences by looking for the good in everyone, including oneself and showing due regard for feelings, rights, cultures, and traditions. It needs to changes to something like: "acknowledge commonalities and uniqueness with bullet points to looking for the good in everyone, including oneself and showing respect for all humans, cultures, traditions, and beliefs that encompass the ideals that all are inherently created equal.

R277-328-3-line states 52 (e) collaborating with diverse community members. Why does everything have to be about race and diversity. Why can't it be about content of character, ability, skill set, hardworking. The word diverse sounds affirmative action quota placement not based on skill or qualifications. This line needs to change to something like: "collaborating with community members to understand and recognize common interests and goals. Line 52-54 where is states "recognize and appreciate what we all have in common as humans, including our acknowledging our diverse cultures, languages, traditions, values, needs, and lived experiences" needs to be removed entirely. It is not needed and again, is focusing on the race card.

R277-328-3 line 55-56 “(d) implementing principles and strategies of inclusion, as they pertain to students and educators with varying abilities and backgrounds.” The word INCLUSION and BACKGROUND are such a dangerous word and need to be removed. Stop focusing on differences and back on skills and ability. These lines need to change to something like: “implementing principles and strategies of foundational respect for all, as they pertain to students and educators with varying abilities and backgrounds.”

R277-328-3 line 57-58 “(g) demonstrating role model responsibilities through the examination of various counterpoints to a topic in an impartial manner.” Are we teaching kids to be activists? What does this even mean??? This needs to be removed!!!

R277-328-3 line 59-61 “(h) creating opportunities to recognize personal responsibility in contributing to conditions that preserve the rights of all individual and to avoid the repetitions of the past harmful actions by individuals and groups.” Man does the wording frighten me. It allows teachers directly to slip in and to plant seeds, by teach students things like the have a personal responsibility to go march in the streets or to light a fire to that building. etc. The wording needs to be changed to something like “creating opportunities to recognize personal responsibility and exercises that recognize the rights of all individual and how to preserve them for future generations.

R277-328-3 line 62-63 uses the word intellectual honesty. What does that even mean? It needs to be defined or it needs to be removed entirely, because as I read it, it states that someone is trying to decided what thinking the right way is. And at the end of the day who is to decide what thinking the right way is? Is it the teachers who teach what the students must think? What if a teacher believes that America is awful or White people are evil and that is their definition of intellectual honesty? Because that is how this is written. Then in the bill there needs to be somewhere where it defends diversity of thought, freedom of inquiry, freedom of speech, and freedom of association.

R277-328-3 line 64-65 “(j) cultivating supportive conditions that focus on learning and remove barriers to allow students to have accessible pathways to resources and opportunities.” To me barriers means money. Now the teachers need to decide who needs money and should have exceptions. Needs to be reworded to something like “cultivation conditions that focus on optimal academic learning, parent partnership, and for every student.

R277-328-3 line 83-84 “(5) The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request and included.” Wow after they can have this after the training has been done. This needs to be changed to “(5) The content of professional learning provided by an LEA shall be made freely available by the LEA to parents or other stakeholders in the LEA no later than two weeks prior to the professional learning date in which the learning is offered as a working document, finished document or explicit outline upon request and must include a copy of this rule, and a copy a USBE approved compliance rubric showing how the professional learning and material adhere to the requirements of this rule and other state codes.”

R277-328-4 Educational Equity Curriculum and Classroom Instruction needs to change to Educational Excellence Curriculum and Classroom Instruction.

R277-328-4 “(c) that contains age-appropriate content for the developmental age of the student.” Needs to be struck from the bill. WHO gets to decide who is age appropriate? And at what age? TO BROAD and WHO DECIDES???

R277-328-5 Rule Interpretation states, in “(a) prohibit or ban discussions of events, ideas, attitudes, beliefs, or concepts, including those described in this rule, from the general sharing and participation the marketplace of ideas fostered in a learning environment.” What??? WOW lets just let all of CTR, which is a world view, and has doctrines. This rule eliminates the whole rule and idea that we can’t promote one ideology against another. Because CTR it is current even and since this prohibits us from not talking about this should be complete eliminated. It needs to be removed because (a) voids the whole bill.

In closing, I believe this bill has some very serious flaws in the writing and misses key factors that would allow for CTR to enter and flourish in Utah schools. Before this bill is passed it needs to have serious word changes and safeties put in place to ensure this world view, CTR, is never implemented in Utah Schools. Below are some of my biggest concerns with what this bill does not directly prevent and needs to be changed immediately.

- Nothing in the Rule stops teachers from segregating kids into affinity/race groups like is *already happening in SLCSD*.
- Nothing in the Rule protects the free speech of students or protects them against compelled speech - like when kids are told to deconstruct their identity and label themselves as part of an oppressor vs oppressed identity group or when they are coerced into telling their teacher or peers their preferred pronouns or sexual orientation.
- It doesn't stop "identity-group" flags or signs, which are inherently sexual or political, from being displayed throughout the school.
- It doesn't stop CRT-based teacher training or credentialing that teachers are required to take through the big-tech platforms their district has contracted with. (GOOGLE, Microsoft, Adobe, CASEL, etc)
- It doesn't prevent teachers from sharing their "social or racial justice" biases when discussing controversial current events with students.
- It doesn't stop SEL programs or restorative justice practices from being taught through the lens of race (i.e. equity) or social justice.
- It doesn't prevent all the propaganda in the hallways or CRT/LGBTQ books in the school library or classroom shelves.
- It doesn't prevent the use of the CRT propaganda as a tool to teach journalism, art, ELA, etc.
- It does nothing to prevent the alphabet soup connection to CRT (i.e. intersectionality)

Thank you for your time,

Laurie Wood

Frank Thompson FrankT@provo.edu

I went through the draft 5 soon being considered by the BOE for implementation. I am appalled that CRT in it's very language is being openly considered to be mandated by Utah schools. CRT is a doctrine, world view, or a religion if you will, and has no place in education. Draft 5 has so many issues that it is basically coercive propoganda and useless in the current form. As a teacher of 37 years (still teaching), I can not agree to any training or being forced to foster what I believe are corrupt and immoral principles. Parents should be teaching children correct moral principles according to their own beliefs, not teachers. We have enough as it is, without usurping parental rights too. One size fits all is never a good place to start, accounting for much error and failure in the past. I believe in merit and excellence, not this so called equity nonsense. It is demeaning and victimizes minorities and others all over again. Where is parent involvement in all this? Incredible!

grbcpt@gmail.com

July 21, 2021

Re: Comment on Educational Equity in Schools R277-328

I urge you to reject the proposed rule in its entirety. This rule is saturated with progressive notions about race and gender, presumed victims and victimizers, and unscientific ideals around "equity". It appears to be an emotional appeal, legislating feelings and morally inconsistent positions rather than offering clear legal/teaching guidance, at the same time prescribing untested and deeply ideological trainings to educators and students, and singling out a specific race/culture for criticism.

My specific comments in each section:

R277-328-2. Definitions.

(4) Educational Equity

To focus on equal opportunities is a noble objective. But we must recognize that all children are different, and along with differences in home and cultural environments this fact will necessarily result in different attitudes toward education and ultimately different educational choices and outcomes. It is therefore obvious that one cannot legislate "equitable" outcomes.

(5)(a) Inclusion

This definition focuses on ensuring that students have certain feelings. Feelings are internal, subjective and often transient and therefore cannot/should not be an aim of any legislation. "Inclusion" anyway is an impossible goal, just like equitable outcomes, as all people will hold some ideas that may conflict with the ideas of others and favor certain

people/groups over others, and therefore everyone will feel at times excluded. It is a fact of life and necessity of a free society.

R277-328-3. Educational Equity Professional Learning.

(2)(a) Fostering a safe and respectful learning environment seems like a noble objective. But here again we face ideas that are entirely subjective and would inevitably lead educators to promote “correct” thinking and feelings in their students in order to ensure “safety”. From what/whose perspective is “safety” to be ensured? Is this simply safety from physical harm/bullying, which we presume is already a prerequisite and stated objective of the USBE? Or is this safety from being exposed to certain ideas? Or safety from criticism? Who can possibly guarantee safety from either and why would anyone seek to avoid this anyway? Exposure to new ideas and having your own ideas challenged is fundamental to learning.

(2)(b) Denouncing racism sounds like another noble endeavor. But the notion it’s even necessary or that racism has somehow reached a social pandemic in the last few years after 50+ years of uninterrupted progress in the US is absurd and not based in any tangible reality. Where is the scientific study that proves racism is pervasive in the US? Where is any study that shows it has any serious impact on most people’s lives in 2021?

There is also the underlying assumption that racism in the US, where it even exists, is symptom of “white” culture and “whiteness”. The racist feelings/ideas of non-white people are not examined, and such racism is even presumed to be impossible by some who claim that people who are not part of the dominant culture/power structure cannot be racists.

This idea is, of course, self-serving and profoundly racist. In fact we have seen enormous levels of racism against white people in the popular culture in recent years, with the cynical characterization of hate against white people as somehow being “social justice” instead of actual racism.

The larger context of racism also needs to be examined, and not simply viewed from the jaundiced lens of American progressive ideology. Racism is a global and human phenomenon, across all races, including all races in the US. But at the same time it is not necessarily profound or even particularly destructive in present day society, especially when compared to other social ills, such as child sexual abuse, which in contrast to racism is an actual physical crime (not a thought crime) and is significantly more prevalent and damaging to children and the wider culture.

A denunciation and training on the prevention/treatment of child sexual abuse would be a far more useful objective of the USBE than focusing on the supposed racism brewing in the minds of the children of white people.

(2)(d/e/f) “Acknowledging the differences by looking for the good in everyone” is a contradictory idea. Looking for the good in everyone is acknowledging commonality, not difference. And why is there a need to state a regard for “feelings, rights, cultures, and traditions”? Is there evidence these things are not already regarded? Does this also include the feelings of children whose embrace conservative culture and traditions? Should all elements of all cultures be regarded equally? Are there no negative elements of any cultures?

Diversity of race/culture is in fact a shallow goal. Diversity of ideas is what should be

important to educators. Assuming one has a certain or even a diverse/valuable perspective simply because of one's race/culture is a fundamentally bigoted/racist idea. We should be judged on the content of our characters and the quality of our ideas. Period.

(2)(h) The goal of “creating opportunities to recognize personal responsibility in contributing to conditions that preserve the rights of all individuals and to avoid the repetition of past harmful actions by individuals and groups” sounds like it was taken directly from the literature of Critical Race Theory. This is a deliberately cryptic way of suggesting that white people/children should be asked to publicly denounce some of the racist events of past US history and profess their “privilege”- and if they don't, somehow segregation or slavery could make a comeback.

This notion is deeply disturbing. White children today had nothing to do with slavery, and no black children in the US are slaves. In fact, slavery was practiced by less than 2% of the US population. It was an activity exclusively of the wealthy elite who had large tracts of land with a use for and ability to afford slaves. It was also a global activity practiced by all cultures, including Africans who enslaved competing tribes for centuries, then later started selling them to Arab and European slave traders.

But the most important fact is that slavery in the US ended 150+ years ago, and the Civil Rights and Voting Rights Acts were passed in 1964. We have all had the same individual rights under the law for 50+ years. There are no longer any Jim Crow laws, and in fact there are many examples of affirmative action laws to benefit non-white people that have been in effect for decades.

The idea that all white children should find ways to apologize for distant historical events they had no part in, to people alive today who cannot possibly be victims of these past events and who enjoy the same rights as everyone, is absurd. This reeks of the old Soviet show trial confessionals. It is nefarious and profoundly racist.

And with respect to CRT (which is an outgrowth of decades-old Critical Theory), the highly biased views of a handful of disaffected academics who deeply disliked their own culture should not be taken as a roadmap for educational programming in our time. These ideas and their modern-day interpretations are highly selective and deeply critical in their readings of Western and US history and culture, even to the point of social destruction. It should not in any way form the basis of teaching to our nation's youth, who deserve balanced information about the past, a realistic interpretation of the present, and inspiration for the future. Critical thinking is the most important skill any citizen can have, not indoctrination into Critical Theory.

(3)(a/b/c/d) While this section appears to give equal treatment to people of different sexes, races, and religions, it is in direct opposition to section (2)(h), which surreptitiously ascribes certain values, morals and personal ethics to white people, assigning them an inferior moral status, and seeking to discriminate against and impose adverse treatment on them. This reveals the underlying moral hypocrisy of this rule and the prescribed trainings, invalidating all of it.

Furthermore, “sexual orientation” should not be a topic for K-12 education, as it is completely unrelated to basic educational requirements. Similarly, “gender identity” is not a protected class of people nor a fully scientifically validated idea and also has no place in K-12 educational curriculum.

R277-328-5. Rule Interpretation.

(3/4) This training is untested and controversial. It should not be left up to the discretion and interpretation of the Superintendent, nor should other “professional learning with embedded components of educational equity” be left out of any broader public scrutiny and final approval.

Any training as controversial as this must first be supported by actual scientific evidence of the problem it is intended to address, and further supported by evidence that the prescribed training has/can actually solve such problems and also will not inadvertently cause other forms of social and emotional pathologies (e.g., guilt, demotivation, hate for one’s self, culture, nation, emboldening the bigotry/racism of other cultures/races, increased social discord).

Here are some basic questions that must first be answered:

- Where is the evidence that Utah classrooms are not already “safe and respectful” such that they require trainings to ensure they are safe and respectful?
- Where is the evidence that “inequitable” educational outcomes exist in Utah and are the result of discrimination/racism/inequitable treatment, rather than cultural/economic differences and attitudes toward education?
- Where is the scientific evidence of widespread discrimination/bigotry/racism in children in Utah?
- Where is the scientific evidence that “educational equity”, “bias training”, or CRT cures these supposed problems?
- Have the biases of the trainers been assessed, as well as educators, as well as the administrators who have approved of these trainings, to detect unhealthy/bigoted/racist attitudes they may themselves hold?
- Why is the focus exclusively on white children and “white” culture? How is this focus not patently racist?
- Why the intense prioritization of racism over much more serious social ills to be cured (e.g., child sexual abuse)?
- How, precisely, do the rights of individuals differ across races/sexes/religions, and how, precisely, are these rights being threatened such that they need to be addressed by these rules/trainings?
- How are these rights presumably protected by these rules/trainings?

Sincerely,

Parent of children in Davis School District

Jon & Denee Haroldsen jharoldsen@gmail.com

I am writing to express concerns over sections in USBE Rule R277-328 titled “Educational Equity In Schools” (draft 6, dated June 3, 2021).

First, **the Rule’s title needs to be changed.** The term “equity” describes an equality of

outcome, which inherently implies taking from one and giving to another to create an “equitable” distribution. “Educational Excellence in Schools” is a much more apt way to describe what it is that we here in Utah want for ALL of our children.

Section 2

Subsection 1 defines classroom instruction in an extremely opaque and easily misconstrued manner. **Any interaction a student has with faculty or staff of any given public education institution should be considered as “classroom instruction”** for the purposes of this Rule.

Subsection 4 needs to replace “Educational Equity” with “Educational Excellence”. This in turn should be defined such that it is extremely clear that **all students get equal access to resources** they may need to succeed academically. **ALL students have needs.**

Subsection 5 (a) requires a redefinition of inclusion. **“Belonging and a sense of support” cannot be legislated.** Instead, a focus on “engaging each student at the highest possible cognitive level” could be considered as a replacement.

Section 3

Subsection 2 (a) **LEAs should promote respect** for everyone. This section should not include the word “safe” since it is another “feeling” word with no real meaning in this context. **In a respectful environment, everyone will feel safe.**

Subsection 2 (d) mentions collective responsibility. One student is not responsible for another student’s success. The **responsibility lies solely with the student in question, the family/guardians, the teacher, and the LEA.**

Subsection 2 (e) focuses on differences. This is a catalyst for division. Instead, **it should focus on finding common ground while appreciating uniqueness.** Additionally, the definition needs to be about mutual respect, not having the classroom controlled by feelings. **No mention of “feelings” in a binding document is appropriate** as how we feel is an individual, conscious decision.

Subsection 2 (f) must **remove the quota for community member diverseness** as defining this “diversity” is arbitrary. Besides, if a community isn’t “diverse” enough, what will happen? Also, from “acknowledging diverse...” onward **the statement is meaningless, repetitive, and can be misinterpreted.**

Subsection 2 (g) **is useless.** Instead of legislating inclusion, a more productive mandate would be to implement **“principles and strategies of foundational respect for all”.**

Subsection 2 (h) should be entirely omitted. **Would you require counterpoints given in defense of Hitler’s policies?**

Subsection 2 (i) needs to be rewritten or removed. It **can easily be construed** to justify teaching students anything which the teacher/instructor feels strongly about regardless of actual importance in preserving liberty.

Subsection 2 (j) is troubling. **Requiring “intellectual honesty” legislates a “right” way of thinking** and does not promote diversity of thought. Additionally, the statement should be reworded to defend **“freedom of inquiry, freedom of speech, and freedom of association”**.

Subsection 2 (k) seems to require teachers to **remove obstacles from a student’s personal life**. That is not appropriate and should be removed or reworded to be **optimal academic learning** instead.

Section 3

Subsection 3 **is very well-written and should be moved to the beginning** of the Rule to make it absolutely clear this document is about defending diversity of thought and point of view.

Subsection 5 is offensive to parents and needs to be completely rewritten. **Professional learning content should be publicly available no less than two weeks before the instruction is offered**. We live in an age of technological wonders, and to think that LEAs are incapable of making their instruction available **raises questions regarding their competence**. Also, **the compliance rubric should be USBE-approved** and show how the learning and materials adhere to this Rule and other state codes.

Section 4

Subsection 1 (c) is meaningless. **“Age-appropriate content is a vague term** that needs to be well-defined and that is not done in this Rule.

Section 5

Subsection 1 (a) **nullifies the entirety of the Rule**. If nothing is prohibited by this rule, then what does it do? **This should be completely removed from the Rule**.

Subsection 1 (b) prohibits promoting one specific view over another. Should we not teach that democracy is better than oppression? Again, **should we not condemn genocide in our classrooms?**

Thank you for your time, please consider public comments regarding this rule.

Mara Ambuehl johnandmara6@gmail.com

Dear Utah State School Board,

I am writing to express my concern over the new ruling you are discussing.

I am concerned mostly with the use of the word "equity" and its implications. I feel it is

harmful to all children when we force equity rather than addressing individual needs and situations. I ask that you please take the time to rewrite and address the faulty language.

Mara Ambuehl
801-404-0943

Joan Landes joanlandes@icloud.com

To the Utah State Board of Education re: proposed Rule for CRT

Here are a few issues that must be rectified in the proposed rule to protect the access and equity rights of children to an appropriate education:

1. Students must be taught to identify and celebrate their mutual commonalities rather than their intersectional identities. Fixating on differences creates divides. CRT creates divisions, suspicions, and exclusion, where the celebrating of commonalities creates unity. “Inclusiveness” is a moot point when students focus on what they share in common. Everyone is included when we celebrate our mutual humanity.
2. Any materials in any teacher training must be accessible to the public by Dropbox or other internet means at least 14 days before the training occurs. Parents have a right to know what teachers are being trained on.
3. “Freedom of association” must not be a value for children independent of parent values. Children must not be associating with any organizations, clubs, or individuals not explicitly approved by the child’s parents including religious programs, sex education, gay/straight alliances, and political activist groups or individuals.
4. Children must not be held personally responsible to prevent the replication of past societal injustices. They must never be pressured to become politically active for any reason or to have their political sensibilities reinforced by school personnel, activities, or discussions.
5. Children under the age of 16 should not be tasked with abstract analysis of historical events in ways that create cognitive dissonance. Why? Most are still on the cusp of the ability to think abstractly, and too early exposure to this stressor leaves them ripe for blatant indoctrination because they lack the experience and wisdom to put complex events into context. Teens are still magical, black-and white thinkers. They are already struggling with all the upheaval of puberty, peer pressure, drugs, suicides, divorce, violence, etc— they should wait until college, for the most part, to find out the sordid underbelly of history when their brains can actually process that knowledge rather than become overwhelmed by it. K-12 should be a time when students are educated about the successes of their culture— not its failures.

6. The interpretation of the rule as stated must be reworked because the wording essentially negates everything in the rule itself.

Thank-you.

Joan R. Landes, MA, CMHC

VAN AND JONENE JOHANSON SPIRO6J@msn.com

Public Hearing Comment by Jonene Johanson, July 22, 2021

My understanding is that this “Rule” was written in response to House and Senate Resolutions 901. In reviewing the document, I wrote some thoughts and concerns and submit as public comment the following:

The definition of “equity” continues to be problematic. To provide equity means taking from one and giving to another. How does this have anything to do with excellence in education? Expecting equitable outcomes by taking from some students to “equalize” other students to ensure equal outcomes is nonsensical. It totally ignores the fact that outcomes in educational pursuits include student efforts, hard work, study, sacrifice, and other inputs outside of the “equity” controls authors of the redefined “equity” word seem to think they have. And who gets to decide which students are in need of “equalizing” benefits and which are not? All students have needs – assuming educators, or others for that matter, can redistribute resources based on “need” of some students will certainly neglect needs of other students, again leading to unequal outcomes. The word “equity” should be removed and educational excellence should be retained – with no qualifiers.

The current “inclusion” sentence puts the responsibility on teachers to ensure that students “feel” a sense of belonging and support. Sorry, but you cannot legislate “feelings”. This mandates that teachers silence the voices of students because they are required to ensure that no one gets their feelings hurt – violating the free speech right guaranteed to all U.S. citizens (that includes students) in the Constitution. Recommend instead researching and utilizing instructional strategies to ensure all students are *heard* and *invited* to join/participate/share. Use instructional strategies to engage students with the goal to do so at their highest cognitive level on a consistent basis.

Regarding professional learning (PD), also known as how teachers are trained – Why is this even addressed? The purpose of the Rule is to address the two 901 legislative resolutions to prohibit the praxis and infrastructure application of certain ideologies that are clearly dangerous to Utah’s children, that violate Title 6, and also violates the Civil Rights Act. The use of the word “shall” translates to “dictates” under the law, which means have to, must do, will do – no exceptions. Professional learning should only address educational excellence, NOT how to redistribute resources to force equal outcomes, which is impossible and is not the mandate of public education now or historically.

Regarding fostering a learning environment and workplace that is safe and respectful of all students and educators – Having a *voice and allowing all voices to heard* is respectful. And people are apt to “feel” safer if they know they are heard, but, again, you cannot control how people “feel”. New and/or different viewpoints can result in uncomfortable-ness. Trying to legislate how people feel or should feel is inappropriate and expecting teachers to enforce such is ridiculous. Fostering a learning environment that is respectful *is* appropriate and should remain in the Rule. The word “safe” should be removed. Not everyone will agree on viewpoints expressed, but everyone’s viewpoint should be heard and respected. Period.

Regarding establishing PLCs (teams committed to continuous improvement) – Line 47 – The assumption is made in this section that it is the teacher’s fault or team’s fault that the student is not learning. This is faulty logic that has also been incorporated in student-to-student learning. My niece’s daughter was put in charge of another student’s learning by her teacher, leading to anxiety and decreased performance in her own schoolwork and attendance. One student is not responsible for another student’s learning. The current terminology used is dangerous. The individual student is ultimately responsible for learning and bares responsibility in the learning process. Responsibility encompassing the LEA, the student, and the student’s family should be the focus here! Include the truth that personal responsibility and accountability is the greatest asset to successful educational outcomes in this Rule.

Regarding D. – This section focuses heavily on what makes people different rather than what brings people together. Why is that? “Safe” environments do not focus on differences: they focus on similarities that bring people who are different together. Why use the word “differences”? Also, the word “feelings” is used again here. A person respectful of others is not responsible for others’ feelings. A student sharing a point of view who is deemed responsible for how that view makes others feel is displacing responsibility. And silencing a student’s point of view because an adult “feels” it might hurt another student’s feelings is, again, a violation of free speech protection. Perhaps most troubling is the lost opportunity for “uncomfortable “ growth, learning, understanding, and development for all involved – for that is *how* people learn to build respect for other people, cultures, beliefs, and ideas.

Section D., line 50, should be changed to acknowledge and emphasize our commonalities as well as our uniqueness, both individually and culturally. School curriculum should teach students to look for goodness in everyone, including within themselves, as opposed to focusing on our differences which emphasizes why we cannot/should not connect. Anything taught in Utah classrooms should align with and reinforce the principles taught in the Declaration of Independence, e.g. all are created equal, and put into practice through rights guaranteed in the Constitution. Coach teachers to teach students respect, inquiry, curiosity, and understanding as they gather information to expand an ever-growing knowledge reservoir about others, themselves, and their communities, nation, and the world.

Regarding Section G., line 57, - “LEA must train teachers on role model responsibilities... What does this mean? “to demonstrate and examine...” What? How is this to be addressed? What does this equate to in the classroom setting? Where are the

boundaries and who sets them?

Section H does not meet the intent of House and Senate Resolutions 901. It seems to expect teachers to create opportunities to slip in CRT topics even when it is “against the rules”. Instead of teaching teachers to utilize CRT ideology to indoctrinate students in that methodology “to preserve the rights of all individuals” replace with “Create opportunities to recognize individual responsibility as U.S. citizens and provide hands on lessons/exercises that reiterate the rights of all individuals in accordance with the Constitution and how to preserve them for future generations.

Regarding “Intellectual honesty – Where is your definition for this term? It sounds to me to be “If your intellectual honesty does not match mine, then you are wrong.” It reads like teachers can, and should, tell their students the *right* way to think, regardless of what their families believe or their cultures’ practices. And will this “intellectual honesty” in the classroom affect grades on assignments and tests negatively if students do not agree? I could cite multiple examples of this actually happening in higher education institutions in Utah, across America and beyond. Intellectual honesty as written in this rule leads right back to CRT and will be used to now shape Utah students’ worldview in K-12 classrooms – from the teacher/admin/school board member “intellectually honest” perspective regarding the *right* way to think. This is intellectual dishonesty. The intellectual honesty statement should be removed and replaced with language that will defend diversity of thought, freedom of curiosity/inquiry, teach critical thinking skills and how to positively manage the sometime unsettling feelings that result from real learning! That is what freedom of speech is about and why it is so valuable to the individual and a free society. Real learning and growth *is* uncomfortable, *is* challenging, and *is* worth the struggle to work through it.

How are “freedom of association” and “inclusion” discussed in this rule compatible? Have you created competing goals? This should be addressed and clarified.

Regarding Section J. – What “barriers” are you willing and able to remove for *all* students? And how will you require teachers to enact/solve/remove those barriers? What are you signing teachers/educators up for? Are they to address conditions/situations in students’ lives in and outside of the classroom? This is what the current rule language conveys. This aspiration is not only impossible it is inappropriate! Who decides what the barriers are for which children as well as who does not have barriers, thus does not require/deserve any “undue” assistance? What assumptions are being made here? Why are parents not mentioned as the primary educators, care givers, and decision-makers for the well being of their children in accordance with Utah law. This section is out of line and out of the authority/role of public education in the lives of Utah’s families and their children. Who gave the public education system to right to determine which students possess “barriers” whose should be addressed and whose should not, and how it shall be done?

Regarding age appropriate instruction for Instruction regarding “Equity, Curriculum and Instruction” – Who determines what is “age appropriate”? The ambiguity here is obvious – could that be intentional? I have viewed videos of instructors training teachers to introduce sex, racism, and socialism starting at two years old! Who determined such

nonsense appropriate? I assert it was *not* the parents. Again, this language ignores Utah law placing the parents at the forefront of their children’s rearing, care, and education and supplants it with the education system/school boards/educators/teachers determining “age appropriateness” for teaching Utah’s children whatever is determined to be appropriate regardless of the law protecting parents as primarily – not secondary to the education system – responsible for making such age appropriate teaching decisions for their children. Parents are to be supported, not supplanted, by the public education system.

Regarding “Rule Interpretation” – The language used here nullifies the entire Rule document. It seems to me an attempt to instill CRT in the Utah education system and to teach it as truth. It is not truth. To determine “truth”, students must be allowed to discuss diverse worldviews, cultures, ideologies and make value judgments for themselves regarding which they believe to be superior or inferior ways to experience life. CRT is a worldview that eliminates the freedom to compare ideologies and showing “preference” for one or more over another or others. We should be teaching Utah’s children as citizens of the United States that all people are created equal, allow them the freedom to study and make their own decisions about ideologies/ways people choose to live/be governed, and let them draw their own conclusions. The language used in 1a nullifies the Rule, and 1b should be struck.

If you are truly intent on delivering what is valuable to Utah’s children and families, focus education back on what protects and brings us all together – the Constitution! As former Supreme Court Justice Sandra Day O’Connor stated, “Knowledge of our system is not handed down through the gene pool...” We must teach our children the true history of this nation and provide detailed instruction, appreciation for, and understanding of the rights and privileges all Americans are entitled to through the Constitution, which has enabled the most free and prosperous nation on earth as well as the longest standing Republic in world history. It is the great equalizer and the key to our unity as an enduring nation now and for generations to come.

Lacey Bruschke laceybruschke@me.com
Sincerely,

Lacey and Brad Bruschke
We have two children in the Granite School District

On Jul 21, 2021, at 11:13 PM, Lacey Bruschke <laceybruschke@me.com> wrote:

R277-328 Educational **Excellence** (not **Equity**) in Schools

Authority and Purpose

II. Again, educational excellence instead of educational equity.

Definitions

I. Strike “as the focus of the discussion” change to: “Classroom instruction” means any course material, unit, class, lesson, activity, ‘discussion,’ redirection, interaction or presentation that provides instruction, counseling or information to a student.”

II. Critical Race Theory needs to be defined. Suggested definition:

Critical Race Theory (CRT) means any theory or ideology that:

A. Derives or otherwise traces its origins or influences from or pertinently overlaps with the “Critical Theory” social philosophy espoused by the Frankfurt School.

B. Teaches or promotes that social problems are created by racist or patriarchal societal structures and systems.

C. Espouses the view that one race is inherently racist, sexist, or intentionally or inadvertently oppressive.

D. Espouses the view that on race is inherently responsible for the intentional or inadvertent oppression of another race.

E. One race or sex is superior to another race or sex.

F. A person should be discriminated against because of the race or sex attributed to them or be treated differently based on that classification.

G. A person’s moral character is determined by the race or sex attributed to them.

H. The race or sex attributed to a person makes them responsible for past transgressions of that race or sex.

I. The term “divisive concept” includes any other form of race or sex stereotyping or any other form of race or sex scapegoating.

1. Race or sex stereotyping means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, members of any race are inherently inclined to oppress others.

2. Race or sex scapegoating encompasses any claim that consciously or unconsciously, and by virtue of his or her race or sex, members of any race are inherently racist or are inherently inclined to oppress others, or that members of

a sex are inherently sexist or inclined to oppress others.

IV. (lines 26-32) regarding “Educational equity” definition—**strike** (cannot neglect some students because their needs are not as great).

Line 31 5 (a) Change definition of “Inclusion” to **engaging each student at the highest cognitive level possible**. Each student should be heard, invited, have a sense of belonging, but you cannot legislate feelings especially in very diverse communities, cultures, and backgrounds. The current definition is mandating that a teacher silence another student’s voice which is a violation of 2nd amendment rights.

Educational Equity and Professional Learning (Strike Equity change to Excellence)

Line 38 (1) concerns with the word “shall” -dictate for teachers to force equal outcome. Again, **strike equity change to excellence**.

Line 42 (a) **strike the word safe, change to: fostering a learning environment and workplace that are respectful of all students and educators**. Fostering an environment that is respectful is different than fostering an environment where words could be considered dangerous. Again, inappropriate to legislate how people feel or expect that of teachers. Fostering an environment of respect is expected.

Line 44 (b)The Rule needs to specifically say that “parental rights and concerns about their child’s education shall be respected and not be treated as a barrier to overcome.” Needs to include the following:

- A. Protection for free speech, and against compelled speech. For example, prevent students from being told to identify and label themselves as oppressor or oppressed, or preferred pronouns and sexual orientation.
- B. Prevent teachers from sharing their “racial” or “social” justice biases when discussing controversial current events.
- C. Prevent propaganda in the hallways, counseling centers and offices of counselors, front office, school library, and hallways for LGBTQ/BLM/CRT
- D. Prevent CRT-based teacher training and credentialing through big-tech biased platforms
- E. Prevent the use of CRT propaganda in art and journalism classes, ELA, etc.
- F. Stop “identity-group” sexual and political flags from being displayed throughout the school.

G. Prevent segregating students into affinity/race/sexual orientation groups

Line 48 (c) **strike collective**, change to: **personal accountability and responsibility encompassing the LEA, teacher, student, and family**. It is not fair to make one student responsible for another student's learning.

Line 50 (d) **strike difference**, change to: **acknowledging commonalities and uniqueness**. We are all created equal and should be treated as such. Let's focus on what brings us together, not our differences.

Line 52 **strike diverse**- are we recruiting diversity? Shouldn't this be about content of character? Skill set, fortitude, perseverance, etc..

Change to: **collaborating with community members to understand and recognize common interests and goals**. Again, let's focus on what brings us together.

Line 55 (f) **strike inclusion give context to backgrounds**. We should be focused on inclusion for all. This focuses on differences instead of commonalities. Change to: **implementing principles and strategies of foundational respect for all, as they pertain to students and educators with varying abilities and backgrounds**.

Line 57 and 58 (g) **strike** (what does this sentence mean and how would you address it)?

Line 59 (h) **strike current** and change to: **creating opportunities to recognize personal responsibility and exercise the rights of all individuals and how to preserve them for future generations**.

Line 62 (i) **define intellectual honesty or strike**. Change to: **defend freedom of thought, freedom of inquiry, freedom of speech and association**.

Line 64 (j) **strike remove barriers and resources and opportunities**. Change to: **cultivating conditions that focus on optimal academic learning, parent partnerships and**

community resources for every student. It is not the teachers job to remove barriers and find resources for each child.

Lines 67-79 seem misplaced should be moved to the top of the rule. Every child in the room should be able to defend and explain their point of view without being silenced.

Line 84 (V) **strike within a reasonable time**. What is reasonable? Parents and stakeholders cannot stop a training if we don't know it's happening or what will be in it. Change to: The content of professional learning provided by an LEA shall be made freely available by the LEA to all parents or other stakeholders in the LEA no later than two weeks prior to the professional learning date in which the learning is offered (as a working document, finished document or explicit outline) upon request and include

- A. A copy of this rule and
- B. A copy of the USBE approved compliance rubric showing how the professional learning and materials adhere to the requirements of this rule and other state codes.

Line 89 (6) **strike** change to: The professional learning referred to in Subsection (5) does *not* include coaching or remediation sessions for a specific educator.

Line 92 **Strike Equity** change to Excellence

Line 97 (c) who determines age appropriate and how will this be regulated? This is vague and needs more clarification.

Line 112 (a) Nullifies the rule in whole

Line 115 (b) **strike**

Heather (Murray) Eliaba headsups18@gmail.com

Hi there,

Please see the attached file for public comment regarding the rules on Equity Training.

Thank you,
Heather

To the Utah State Board of Education,
I appreciate your efforts to address Educational Equity in Professional Learning. I would like to express my support for the recent rule change, as well as address some additional items of concern for your consideration.

I am a licensed educator with 13 years of teaching experience in Utah, with 5 of those years spent in Title 1 schools among incredibly diverse groups of students. Since growing my family, I have spent the last 8 years teaching preschool and substituting in public schools. This past school year, I saw & experienced some extremely concerning things in the Murray City School District (MCSD) that proves to me that we need these rules to protect all students. We also need further clarification regarding how far teachers can go with some of these sensitive topics, with or without prior parental consent. As you know, parents were not really allowed into any of the classrooms this last year, so the only reason I am aware of certain things, was because I was substituting on a regular basis and saw it for myself. Around January, I started to notice that several classrooms in my child's elementary school, had some posters from an organization called GLSEN. The 3 posters I repeatedly saw are attached here: While these statements are nice on the surface, it is concerning to me that these posters also contain & promote specific political subjects and ideologies. Even more concerning & troublesome, is the lack of representation & support for students in *any* of the other protected classes. I completely understand and agree that *all* children need & deserve to feel included, supported, and seen. I do not believe we accomplish this by only displaying posters that promote 3 specific groups that aren't fully representative of the students in our schools. It would be much more equitable to have posters that encourage general positive social behaviors such as kindness, tolerance, inclusion, and respect. Students can be taught to "Rise Up" to protect any and all people, without specifying their race, status, identity, etc.

Another concerning issue this year, was that my child's 3rd grade teacher read and discussed a book with her students promoting transgenderism without any prior notification or parental consent. Even more alarming, is that another elementary teacher and co-chair of the MCSD Equity Council, is on video at a May 2021 FAM rally disparaging those who disagree with this happening in schools. She claims that people are "masking homophobia, transphobia, and racism as a concern for parental rights." (<https://www.facebook.com/UTpridecenter/videos/310605893938743> 1:04:30 mark) There is no place for harmful labels, especially from a 'leader' of the district's Equity Council and a teacher of young students. It is not homophobic, transphobic, or racist for parents to affirm our rights to consent to specific topics being taught to *our own* children. The more that parents learn about what's been going on, the more we are losing confidence and trust in our LEA. Please consider removing the verbiage that would allow these concepts & curriculum to be taught if the LEA decides to provide it. Please also consider teacher/administrator accountability for violating these rules. As parents, we are feeling like we have no recourse when our trust is violated. Finally, please also consider applying these rules to the overall classroom and school environment by calling for the removal of flags, posters, or other displays that promotes or endorses selected groups of protected classes as superior to any other. **Of course** we need to teach the facts of history and contributions of people from all walks of life. **Of course** we

need to teach love, empathy and respect. I believe our public educators are capable of doing both without the need to promote or endorse any protected class over another through their instruction and/or displays within the classroom environment.

In my family of creation, we are a blended, mixed-race family; my husband is an immigrant; 4 out of our 5 children are bi-racial; we have 1 child who is Caucasian; 2 of our kids identify as LGBTQ+; we have a child with a disability; and have varying religious beliefs in our home. **Of course** we are having these important conversations within the context of our familial morals, beliefs, and lived experiences. **Of course** we are teaching our children to be respectful, kind, and loving towards everyone, regardless of their protected class category! It is not a teacher's right or responsibility to promote any group, political ideology, or protected class over another. We want to send our students to school with trust and confidence that the teachers and administrators will uphold these rules so that *all* of our precious kids feel safe, seen, and valued. Thank you for all that you do, and please continue to protect parents' rights and the students of Utah!

Sincerely,
Heather Eliaba

John Davidson jrocket77@me.com

USBE,

As a [pa]rent of a school-aged child [a]ttending public school in the State of Utah, I am [sub]mitting my [o]fficial [co]mment on Rule 277-328.

I have rarely read such a body of [con]torted wording coming from a school board. I would like to provide specific [re]commendations on a line-by-line basis, but it would take much too long. Rule 277-328 is that **BAD**. It is fraught with [sub]jective terminologies, gobbledygook, and double-speak. Furthermore, it is clearly architected in such a way to open the door to [in]doctrinating our [child]ren with fringe ideologies. If the USBE Board does not [un]derstand the [di]fference between [in]doctrination and [e]ducation, then you are in no position to serve in any capacity to guide the [e]ducation of Utah's [child]ren.

[In]stead of stressing "[ed]ucational [ex]cellence" and focusing on the quality of [in]struction in the classroom for all [child]ren, you have [de]cided to [in]troduce **fraudulent [co]nstructs** such as "educational equity" and "inclusion" (for which your very [de]finitions are novel and [in]determinate). This, in itself, is all any one needs to hear to [de]termine that the [en]tirety of the rule is [dis]qualified.

I also [re]ject the Constitutional Authority and Purpose to which the USBE **[e]rroneously** cites (lines 5-15) as predicate for [in]troducing this verbal [con]tortion. Particularly, Section 53E-3-502(8) for which I do not find one correlative [in]stance in this Rule. [Ad]ditionally, Section 53E-3-501(1)(c)(iv) provides that the board shall govern curriculum and [in]struction [re]quirements, **NOT** to [in]doctrinate and [in]culcate. Novel terms such as "educational equity" and "inclusion" do **NOT** qualify as curricula or [in]struction.

I do, however, [re]cognize several stipulations in Rule 277-328 as being in [con]tradiction to Utah Code § 53G-10-402, and potentially in [con]tradiction to Utah Code § 53E-9-203. I will [con]sider passage of Rule 277-328 to be an factual violation of those Codes that will [ne]cessitate legal [a]ction by the People of Utah.

The Utah Constitution in Article X, Section 1, states:

"The Legislature shall provide for the establishment and maintenance of the state's education systems including: (a) a public education system, which shall be **open to all children of the state**; and (b) a higher education system. Both systems shall be **free from sectarian control.**" (*emphasis mine*)

Rule 277-328 oversteps the authority the USBE was [en]trusted by the citizens of the State of Utah. Furthermore, it is [e]vidently clear that the USBE is more [co]mmitted to policing our [child]ren's [a]ttitudes, feelings, and [re]lationships, which are [re]served solely for the [pa]rents, than you are to their [un][a]dulterd [e]ducation in math, literature, history, and the arts. This is further [e]vident in USBE's Resolution # 2021-01, which reveals the true [in]tention and [a]genda [be]hind Rule 277-328.

Do NOT be [mis]taken. We are **NOT** fooled by the sugar-coated language [in]jected into Rule 277-328. It is purposely crafted to freight our school system with cognitive [dis]sonance, fringe racial and political ideology, and to subvert the sovereignty of the child-[pa]rent [re]lationship. **Simply put, we should be [pro]viding [ex]cellent [e]ducation to ALL Utah [child]ren.** There is NO need for the vague, verbal gymnastics [dis]played in Rule 277-328.

As a Free, Sovereign Citizen of the State of Utah and a [pa]rent, I [re]gard Rule 277-328 as [dis]qualified and [de]mand that it be [re]moved from [con]sideration [en]tirely. In light of this statement, your vote on Rule 277-328 will be [con]sidered [ac]cordingly

Kind regards,

John: Davidson

[e]mail: JRocket77@mac.com

Anfred Morillo anfmor2000@gmail.com

To whom may concern

I'm an American Citizen born in Venezuela, moved to the United States in 1995. I have the opportunity to work, improve myself physically, economically and intellectually, join the United States Air Force, and travel around the world. If teachers want to teach equality, teach how to be a good citizen, to contribute to society and to love the country and strengthen the family. CRT is garbage to our kids and society in general, I have seen how such teaching about race or economic status can lead to socialism and destroy a society like in my native country of Venezuela. Language has to be clear in the law, no such teaching in our schools.

Sincerely, Anfred Morillo

Heather Belcher heatherbelcher7@gmail.com

Dear Mrs. Childs and others on the board.

I have some concerns with the direction that our state is headed in education. To be to the point I have kept this letter to bullet points. Please read.

Equity is racism. Not one time in a conversation about equity have poor white kids been discussed. Only people of color.

When a teacher can tell a student within our own state that a student can't have a bad day because he is a white boy, that is also racism and should not be tolerated.

Diversity hires are being pushed so hard and I have yet to see the demographics of how many people of color even live within our state. Of course most of our hires would be white, most of our state is white people.

Do we know the percentage of those graduates from our state with a teaching degree that are white or someone of color? Why would we intentionally hire those outside our own state to teach because they have 'culture' when we have qualified hires in our own communities.

To address the rules being discussed in today's meeting. Please STOP them! My biggest concerns are addressed here.

Rule

(5) The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request and include:

This is unacceptable, the content should be discussed and allowed for parent review BEFORE said content is taught in our classrooms; NOT After!

R277-328-5. Rule Interpretation.

(1) No part of this rule shall be construed by an LEA or educator to:

(a) prohibit or ban discussions of events, ideas, attitudes, beliefs, or concepts, including those described in this rule, from the general sharing and participation in the marketplace of ideas fostered in a learning environment; and

There are conversations that should NOT be had in a classroom. Elementary children especially do not have the knowledge needed to be teaching other children about politics, gender, religion, or history. These topics along with some others should not be

approved for 'general sharing' in our classrooms. These should be held for appropriate classes such as a current events classroom at the High School level, or a debate class. Teachers should definitely be able to stop certain discussions. I send my child to school learn math, science, reading, writing. I send them to learn truth; not to learn whatever 'general sharing' topic is on someones mind for the day.

You are in a position to protect our children and I am asking that you do so.

Thank you for your time
Heather Belcher

Cathy Owens cathyandbrad@gmail.com

Dear School Board Members,

R277-328 should focus on "Excellence" not "Equity" in our schools. Equity is a term that means to take from some and give to another. It does nothing to elevate everyone as a whole. Equity does not mean equal treatment or opportunity. It means equal outcomes, which hurt many of our students, especially those who work hard and excel. Please change the title of the "Rule" to say "Excellence" instead of "Equity." As parents, we want our children to learn about diversity, unity and belonging. Equity only seeks to further divide by race, and to push everyone down to the same level. It does not inspire, uplift, or raise every child. It just gives handouts to some at the expense of another.

Also, the rule talks about "removing barriers" to learning. There are teacher trainings happening specifically on how to deal with and overcome parental pushback. The Rule needs to specifically say that "parental rights and concerns about their child's education shall be respected and not treated as a barrier to overcome." Parental concerns are at an all-time high, and we ask you to seek the input and respect the opinions of the parents of the children in our state.

Thank you for considering these comments,
Cathy Owens

Olivia Owens olivia.owens2024@gmail.com

Dear School Board Members,

R277-328 should focus on "Excellence" not "Equity" in our schools. Equity is a term that means to take from some and give to another. It does nothing to elevate everyone as a whole. Equity does not mean equal treatment or opportunity. It means equal outcomes, which hurt many of our students, especially those who work hard and excel. Please change the title of the "Rule" to say "Excellence" instead of "Equity." As parents, we want our children to learn about diversity, unity and belonging. Equity only

seeks to further divide by race, and to push everyone down to the same level. It does not inspire, uplift, or raise every child. It just gives handouts to some at the expense of another.

Also, the rule talks about "removing barriers" to learning. There are teacher trainings happening specifically on how to deal with and overcome parental pushback. The Rule needs to specifically say that "parental rights and concerns about their child's education shall be respected and not treated as a barrier to overcome." Parental concerns are at an all-time high, and we ask you to seek the input and respect the opinions of the parents of the children in our state.

Thank you for considering these comments,
Olivia Owens

Hannah Owens howens2027@gmail.com

Dear School Board Members,

R277-328 should focus on "Excellence" not "Equity" in our schools. Equity is a term that means to take from some and give to another. It does nothing to elevate everyone as a whole. Equity does not mean equal treatment or opportunity. It means equal outcomes, which hurt many of our students, especially those who work hard and excel. Please change the title of the "Rule" to say "Excellence" instead of "Equity." As parents, we want our children to learn about diversity, unity and belonging. Equity only seeks to further divide by race, and to push everyone down to the same level. It does not inspire, uplift, or raise every child. It just gives handouts to some at the expense of another.

Also, the rule talks about "removing barriers" to learning. There are teacher trainings happening specifically on how to deal with and overcome parental pushback. The Rule needs to specifically say that "parental rights and concerns about their child's education shall be respected and not treated as a barrier to overcome." Parental concerns are at an all-time high, and we ask you to seek the input and respect the opinions of the parents of the children in our state.

Thank you for considering these comments,
Hannah Owens

Bradley P. Owens bradowens24@gmail.com

Hi School Board Members,

First, I want to thank you for your service to our schools and community. I live in Orem with my family and have 3 kids in the school system. I understand you will be discussing "The Rule" today in your meeting. As a conscientious parent and an educator myself, I

have some concerns with some of the current language in "The Rule" that I hope you will consider in your meeting:

1. Please replace "educational equity" with "educational excellence." Helping all children to strive toward excellence and providing support, encouragement, and love for all to reach for excellence, should be the aim.
2. Please include language that ensures respect for parental rights and concerns and does not treat parents as a "barrier." The Rule should specifically say that "parental rights and concerns about their child's education shall be respected and not be treated as a barrier to overcome."

Thank you for considering these points.

Best regards,
Brad Owens

Cathy Owens mynameiscathyowens@yahoo.com

Dear School Board Members,

R277-328 should focus on "Excellence" not "Equity" in our schools. Equity is a term that means to take from some and give to another. It does nothing to elevate everyone as a whole. Equity does not mean equal treatment or opportunity. It means equal outcomes, which hurt many of our students, especially those who work hard and excel. Please change the title of the "Rule" to say "Excellence" instead of "Equity." As parents, we want our children to learn about diversity, unity and belonging. Equity only seeks to further divide by race, and to push everyone down to the same level. It does not inspire, uplift, or raise every child. It just gives handouts to some at the expense of another.

Also, the rule talks about "removing barriers" to learning. There are teacher trainings happening specifically on how to deal with and overcome parental pushback. The Rule needs to specifically say that "parental rights and concerns about their child's education shall be respected and not treated as a barrier to overcome." Parental concerns are at an all-time high, and we ask you to seek the input and respect the opinions of the parents of the children in our state.

Thank you for considering these comments,
Cathy Owens

Kim Harland kim.harland@yahoo.com

To whom it may concern,

I am writing this letter to address my concerns with your consideration of allowing CRT to be taught in our Utah schools. I cannot help but notice you are not considering parents concerns about their students in the law documents but rather consider them a "barrier" to enabling CRT to be taught here. I do not agree with the theory and am disgusted by it. I DO NOT want this brainwashing garbage taught to my children. I do NOT give my consent to be feeding this nonsense to my children at school and if it is brought to Utah, my children will no longer attend your schools. I believe that a person can improve their life circumstance by engaging in responsible behavior and hard work. Why are these important skills not being taught? Wouldn't it make more sense to be providing students with trade skills rather than allowing some to believe they are victims to their skin color? Politics do NOT belong in schools and I find it completely ridiculous and offensive that you are doing this. Ofcourse we want equity in schools, but trying to do it this way is foolish. We will not be part of it. Mark my words if you keep trying to leave your loopholes wordage in this laws description believing it will enable you to sneak CRT into our schools at a later date I will not be the last parent to pull my kids out of Utah schools. Please have the courage to reject this nonsense.

Thank you,
Kim Harland

[Sent from Yahoo Mail on Android](#)

From: Dr. Gary Thompson <drgary@earlylifepsych.com>

Sent: Wednesday, July 21, 2021 1:31 PM

To: Christel S <212christel@gmail.com>

Cc: Board of Education <board@schools.utah.gov>; Utah Republican Party <info@utgop.org>

Subject: Re: Critical Race Theory Increases Racism: Stop it!

Dear Christel:

Thank you for forwarding your email. It was well written, accurate, and as a black man who has lived in Utah for 30 years while raising six kids of color, I found it to be inspiring in nature.

Best regards;

Dr Gary Thompson & Family

On Wed, Jul 21, 2021 at 9:45 AM Christel S <212christel@gmail.com> wrote:
Dear Board,

I cannot be at this week's school board meeting, but I am aware of what is currently going on in the fight to support or reject teaching Critical Race Theory as an appropriate worldview in our schools. I ask you to reject it.

No one is born a victim or an oppressor based on skin color alone. And no one is doomed to fail.

Critical race theory does the opposite of its marketed intent of decreasing racism; it sends us backwards decades.

It stunts and minimizes US history's noble efforts to decrease racism. Rather than empowering ALL children to believe in themselves, it calls white children guilty oppressors and black children helpless victims; it says to mixed ethnicities is that they are irrelevant.

Bottom line: the funding for CRT/ equity based grants is given by associations backed by George Soros and Bill Gates, open Marxists.

The state school board, perceiving a need for funding, is inclined to go along with things—including even this Marxist language and programs. These policies are so complicated by language that actual policies are disguised, confusing and mostly undetected.

Funders want equity (Marxism) to be taught as an antidote for racism.

Unless we reject this, Utah teachers will be held responsible to teach, not equality of individual value, but equity— meaning equitable outcomes, via government force.

Many teachers will ignore this as much as they can, including principles of freedom instead of equity/Marxism as it is possible, but this change shouldn't be happening in the first place.

Many people are confusing the truth, that there is innate equality and value and rights for all people, with the lie, that equitable outcomes should be forced on society by schools and government.

Do not let “equitable outcomes” become the new religion in our schools, because that is simply a communist doctrine.

Do not fear the bullies who call “racist” anyone rejecting Marxism (parading as anti-racism).

Don't let ear-candy about equal outcomes (which is Marxism) prevent you from defending principles of freedom and the inclusion of all races equally.

Marxist doctrine represses the truth that individuals are necessarily different, and that each person is absolutely important; it teaches that the collective is the only important thing.

It is about force. It represses voluntary sharing and voluntary efforts. It discourages individual rewards for work and effort. It promotes forced redistribution of resources.

It represses the individual desire to excel. It represses individual faith.

Critical race theory openly promotes equitable redistribution (Marxism).

We must decrease racism, but never at the price of adopting communism.

It is harmful to teach children that victimhood and oppressor-ship trumps personal choice and responsibility.

Martin Luther King in his most famous, beautiful speech, said "I have a dream". He dreamed that some day, the content of character would be more important to society than the color of anyone's skin.

I agree and add that I have a dream.

I have a dream that someday, the Utah State School Board will stop rubber stamping Marxist programs and doctrines that consistently flow from the US Department of Education and its funding partners.

I have a dream that it will reject and recognize the ear-candy given with conditional funds attached, from grant giving organizations predictably funded by enemies of local control.

I hope that this board will conscientiously vote for actions that put freedom, personal responsibility, traditional morality and local control first in Utah's schools.

Relevantly, I support the research and conclusions drawn by the parents in this video: <https://youtu.be/OVnKsQJz6G4>

Please include the language that this parent in the video provides.

Sincerely,

Christel Swasey
Pleasant Grove

--

Gary Thompson, Psy.D.

"I am afraid that there is a certain class of race-problem solvers who don't want the patient to get well, because as long as the disease holds out they have not only an easy means of making a living, but also an easy medium through which to make themselves prominent before the public."

— Booker T. Washington-

IMPORTANT WARNING: This email and any accompanying attachments are only intended for the use of the person or entity to which it is addressed, and may contain information that is privileged and confidential. You, the recipient, are obligated to maintain it in a safe, secure and confidential manner. Unauthorized re-disclosure or failure to maintain confidentiality may subject you to federal and state penalties. If you are not the intended recipient, please immediately notify us by return email, and delete this message from your computer.

From: Robert Taylor <robertsonmtaylor@gmail.com>
Sent: Wednesday, July 21, 2021 11:25 AM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject:
<https://www.facebook.com/photo/?fbid=1736751849850577&set=a.170796519779459>

What the heck is going on? STOP this process right now !!!
The issue is not just CRT - there are many ways to teach CRT without calling it CRT. I am opposed to CRT and ANYTHING LIKE UNTO IT!! Anything that promotes ANY aspect of CRT, regardless of what word used to identify that part of CRT teachings is still CRT. For any person to think otherwise is either dishonest or uneducated. A response to this email would be appreciated.

--

Bob Taylor
BPI Certified
Double Buffalo
Proud Grampa of 4!

From: Rachel Cox <ms.rachelcox@gmail.com>
Sent: Wednesday, July 21, 2021 1:29 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: CRT & New Rule

To all members of the Utah State Board of Education,

I have reviewed the language suggestions that were made by Natalie Cline, and I agree that the language fixes she has proposed are better for all Utah students in creating safe communities that can learn to get along and find commonality amid differences than the current language. Please use her suggestions to make edits so that we can continue to have a state that truly works with our melting pot of ideas and values.

Thank you,
Rachel Cox Zumaya

--

Rachel Cox Zumaya Sent from Gmail Mobile

From: Jacob Newman <jacob.newman@gmail.com>
Sent: Wednesday, July 21, 2021 1:00 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Fwd: Rule 277-328 Public Comment

Dear Esteemed Members of the Utah State Board of Education,

My name is Jacob Newman, and I am a resident of one of the most diverse school districts, Granite School District. I am writing to share my feedback on the proposed rule R277-328. As the demographics of Utah continue to change and diversify, I believe that our educators and school administrators need the tools, resources, and support to promote educational equity, diversity, and inclusion in our public school curriculum and in educator training. Diversity, equity, and inclusion are not merely corporate buzzwords, nor are they the "critical race theory", which both Board Member Cline and Board Member Earl seem to deeply fear (despite **not** understanding what critical race theory actually is). In fact, there is a business case for diversity, equity, and inclusion and firm profitability as outlined in a report by consulting firm [McKinsey](#). Additionally, according to [Pew Research](#) only 52% of Generation Z identifies as white, with increasing racial and ethnic diversity with each passing year as the demography of the United States as a whole changes. With these changes in Utah demography in particular, our students from diverse backgrounds face unique challenges, including a gap in high school completion from [students from diverse backgrounds](#) and a growing [post-secondary attainment gap](#).

Utah educators do tremendous work despite limited resources and increased public pressure from extremist voices (such as Board Member Cline) to stifle discussions on DEI under the incorrect and dangerous assumption that these discussions are "critical race theory" or "Cultural Marxism." USBE's stated mission "Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives" and its goals to promote safe and healthy schools, personalized teaching and learning, and effective educators as leaders all rely on crucial professional development opportunities for teachers to teach learners from diverse backgrounds to think critically and engage civically. Our students also deserve to have frank discussions about equity, diversity, and inclusion in our schools in the proper context. To facilitate such discussions, our teachers deserve professional development opportunities that help us tackle the modern challenges that students from diverse backgrounds face. We do students a grave disservice by failing to prepare them for success both during and after their time in the K-12 system, especially in the light of both the business case for DEI and the changing demography of our state and nation.

I believe this proposed rule is a good start in promoting educational equity, but I believe that there are several issues of concern that the board must address to protect both student and educator privacy and safety and local control.

The proposed rule outlines that the "content of professional development learning opportunities shall be made freely available by the LEA within a reasonable amount of time **before** or **after** the training is offered upon request." I urge the board to strike the

"before" in this section and I am hesitant to even include the "after." The stipulations outlined in this section may be used to threaten the safety, well-being, and professional development of teachers and administrators interested in promoting educational equity, as we have seen with Board Member Cline using a false name to attend an event sponsored by the Utah Pride Center at the beginning of her tenure and continuously spreading disinformation about the content of classroom education and other professional development opportunities for teachers and educators. Teachers and administrators are entitled to some semblance of privacy when it comes to professional learning opportunities. While they are public employees, teachers and educators should not fear to examine educational equity critically. This clause creates opportunities for those unsupportive of equity in public schools to misinterpret or spread misinformation, as Board Member Cline will almost assuredly do with any training that will be offered about working with diverse learners, especially those from protected classes.

Again, I must reiterate: I believe that this rule could be misused by Board Member Cline and others like her to misrepresent professional development opportunities and therefore undermine the mission of the board to promote educational equity, safe and healthy schools, and the development of effective educators. This portion of the rule does not respect the professionalism of our teachers, much like Board Member Cline does not. In fact, Board Member Cline has worked to undermine the board's push for federally mandated equity by posting misinformation about equity (see Equality V. Equity Screenshot) and its role in education. I also find it odd that Board Member Cline, who voted *for* the resolution as written, is now calling out to her followers to add language about CRT, claiming that USBE is not doing its job to "ban critical race theory." (See CRT Rule). No matter how many disclaimers Board Member Cline places on her screenshots, she is using the *trappings of her office* in a public forum to undermine the Board of Education, which could be a legal risk to USBE as a whole. This issue is a matter for another day, however.

According to the resolution that was passed in this most recent special legislative session, "Whereas, educating students in Utah's public education system on history, civil rights, racism, and the negative impacts racism has had *throughout* history is necessary and should be done in a thoughtful, historically accurate, and appropriate manner." (Emphasis added). The phrase "throughout history" includes present-day racism, which remains a pernicious and destabilizing force in our society, from [racially predatory practices in lending](#), the [murder of George Floyd](#), the [Unite the Right Rally](#), and Board Member Cline's comments that "being color blind is a good thing" (all while attacking any discussion of race, sexuality, gender, racism that she does not like as critical race theory). In fact, both Board Member Cline and Board Member Earl would do well to read this [article](#) by a legal scholar of critical race theory to understand what it **actually** is, not what their far-right media ecosphere is telling them it is: "Asking critical questions about widely shared values always makes people uncomfortable, and understandably so. The opponents of CRT seize upon our critique of the ideology of colorblindness to charge that we are divisive—or, as Ted Cruz put it, that we are in fact racist. But colorblindness is an empty ideal that works to ensure confirmation of its own premises: If one is not permitted to see the social consequences of policies in terms of race, then the disparate racial effects of policies simply become invisible. Racialized police violence disappears when no racial statistics are kept on police interactions.



From: Greg <gregnsusanm@gmail.com>
Sent: Wednesday, July 21, 2021 1:41 PM
To: Board Rule Comments <rule.comments@schools.utah.gov>
Subject: Comment regarding R277-328

Dear Board Members:

I have become increasingly alarmed at how persons in positions of trust are hiding, concealing, and embedding harmful ideologies, political agendas, and personal viewpoints into our schools and classrooms through shell games and mind tricks. Many of us have woken up to the Wokeness, however. This is why you have been receiving more pushback than ever before.

The Board's recent rule regarding CRT is a recent example of what I am talking about. This rule completely fails to stop the incorporation/infusion of critical race theories into the classroom, and in fact promotes it, while you can simultaneously go out in the public and say that critical race theory is not being taught and is not allowed. The phrase "wolf in sheep's clothing" comes quickly to mind.

Here are some examples of what I'm talking about:

1. R277-328-2(1) defines classroom instruction as any material that is the "focus of the discussion". Classroom instruction these days has been redefined to incorporate equity and CRT principles into all aspects of teaching. They are "weaving" into the curriculum

concepts of race and CRT, on purpose and intentionally. We have seen this strategy of "weaving" equity and race into every aspect of education being advocated in Murray School District equity trainings and professional development. Educators are being taught to "embed" these principles into every aspect of teaching and every subject. Thus, these principles can be taught without being the "focus of the discussion," and teachers can get away with CRT training all day long using this definition. This is a dangerous loophole that must be closed.

2. R277-328-2(4) defines educational equity by stating that all students should have "equal opportunities based upon the needs of each individual student." This is a way of getting around the actual intent of equity - equal outcomes. You must be aware that many parents object to a program that is intent on equal outcomes because that is a communistic redistribution of resources, by taking away from one to give to another. But when you say equal opportunities "based on need," you have undermined the term "equal opportunities" and converted it to "equal outcomes" (and equal outcomes can never be achieved no matter how hard you try). Yes, those individuals who have greater needs should be looked after and given all the tools necessary to succeed, but this definition needs to specifically state that those with fewer needs should not be neglected or have their opportunities to excel be restricted. They should be encouraged to fly and succeed and excel, even if they are not in a marginalized category.

3. R277-328-2(5(a)) is a scary definition. Education is supposed to be about helping kids learn how to think and express themselves. When you focus all your efforts on "feeling" belonging and support, you stamp out free speech and freedom of thoughts. Teachers start telling children to think a certain way and to speak a certain way. This is not America. This is a dangerous path and a dangerous philosophy and a very slippery slope. Yes, if children say things that are disrespectful or considered bullying, that needs to be addressed and punishment affixed. However, this is rule is about education and teaching in the classroom. Why are you focused on belonging and support instead of educational excellence and encouraging creative thinking that may not provide all students with "feeling" a sense of "belonging and support." As students are encouraged to share their thoughts, and not be afraid to speak, they will naturally begin to understand and have empathy for each other. When they are told they need to speak and think in a way that encourages belonging and support, you put walls around their ability to expand their minds. No student should be punished for expressing a thought or idea that is not offended to cause offense merely because another student may not "feel" a sense of belonging or support because of that idea. For instance, one student may express that everyone should be treated equally. Another may state that equal treatment "feels" like white supremacy and doesn't make them feel safe. Feelings are the responsibility of each student to come to grips with and not the role or responsibility of educators to micro-manage teaching, curriculum, or class conversations to "ensure students feel a sense of belonging and support."

4. R277-328-3(1) requires educators to be provided professional training regarding educational equity. That training in our school district has been flat out critical race theory/principles training - much like the training you have been provided by your Equity Director, Casey Dupart. You can deny that all you want, but I have the proof through

links to the trainings and my notes of the trainings. This rule only perpetuates further critical race theory training - by another name (educational equity) - to our educators and in our schools. The obsessive amount of emphasis on equity and diversity in professional development has been unbelievable and shocking. Actual learning that will help our students become qualified and skilled in the workplace has been shoved to the bottom of the priority list. This is inexcusable and the Board of Education is largely to blame, such as members of the Board claiming that personal responsibility should not be included as part of any equity training in schools (except that you do allow for personal responsibility only when it comes to "preserving the rights of all individuals and avoiding the repetition of past harmful actions by individuals and groups" 277-328-3(h)). Why are you promoting personal responsibility only with respect to certain issues, but rejecting personal responsibility when it comes to other areas. Before it's too late, turn your attention to educational excellence instead of educational equity. A rising tide lifts ALL boats. Requiring equity training is unnecessary and counter-productive. Educational excellence benefits everyone.

5. R277-328-3(2)(a) says that professional learning shall include instruction in fostering a learning environment that is safe and respectful. In Murray School District, this "safe" push has been less about bullying, and more about protecting certain identities, agendas, and politics. They instituted a memorandum that allows for BLM signs and Rainbow flags in classrooms without parent's knowledge because parents weren't allowed in schools due to COVID. They have pushed "safety" as the reason for allowing critical race theory concepts such as teaching kindergartners Ibram X Kendi's Anti-Racist Baby that tells 5 year olds that they are either racist or anti-racist, there is no neutrality and they must confess their racism to overcome it. This type of rhetoric has not led to increased safety. It has led to breaking up and putting strain on friendships between children of different races. And we have proof. Parents have the ultimate and primary responsibility for teaching their children kindness and acceptance and tolerance. Your single-minded and obsessive fixation on these issues is divisive and counter-productive. Fostering "safety" needs to be defined specifically and it should specifically state that singling out groups of people and treating them differently (or celebrating groups who encourage violent protestors) is not included within the definition of promoting "safety".

6. R277-328-3(2)(b) actually promotes principles of CRT rather than prohibiting those principles. Your resolution "embraces principles of equity and justice for all." There is a reason the rule doesn't embrace principles of "equality and justice for all." We know what this means and we catch these small details. A rule that says you are committed to "correcting any inequities" means pushing equal outcomes on the basis of race, sex, gender, and other broad categories - giving preferential treatment to those groups that are considered marginalized. This section should be removed.

7. R277-328-4(1) R277-328-4(1) is extremely confusing. R277-328-3(3) says you can't teach these principles, and then 4(1) says you can as long as the content is age-appropriate and approved in a public meeting. This just opens the door to more questions and more problems down the road - more contention between parents and school boards. There are no specifics on what is appropriate or not appropriate. Once again, you are creating more problems than you are solving by introducing huge

ambiguities through this section of the new rule. This whole part of the rule should be removed. With it in place, 277-328-3(3) has absolutely no effect or teeth whatsoever.

Thank you for considering my input. There are other problems that I could have pointed out, but I am sure you will hear from others. Above are some of the most important and glaring problems that I have noticed in my review of the Rule. Please re-consider and please do what is best for our children instead of what is best for special interest groups putting pressure on you.

Sincerely, Greg Marchant

This rule is riddled with problematic phrases and concepts.

Line 31 suggests that we must deal with how all students “feel.” This is impractical and always impossible and should not be included into this rule.

Line 38 and 39 states that there “must” be “equity” training. Equity training should be replaced with excellence. Equity equates to often to be equal outcome and this is wrong and impractical.

Line 42 creating a “safe” environment too often means making everyone feel a certain way. Creating zones of “feeling” is impractical and coercive. To make one feel better, often comes at the expense of another’s feelings. “Safe” should be eliminated.

Line 51 the word “feeling” must be stricken. How to measure and ensure feelings are dealt with are not the instructors role.

Line 52 forcing collaboration with “diverse” community members should not be a requirement and should not be codified.

Line 55 and 56 Forcing inclusion should be substituted for respecting others of different backgrounds.

Line 60 and 61 Forcing personal responsibility “to avoid the repetition of past harmful acts of individuals and groups.” This should be stricken. Who defines what was or was not harmful? Who must be personally responsible? Forcing this is forcing behavior.

Line 62 Intellectual Honesty is an impossible standard. No one can be absolutely honest intellectually. In order to be “intellectually honest,” one must know ALL THINGS. This should go away.

Line 64 and 65 Teachers should not have to focus on removing barriers to allow students access to resources and opportunities. Learning is their role. Removing barriers to allow student access to resources and opportunities should be stricken.

Line 84 and 85 Training must be provided to parents in advance of the training always.

Line 92 "Equity " should be substituted for "Excellence"

Line 115 Does not allow for any ideology to be considered better than another. All ideologies are not equal, yet this rule says they are. This should be stricken.

Thank you,
Brent Maxwell
Brent Maxwell
President



The Premier Project Execution Firm

This email is confidential and is covered by the Electronic Communications Privacy Act, 18 U. S. C." 2510-2521 and is legally privileged, intended only for the use and discussion of those copied above and no one else without express permission of the author. If the reader of this message is not the intended recipient, please notify the author immediately and you are hereby notified that any dissemination, distribution or copy of this communication is strictly prohibited and you should destroy this email.

From: Eyring, Janet <jeyring@fullerton.edu>
Sent: Thursday, July 22, 2021 11:09 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Comments on Equity rule

** I had sent a similar version of this letter to rule.comments@schools.utah.gov but was told that cybil.child@schools.utah.gov was an alternative address. Just want to be sure the Utah State Board of Education receives this letter before the meeting today. Thank you! Jan

Dear Utah Board of Education,

I am writing to comment on the new rule for schools. I believe as currently written that this version will fail to stop CRT in teacher training, classroom activities, assignments and instruction in Utah.

I have testified in front of the Board twice about the dangers of CRT in Utah Schools. I have a lifetime California secondary teaching credential. I am a retired tenured professor of teaching English to speakers of other languages (TESOL) from Cal State Fullerton. I have taught minority and second language learners for more than 40 years, and trained hundreds of ESL/EFL teachers as my major duty at the university. I have

first-hand knowledge of CRT and the harm it has done to education in California.

I am familiar with the “social justice education” proposed by Bell (1984), Crenshaw (1991), DiAngelo (2018), and Kendi (2019). These tenets are not consistent with the recent Utah House and Senate 901 legislation which prohibits dangerous philosophies of CRT in Utah schools. The New York Post states that the National Education Association (NEA), the union which represents 3 million public school employees, has approved funding for three items related to the issue of CRT: “increasing the implementation” of “critical race theory” in K-12 curricula, promoting critical race theory in local school districts, and attacking opponents of critical race theory, including parent organizations and conservative research centers.”

<https://nypost.com/2021/07/05/embracing-critical-theory-teachers-union-says-they-control-what-kids-learn/>

Now more than ever, Utah’s educational code needs to shore up their language to assure that divisive CRT never obtains a foothold in this state’s public education.

The document R277-328. Educational Equity in Schools includes much verbiage which actually invites the teaching of CRT in Utah schools. Some language needs to be modified; other language needs to be deleted before this document is approved.

In reading the document, I would like to suggest the following revisions:

1. Replace all references to “Educational Equity” to “Educational Excellence.” (examples: R277-328 – Education **Excellence** in Schools. R277-328-1. Authority of Purpose. #2 ...and classroom instruction on education **excellence**.” Search for all other cases and replace “equity” with “excellence.” Equity is a loaded word these days associated with CRT—referring to forcing equality of groups vs. equality of opportunity, which is the U.S. Constitutional principle.

2. R277-328-2 Definitions. Because CRT educators are intent on injecting their CRT theories whenever they can, it would be good to expand the definition of “classroom instruction” to include units, classes, lesson activities, but also more casual encounters like **discussion, counseling**, etc.

3. R277-328-2 Definitions. Add a concise definition of problematic aspects of CRT between points 2 and 3 that the Utah legislature has defined as not appropriate for Utah schools. That way there will be no question about what teachers must not teach. The resolution recommends NOT teaching that 1) one race is inherently superior or inferior to another race, 2) an individual should be discriminated against or receive adverse treatment because of the individual’s race, and 3) that an individual’s moral character is determined by the individual’s race.

4. R277-328-2 Definitions. # 5a. In the definition of “inclusion,” it is difficult to assure that someone “feels” a sense of belonging. Strike this and reword: “Inclusion means the practice of **engaging each student at the highest cognitive level possible**.”

5. R277-328. Add a new section between Definitions and Educational **Excellence** Professional Learning sections, which specifies more clearly “Prohibitions,” precisely defining which tenets of CRT undermine a free society and a sound education. Refer to language in House and Senate Resolutions 901.

6. R277-328-3. Educational **Excellence** Professional Learning. #2c. Reference to “collective responsibility” has reference to “reparations” in Marxist Social Justice scholarship. Replace “collective” with “group.”
7. R277-328-3. #2d. The emphasis on differences is negative. Replace with “**acknowledging commonalities and uniqueness** by looking for the good in everyone, including oneself, and showing regard **for other cultures and traditions.**” Strike reference to “**feelings and rights,**” which make reference to research methods and tactics, in which Social Justice warriors substitute feelings for empirical knowledge and train learners in leftist activism.
8. R277-328-3. #2e. Remove “lived experiences”—reference to CRT research method. “...including acknowledging diverse cultures, languages, traditions, **values, and needs.**”
9. R277-328-3. #2f. Replace “strategies of inclusion” with “**strategies of respect and understanding for all.**” Strike: “**as they pertain to students and educators with diverse abilities and backgrounds.**”
10. R277-328-3. #2g. This makes no sense. **Reword: Model critical thinking by helping students see various viewpoints and making decisions about best ideas.**
11. R277-328-3. #2h. Omit this entire point. This is CRT dogma which trains students to criticize their history, pay reparations, and cancel western culture. This does not belong in Utah code!
12. R277-328-3. #2i. What does **intellectual honesty** mean? Either define it or omit it. **Reword: Defend diversity of thought, freedom of inquiry, and freedom of speech as appropriate in school classrooms.**
13. R277-328-3. #5. Because of the controversial nature of CRT, this needs to be much more precise. **Reword: The content of professional learning provided by a Local Education Agency (LEA) shall be made freely available by the LEA to all parents or other stakeholders no later than two weeks prior to the professional learning date in which the learning is offered (as a working document, finished document, or explicit outline) upon request and include:**
14. R277-328-3. #5b. **Reword: a copy of the USBE approved compliance rubric** showing how the professional learning and materials adhere to the requirements of this rule **and other state codes.** It is important that these rubrics relate to content approved by the Board not to the individual teacher who prefers CRT.
15. R277-328-4. #1c. “age appropriate content for the developmental age of the student” is too vague. This could mean that kindergarteners are learning about boys dressing like girls or hormone suppressing drugs much too soon. Standards and specific examples of “age appropriate” should be developed with representative teacher and parent councils for different grades.
16. R277-328-5. Rule Interpretation. #1a/1b. Utah Parents United call this a “nullification clause.” I have to agree! The Utah legislature has made it clear that Utah voters are not in favor of CRT in Utah schools. By keeping 1a and 1b, it appears that all of the other statements can be made null and void by a teacher’s choice of interpretation. In Utah,

we want our children to respect the history and government of a free market society. To discuss alternative views and policies is fine. But using critical thinking, students should also be led to appreciate freedoms and opportunities guaranteed by the U.S.

Constitution that are not provided in the constitutions of other countries. As stated now, it appears that a teacher would have no right to help learners judge the value of a concept by weighing the pros and cons and making a wise choice for one or the other.

Reword: Omit 1b entirely.

The current draft also includes omissions that should be added. Nothing in the rule stops teachers from segregating children into affinity/race groups, from deconstructing their identity into oppressor vs. oppressed groups, from displaying flags or signs throughout the school which are inherently sexual or political. It also does not stop teacher training programs from big-tech platforms which do not have Utah values at heart, from teachers sharing their social or racial justice biases when discussing controversial current events, from teaching “restorative justice” practices taught through the lens of race, from providing frequent displays of CRT/LGBTQ in the school library or classroom shelves, from incorporating CRT propoganda in all school subjects, or from preventing teachers from “slipping in” CRT propoganda in casual conversations or in counseling students while circumventing state code and law.

As a parent and a teacher, I am appreciative of your work on these regulations. At present, I am very concerned about the current draft of the “Educational Equity” code. I will be following the revisions made by the Board very closely and would be willing to meet with you in a future zoom meeting to explain or elaborate on any of these points.

Sincerely,

Jan

Dr. Janet Eyring
Emerita Professor
CSU Fullerton

-----Original Message-----

From: Jake Taylor <jakegtaylor@yahoo.com>
Sent: Thursday, July 22, 2021 10:53 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: CRT

I am writing you this email to express my complete distain and opposition to CRT being tight in our public schools. It is disheartening to me that this is even an issue in the state of Utah and would even be considered. I am 100%, wholeheartedly against CRT or anything else like it being tighter public schools. Please uphold and support the voice of the people, whom overwhelmingly apposed CRT.

Sincerely,

Jake Taylor

Sent from my iPhone

-----Original Message-----

From: Jake Taylor <jakegtaylor@gmail.com>
Sent: Thursday, July 22, 2021 10:51 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: CRT

I'm sending this email to voice as LOUDLY AS I CAN that I am 100% against the CRT being taught in our schools here in Utah. It is repugnant that this is even an issue in our state. Please I'll pull the voice of the people which are overwhelmingly against this curriculum, or anything else like it, having any place in our public schools.

Sincerely,

Jake Taylor

Sent from my iPhone

-----Original Message-----

From: Kathryn Marcum <kmarcum.2018@gmail.com>
Sent: Thursday, July 22, 2021 10:39 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Critical race theory

Please do not implement this theory in any of our schools. It is totally against our country's rights and beliefs as founded in our constitution and Bill of Rights. Thank you

Sent from my iPhone

From: Sorena DeWitt <sorena_d@hotmail.com>
Sent: Thursday, July 22, 2021 10:34 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Critical Race Theory

Thank you for your service on our school board, and listening to your constituents.

This misguided "theory" about race is so misguided and destructive to all our country has accomplished to erase racism. Skin color and ethnicity has no place in the teaching of our children on deciding the value, merit, or decision to accept and interact with others.

We need policies that embrace the beauty and unique talents of all people from all races, and teaches truth about our histories that build up and not tear down.

Sorena DeWitt

Get [Outlook for iOS](#)

From: Mara Ambuehl <maraambuehl@gmail.com>
Sent: Thursday, July 22, 2021 10:30 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: opposition to new CRT ruling

Dear Utah State School Board,
I am writing to express my concern over the new ruling you are discussing. I am concerned with the way the language is being used to alter the way we view differences in our schools and communities and the way we are teaching it. Please pay careful attention to increased division in our children and communities because of forced equity and constant worry over differences. We can and must focus on our humanity and the reasons we are all similar in our differences.

Mara Ambuehl

--



Mara Ambuehl

From: Mara Ambuehl <johnandmara6@gmail.com>
Sent: Thursday, July 22, 2021 10:29 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: my concern with CRT in our schools

Dear Utah State School Board,
I am writing to express my concern over the new ruling you are discussing. I am concerned with the way the language is being used to alter the way we view differences in our schools and communities and the way we are teaching it. Please pay careful attention to increased division in our children and communities because of forced equity and constant worry over differences. We can and must focus on our humanity and the reasons we are all similar in our differences.

Mara Ambuehl

From: Mara Ambuehl <maraannproperties@gmail.com>
Sent: Thursday, July 22, 2021 10:25 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: concerns about the CRT ruling today

Dear Utah State School Board,
I am writing to express my concern over the new ruling you are discussing. I am concerned mostly with the use of the word "equity" and its implications. I feel it is harmful to all children when we force equity rather than addressing individual needs and situations. I ask that you please take the time to rewrite and address the faulty language.

--



Mara Ambuehl

Erica Rose ericaroseart@gmail.com

Salutations, I am a woman of color living in the greater Wasatch area with a school-age child I would like very much due to my own impairments disabilities etc. to send my child to public school but as we are part of a multi racial family I don't feel comfortable doing such at this time. I have subbed in many schools in this area and I've seen firsthand the devastating effects CRT has already started to take on the children in those establishments, people can tell me that it's not being taught all they would like but ultimately when my child is around children attending the same public schools that I worked in I have witnessEd the inappropriate language being used and condoned by the school themselves. My child has been made aware of the differences between himself and his peers Only because of experiences surrounding vagrants in our neighborhood at which point out those things and the public school system here. I find this completely inappropriate As I feel that it should not be encouraged to point those things out not limited to but especially on the basis of color, it is astounding to me when children that are still struggling with spelling their names are already being taught that there is a group of them that is above the rest and there is a group that is under that. This is disturbing and wrong And although the intent of the school districts surrounding us may not have that intent I am watching those devastating effects and do not want that disease of the mind to be brought into my child who sees us all as humans and Americans please join me in opposing CRT Thank you for your time signed, a disappointment mother

John home.john@gmail.com

Dear Utah State School board—

In regards to Rule R277-328, I support this rule. I particularly in favor of the language and principles of the rule, especially the following sections:

-Section 3.2.d - f

(d) acknowledging differences by looking for the good in everyone, including oneself, and showing due regard for feelings, rights, cultures, and traditions;

(e) collaborating with diverse community members to understand, recognize and appreciate what we all have in common as humans, including acknowledging diverse cultures, languages, traditions, values, needs, and lived experiences;

(f) implementing principles and strategies of inclusion, as they pertain to students and educators with diverse abilities and backgrounds

--Section 3.3.a-e

a) a student or educator's sex, race, religion, sexual orientation, gender identity or membership in any other protected class is inherently superior or inferior to another sex, race, religion, sexual orientation, gender identity or any other protected class;

(b) a student or educator's sex, race, religion, sexual orientation, gender identity or membership in any other protected class determines the content of the student or educator's character including the student or educator's values, morals, or personal ethics;

(c) a student or educator bears responsibility for the past actions of individuals from the same sex, race, religion, sexual orientation, gender identity or any other

protected class as the student or educator; and

(d) a student or educator should be discriminated against or receive adverse treatment because of the student or educator's sex, race, religion, sexual orientation, gender identity or membership in any other protected class

To anyone against this rule, I would simply ask them what in the above sections quoted are they opposed to?

I believe that implementing these principles in this rule, while including a curriculum that includes an increased and honest look at historical and current contributions and social issues involving those of minority groups can bring about a better, more kind, more compassionate society for all.

I have a child attending junior high in the Alpine school district and again I support this rule and ask that the Utah State School Board and members do so as I believe it, along with other positive measures, will enhance my child's education along with that of all students in Utah

Regards

--

John Reinhard

From: Tammy S. Olsen <deeandtam@yahoo.com>
Sent: Thursday, July 22, 2021 10:13 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: I Oppose CRT

I oppose Critical Race Theory! Please do not implement in our schools.

Sincerely,
Tammy Olsen

Heidi Balderree heidibalderree@gmail.com

Dear Utah Board of Education,

I believe that the language proposed in R277-328, Educational Equity in Schools does not protect students from divisive theories such as CRT. CRT weaponizes race. The code should reflect the will of the legislature, that represent the will of the people in their resolution against CRT. Please ensure the will of the people of UT is not ignored. Please include specific language of what educators CANNOT teach to clarify boundaries for teachers, rather than leaving it up to interpretation. Specifically, please instruct teachers to disallow CRT and similar ideology that specifically teaches children to pit race against race. These divisive concepts are not progressive, but regressive. CRT teaches children to judge others based on their race and not the content of their character, as Martin Luther King, Jr. had hoped. In SR0901/HR0901 the legislature implores the USBE:

“ 31 NOW, THEREFORE, BE IT RESOLVED that the Senate strongly
recommends that
32 the Utah State Board of Education review standards for curriculum and ensure
that the
33 following concepts are not included in the curriculum standards:
34 ▶ that one race is inherently superior or inferior to another race;
35 ▶ that an individual should be discriminated against or receive adverse
treatment
36 because of the individual's race; or
37 ▶ that an individual's moral character is determined by the individual's race.
38 BE IT FURTHER RESOLVED that the Senate strongly recommends that no
training or
39 training material that the Utah State Board of Education or a local education
agency provides
40 include the concepts described in the preceding paragraph.
41 BE IT FURTHER RESOLVED that the Utah State Board of Education report
back to
42 the Education Interim Committee regarding the board's progress related to this
resolution.”

Sincerely,

Heidi Balderree

atkinson.miss atkinson.miss@yahoo.com

Please amend the following rule:

R277-328-4(1): I am concerned that this line would allow school districts to bypass the rule and teach harmful racist ideologies in our schools by forming a curriculum review committee and having a public hearing. Please remove this line from the rule. It doesn't

make sense to have a rule that has a process in the rule for school districts to ignore the rule. I want my children to be better protected than this.

As parents we always have the right to teach CRT or any other concept in our homes. This philosophy does not belong in the classroom. Please protect our children. I am also concerned about the accountability of teachers and schools that choose to teach these divisive concepts.

Malissa Atkinson

Sent from my T-Mobile 4G LTE Device

From: Meghan Hess <m34hess@gmail.com>
Sent: Thursday, July 22, 2021 10:51 AM
To: Stallings, Angie <Angie.Stallings@schools.utah.gov>
Subject: Educational Equity in Schools (328): public comment

Admin. Code Reference: R277-328

Rule Type: Proposed Rule - New Rule

Hello,

I've been following a rising issue that has been plaguing our nation. I haven't been vocal about it because I was relieved to see that our state school board was smarter than other areas of the country. However, critical race theory is now up for debate again in our state. With regards to Critical Race Theory, these harmful concepts and should not be taught in our public elementary schools.

Despite how the media spins it, CRT is an academic discipline that holds that the United States was founded on racism, white supremacy, and patriarchy and that those forces ARE STILL AT THE ROOT OF OUR SOCIETY TODAY. It teaches my children that they are born racist...it's in their DNA.

In essence, CRT teaches my children that because of the sins of their white ancestors, my kids, 8 year old, comic loving Dean is a white supremacist. Lucy who is 7 and adores cats is an oppressor and even 10 month old Thea is a villain. CRT theory teaches children that the amount of melanin in your skin is the ultimate decider if you are an oppressor or a victim. Your actions and personal thoughts don't decide those things. In this country (and quite possibly in Utah), public schools are teaching kindergartners that "whiteness is the devil and lures children with the promise of "stolen land, stolen riches, and special favors". That is a direct quote from a book used in CRT curriculum.

I believe you can teach the history of America...slavery, discrimination and racism without using CRT.

I am standing up for my children and beg our school board leaders to keep this divisive indoctrination out of our schools. It's meant to drive a wedge based on the color of their skin vs merit.

I appreciate your time and efforts you spend in the important decisions you make for our impressionable children.

A concerned parent,
Meghan Hess

Ronald R. Roberds toronr@q.com

Dear Committee;

CR Theory is a speculative idea, not a theorem. However, it reinforces the problems it claims to solve. CRT is a form of racism that teaches children what to think, not how to think. It disincentivizes students because minority students have it drummed into their heads that they are at a permanent disadvantage because of the color of their skin. When told that they are inherently and perpetually racist and oppressive, white students sometimes become crippled by guilt and shame about their race and ancestors. Students can become depressed, bitter, conflicted and demoralized under these conditions which can turn the classroom into a hostile learning environment.

The terms diversity, equity and inclusion are all based on CRT, and CRT is based on marxism. I see no references by its supporters about the millions of people murdered by marxist regimes headed by Stalin and Mao. Why are Cubans now rebelling if marxism so good?

The people that created this document did a good job of hiding the fact that teachers are still enabled to teach CRT in a subversive way and are being trained how to reply to parents complaints. For instance, in R277-328-3(2)(b), it absolutely needs to say "parents rights and concerns about their child's education shall be respected and not treated as a barrier to overcome".

There are numerous revisions that need to be made, and I support Natalie Cline's comments. This document should not conflict with our Constitution. Even better would be the barring of CRT discussions in all classrooms as so many states have done.

The only benefit of this document is for the self-serving politicians who will do anything to remain in power. Hopefully, we can eliminate them at the next election.

Sincerely,

Ron Roberds

art brownlee brownlee.art@gmail.com

Thanks for your work on the rules on CRT. The rules need to be fully consistent with the values of the people of this state. As composed they do not yet rise to that standard.

1. **Entirely eliminate the concept of equity from the document.** The way equity is defined and used undermines parental stewardship of their children. Parental rights must be thoroughly protected.
2. Divisive concepts or teachings that emphasize separate groups must not be taught in our schools.
3. Teachers must be required to leave their social and political agenda at home and to teach the whole truth and nothing but the truth, without emphasis on the negative, or character assassination of historical influencers.
4. Free speech of the students must be protected from views different than the teacher. No brain washing allowed!

Mary Ann McEwen mom10winn@gmail.com

Please for the sake of my children and grandchildren, keep CRT and anything close to it OUT of our schools. I teach my children that everyone is equal in the sight of God, and men should be judged by their character, not the color of their skin. Do not let this kind of racist, radical, and false ideologies be taught in our schools!!!! Thank you.

JAMES W HUNT loyhunt@comcast.net

Please do not rebrand or play the language perversion game of critical race theory. Any "theory" or teachings of "equity" is dangerous, misleading and racist. Ending racism, which of course is what every good American wants, by implementing Marxist racism tactics under the guise of equity will not work and will have the opposite effect. Utah needs to end ANYTHING related to CRT. Equality (No one is superior nor inferior, greater nor less, better nor worse, stronger nor weaker) and equity (leveling the playing field by taking from one and giving to another) is extremely different and Utah parents are not stupid and neither are the kids. Any CRT garbage pushed on our children will be on your hands and the consequences to this ideological, racist communistic agenda will be catastrophic to our State, and humanity. Stop the madness and stop caving to the leftist demagogues who are more interested in indoctrinating not equality or advancing children. Stick to Reading, math, science and HISTORY and educational Excellence. America is the only country in the world who has improved human rights, given opportunity to all, and by doing so has helped the world follow. Loy Hunt

-----Original Message-----

From: Brooke Peterson <utahcountysigningagent@gmail.com>

Sent: Thursday, July 22, 2021 1:20 PM

To: Child, Cybil <Cybil.Child@schools.utah.gov>

Subject: NO to Critical Race Theory

Please let it be known that I oppose critical race theory being taught in schools. It is wrong to make children feel bad for the color of their skin. It does not help fight racism to constantly be bringing up race. Please keep CRT out of our schools.

Thank you

-----Original Message-----

From: Lizy32 <lizywright@gmail.com>
Sent: Thursday, July 22, 2021 1:17 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: NO CRT in our schools!

To whom it may concern,
Please do NOT incorporate Critical Race Theory into our public school system. As a mom of three smaller children, two of which will be in the public school system this year, I do not feel it is the schools job to teach this. I am not afraid to take my children out of public school and will do so in the future if this makes it's way into my kids classrooms.
Thank you

Sincerely,
A concerned Mother

Sent from my iPhone

From: Emily VB <malicia89@gmail.com>
Sent: Thursday, July 22, 2021 1:12 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Critical race theory

Do NOT implement Critical Race Theory! I am absolutely opposed to this horrific teaching. It is absolutely racist and hurts every race. This just creates more hatred on both sides! Do NOT impellent this in our schools.

From: Gloria WILLIAMS <glo_willi@msn.com>
Sent: Thursday, July 22, 2021 1:06 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Critical Race Theory

Dear Utah State Board of Education,

As a mother and grandmother I am extremely concerned for our Utah children with the onslaught and potential implementation of the CRT racist, Marxist, brainwashing

propaganda. The current tenets are not consistent with the recent Utah House and Senate 901 legislation which prohibits dangerous philosophies of CRT in Utah schools.

Now more than ever, Utah's educational code needs to shore up their language to assure that divisive CRT never obtains a foothold in this state's public education.

The document R277-328. Educational Equity in Schools includes much verbiage which actually invites the teaching of CRT in Utah schools. Some language needs to be modified; other language needs to be deleted before this document is approved.

I am in agreement with the following revisions:

1. Replace all references to "Educational Equity" to "Educational Excellence." (examples: R277-328 – Education **Excellence** in Schools. [R277-328-1](#). Authority of Purpose. #2 ...and classroom instruction on education **excellence**." Search for all other cases and replace "excellence" with "equity. Equity is a loaded word these days associated with CRT—referring to forcing equality of groups vs. equality of opportunity, which is the U.S. Constitutional principle.

2. [R277-328-2](#) Definitions. Because CRT educators are intent on injecting their CRT theories whenever they can, it would be good to expand the definition of "classroom instruction" to include units, classes, lesson activities, but also more casual encounters like **discussion, counseling**, etc.

3. [R277-328-2](#) Definitions. Add a concise definition of problematic aspects of CRT between points 2 and 3 that the Utah legislature has defined as not appropriate for Utah schools. That way there will be no question about what teachers must not teach. The resolution recommends NOT teaching that 1) one race is inherently superior or inferior to another race, 2) an individual should be discriminated against or receive adverse treatment because of the individual's race, and 3) that an individual's moral character is determined by the individual's race.

4. [R277-328-2](#) Definitions. # 5a. In the definition of "inclusion," it is difficult to assure that someone "feels" a sense of belonging. Strike this and reword: "Inclusion means the practice of **engaging each student at the highest cognitive level possible**."

5. R277-328. Add a new section between Definitions and Educational **Excellence** Professional Learning sections, which specifies more clearly "Prohibitions," precisely defining which tenets of CRT undermine a free society and a sound education. Refer to language in House and Senate Resolutions 901.

6. [R277-328-3](#). Educational **Excellence** Professional Learning. #2c. Reference to "collective responsibility" has reference to "reparations" in Marxist Social Justice scholarship. Replace "collective" with "group."

7. R277-328-3. #2d. The emphasis on differences is negative. Replace with "**acknowledging commonalities and uniqueness** by looking for the good in everyone, including oneself, and showing regard **for other cultures and traditions**." Strike reference to "**feelings and rights**," which make reference to CRT empirical methods and tactics, in which Social Justice warriors substitute feelings for empirical knowledge and train learners in leftist activism.

8. R277-328-3. #2e. Remove “lived experiences”—reference to CRT research method. “...including acknowledging diverse cultures, languages, traditions, **values, and needs.**”
9. R277-328-3. #2f. Replace “strategies of inclusion” with “**strategies of respect and understanding for all.**” **Strike:** “as they pertain to students and educators with diverse abilities and backgrounds.”
10. R277-328-3. #2g. This makes no sense. **Reword: Model critical thinking by helping students see various viewpoints and making decisions about best ideas.**
11. R277-328-3. #2h. Omit this entire point. This is CRT dogma which trains students to criticize their history, pay reparations, and cancel western culture. This does not belong in Utah code!
12. R277-328-3. #2i. What does **intellectual honesty** mean? Either define it or omit it. **Reword: Defend diversity of thought, freedom of inquiry, and freedom of speech as appropriate in school classrooms.**
13. R277-328-3. #5. Because of the controversial nature of CRT, this needs to be much more precise. **Reword: The content of professional learning provided by a Local Education Agency (LEA) shall be made freely available by the LEA to all parents or other stakeholders no later than two weeks prior to the professional learning date in which the learning is offered (as a working document, finished document, or explicit outline) upon request and include:**
14. R277-328-3. #5b. **Reword: a copy of the USBE approved compliance rubric** showing how the professional learning and materials adhere to the requirements of this rule **and other state codes.** It is important that these rubrics relate to content approved by the Board not to the individual teacher who prefers CRT.
15. R277-328-4. #1c. “age appropriate content for the developmental age of the student” is too vague. This could mean that kindergarteners are learning about boys dressing like girls or hormone suppressing drugs much too soon. Standards and specific examples of “age appropriate” should be developed with representative teacher and parent councils for different grades.
16. R277-328-5. Rule Interpretation. #1a/1b. Utah Parents United call this a “nullification clause.” I have to agree! The Utah legislature has made it clear that Utah voters are not in favor of CRT in Utah schools. By keeping 1a and 1b, it appears that all of the other statements can be made null and void by a teacher’s choice of interpretation. In Utah, we want our children to respect the history and government of a free market society. To discuss alternative views and policies is fine. But using critical thinking, students should also be led to appreciate freedoms and opportunities guaranteed by the U.S. Constitution that are not provided in the constitutions of other countries. As stated now, it appears that a teacher would have no right to help learners judge the value of a concept by weighing the pros and cons and making a wise choice for one or the other. **Reword: Omit 1b entirely.**

The current draft also includes omissions that should be added. Nothing in the rule stops teachers from segregating children into affinity/race groups, from deconstructing their identity into oppressor vs. oppressed groups, from displaying flags or signs

throughout the school which are inherently sexual or political. It also does not stop teacher training programs from big-tech platforms which do not have Utah values at heart, from teachers sharing their social or racial justice biases when discussing controversial current events, from teaching “restorative justice” practices taught through the lens of race, from providing frequent displays of CRT/LGBTQ in the school library or classroom shelves, from incorporating CRT propaganda in all school subjects, or from preventing teachers from “slipping in” CRT propaganda in casual conversations or in counseling students while circumventing state code and law.

As a parent and a teacher, I am appreciative of your work on these regulations. At present, I am very concerned about the current draft of the “Educational Equity” code. I will be following the revisions made by the Board very closely and would be willing to meet with you in a future zoom meeting to explain or elaborate on any of these points.

Sincerely,

Gloria Williams

-----Original Message-----

From: Lenore Ashby <lenore.ashby@gmail.com>

Sent: Thursday, July 22, 2021 1:05 PM

To: Child, Cybil <Cybil.Child@schools.utah.gov>

Subject: CRT

I am writing because I know you are meeting today and discussing CRT being implemented into the schools curriculum. I want you to know that we are totally against this being taught in our schools. We believe that it only promotes racism instead of helping heal it. CRT is one issue that is going to cause more and more parents to feel that home schooling is best for their children.

Please consider our feelings as you discuss this.

Sincerely,

John & Lenore Ashby

Sent from my iPad

From: Shenole Palmer <shenolepalmer@gmail.com>

Sent: Thursday, July 22, 2021 12:54 PM

To: Child, Cybil <Cybil.Child@schools.utah.gov>

Subject: NO CRT

Please do not allow the insidious CRT to be taught in our schools.

Sincerely,

Shenole Palmer

From: Brandon Andreski <riverwoodtraders@gmail.com>
Sent: Thursday, July 22, 2021 12:26 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Unconstitutional Authority

I have had an opportunity to read and review the new resolution and must say that I am disappointed in the language used in the resolution itself. I would normally simply assume that such mistakes were a matter of ignorance on the part of the drafters, but after seeing how state government has taken a bill like 1007 and added lines 55, 56, 99, and 100 to make the passing of the bill useless, I can now assume that the intention behind the bill was just as it was written. This bill solidifies the state board of education's already totalitarian executive authority and adds language that is not recognized officially by the state or federal governments. The bill also gives the state department of education full executive authority over every state funded school in the state.

R277-328 states that educators will be prohibited from addressing inappropriate topics posted by faculty and students during instruction time. That's how it's written. It also recognizes personal circumstances which are still unproven as some sort of personal precedent or identity. Sexuality is not an appropriate topic for school discussion. If you want to ensure all people are treated fairly and equally simply enforce the Bill of Rights and the Constitution as intended. This will cover every aspect of human society and automatically protects everyone. What it does not allow them to do is exercise authority or supersede someone else's opinion. We live in a day and age where phrases like "my truth" are now used as a valid argument. Every subject has become a bastardized version of philosophy and in education that is just not acceptable.

The use of the word Equity is also unacceptable. Equity refers to outcome, equality refers to opportunity. All men are created equal is the standard by which our nation was founded and for generations the very cause for which our men and women died on American and foreign soil. To demand equity is to spit in their faces. Our children need to not be taught to covet the lives and wealth of others but need to be taught to strive for their own goals and dreams. Currently we encourage them to settle for what education deems is an acceptable outcome and if they do more than they are being selfish or if they do less to demand more from others. This is a despicable ideology and the parents of Utah will start to demand change or pull their kids out of school.

In the Constitution of the United States a system of checks and balances was implemented within the government in order to prevent any one branch of government from being able to supersede the others in legislative decisions. Furthermore the ultimate decision to enact policy fell on the individual states and ultimately the people of each municipality. I fully understand that there is little interpretation within the Bill of Rights, the United States Constitution, or the Declaration of Independence that directly pertain to state education, however the ideology being presented and the framework for all public entities is laid down as an example in these Liberty Documents. You are not to vote yourselves more power or redefine the purpose of education in the state. You are following the same failed education standards throughout the country; an antiquated system that fails to inspire students to become more. It's time the people took back the

education system and allowed individual schools to dictate their curriculum with the state board of education being stripped of its executive authority and placed back into a managerial position where it belongs.

Why is it that in the United States of America we spend more per student than most if not all other countries, and yet our education system is subpar compared to countries like Singapore in math and reading? We can pump more and more money into books, buildings, computers, and stationary, yet this will not improve our students educations. Access to more resources without teaching our students how to use those resources is a waste of money.

From: Brian Yokoo <byokoo@gmail.com>
Sent: Thursday, July 22, 2021 12:11 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: USBE Educational Equity in Schools

Utah State School Board Members,

Thank you for your willingness to be a public servant.

I'd like the school board to consider the impact of R277-328-4(2)(a) which reads, "If an LEA provides curriculum that includes concepts as described in Section R277-328-3(3), the curriculum shall be approved in an open and regular public meeting of the LEA's governing board."

As written, this appears to allow local school boards to circumvent this ruling and promote concepts in R277-328-3(3) such as discrimination of Utah K-12 students based on sex, race, religion, sexual orientation, etc.

Our children in Utah deserve civil right protection guaranteed in the 14th amendment ('equal protection of the laws') and Title VI of the Civil Rights Act of 1964 ('no person shall, on the grounds of race, color, or natural origin,...be subjected to discrimination'). Please consider striking section -4(2)(a) from R277-328.

Brian Yokoo
Jordan School District

From: Brooke Peterson <brookelpg@hotmail.com>
Sent: Thursday, July 22, 2021 12:07 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: NO CRT

Critical Race Theory has no place in Utah schools. Please stop trying to push this on our children!

You cannot cure racism with more racism. This is the work of Satan! Let it be known that we as parents do not approve!

Thank you

-----Original Message-----

From: Brooke <brookeandbarrett@gmail.com>
Sent: Thursday, July 22, 2021 12:06 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Please BAN Critical Race Theory

To whom it may concern,

As a parent of young children please let my voice be heard. I strongly oppose critical race theory being taught in Utah's schools!

The education system should go back to education, not this leftist agenda.

Thank you for your time,
Brooke Peterson

From: Marilyn Momeny <mjmomeny@gmail.com>
Sent: Thursday, July 22, 2021 11:57 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: CRT

I oppose CRT being taught in our schools. This is a divisive, hateful theory which assigns blame and victimization based on skin color. It is the exact opposite of the color-blind America that MLK and other civil rights leaders, as well as most Americans, have worked for decades, even centuries, to achieve. We should, as MLK said, "...judge people by the content of their character and not by the color of their skin."

Thank you,

Marilyn Momeny

From: R. Parr <PARALAX94@msn.com>
Sent: Thursday, July 22, 2021 11:54 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Rule R277 - 328 NO Equity

NO CRT, NO Equity, or vestiges of the same. Regarding the Public Hearing on R277 - 328 Education Equity in Schools. Stop dancing around in this flirtation with Equity. There is NO equity anywhere on this planet. Probably all of us has experienced

a form of inequity REGARDLESS of skin color, or personal situations.

Only Equal opportunities can be provided. This fixation with EQUITY is ridiculous. Stop wasting everybody's time, and energy. Only Equal opportunities based on merit can be provided. Too much depends on individual efforts, abilities, attitudes, willingness to work at school or employment, etc. etc. You will never make things equitable.

Eliminate any attempts at Equity, or verbiage in your documents, that appear contradictory with each other, that can lead to loose, or confusing interpretations.

No Equity, Only Equal Opportunites!

Best Regards,
Ronald C. Parr
Registered Voter Ogden, Utah

-----Original Message-----

From: George Dye <gcdye@yahoo.com>
Sent: Thursday, July 22, 2021 11:37 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: R277-328 "Equity" rule

To the board:

I second the comments made by Marco Brown. The clever wording of this rule is a shameful attempt to overrule Utah parents and the Utah Legislature with regard to teaching racial division and hate to our students.

This rule MUST be opposed entirely or drastically overhauled to ensure such disgusting politics are not pushed on the most vulnerable minds.

The evidence is clear that hatred is taught, not inherited. Utah needs to steer clear of being party to teaching it. Oppose this rule as written, regardless of what the union says. The union does not speak for parents, and it it absolutely does not speak for our children.

Thank you.
George Dye
Sent from my iPhone

-----Original Message-----

From: Tina DeWitt <tinamdewitt@gmail.com>
Sent: Thursday, July 22, 2021 11:33 AM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Critical Race Theory Curriculum

Good morning!

With the upcoming vote regarding the possibility of adding Critical Race Theory to the curriculum for our schools here in Utah, I wanted to share my views on this as a parent. I am very much opposed to this, and any curriculum, that teaches our children to categorize and judge others and themselves based on the color of their skin. Creating a society of inclusion, equality and love will never be accomplished by creating this kind of divisiveness. It will only serve to tear our communities apart and make children on both sides of the argument question their self-worth.

Please, as someone who has the ability to make a difference in the lives of our children and our communities, help keep this curriculum out of our schools. Also, thank you for your the time you spend to on a daily basis to help our children!

Tina DeWitt

Deric Hughes zuderker@gmail.com

My purpose for emailing you as a Utah parent is to ask that you fix the rules in the schools so no racism or any kind of it can be taught. I believe accurate and truthful history should be taught but things such as Critical Race Theory should not. I appreciate what the school board has done so far but it still has a long way to go. Here are some of my requests and ideas of areas of improvement:

1. Parent's rights concerning their children's education are of the utmost importance. We need the rule to say something to the effect of "parental rights and concerns about their child's education shall be respected and not be treated as a barrier to overcome."
2. The current rules do not stop teachers or other educators from segregating kids into affinity/race groups.
3. The rules currently do not protect our children's rights to free speech or their right to not be compelled to say or act in a way they disagree with. For example, kids have been and are being told to deconstruct their identity and label themselves as part of an oppressor vs oppressed identity group or when they are coerced into telling their teacher or peers their preferred pronouns or sexual orientation. This should be corrected.
4. We need rules to stop CRT-based teacher training or credentialing that teachers are required to take through the big-tech platforms their district has contracted with.
5. We need to prevent teachers from sharing their "social or racial justice" biases when discussing controversial current events with the students.

These are just some of the areas to correct or add in order to protect the children of Utah. Please look hard at the rules in place and how to improve them to keep the bad concepts inside CRT from being enforced and taught in our schools.

Thank you,
Deric Hughes

Tyler Rees tyntiff@gmail.com

To whom is getting thoughts on this rule,

First and foremost, parents are the number 1 resource and protection of each of their own children. My children are mine and I loan them to the schools for academic purposes only. Their morals, social, emotional, and physical skills are taught at home. We as parents teach our children values.

The basics such as Respect, be kind, listen, raise your hand, etc are all fine. What is irritating and maddening, is the indoctrination of our kids. Educators and all that work in the schools need to respect the child's parents and not be treated as a barrier or something to overcome. I have had teachers tell my kids not to tell their parents what they were saying and that is wrong! What is said in school should be good with all parents!

The New Rule fails to stop any CRT or its brother teaching methods being pushed and taught already in school. (yes, it's being taught--I know this due to my HS kids telling me).

Teachers should never segregate students into any group by identity or race, religion, etc and the rule currently states it can. This needs to be changed!

FREE SPEECH is part of the constitution and is protected, yet students are not able to speak freely especially those that have conservative values. The rule almost makes it so kids will have to learn compelled speech and say things how the teacher wants. This is wrong! Kids should never be forced to speak a pronoun/noun or wrong gender of someone else in class or told to deconstruct their race. They should also never be forced to apologize for the sins of the past generations.

Schools should never have to sit at a desk and have a LGBTQIA. . . flag in the classroom. The only flags allowed in the classroom to be displayed are those of countries. USA and the American flag always--it is state law that kids say the Pledge of Allegiance once a day K-12. Mexico or other spanish speaking countries when learning spanish and such. None of this idolizing of the flag of a sexual orientation. We heterosexuals don't put signs up or fly a flag that states we love sex with our husband or wife, so kids shouldn't have to have a flag hanging that promotes ideologies that parents disagree with. The same goes with having to read a book with this agenda. It should be kept out of schools!

Teachers should keep biases out of teaching when teaching contexts such as history and stuff. There are facts and facts only. Allow the kids to think and learn for themselves. No biases from the teacher should be noticed.

SEL programs are horrible!! They should be banned from schools, but won't (ESSA of 2015), so parents should be able to see everything first and make sure it's good for the

kids. This will help with transparency and also, if the parents can watch, and give the ok, maybe the kids won't be indoctrinated with so much behind the parents backs.

CRT is evil!! This should not be in the schools ever!

We should take out the words equity, inclusion (you can't legislate a feeling), and diversity.

We should focus on Academic Excellence!

Equity is communism--all the same outcome! Communism has killed more people than we want to count. History taught correctly will make sure kids and adults understand this.

Basically, we should stick to the Constitution and we should be fine! No where in the document does it use equity! No where in the document does it say slavery! In fact, it doesn't say democracy--we are a republic! It only guarantees life, liberty(and schools and government want to take this away), and the pursuit of happiness(it's not guaranteed). And what makes one happy, doesn't make another. So, please bring back education to academics and not indoctrination!

Thanks,
Tiffany Rees

Cheri BOTKIN cheripoch@msn.com

Dear Members of the Utah State School Board,

Thank you for addressing CRT in the Rule 277-328. As a parent I am keeping a close eye on the moves made in regards to CRT. I have concerns over section 5 of this rule. It seems that this section takes away all the power that the former sections (1-4) had established. I believe the members of the Utah State School Board must revisit and revise, or even eliminate section 5 so that the previous sections will be upheld without question.

Thank you,
CHERI BOTKIN

Lisa Young peterlisayoung@gmail.com

My name is Lisa Young, and I am the parent of three current students and one 2021 high school graduate in Provo School District. I'm deeply concerned by the fear circulating in our communities and the dangerous impact it could have on diversity, equity, and inclusion in our schools.

The language in R277-328 as currently proposed will not make Utah more equal or

more functional. Vague and imprecise language risks putting parents and children in the position of reporting supposed infractions. This resolution does not respect the professionalism of our teachers. Last night, I attended a meeting hosted by the Eagle Forum at the Provo Library. One of many disappointing things promoted there was encouragement from school board member, Natalie Cline, to oppose the language in section 5, particularly points (a) and (b) because it does not restrict Utah educators enough.

Our educators and students are coming out of a difficult and challenging year. They need more support and trust from our community, not less.

1. I ask the Utah State Board of Education to explicitly state in the language of the rule so that it will not be misconstrued as giving license for community members to attack the credibility or livelihood of our educators.

2. In addition, I ask the Utah State Board of Education to strike the phrase "before or", as outlined in R277-328-3(5) "The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request".

Thank you for your time and consideration.

Sincerely,
Lisa Young

Laura Hughes ljhugs@gmail.com

My purpose for emailing you as a Utah parent and grandparent is to express my concern pertaining to indoctrinating our children and youth with the incorrect and detrimental Critical Race Theory. I am against teaching Critical Race Theory in our schools. I ask that you please fix the rules in the schools so no racism of any kind be taught to our children. I believe accurate and truthful history should be taught but things such as Critical Race Theory should not. I have many concerns but I will only list a few:

1. Parent's rights concerning their children's education are of the utmost importance. We need the rule to say something to the effect of "parental rights and concerns about their child's education shall be respected and not be treated as a barrier to overcome."

2. The current rules do not stop teachers or other educators from segregating kids into affinity/race groups.

3. It doesn't stop "identity-group" flags or signs, which are inherently sexual or political, from being displayed throughout the school.

4. We need to prevent teachers from sharing their "social or racial justice" biases when discussing controversial current events with the students.

These are only a few of the areas to correct or add in order to protect the children of Utah. Please for the benefit of our children and youths education, please look carefully at the rules in place and evaluate how to improve them so the wrong concepts inside CRT won't be enforced and taught in our schools.

Sincerely,
Laura Hughes

Sent from [Mail](#) for Windows 10

Jolene Phelps phelpsjolene5@gmail.com

Dear Utah State Board of Education,

I have read over this rule and it grieves my heart. We have made so much progress as a nation. I am the child of a legal Cuban immigrant. My mother came to this great country in 1968 with only the clothes on her back. Her mother and father were forced by communist Cuba to separate because they would not allow her father and brother to leave the country. Her mother came to this country with 4 teenage girls. This country gave them the opportunity to work hard and pursue the American dream. They worked hard and were able to go to college and have been able to raise children that have been able to flourish here despite being a "minority". We were not oppressed! My friend from Congo tells a similar story!

You are hurting our "minority" children by telling them that the odds are stacked against them. Do you really want to be known as a board of education that implemented this rule that is based on lies and that helped to pave the down fall of this free country? Our friends in Congo, Uganda and South Sudan would give everything they have to live in this country.

Is this country perfect? No, of course not. Are all people that live here free of racism? No I don't know any, but I am sure they exist. There is another and better way to combat against racism. A way that doesn't divide and label people based on the color of their skin. I propose that this law get thrown out entirely! Let's start a new program where children along with their teachers once a week go to work in the low income neighborhoods. There they can come to know the people that are struggling. They can gain a heart for them. They can help them clean up the neighborhoods, tutor the children and their parents, help them gain much needed skills, help them to garden, to cook and read better. This is the way missionaries that have gone all over the world have learned to love and care for those of different races and cultures.

I know you are in a difficult position, but please remember whom you were called to serve and protect. The children! Please consider this idea! It will actually work!

Thank you,
Jolene Phelps

From: Lorene Jordan <lorene.successcoach@gmail.com>
Sent: Thursday, July 22, 2021 4:24 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Please stop CRT in Utah Schools

I am the mother of 8 adult children, 28 grandchildren and 16 great grandchildren who have been taught in Utah schools.
I have been thrilled when my children have been taught individual responsibility and excellence in education through the principles of reading, writing and arithmetic which should be the primary responsibility of the school system.
It is NOT the school's responsibility to teach propaganda which is contrary to individual families values. The school can help with ideas of diversity, Unity and a sense of belonging which every child needs. The critical race theory principles teach just the opposite and will help divide children instead of giving a sense of belonging!
Please listen to those parents and grandparents who have **studied the history** behind this propaganda. If this continues to be taught in the schools in America, it will be the downfall of America and cause many more problems than it tried to fix.

--

--

Lorene Jordan

-----Original Message-----

From: Rae Campbell <dyffy1@gmail.com>
Sent: Thursday, July 22, 2021 4:23 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Critical Race Theory

Please let it be known that our family rejects racism of any kind. We reject Critical Race Theory and refuse to have our child exposed to in school.

We honor and respect all walks of life and have made sure this is what is learned in our home. Teaching that ANY race is inherently evil, bad, less desirable or better than any other race is wrong.

If this happens we will pull our child from public schools and will promote and encourage others to do the same.

This theory is harmful to our society and only seeks to divide us even more.

Regards,
The Campbell Family.

Sent from my iPhone

-----Original Message-----

From: Kami Merrill <kamijomerrill@gmail.com>
Sent: Thursday, July 22, 2021 4:22 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: CRT

To Whom it May Concern:

This is late getting to you, but I did want to add my two cents. I stand with other Utah parents calling for a banning of CRT in Utah schools. It is already here to some extent, and we need to put an end to it before the damage gets any worse. We will not stand for it. The state board can rest assured that if our children aren't protected we will pull them from the system.

Thanks,
Kami Merrill

Sent from my iPhone

From: Jaran Higley <gotspartans@gmail.com>
Sent: Thursday, July 22, 2021 4:21 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: CRT

I oppose Critical race theory. More divisive than coming together

-----Original Message-----

From: karen prier <karenprier@gmail.com>
Sent: Thursday, July 22, 2021 4:14 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Opposition to CRT

Cybil,
Critical race theory is not appropriate to teach our children. Hate is bad for everyone, and that is what CRT is. I've spoken to many people of other ethnicities the past few weeks about this issue and so far they all agree it is bad for children.
Please stop this ridiculousness! We do not consent!
Karen Prier

Sent from my iPhone

From: Dorothy Taylor <dorothytaylor08@gmail.com>
Sent: Thursday, July 22, 2021 4:04 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Fwd: No Critical Theories in our schools! Parental Rights!!!

----- Forwarded message -----

From: Dorothy Taylor <dorothytaylor08@gmail.com>
Date: Thu, Jul 22, 2021 at 12:37 PM
Subject: No Critical Theories in our schools! Parental Rights!!!
To: <rules.comments@schools.utah.gov>

To the Utah State School Board of Education,

I, like many, many parents, am extremely concerned about the proposal to include critical theory teaching in our public schools. I have researched and have come to understand the dire implications of such teaching. Any promotion for divisiveness through segregation of any type is hurtful. We should, rather, be teaching our children the principles of our Constitution, that all are created equal, that we have God-given rights to pursue our dreams, and that we ought to support and uplift each other as we do so. Putting the focus on hate, differences, or hurting others is simply unacceptable. What kind of future do you want? One in which there is animosity toward different groups, or one in which we are all seeking to do our best and help others do the same?

Please reject any proposal to put critical theories into our public schools!

Thank you,
Dorothy Taylor

From: Phyllis Gunderson <phyllisgunderson@gmail.com>
Sent: Thursday, July 22, 2021 4:01 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: critical race theory.

More hate. Always more hate. CTR is insane. Please stop it.
Phyllis Gunderson

-----Original Message-----

From: Michelle Squire <squire.michelle@gmail.com>

Sent: Thursday, July 22, 2021 4:01 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Equity in Schools

Dear Utah State School Board,

All I can say is, STOP IT. Stop putting race and gender and any other qualifier at the forefront of our children's education. Equality, not equity is what our society is based on, and our government, and our public education. Stop with the race baiting. Stop with "inclusion" tactics that exclude based on race. Stop it. You have the power to stop it here, in our state, right in its tracks. Stop critical race theory in all its forms. Equity and inclusion are a part of it. We have children who need to compete in the world, not be held back by theories that distract them. Stop it. Stop with it all.

Sincerely,
Michelle Squire

-----Original Message-----

From: Helena KLEINLEIN <hkleinlein@icloud.com>
Sent: Thursday, July 22, 2021 3:56 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Vote against CRT.

Dear State School Board.

Please exercise your vote against the revisionist history of critical race theory. All this will do is divide our citizenry and increase racism and division in our state.

Thank you.
Brianna Kleinlein

-----Original Message-----

From: Jenny Thompson <jennythompson47@gmail.com>
Sent: Thursday, July 22, 2021 3:46 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: CRT

Dear Members of the Utah State School Board,

Thank you for addressing CRT in the Rule 277-328. As a parent I am keeping a close eye on the moves made in regards to CRT. I have concerns over section 5 of this rule. It seems that this section takes away all the power that the former sections (1-4) had

established. I believe the members of the Utah State School Board must revisit and revise, or even eliminate section 5 so that the previous sections will be upheld without question.

Thank you,

Jenny Thompson

Sent from my iPhone

From: Luke Eyre <LSeyre2017@outlook.com>
Sent: Thursday, July 22, 2021 3:45 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Critical Race Theory

To those who have been elected by we the people.

This CRT (Theory, meaning in proven BS) is not welcome! If this passes, every single one of my 6 children will never step foot in a public school again.

Real simple, reject the racist BS or; one, loose my children from participating in the school system, and two, I will do everything in my power to make sure every single person who votes for this is removed from office and someone is placed there that is not communist.

Thanks,

Concerned parent.

From: Theone Kartchner <t1kartchner@gmail.com>
Sent: Thursday, July 22, 2021 3:33 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Critical race theory

I am opposed to this being taught in public school

Theone Kartchner

From: Keri Lawrence <Keri_Shimai@hotmail.com>
Sent: Thursday, July 22, 2021 3:30 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Rule 277-328

Dear Members of the Utah State School Board,

Thank you for addressing CRT in the Rule 277-328. As a parent I am keeping a close eye on the moves made in regards to CRT. I have concerns over section 5 of this rule. It seems that this section takes away all the power that the former sections (1-4) had established. I believe the members of the Utah State School Board must revisit and revise, or even eliminate section 5 so that the previous sections will be upheld without question.

Thank you,

Keri Lawrence

Sent from [Outlook](#)

From: SHuston Productions <sownurk0424@gmail.com>
Sent: Thursday, July 22, 2021 3:29 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Utah School State Board meeting Thursday, July 22, 2021

To the Utah School State Board,

I am a graduate of the State of Utah, and am deeply concerned about the Agenda for today's meeting set for 4:00 P.M. I just heard that it will be regarding Critical Race Theory. I can not believe that this is even being put up for consideration. This is an ideology that is completely Anti-American, and very racist! Our Founding Fathers would be rolling in their graves today along with Martin Luther King Jr. who said " We judge a person by the content of their character, and not the color of their skin." I was raised and taught these principles, and we celebrate this man for his valiant work in civil rights and how far we have come. This CRT, is the complete opposite of that and has a sinister agenda to divide and NOT unite. We all know that when it comes to this nation "United we stand, and Divided we fall!" This is a complete and blatant attempt to brainwash my generation and the generation to follow. Please do not allow it!

Sincerely,

Seth Huston

Jim Hughes jimvhughes@gmail.com

The rules are missing key items

1. It does not stop teachers from sharing their social justice biases when discussing controversial current events with students.
2. It does not prevent the use of CRT propaganda as a tool in teaching students.

Rules need a lot of work to be improved to accomplish what we parents want for our children.

James Hughes, Lehi Ut.

Sent from [Mail](#) for Windows 10

Sara Gilbert crazyaccent30@yahoo.com

To whom it may concern,

First of all, I would like to thank you for your involvement in the education and development of all our children. Your time and efforts are now more than ever needed and appreciated. I am grateful to be able to voice my opinion before a decision is made about content that will be taught to our children in the schools in Utah.

As a parent of elementary and middle school aged children attending school in Cache county during this last pandemic year, I have witnessed many concerning things. I will try to be brief and send further, more detailed emails later, considering your meeting has already begun.

I am greatly concerned about the wording in the [Board's new CRT Rule, Educational Equity in Schools R277-328](#)

I believe it sets up a demographic that does not allow healthy parent involvement.

I also believe it removes the chance for every student to have a voice.

It seems to most definitely "challenge" (or better yet) Silence "color blindness," Meritocracy, and Objectivity. I became aware since last fall, that our media and schools are being heavily influenced or pressured to teach and inform in a very subjective way. Our children are being told to not have an opinion unless it agrees with the mainstream. I am deeply concerned about our children not allowed to use or have their voice. This great country was founded on that alone. The people need a voice. Even the children. The wording in this Rule seems set up to violate free speech.

Myself and many other parents have experienced many instances this year when our children have come home confused and upset because a teacher has heavily pushed anti-American rhetoric on them and given them a harsh grade if they chose to disagree. Never in any country (that I have heard) have they taught their own children to think their country is bad! Something is VERY wrong here. And I believe the wording in this Rule is only going to exacerbate that! Please, Please, Please, above all, do what you can to prevent that!!!

Much of the wording seems very dangerous. Requiring Equity instead of educational excellence. Legislation should not be made based on children's "Feelings". Instead of using the word 'Inclusion', switching it to "Every student heard" seems more supportive. Fostering "respectful environments" verses "safe" ones. I believe our fears are pushing for "safety" over "positive learning environments" and maintaining freedom. it's already been noted that the children aren't learning well in this environment.

In the last year all of our children's education and mental health has suffered due to

the fear enforced on the schools. I regretfully held my tongue thinking I was being respectful and understanding. Now I am finally "stepping up" and being a voice for the children. Many other parents are deeply concerned and want to do more about it. We would love to keep our children in the public school system, but will be looking at other options if something isn't done to protect them.

Racism and hatred IS taught. it's not inherited. Therefore, like Nelson Mandela said, "...We can teach through love. because Love comes more naturally to the human heart than it's opposite." Teaching our children to focus on where we ARE connected, is a much better, cheaper, more peaceful way to stop the dark actions of others.

We believe the way this new rule is written, it will only encourage a further division in us as a state, country, culture, and the whole Human Race.

It's been discovered scientifically that we are what we focus on. If we focus on division, that's what we'll get. The way this new rule is written... we will find ourselves more divided than ever.

Please take the time to re-word it so All the children will have a voice and a chance to better educate themselves in this incredible State and Country.

Thank you so much for your time,
Sincerely,
Sara Gilbert

From: Judy Benoit <judy.benoit2u@gmail.com>
Sent: Thursday, July 22, 2021 3:21 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Critical race theory

This is teaching g racism which we shouldn't be doing. This is America that has always protected all and invited people here to work hard and make this a great country united under the constitution. Stop trying to divide this country!

.ost people came here from somewhere else for the freedom and opportunity that is here. Don't let the noisy or bad few destroy the rest of us who have never cared about racism and stop trying to change history!

Marty Millet adamandmarty@gmail.com

To whom it may concern,

I am so frustrated as a parent that I even need to consider homeschooling my child. They LOVE school, but I will not support or send them to school if CRT or LGBTQ will be taught at my child's school. I love America, I love what I was taught growing up. Has there been racism in America, I do not deny that, but telling my child they are an oppressor is out of line. Equity is not the way to go when teaching this

information. Parents need and must be involved in what is being taught. Finding ways to remove parents from the discussion is what the problem is. Listen to the parents. LGBTQ can be taught at home. It must not be taught at the school. How many confused children do there need to be in this world? It's hard enough keeping children from doing drugs and drinking alcohol and making the right choices, but why on earth are we adding 'pick your gender" to the equation? Teaching children that there is racism is fine, but teaching them that because they are white they are the oppressor is the wrong way to do it. My kid doesn't even know what color of skin is, because I'm not teaching him to be privileged or a racist. Stop teaching equity training and all this garbage. CRT is one of the most destructive things that can be taught. It is not unifying. Why are we dividing everyone and allowing that to happen? Please do not allow this to be taught and fix the loopholes. Let the kids be kids. I will always be a barrier if the learning taking place at the school does not align with what is being taught at home. Please include in the rule that "Parental rights and concerns about their child's education shall be respected and not treated as a barrier to overcome." If you teach my child not to listen to what is being taught at home, there will be consequences. This is totally inappropriate and needs to be removed from school. If a parent wants to teach CRT and LGBTQ at home, great, good for them, but at the school, stick to reading, writing and arithmetic. Why are we trying to turn all these kids into social justice warriors?

Please consider my comment, I know it was full of lots of frustration, but why are we teaching these harmful things? I love America, it is not racist at the core and I am not a racist. I support the military, I support the flag I love and I will not be taken out of the equation and I will be heard. People should be given an equal opportunity, but that does not mean the outcome needs to be equal. Those who work for it deserve it regardless of color or gender. That's what needs to be taught.

God Bless America and God Bless the children.

Marty Millet

From: Colleen Huston <colleen.huston@yahoo.com>

Sent: Thursday, July 22, 2021 3:12 PM

To: Child, Cybil <Cybil.Child@schools.utah.gov>

Subject: Utah State School Board meeting for Thursday July 22, 2021 @ 4:00 P.M.

To whom this may concern,

I am a Utah resident, and have grave concerns about the direction the Utah School State Board is moving towards, to even consider putting Critical Race Theory, into the curriculum of the Utah Public School System. This divisive and racist ideology is extremely dangerous and is complete poison to the minds of our developing youth. What's happening in South Africa today, is a result of this type of dangerous ideology and has no place in our nation's school system, and especially in our state of Utah. I want to put you all on notice, we parents are watching what you will do and decide today, and will hold you accountable for your choices regarding this issue. If that means

pulling our kids out of public schools we will do so. And or, vote each and everyone of you off of this school board and replace you with people who actually listen to their constituents and the parents whom your paychecks come from. Please, we strongly encourage you to stand against this evil indoctrination and do the right thing!

Sincerely,

Colleen Huston

Jordan Clay jordan.clay.i232@statefarm.com

Dear State Board of Education:

The racist propaganda that goes under various titles including; critical race theory (CRT), equity, and “denouncing racism” (a blatant misnomer), needs to be specifically and unequivocally excluded from Utah schools.

The proposed resolution, “Denouncing Racism and Embracing Equity” is wrong as it is written. Seeking to promote unity and civility is good – at least it sounds good. But every time you talk about “diverse groups” you effectively repudiate “unity and civility.” Rather you emphasize and create division and discord. The wrong-headed proposal to “identify and examine issues of race, ethnicity and color” simply creates division and discord. All you are emphasizing is the color of an individual’s skin.

The entire point of the civil rights movement of the 1960’s was to have individuals judged by their own character and not by the color of their skin. This regressive proposed “resolution” seeks to emphasize and focus on the color of one’s skin at the expense of an individual’s character. Martin Luther King would rebuke it.

The ridiculous objective of correcting “inequities” is the stuff of the failed doctrines created by Marx and murderously implemented by Lenin, Mao and Castro. The United States Declaration of Independence, with principles protected later by the U.S. Constitution, recognizes that all men are created equal. NOT that bureaucrats will attempt to impose their view of “equity.” Further your resolve to impose upon students and employees “reflection and internal examination” is little different than a Maoist sending individuals with non-approved views to be “struggled” and “re-educated.” There is no good that will come of this.

The resolution incorporates pure communist trash that you’ve either been fooled into parroting or have intentionally tried to slip in. You are ostensibly educated individuals. What examples of good do you know of from the Cultural Revolution? I have known many people who went through that horror and they offered no positives. What examples of liberty, freedom and equal opportunity do you have to offer from the Lenin years, or from the tragic disasters of any other totalitarian regime?

Further, this effort seems to overlap and come joined with the LGBTQ agenda. That agenda must be excluded from our children’s classes and school buildings. This is

NOT a subject for taxpayer supported education. This involves the most intimate and important issues of personal identity, relationships with deity and family. This is for parents to address with their children – not for a teacher to address in a classroom.

The express objective of teachers unions and administrations to exert their will to indoctrinate children must be eliminated. Make that an express part of the State Board's resolution. The overt, articulated and publicized objective of some teachers, teachers unions and some administrations and administrators to overcome, subvert, and deny the rights of parents to direct the education of their children – a right protected in Utah by the Utah Constitution – must be unequivocally called out and eliminated. Any teachers or school administrators who seek to violate the Utah Constitution in this regard would resign if they had any integrity – and must be released to find other employment if they lack that integrity.

Thank you for your service to us. Please honor your obligations to follow the Utah Constitution and respect the rights of parent, a right established by God, to direct their education. Please open your eyes and eliminate manifestly failed communist notions and racist and divisive language from the proposed "resolution."

The Utah School system and all positions in it are threatened by these objectives – more importantly so is the future of this country that IS a bastion of freedom, liberty and opportunity for ALL.

Sincerely,

Jordan E Clay

From: Pamela Allen <orffenallen@gmail.com>
Sent: Thursday, July 22, 2021 5:36 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: No on the new State Rule on CRT

To the Utah State School Board

I was just made aware of this consideration by this body, and must admit it took a long time to go over it and consider the implications of the wording. I will address just a few:

1. The language **appears** to be acceptable but on closer examination is too broad to be left to individual interpretation that would allow the unacceptable tenets of CRT to be "creatively" slipped in by educators with agendas differing from most parents.
2. Excellence in education would be a much better goal than Equity, which could mean and most likely would result in the same poor results.
3. Shall and Must are mandates for implementations that are not in keeping with Utah culture

4. The training for teachers mandated in this rule is highly questionable.

There are MANY more problems with this "Rule" and in my opinion, it would be better to try again to come up with solutions to bring optimism from our unique contributions rather than pointing out ways to divide us/our children by legislating how anyone "feels."

I wish I had more time to look at this more closely, but this is what I saw after about an hour of consideration.

Please do not implement this Rule as it stands. Please consider my points and try again.

Sincerely,
Pamela Allen

From: voice4freedom@tuta.io <voice4freedom@tuta.io>
Sent: Thursday, July 22, 2021 3:09 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Oppose Critical Race Theory

My name is Tracy Nilson from Logan, Ut
I am telling you this is racist from the start and teaches our kids to base people on their color instead of character, that is wrong and can't be allowed in our Utah Schools!!!!

By: Tracy Nilson © All Rights Reserved without prejudice

From: Phil Snelgrove <psnelgrove@gmail.com>
Sent: Thursday, July 22, 2021 3:03 PM
To: Board of Education <board@schools.utah.gov>
Subject: CRT

Thank you for preparing this rule. CRT and other bad philosophies should never be a part of the teaching of our youth in public schools.

However, why does the rule define a process for approving the teaching of the principles the rule prohibits?

Lisa Greenhalgh

-----Original Message-----

From: Kym Kirk <dreambigpink@gmail.com>
Sent: Thursday, July 22, 2021 2:57 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>

Subject: No to CRT

CRT is preparing for Marxism..
Please stop it!

From: Cindi Dunford <cindidunford@gmail.com>
Sent: Thursday, July 22, 2021 2:57 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Re: Questions about Equity Rule Public Hearing Tomorrow

Fear drives many political decisions today—of which this rule is one. It drives conservative anger and liberal mockery and a large dose of “know-it-all-ness” on all sides. It paralyzes and divides us. Those who seek to obtain and maintain power know this and use it to control us. And we are so easily controlled!

This rule reflects our fear of a loss of face or place, and so we choose to silence others’ voices in the name of protecting our children. But silencing the voices we do not wish to hear harms rather than protects us. We fail to learn perspective. We fail to learn civility. In short, we fail to learn empathy. And as it concerns the current debates over whose voices can be taught in our public schools, we fail to learn that those who came before us acted on what they knew then, and now that we know better, we must do better. This is not teaching our children to hate themselves or those who came before us, but rather it teaches them to empower themselves to invite all voices to the table.

Courage is not the absence of fear. Courage is acting with empathy in the face of our fear. It is time we stop confusing bravado with bravery. It is time we stop confusing censorship with protection. It is time for us to rise up with courage and allow all voices a seat at the table and the opportunity to speak their truth in the spirit of connectedness. This is not propaganda. This is democracy.

From: John Huston <john.huston@westrock.com>
Sent: Thursday, July 22, 2021 2:55 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Critical Race

As a parent of a Utah child, I am firmly against any implementation of Critical Race Theory in Utah Public Schools.

Thank you.

John Huston

This electronic message contains information from WestRock Company (www.westrock.com) or its subsidiaries, which may be confidential, privileged or otherwise protected from disclosure. The information is intended to be disclosed to and used by only the named recipient(s). If you are not the intended recipient, then your review, use, disclosure, printing, copying, or distribution of this message or its contents is prohibited. If you have received this message in error, please notify WestRock immediately at postmaster@westrock.com, and delete the message from your system. For information about WestRock's privacy practices, including how WestRock collects, processes, transfers, and stores Personally Identifiable Information shared with us, please visit [WestRock Privacy Policy](#). Unless previously authorized in writing, this message does not constitute an offer, acceptance, or agreement of any kind. Sender is not liable for damage, errors or omissions related to or caused by transmission of this message.
(c) WestRock Company.

Pete Previte yetiprevite@gmail.com

Dear State School Board,

As a Utahn and a parent, I take issue with R277-.328-3 g, which states that "examination of various counterpoints in an impartial manner" must take place in the classroom.

Although well-intentioned, this subsection is problematic.

How does a teacher present "various counterpoints" when discussing the Holocaust?
Are teachers really expected to present the Nazi point of view?

When discussing enslavement, are teachers expected to present the counterpoint of the master?

If not, how does a teacher know when to present a counterpoint and when not to? This is a classic double-bind that will put teacher jobs in jeopardy and will harm students.

While attempting to be neutral, the board must be careful not to be amoral. History will judge the complicit, and those who attempt to "present all sides" of every issue are among the complicit.

Therefore, please remove this subsection from the rule.

Thank you,
Pete Previte

Rozelle rozelle19@protonmail.com

To the Board of Education,

Thank you the work you are doing to ensure that divisive concepts and ideology are not a part of Utah School curricula. My concern is that you need to make provisions in this rule for protecting the free speech of students and from compelled speech (such as examples of students being forced to deconstruct their identity by putting themselves on an oppressor/oppressed scale or when students are coerced to tell teachers or students their preferred pronouns.)

This rule also does not prevent teachers from sharing their political view points or from sharing their social or racial justice biases. Teachers today are trained in Critical Theory Pedagogy and many have bought into the idea of systemic racism and the idea that America was founded on racism, is currently racist, that all whites are inherently racist, that white supremacy is the reason for the educational disparities between whites and BIPOC. The end game for all Critical Theory is to deconstruct the systems they deem oppressive and in the case of CRT this means American Institutions, including the Constitution. Proponents of Critical Theory Pedagogy including CRT are fomenting the lie that those opposed to its divisive tenets are also opposed to teaching accurate history- this of course is not true. With national organizations such as the NEA in their New Business Item 39 openly pushing CRT and encouraging teachers to teach it "even in places where it is illegal and requires civil disobedience" you need to be crystal clear with your provisions and not leave room for loopholes that CRT proponents can use to push their agenda.

Lastly, you need provisions in your rule that address the teaching of accurate and comprehensive American history. The federal government in their Proposed Priorities and American History and Civics Education, 19 April 2021

Civics <https://www.federalregister.gov/documents/2021/04/19/2021-08068/proposed-priorities-american-history-and-civics-education> has promised funding to school districts that teach the 1619 Project a (history narrative with may historical inaccuracies) and that promote the teachings of Ibram X Kendi whose philosophy to overcome racism is with more racism. “

“The only remedy to racist discrimination is anti-racist discrimination. The only remedy to past discrimination is present discrimination. The only remedy to present discrimination is future discrimination.”

“ If discrimination is creating equity, then it is antiracist. If discrimination is creating inequity, then it is racist.”

Will the State of Utah be accepting these funds? I hope not. This would completely destroy the work that you are doing to protect our students from these divisive tenets.

Thank you for considering my concerns and for doing the work necessary for the upcoming generation to be armed with truth and courage, to stand for what is right and become citizens that strengthen our Republic for future generations.

sincerely yours,

Rozelle Hansen

Farley and Helen Anderson andersontribe10@yahoo.com

Please do not bring Critical Race Theory into our schools. I believe all men are created equal.

Mike & Louene Perry mcplap@gmail.com

I agree with so many other parents and teachers in our state that encourage and use common sense ways of teaching respect, responsibility and individual excellence to all of our children. Equality of opportunities for learning, YES, but NOT Equity. Critical Race Theory is not the proper worldview or tools to help our children learn to respect each other, themselves and our great nation. As Senator Mike Lee has stated, "We should be celebrating diversity. Critical race theory doesn't celebrate diversity. It weaponizes it. That's bad for America and it doesn't help heal the wounds that need to be healed."

Please continue to correct the problematic and divisive points on this new Board Rule.

Respectfully,
Louene Perry

Sarah DeLange delange.sar@gmail.com

Words matter. A simple visit to a courtroom will press home that point. I write to express concern about the new Board Resolution denouncing Racism and Embracing Equity (R277-382). As it is written, the rule not only does not stop Critical Race Theory from being taught in our schools, but actually perpetuates it.

The word equity should not appear anywhere in this rule. While it sounds good on the face of it, equity essentially means taking from one and giving to another. Equity is synonymous for discriminating based on race to achieve equal outcomes. **Equality** rather than equity should be the focus. Students should be treated equally, regardless of race. Equity doesn't produce excellence of education, it produces equality of outcome. **Educational Excellence** should be used instead.

Equity is also used to bring gender issues and studies into the classroom under the guise of being a minority. I know for a fact that the Murray School District has been pushing gender issues under the guise of equity right here in our state. A video that was since taken down from YouTube showed a high school girl speaking to the Jordan School Board about what she was taught in class about her white privilege and how she and her friends did not feel that they could disagree, that they had to sit there and take it.

I support the changes to the rule that Natalie Cline has recommended, which are extensive, in order to tighten up the language and to ensure that our children are not actually indoctrinated in CRT. Upon careful examination, the wording as the new rule actually **mandates** it for both teachers and students. Words and definitions and language matters. Ideas matter. If we are truly trying to protect our children, this is important to correct.

Notable omissions from this rule:

- Nothing in the Rule stops teachers from segregating children into affinity/race groups like is already happening in SLCS.
- Nothing in the Rule protects the free speech of students or protects them against compelled speech - like when children are told to deconstruct their identity and label themselves as part of an oppressor vs oppressed identity group or when they are coerced into telling their teacher or peers their preferred pronouns or sexual orientation.
- It doesn't stop "identity-group" flags or signs, which are inherently sexual or political, from being displayed throughout the school.
- It doesn't stop CRT-based teacher training or credentialing that teachers are required to take through the big-tech platforms their district has contracted with. (GOOGLE, Microsoft, Adobe, CASEL, etc.)
- It doesn't prevent teachers from sharing their "social or racial justice" biases when discussing controversial current events with students.
- It doesn't stop SEL programs or restorative justice practices from being taught through the lens of race (i.e. equity) or social justice.
- It doesn't prevent all the propaganda in the hallways or CRT/LGBTQ books in the school library or classroom shelves.
- It doesn't prevent the use of the CRT propaganda as a tool to teach journalism, art, ELA, etc.
- It does nothing to prevent intersectionality. It says nothing about preventing activism in the classroom, specifically to dismantle and disrupt the foundations of our American government, our Constitution and federal law (Civil Rights Act of 1964, specifically).

I ask that the above points be taken into consideration and that parental rights and concerns about our child's education be respected and not be treated as a barrier to overcome. These are **our** children. Not the government's. Not the state's. Not the

school board's. Not the teacher's. As parents, we are the ones with the legal and God-given responsibility to care for them, nurture them and to teach them. The school is a partner with parents, but the schools **do not** supersede the parents and their wishes. It needs to be noted that the school board are public servants, not public masters. Parents are the ones ultimately responsible for their child's education, and as such, should not be viewed as the enemy.

Many of us have been concerned from the time our children were young about the food they take into their bodies. How much more important are the ideas and the concepts that are put into their minds. Schools are in the position of trust. Don't break that trust. We send our children to be taught reading, writing and arithmetic. Not to be taught ideology that we as parents cannot condone. If some parents want to teach this in the privacy of their own home, that is their prerogative. But don't allow this hateful and divisive ideology to be taught in a public forum in our schools to our impressionable children through language that is not careful and water-tight to prevent its misuse and for it to be used as a tool for those who support this theory. (And I stress "theory").

Thank you.

Sarah DeLange

melissa moore melconmor@gmail.com

I'm a mom of 3 elementary age children. I am very invested in what my kids are being taught. For this reason I actually pulled my kids out of public school and I've been homeschooling them. I know that what they are taught at such a young age will be the foundation to who they will become. I take this responsibility very seriously. It is my responsibility to ensure they are being given the best opportunities to build a great foundation and I don't feel **right now** the schools are the best place for this. I will not stand by and let the schools corrupt and indoctrinate my kids. This rule is a great example of this.

I'd like to start by addressing the lack of diversity in the groups presenting today.

You would think the board would want a fairer balance of perspectives presented on a ruling called "Educational Equity in Schools," but judging by who was chosen to present at the hearing, the board seems to think fairness is really not all that important (**I'm saying this assuming that these groups are who they say they are** --me) Especially the House Democratic Caucus. Don't they already have their own public forum called the Legislature? Why are they allowed to take up hearing time that's meant for the GENERAL public?

I want to address the outcome of focusing on educational equity.

Sure it sounds good, but really what we end up getting is kids growing up thinking they don't have to work for anything because it will just be given to them or on the other hand those who will learn it doesn't matter how hard you work you will only ever be able to achieve the same as everyone else, so you might as well not try very hard. This approach doesn't serve either side at all. We need to focus on equality instead of creating blanket crutches for those with different backgrounds and views. "All men are created equal" is the standard by which our country was founded.

Oh and BTW I grew up in a single parent household, never knowing my father and my mom never received any child support, we lived in a very poor neighborhood in Phoenix ... oh and I have dyslexia. So yea, I know what its like to struggle. So I can definitely appreciate the value of individual accommodations as needed. This does not mean we need to teach children they are victims or oppressors.

Despite my circumstance and very little accommodation, I made it through and I learned the value of hard work and I have much more appreciations for what I have and my accomplishments. I wouldn't have that if equity was the focus when I was a kid.

Instead of focusing on diversity let's focus on what can bring us together to strengthen our relationships with each other. Yes our differences make us unique and that's a great thing. I'm not saying ignore that but let's put more of a focus on what can bring us together instead and inspire these children to become more than their circumstances.

If there are parents who want to teach their kids that society and its systems are inherently biased and racist and that their privileges and opportunities as human beings revolve around the color of their skin and group identity, there is nothing to stop them from teaching those divisive ideas at home. Why then do they feel the need to make schools the mechanism to impose these subjective beliefs on EVERY student?

Another point I'd like to address is the part of the rule about sexuality. Sexuality is not an appropriate topic to be discussed in schools. This is another thing for the parents to decide to teach their own children as they see fit.

These types of rules should never be passed without the parents approval. We the parents are the ones in charge of our children and what they should be taught. When

such important decisions are being made that will affect our children so greatly, only the parents should have the final say.

Id also like to add that Teachers hardly have time in their crowded classrooms to just learn student's names and provide meaningful academic feedback to each of them on a regular basis. And now this ruling expects teachers to practically act as social workers and psychoanalysts in deciphering a kid's every cultural experience? That's totally unrealistic, undesirable, and unsustainable.

The rule must be rewritten so it doesn't endorse ANY form of "equity-based" policies in the schools.

Lani D lanid90@yahoo.com

My name is Kehaulani Dunyon and I hope this email reaches you. I was born and raised here in the state of Utah. I am a multi race person. My mother came from Maui and in her blood she has polynesian and German. She moved to Utah where she ment my father. My father is Caucasian and he has Italian, British, and Irish in him. My skin is brown and you wouldn't see all the colors I carry in my Gene's. 12 years ago I ment my husband who is also caucasian but in his Gene's he carries Ute Indian, German, and British. Him and I have three beautiful multi race, multi color children. Our oldest and youngest took more of my color and beautiful traits, and my second oldest took after my father and husband's gorgeous fair genes. My second oldest has blonde hair, blue eyes and beautiful fair peachy skin and you would never guess she is my daughter. My other two has beautiful thick brown hair, hazel brown eyes, and beautiful olive skin. We are very diverse and teaching that there is diversity in culture and how to respect those cultures are greatly needed. However, Critical Race Theory is not a healthy way to teach respect to diversity to the future of America. Critical Race Theory will only make the matters worse. It will cause further separation not only in the community and the country but in the individual families, like mine. I don't need a school to teach my brown children that my white child is to blame for their problems. My daughter does not deserve to be called "privileged" because of what she looks like and if you look at her genes you would see the beautiful colors she carries. Yet CRT teaches that the system was made to favor those who have white peachy skin. I am very dark complected and I have never experienced systemic racism. All the systems I have been through has only encouraged me to do good for myself. I most definitely have been doing my research on Critical Race Theory and the one thing that is common is that it teaches to look at how we are separated by race, however this is not how any of my children are taught. I teach my babies to love other babies. I teach my children to love respect people. I teach them to judge people by their character and how that person has treated them (my kids) and themselves. CRT calls out racism while being racist to white folks, that we are oppressors or the oppressed. My family is what diversity means. We are diverse and CRT only favors those of color, and that is pushing

systemic racism towards white people. Clearly this DOES NOT help my family, which we are the actual true meaning of diversity. My kids are taught not judge people by their cover. Below I have taken the liberty to attach a family photo we took at Lava Hot Springs just to give you the faces that Critical Race Theory will affect if the government and the board of education decide to pursue in that direction. To push critical race theory onto the children because it serves the government's agenda is inhumane and abusive to the children of America. Thank you for your listening ear. I hope this letter helps you understand what the parents and children of utah need in their education and what is expected from you as the board of education. I am sure this is not an easy decision, and am sorry that we have to go through this. I do thank you all for your time.
A Concerned mother,
Kehaulani Dunyon



Justin Hopkinson justin2472000@yahoo.com

Good morning,

I am reaching out today regarding the recently passed critical race theory curriculum that is set to be taught in our public schools to our children. I am extremely concerned about this and I feel like the voices of the parents with children in the public school system needs to be heard. The critical race theory was never meant to be taught to children in elementary school, middle schools, or even high schools. I feel like this is just another way for the liberal led groups to further divide our country and cause more tensions. I don't feel like this is something that needs to be forced on our children to further indoctrinate them into this narrative that we have a systemic racism problem in our country. The job of our public school system is to teach the basics reading, writing, and arithmetic. Not to push the lefts insane agenda to continue to cause division. I believe it is the job of the parents to decide if this is something they would like their children to learn. And it's their job to pursue the information. I believe the school board is venturing out of their lane in decision making for the children in our community. I hope

the district will reconsider the decision to push this CRT curriculum and let's get back to the basics and let the parents decide what they would like their children to be learning.
[Sent from Yahoo Mail on Android](#)

Lanae Larson lanae100@hotmail.com

Dear School Board:

I am absolutely against teaching CRT and equity in our schools, these are ideologies that should NEVER be taught to our children in school.

As a parent I'm sure you can understand my frustration as I am trying to navigate through these strange and difficult times.

My core belief is that we are definitely in a battle between right and wrong, good and evil. I think it's appropriate that I share with you my concerns about our children and their education. This past year I feel like there has been a major divide between people on the right side and people on the left side. There is been such a massive force pulling our youth into directions that are far from God. I truly believe these are the days where you either plant your feet firmly and stand with God, no matter what resistance the world pours out upon you, and you either stand with God or you will be swept away and fall far away from His presence. In my network of friends and neighbors (even those with strong LDS backgrounds) I'm witnessing more children who are falling away from God, not because their parents aren't doing the best they can do in the home but the pressures from school and teachers are overpowering them. Our schools are heavily invested in CRT, equity, basically theories and ideologies that pull out children away from God and love of country, causing division, and creating racism. We are seeing this push happen on a regular basis, and we know it comes from the top. Parents are fighting back and trying to let their voices be heard but sadly we feel like our cries fall on deaf ears. We are trying to do what is best for our children but it seems like there is something so strong above us that is controlling what is happening at the highest levels (our government and our state board of education) These are scary times.

If someone truly believes that there are multiple genders, these ideologies that teach our children that a boy (or a girl) can be born into the wrong body, and they have the ability to undergo treatments to transform their body into what they identify as being, then what this is telling our children is that our God ceases to be God. Teaching a child that there are multiple genders is mocking our creator. Teaching our children that a boy can be born into a girls body and vice versa, is teaching our children that God messed up. If someone truly believes any of this, they are mocking God. Teaching our children that we are born with racist tendencies is mocking God. God does not make mistakes! You and I know this. We are living in unprecedented times and I believe those of us who truly believe in God need to plant our feet firmly and stand up for what we know to be true. I would hope that a religious, prestigious university like BYU would stand on the right side even when the world is pressuring us to follow the trends.

"If anyone causes one of these little ones--those who believe in me--to stumble, it would

be better for them to have a large millstone hung around their neck and to be drowned in the depths of the sea” Matthew 18:6.

I believe these are the days where wheat and the tares grow together as prophesied in our scriptures, and even some of the most elect will be deceived. More and more are being deceived and as a parent I’m doing everything in my power to pray to my God and ask for His guidance. If something doesn’t feel right in my soul I question it and I pray about it. I know that CRT and equity ideologies are not of God. These theories and ideologies will lead many astray. I hope our school teachers, our school board representatives, our principles and our universities can recognize this and for those who believe in God will stand up for what’s right for the sake of our kids and their eternal well-being.

<https://www.latterdayconservative.com/quotes-about/karl-marx/>

Sincerely,
Lanae Larson

Heather Bruck heather.bruck@gmail.com

The language in this Rule completely blocks any efforts to ban CRT in schools. I have been told over and over by school board members that you do not support CRT, yet your actions continue to prove otherwise. If none of the school board members support CRT, then why is there not an all out ban on it? You give us lip service and appear to put in a rule, but then you use crafty language that you hope the public does not notice to allow CRT to sneak into our schools. I am asking that you be transparent in these rules and actually do what the Legislature and the people have asked you to do.

This is NOT the job that you were tasked with by our Utah Legislature or by the People who voted for you.

Please stop crafting rules and language to make wiggle room for CRT to get into our classrooms. CRT has no place in our society. It will tear us apart, not bring us together! There have already been proven instances where CRT has divided people. We are not allowed to teach religion in schools because it is a very personal choice, why are we allowing CRT, which is also a very personal choice to believe or not to be taught in our schools.

Have the courage to stand up and do something to protect our children and our country!

Thank you for your time,
Heather Bruck

Crystal Cline crystalcline19@gmail.com

I first would like to acknowledge and apologize for being a day late in adding a public comment. Regardless, I think it is important that some rules be thoroughly looked at regarding training for teachers, and I hope my email is given consideration.

While significant strides have been made in the structure of training, some rules are still of concern.

1- R277-328-3(1): The word "shall" -does this imply training to be mandated? Our school districts should be able to decide whether equity training is necessary, and therefore, I would ask that the word be changed to "may."

R277-328-4(1): Section 1 causes great alarm in that if understood correctly, school districts are able to find loopholes where rules of harmful racism beliefs can be ignored by teachers, which eliminates the whole process of trying to create anti-bias training and curriculum. Would you please remove this rule?

R277-328-3(2)(e): Equally important to eliminating harmful concepts that one race is better than another, we should acknowledge the importance of commonality shared through diversity.

Our school districts and the teachers must be held accountable for subjugating overreaches and choosing to teach critical race theory ideologies—subjects such as critical race theory should **not** be included in K-12 education.

Thank you in advance for working with parents such as myself who are concerned about matters of education taught to our children. It is imperative that education is formed on unbiased concepts and follows a structure that brings unity and *equality* for our children, as I believe it is important not only for my child but also for others to be encouraged to maximize potential and unification.

Thank you,

Crystal Cline

Robert Leinbach byunc73@gmail.com

"The Holocaust never happened!"

"The world is flat."

"People of color are inferior."

These ideas were promoted and believed by many groups over the years of the world's history. Here's another one: "CRT". It, like the rest of the falsehoods, is a big lie!

Within all the rhetoric within this agenda for controlling our teachers and children, a

simple examination of it's basis should be clear:

it is Not:

fact based
it is not logical
true

It Is:

a lie
designed to distort individual worth
Dangerous

As currently written, the New Rule" does nothing to protect us from the onslaught of the CRT Marxism and Socialism platforms. It claims to stop CRT, but, in fact, it actually requires it for teachers and students!

The CRT carries forth an entire project to promote ways to overcome parental pushback and influence in the lives of our own children.

Changes needed:

The new rule needs to state that:

- parental rights and concerns about their child's education shall be respected and not to be treated as a barrier to overcome".

-teachers are to be prevented from segregating kids into affinity/race groups, which is already happening in SLCSO!

-free speech of students is to be protected and prevented from compelled speech.

-"identity-group" flags or signs are to be prevented (they are inherently sexual or political oriented.)

-CRT-based training or credentialing for teachers is to be prevented

-teachers may not share their "social or racial justice" biases when discussing current events with students

-SEL programs are to be stopped from being taught via race or equity "justice".

-propaganda in the hallways or books in the library or classroom shelves for CRT/LGBTQ to be prevented,

-use of CRT propaganda as a tool to teach journalism, art, ELA, etc to be prevented.

We are counting on you to protect our children from lies and distortions that are just as incorrect and dangerous German youth were taught under Hilter's regime.

Thank you,

Robert and Roseann Leinbach

Neal Ala neal_ala@yahoo.com

Differences in school discipline have many causes. And not every school district is the same. The federal government should not impose a one-size-first-all policy that will tie the hands of individual teachers and schools. In the pursuit of equal outcomes on the basis of race, the federal government is imposing a one-size-fits-all policy that will tie the hands of individual teachers and schools.

The citizens of our country come from vastly different racial, ethnic and political backgrounds but we are united by our common values and shared identity as Americans.

As Utahns we are committed to promoting values of equal rights, equal citizenship, individual merit and liberty, against the divisive invasion of critical race theory in every aspect of our public life.

Critical race theory (CRT) is a contested and explicitly political theory that examines all social relations, economic governance and policy outcomes through the prism of race and prescribes race-centered solutions to all social problems. While CRT, with its academic sub-variants and derivatives, should be judged as a scholarly subject of inquiry, it has increasingly become a monolithic dogma that informs broader cultural and political trends attempting to reshape and reengineer our society toward illiberal group think, equal outcomes, and collectivism.

CRT and its pleasant-sounding derivatives — diversity, equity and inclusion, anti-racism, racial sensitivity, racial healing, critical pedagogy, critical awareness, social emotional learning and so on, are underlined by a common thread of placing race, racism, and racial struggles at the center of our national dialogue and public institutions. The doctrine paints a grim, inaccurate, and discordant picture of our history and present, challenging the very foundations of the liberal order, distorting our basic virtues of equality and merit, and purporting to dismantle free markets. Perpetuating this bankrupt ideology in real life leads to perverse discrimination, disempowerment and victimhood by virtue of race.

As Utahns, we wholeheartedly support teaching cultures and history including slavery, racism and discrimination in a balanced, unabridged, nuanced and constructive fashion.

We welcome meaningful efforts to build understanding and appreciation for different cultures and

ethnicities in our diverse country. But we strongly oppose attempts to use race as a wedge to divide

Americans and denigrate our great country. In this spirit, we stand firmly against CRT and its

egregious manifestations in our schools, workplaces, and governments. We call upon you and all

like-minded individuals to join our growing coalition for a genuine movement to safeguard democratic values of equality, liberty and unity.

Please don't divide us!

Regards,
Neal Ala

PATRICIA SPRADLIN patron62@sbcglobal.net

Before you teach CRT in the schools, please read WHO WAS KARL MARKS by JIM SIMPSON. This is a real eye opener. I will not have any of my children in the Utah government schools this school year.

I do not want little black children growing up believing that they are forever victims and little white children being taught that they are somehow at fault.

Ron

Shelley Colton shelleyscolton@gmail.com

Dear Utah State Board of Education Members,

While I am not an expert in legal language and how exactly to re-write this resolution, I do know that it is missing many key points and leaves too many loopholes. I do appreciate that the board is looking at problems surrounding the subject of racism and starting the process of correcting wrongs within its stewardship.

Nothing in the Rule, resolution, or definitions stops teachers from segregating students into affinity/race groups (like is apparently already happening in SLCSD)

Free speech of students is not protected, nor are students protected against compelled speech - such as being taught to, in essence, deconstruct their identity and label

themselves as part of an oppressor vs oppressed identity group. Or such as being coerced into telling their administrators, teacher or peers their preferred pronouns or sexual orientation.

No stop on "identity-group" flags or signs, which are inherently sexual or political, from being displayed throughout the school.

No stop on CRT-based teacher training or credentialing that teachers may be required to take through the big-tech platforms their district has contracted with. (GOOGLE, Microsoft, Adobe, CASEL, etc)

Does not prevent teachers from sharing or alluding to their own "social or racial justice" biases when discussing controversial current events with students. Also does not stop the daily-does viewing/indoctrination of dumbed-down CNN for students (which has a definite bias.)

No stop on SEL programs or restorative justice practices from being taught through the lens of race (i.e. key doctored-word "equity") or social justice.

No prevention of propaganda in the hallways or CRT/LGBTQ books in the school library or classroom shelves. In fact, this rule/resolution seems to favor this. Also states getting rid of "barriers," when we, the parents, often are the greatest barriers to these "changes" happening.

Does not prevent the use of the CRT propaganda as a tool to teach journalism, art, ELA, etc. In fact, it does allow that, as long as CRT propaganda is not "the focus of the discussion," it may be thrown in any other way.

Does not prevent the alphabet soup connection to CRT (i.e. intersectionality)

Furthermore, CRT is left undefined in this rule. It absolutely should be defined in the rule based on the Model School Board Language to Prohibit Critical Race Theory.

The word "equity" in education should be replaced with simply "excellence" or "quality."

I also take issue on the definition of "inclusion." The definition is to make sure each student "feels" included. But others' feelings cannot be legislated. Rather, it should be that each student is invited to participate, to engage, given instruction, has access to needed materials. But feelings? Really folks? We can't mandate this or require it. It is not possible.

Also, it states that ELAs HAVE to teach education equity. They have to teach how to re-distribute resources to force equal outcomes. They should be teaching how to achieve educational excellence or the best quality education for students possible.

Respectful is a great ideal, but the word "safe" can be misconstrued to infringe on another student's rights of free speech, for example. Safe in that way cannot be legislated. Dangerous terminology here.

Also, individual responsibility is awesome, but collective? If my student is engaging when invited, and another isn't, I can't legislate that the other student engages, nor is it my student's responsibility to ensure that they do or that they succeed. Personal accountability should be stressed.

This email is getting SO long, but the language really needs to be changed and looked at. It goes on and on!

Let's stop focusing on differences and feelings. Let's get that vernacular "differences" out of the rule/resolution. My student can be respectful but they cannot control their peer's feelings. Let's look for commonalities, talents and gifts and appreciate others' stories.

Let's get the focus off of diversity and on to content of character, talent, abilities, etc.

The way it is, this rule and resolution should not be adopted.

Thanks for your time,

Shelley Colton

AIM academicintegritymovement@gmail.com

This may be better. The other email attachment might not have been this but this is AIMs final rewrite

 [RE-WRITE Final of Original RULE R277-328 .pdf](#)

On Fri, Jul 23, 2021, 18:00 AIM <academicintegritymovement@gmail.com> wrote:
Hi,
Here is a copy of our rewritten rule for your records.

Thank you
Jessica Fiveash
Academic Integrity Movement

Recommended Changes to R277-328 revised



by
Academic Integrity Movement

AIM strongly recommends re-drafting entire Rule with the input and involvement of parent groups

R277. Education, Administration.

R277-328. Race and Culture-Based Theories and Application in Schools **R277-328-1. Authority and Purpose.**

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law;

(c) Section 53E-3-501(1)(c)(iv) which states the board shall establish rules and minimum standards governing curriculum and instruction requirements; and

(d) Section 53E-3-502(8) which requests the Board help school districts develop and implement guidelines, strategies, and professional development programs for administrators and teachers consistent with Subsections 53E-2-302(7) and 53E-6-103(1)(b), (2)(a) and (b) focused on improving interaction with parents and promoting greater parental involvement in the public schools.

(2) The purpose of this rule is to provide LEAs with the standards for educators and LEAs regarding professional learning, and guidelines and requirements for curriculum, and instruction on educational equity. Follow the recommendations per SR0901 and HR0901 1st Senate & House Extraordinary Sessions - House & Senate Resolution on Critical Race Theory in Public Education, which:

(a) recognizes the importance of appropriate education on history, civil rights, and racism;

(b) identifies risks of critical race theory in public education; and

(c) makes recommendations to the Utah State Board of Education regarding the prohibition of certain concepts.

R277-328-2. Definitions.

(1) "Instruction" means any course material, unit, class, lesson, activity, presentation, or discussion that provides formal or informal instruction or information to a student.

1

(2) "Curriculum" means instructional materials that have been approved pursuant to R277-468 and 53E-4-202.

(3) "Program" means any organized activity, initiative, presentation, project, or club conducted under the purview of an LEA, its employees, or affiliated organizations.

(4) "Incentive" means any inducement, reward, or promotion offered under the purview of an LEA, its employees, or affiliated organizations.

R277-328-3. Critical Race Theory in Professional Learning.

(1) The professional learning, provided by an LEA, or affiliated organizations, may not include instruction that promotes, endorses, or models that:

(a) a student or educator's race, color, or nationality is inherently superior or inferior to another race, color, or nationality;

(b) a student or educator's race, color, or nationality determines the content of the student or educator's character including the student or educator's values, morals, or personal ethics;

(c) a student or educator bears responsibility for the past actions of individuals from the same race, color, or nationality; and

(d) a student or educator should be discriminated against or receive adverse treatment because of the student or educator's race, color, or nationality.

(2) The professional learning referred to in R277-328-3-1 provided by an LEA shall be done in accordance with all state and federal laws.

(3) The content of professional learning provided by an LEA shall be posted publicly and made available on designated LEA websites, and on individual student portal accounts within 72 business hours of procurement, by the LEA, and include:

(a) a copy of this rule; and

(b) a compliance rubric showing how the professional learning and materials adhere to the requirements of this rule.

(4) The professional learning referred to in R277-328-3-1 does not include coaching or remediation sessions for a specific educator.

R277-328-4. Critical Race Theory Programs, Curriculum, and Classroom Instruction.

(1) An LEA, its employees, or affiliated organizations may not allow any instruction, curriculum, program, or incentive provided by an LEA that promotes, endorses, or models that:

2

(a) a student or educator's race, color, or nationality is inherently superior or inferior to another race, color, or nationality;

(b) a student or educator's race, color, or nationality determines the content of the student or educator's character including the student or educator's values, morals, or personal ethics;

(c) a student or educator bears responsibility for the past actions of individuals from the same race, color, or nationality and

(d) a student or educator should be discriminated against or receive adverse treatment because of the student or educator's race, color, or nationality.

(2) If an LEA, or affiliated organizations, provides or allows any instruction, curriculum, program, or incentive that includes prohibited concepts as described in Section R277-328-4(1), then:

(a) An LEA shall initiate a formal complaint process is in place pursuant to R277-113.

R277-328-5. Rule Interpretation.

Section 5 reads like a nullification clause. Anything in Sections 1-4 are moot, by the wording of this, so we recommend removal, until groups of parents are brought into the drafting process

KEY: educational equity; professional learning; instruction

Date of Enactment or Last Substantive Amendment: 2021

Authorizing, and Implemented, or Interpreted Law: Art X Sec 3; 53E-3-401(4) 3

To whom it may concern,

My name is Heather. I'm a very concerned parent of a 6 year old daughter. We do not want the dangerous separation ideologies of CRT taught in school.

Please amend this rule to better protect our children from CRT Ideologies

This rule will require all school districts to provide equity training for their teachers, however the intent is for it to ban critical race theory ideologies. The training CANNOT include concepts that one race is better than another.

This is a good first step in the right direction however, there are concerns that this rule does not go far enough to protect students from anti-bias training and curriculum.

There are loopholes in the rule that need to be closed. These are our top two concerns:

1- R277-328-3(1): The current rule mandates training by using the word "shall". Should this training be mandatory? I feel the training should be the decision of the school districts and request that this word is changed to "May".

2- R277-328-4(1): Some have had concerns with section 1, it allows divisive concepts to be taught if it goes through a public comment and approval process in a local school district. This section be changed to say that these ideologies should not be taught at all.

Thank you for your time,

Heather Herrin

Steve Bock sbockk@yahoo.com

The promotion and teaching of critical race theory is one of the most destructive forces I've seen for our children. The promotion of racism regardless of one's background or behavior, based purely on skin color might be the most racist "theory" I've heard. CRT needs to be completely eliminated from any and all teaching in our PUBLIC education system so educators can focus on true, meaningful education that will assist our kids in their adult lives. How about using our limited resources to promote science, math, English skills? How about we concentrate on real education to let all our kids excel if that's what they and their parents want to prioritize. Don't you dare think it's your job as the education system to install your version of morality in my kids. That's not only my job as the parent, it's my right and responsibility.

Keep this cancer labeled CRT out of our schools and eliminate any and all loopholes in the language to keep it out of our schools. Period. Thank you for your time.

Stephen and Kate Bock

Xianlei Hu leihutah@gmail.com

Hi,

I like to request the school to be authentic and teach real American history to the students. We need honesty and transparency in our classrooms.

Sincerely,

Lei Hu
Community activist

Charlotte Maloney mudfile@gmail.com

Although I am not a parent, I happily pay my taxes to the education system because I care deeply about the children in our state and the overall welfare of our community. This is why I am a strong supporter of culturally responsive teaching.

Regarding the Utah State Board of Education Rule that will govern professional development for teachers in teaching equity in education, I strongly support the changes recommended by the UEA, Utah Ethnic Studies Coalition, Mormon Women for Ethical Government, and Rep. Carol Spackman Moss. These changes include providing resources, support, and protections for educators who offer equity, diversity and inclusion in the classroom.

Please listen to these experts and do what is right for all students in the state.

Thank you for all that you do.

Charlotte Maloney

D FORSTERBURKE, D FORSTER-BURKE cburke_5@msn.com

From: "D FORSTERBURKE, D FORSTER-BURKE" <CBURKE_5@msn.com>

Date: July 26, 2021 at 8:55:02 AM MDT

To: Rule.comments@schools.utah.gov

Subject: New rule on Educational Equity Professional Learning

I strongly support the new language in this version of the Rules. Educators should be able to teach about diversity and cultures, as well as historical facts. I appreciate the work of the members of the State Board of Education who developed this new language.

Diane Forster-Burke MS, RN
Professor Emeritus
Westminster College

Salt Lake City, UT

Sent from my iPad

Brynn Whitchurch brynnwhit@gmail.com

Thank you for taking the time to focus on protecting our children from harmful ideologies and teachings that divide our children based on race and other beliefs. Discussions in the classroom should never divide students based on oppressors and oppressed and we must keep these teachings out of our schools.

I have reviewed the rule and I encourage you to make changes to the following lines:

R277-328-3(1): Please change the word "SHALL" to "MAY." I don't believe it should be required for every school district and every teacher to receive equity training. And in fact, I believe many of the harmful ideologies we are experiencing are direct results of equity and diversity trainings. I have experienced these trainings in my own workplace and it was extremely upsetting. In one particular training I was told my ancestors were horrible people because they stole this land. I was told that giving someone a compliment or asking someone how they feel is considered a microaggression. I was also told that my very personal and religious beliefs were wrong and I am simply out of touch. All of these things were presented as "truth" and if you disagreed you were simply a bad person. If we train our teachers to believe these ideologies it will of course trickle down into the classroom. We must focus on giving our children an academic education, not a social justice education. We must focus on teaching accurate history; the good, the bad and the ugly. We must teach our children how to form opinions and how to gracefully disagree with others. There should absolutely be discussions on how to treat others with kindness and how to accept one another's differences. This is what equity and diversity training should focus on; NOT telling someone they are wrong for what they believe or telling them they are or aren't a certain way because of the color of their skin.

R277-328-4(1): It appears this line would allow school districts to bypass the rule that harmful and racist ideologies can not be taught in our schools if they form a curriculum review committee and have a public hearing. I would ask you please remove this line from the rule. We should not allow a process for school districts to bypass the rule.

I feel our schools need to go back to focusing on preparing our students academically and keep the social education out of it. It is not the school's job to teach K-12 children about these very adult topics (race, sexual orientation, gender issues, abortion, etc). I ask you to do more to protect our children from things that will divide. I also ask what accountability there will be for teachers and school districts who go against this rule and continue to teach these harmful ideologies in their classrooms? What can we do as parents when we see this happening in our children's classrooms even though we're being told by principals and administrators it is not part of the curriculum? Please make sure these rules are clearly established and to enforce consequences when the rules are broken.

Thank you for your consideration and for your work to protect our children.

Brynn Whitchurch

Patricia A. Patricia@EcologyFund.net

Our students stand to lose a great deal if we only allow teachers to focus on “the good” or attempt to make them responsible for the emotions felt about racism. Feeling bad about racism is an accurate feeling to have. It cannot preclude our willingness to present an accurate and thorough history. PLEASE teach real history to the students!

Sincerely,
Patricia@EcologyFund.net

Johanna Williams johanna@utahpta.org

Hello, my name is Johanna Williams and I am the Teacher Representative for Utah PTA. In this position I have the opportunity to look at things through two perspectives. That of a parent and as a professional teacher in the state of Utah.

As a parent, I appreciate the element of transparency in this rule and the additional clarification with the definition of Educational equity.

I have 4 children in public school system and I want them to be taught accurate history and understand cultures that are different from their own. At the same time I recognize the influence teachers can have and so I like that this rule offers assurances for transparency and parent input.

As an educator I look forward to the further clarification that will come through the development of the USBE Model training and the Social Studies standard revisions. As a teacher it is my role to help my students learn how to think, not what to think and so I am grateful for the clarification this rule gives to educational discussions in the classroom.

All of my students need to feel safe in my classroom. To ignore issues of race and diversity would effect the learning of some students. At the same time I wouldn't want to teach something that would make other students feel like they are inferior or responsible for mistakes in history. This is why I need training and clear expectations for teaching diversity content.

Utah PTA voted to support this rule in their executive meeting last week. Utah PTA is grateful for the additional supports that this rule provides for parents in requiring that the content of educational equity professional learning be provided to parents, that any curriculum developed should be age-appropriate and must be approved in an open

public meeting of the governing board. We encourage parents to be actively engaged in advocating for their children.

This rule falls in line with Utah PTAs fundamental mission to make every child's potential a reality by providing a quality education for all children. In Utah PTA, we are concerned about equity and we are about providing access to all families regardless of their background.

The end goal of public education is to help students achieve the traits found in the Portrait of a Graduate as they move beyond the public education system into the real world. I feel that this rule provides transparency, clarification, and support for our teachers and parents.

Thank you for your time and effort to negotiate this difficult issue.
- Johanna Williams

Laura Lewon ownerdep@gmail.com

>> Please accept the proposed changes for equity in education. Here in Holladay with Granite school District, I fully support Carolyn Spackman Moss.

>>

>> Creating a subjective view as to what to 'sweep under the carpet' is completely dangerous. Our society can best learn by historical actions and the direct result is the best teaching tool. I have confidence that we in the community and educators can pull this off in a way that is fair to all.

>>

>> Hiding information, manipulating information, or omitting information is completely misrepresentative of the truth and leads us on a path of judgment & disguise. I will not tolerate it or support that in any way. Transparency should be the one and only way as it relates to our community, our parents, our teachers and our history. Teachers are the only ones that have all of the pieces in which to put together answers for their students. Please protect them and trust in their qualifications- while simultaneously fulfilling the curricula! Parent subjectivity, opinions and personal manipulation should not be tolerated in our school system. Parents have every right to teach their own specifics at home, while a curricular core can still stand.

>>

>> I think it's important for all decision-makers to be aware that is a very strong message in whichever way you proceed, take it cautiously. The board's job is to be representative of all groups, walks of life, religions, beliefs and colors. I for one, would like to see integrity and truth prevail; at a time with so many particular subjective views literally becoming fact (to some) and the squeaky wheel gets the grease so to speak. Please let's do the right thing.

>>

>> Sincerely,
>> Laura Lewon
>>

>> On The Go, Always

Stacey Baganz staceybaganz@yahoo.com

Dear Board Members,

In preparation for your upcoming meeting, I would like to provide public comment encouraging you to improve R277-328, Educational Equity, for the following reasons and concerns:

1. The rule must explicitly prohibit CRT-informed training or credentialing, whether required or optional, paid for or provided at no charge, provided through the school or vendors.
2. Parental rights should be upheld. The Rule needs to specifically say that "parental rights and concerns about their child's education shall be respected & not treated as a barrier to overcome".
3. Segregation of children should be prohibited, including that of "affinity" groups. Nothing in the Rule stops teachers from segregating kids in this way.
4. Free speech must be protected, and that includes explicitly prohibiting compelled speech. Students should never have to deconstruct their identity or be forced to label themselves into groups as part of an oppressor or an oppressed identity group.
5. Sexual orientation and sexual identity politics should be left out of the classroom entirely. Students must not be coerced into telling their teacher or peers their preferred pronouns or sexual orientation, nor should promotion of such be promoted or displayed in schools. Identity group flags or signs should be prohibited.
6. Teaching through the "lens of race" or "equity" must be explicitly prohibited, including educators sharing their "social justice" or "racial justice" biases as well as a prohibition on teaching "restorative justice" or similar practices. This is racism.
7. This rule should explicitly prohibit CRT related and sexual/political related books from being included in libraries and mandatory reading.

Please protect our children & keep CRT out of our schools.

Best regards,

Stacey Baganz
Park City School District & Weilenmann School of Discovery

Annelie Menzies annelie.menzies@gmail.com

I am writing in support of the changes to Rule 277-328-3 proposed by Utah Citizens for Positive Change and endorsed by the Utah Education Association, Mormon Women for Ethical Government, Utah Ethnic Studies Coalition and Rep. Carol Spackman Moss. All of these associations are comprised of people with many years of teaching experience as well as experience with our system of education.

No country has a history that is free of actions that today would be considered reprehensible. It is only by understanding that history and recognizing how it has impacted society today may we continue to work toward building a more perfect union.

It is very disturbing that it appears that the Utah Board of Education is going down a path that leads to propagandistic tactics used by authoritarian regimes to control their populations. There are numerous examples but one need only to look at China today and Germany in the 1930s to be concerned.

Please think about the message you are sending to students, parents and teachers when you show your lack of confidence in the ability of teachers to teach complex ideas in an age appropriate ways.

I implore you to trust in the professionalism of teachers, the good will of parents and the educational needs of our students and resist the extremism that seems to be behind these efforts to silence our teachers and whitewash our history.

Chad Smith chadhyrumsmith@gmail.com

Thank you for your thoughtful process in creating a new rule for professional development for teachers to teach equity education. The current rule seems to be heading the right direction, and would benefit from just a few modifications. Our family are big fans of the changes that Utah Citizens for Positive Change recommended and Rep. Carol Spackman Moss supports.

Our kids will lose a great deal if we only allow teachers to focus on “the good” or if we attempt to make them responsible for the emotions felt about racism. Feeling bad about racism is an accurate and useful feeling to have. It cannot preclude our willingness to present an accurate and thorough history.

Thanks for your work on this rule, and for ensuring that Utah teachers will be able to teach full history, and not just the pleasant parts. We need to teach history accurately in order not to repeat the parts that we’re not proud of. Please continue to stand by the USBE resolution earlier this year, "Denouncing Racism and Embracing Equity in Utah Schools.

-Chad & Wendy Smith

Sarah Anne wannabkenobi@gmail.com

Please make sure that truth is taught in schools regarding race, disability, gender, etc. Please remember that not doing so erases entire experiences of populations in our country.

If all people are created equal under our Consitution's Preamble, then all people deserve to have their whole experience represented in education.

Thank you.

Jeri Brooke jeribrooke@gmail.com

Teaching through the “lens of race” or “equity” must be explicitly prohibited, including educators sharing their "social justice” or “racial justice" biases as well as a prohibition on teaching “restorative justice” or similar practices. A rule is needed that must explicitly prohibit CRT-informed teacher training or credentialing, whether required or optional, paid for or provided at no charge, provided through the school or vendors. We do not want CRT anywhere near our classrooms, including not just students & also not sanctioned for educators. It is doing nothing but teaching our children to hate each other. Parental rights and concerns about their child's education must be respected & not treated as a barrier to overcome.

Jeri Brooke
jeribrooke@gmail.com

Christy Kobe christy.m.kobe@gmail.com

Dear Utah State Board of Education,

I am writing to state my support for the additions made by UCPC to the rule for professional development for teachers in teaching culturally responsive education, which can be seen in the attached photo. I think these changes are headed in the right direction and support further ongoing and continued progress beyond this in teaching students accurately about history, institutionalized racism and making our schools more inclusive for everyone not a hierarchy based primarily on skin color.

Thank you,
Christy Kobe

Proposed Changes

1. Educational equity professional learning:

1. An LEA shall provide professional learning to educators concerning educational equity and provide resources, support, and protections for educators who provide equity, diversity and inclusion in their classrooms.

D: acknowledging differences while presenting accurate history by addressing both contributions and challenges, as applicable. Teaching in a way that Looks for the good in everyone, including oneself, and showing due regard for safety, feelings, rights, cultures and traditions.

- Add language that supports addressing both contributions and challenges.
- Protect teachers from undue critique. Provide safe space/specifics so they can do their jobs.
- Restart paused programs on equity.
- Encourage well-rounded curriculum. Empower teachers.

--

Thanks!
Christy

Kathleen Fisher [Kathleen M Fisher@msn.com](mailto:Kathleen_M_Fisher@msn.com)

Dear Utah Board of Education:

I'm writing as a very concerned, taxpaying, education-loving Utah citizen who opposes rule R277-328 primarily on two fronts.

Number one, R277-328 is unnecessary! The Constitution, federal, and state laws already address and offer remedy for the issue of inequality, whether it has to do with race, gender, religion, disability, or sexual orientation. I support dropping the implementation of this redundant rule.

Number two, if a rule dealing with inequalities must be had, it should be written in plain, nonpartisan English. R277-328 is loaded with extremely partisan terms such as "equity," "diversity," "inclusion," and "belonging." This is an obvious attempt to inject particular political dogmas into the Utah educational system! As written, this rule is not about education or instruction - it is all about indoctrination and intimidation. If this rule is approved as written, it will become the perfect glove for the hand of the current federal administration's left-leaning agenda. Replace "equity" with "Quality." In a standard English dictionary, the word "equity" means "the quality of being fair or impartial." A certain political group is attempting to change words and create a whole new dictionary based on their dogmas. This rule needs to be rewritten using non-partisan language, not obvious partisan buzzwords.

Be strong and oppose these efforts by a certain political group to politicize education for their own benefit! Education must remain apolitical or it will cease being education, and our children will pay the price.

Sincerely,
Kathleen Fisher, RDH, MEd

Melanie Monestere melaniemonestere@yahoo.com

To the USBE Standards and Assessment Committee:

My name is Melanie Monestere. I am a parent and an attorney. Last spring at school, my daughter's teacher gave the students a writing assignment. Students were required to describe themselves as either a victim or oppressor, based on skin color. The same teacher later suggested that students take a knee while reciting the Pledge of Allegiance. Taking a knee was not mandatory, however, students realized that non-compliance would impact the teacher's opinion of them, and their grades. My husband served 8 years in the US Army. The coerced disavowal of patriotism is deeply offensive to our family. We have left the school and my children will be starting at a new school this fall.

Title 4 of the Federal Civil Rights Act of 1964 provides that no person shall be subjected to discrimination on the basis of race. Teaching in our schools that requires students to classify themselves racially, penalizes students for declining to racially classify themselves, or penalizes students who decline to assent to racist concepts, is discrimination that violates the Civil Rights Act.

As a parent, I retain the fundamental right and duty to exercise primary control over the care, supervision, upbringing, and education of my children. Utah Law upholds parental rights. No teacher has the right to teach my child a racist ideology. No teacher has the right to indoctrinate my child in the teacher's political beliefs.

I urge you to remove the word "equity" everywhere it occurs in the rule. I urge you to expand the Rule to be more specific about content of teaching so that teachers avoid discriminating against students and teaching racism in violation of the Civil Rights Act. The Rule must be specific that students cannot be required to classify themselves racially. That students cannot be classified as racists or "oppressors". That students cannot be required to disclose their "pronouns." That student grades cannot be threatened by a student's unwillingness to racially classify themselves, unwillingness to attribute negative traits to themselves based on race, unwillingness to assent to racist concepts, unwillingness to disclose their pronouns, or unwillingness to show disrespect to our flag, anthem, pledge or other symbols of country. Racism, in all its forms, is illegal in the United States of America. Let us be more specific in our Rule, so that racial discrimination against students is not a part of the education our children receive in Utah schools. Thank you.

Sincerely,

Melanie Monestere

Utah Parent

KELLY JORDAN kidj@sbcglobal.net

Much obliged to you for finding ways to shield Utah kids from destructive philosophies that partition our understudies by race and cultivate casualty an oppressor attitudes.

I have evaluated the standard and urge you to make changes to the accompanying lines:

R277-328-3(1): Please change "SHALL" to "MAY". I accept nearby school locale ought to have the option to choose whether or not their educators get value preparing. Not all school areas have value divisions and this necessity will add a layer of cost and administration to neighborhood school locale. Few out of every odd school locale has similar socioeconomics and concerns and they ought to have the option to pick what sort of preparing is best for their educators to enough address the issues of understudies.

R277-328-4(1): According to my understanding this line would permit school areas to sidestep the standard that hurtful bigoted philosophies can not be educated in our schools on the off chance that they structure an educational program survey board of trustees and have a formal review. Kindly eliminate this line from the standard. It doesn't bode well to make a standard that has an interaction in the standard for school locale to sidestep the standard.

Assuming guardians need their kids showed basic race hypothesis belief systems they are very free to show them in their home however these subjects ought not be important for K-12 training.

I request that you kindly do more to shield my youngster from locale and instructors who have guaranteed they will show these enemy of predisposition ideas even with this standard set up.

As a parent, I ask you what responsibility is there for instructors and school regions who decide to keep on showing our youngsters basic race hypothesis philosophy?

Earnestly,

Kevin Cratty

Utah Productions utahangel369@gmail.com

Hello,

Please allow teachers to teach the truth and about the good, bad and the ugly of American History. A better informed public makes for a better future.

Thank you

Angel Vice

Steve Merrill smerrill@kennedytech.com

Please ignore the people represented by the screenshots below. They are many decades behind the rest of the developed world, at least a few decades behind most of this country, and adamant that the children should be kept behind everyone else because working to get rid of baked-in systemic racism is hard to understand for them. Hard enough that the concept of "letting America not be hard-right racist" pushes them to put up an upside down "in distress" flag as their Facebook picture because they don't like it when minorities are understood or treated anywhere near equally to their majority.



Andrea Nelson shared a post.

29m · 🌐



This talks about different problem points with what state board is properly for CRT policy. tODAY please send message to our two Kristan.norton@schools.Utah.gov. She seems to ge very political and not always conservative in her views. Please send today as they will Discuss and vote in the next few days. Short notice but absolutely crucial she hears from her constituents. You can also find information if you follow Natalie Cline.



VectorStock®

VectorStock.com/13696688

Utah Parents United

July 21 at 10:19 AM · 🌐

CALL TO ACTION TODAY JULY 21st: Send Public Comment on the USBE Equity Training Rule to rule.comments@schools.utah.gov

Subject Line Suggestion: Please amend this rule to better protect our children from CRT Ideologies

Subject Line Suggestion: Please amend this rule to better protect our children from CRT Ideologies

This rule will require all school districts to provide equity training for their teachers, however the intent is for it to ban critical race theory ideologies. The training cannot include concepts that one race is better than another etc. etc.

This is a good first step in the right direction however, there are concerns that this rule does not go far enough to protect students from anti-bias training and curriculum.

There are loopholes in the rule that need to be closed. These are our top two concerns:

1- R277-328-3(1): The current rule mandates training by using the word "shall". Should this training be mandatory? If you feel the training should be the decision of the school districts request that this word is changed to "May".

2- R277-328-4(1): Some have had concerns with section 1, it allows divisive concepts to be taught if it goes through a public comment and approval process in a local school district. What are your thoughts? Should school districts be able to teach these concepts the same way they teach sex education, curriculum goes through committee review and public hearing, or should this section be changed to say that these ideologies should not be taught at all?

Email your comments to rule.comments@schools.utah.gov TODAY BY 5pm.

My Sample E-mail: *DO NOT COPY AND PASTE* this is just for ideas.

Thank you for taking steps to protect Utah children from harmful ideologies that divide our students by race and foster victim an oppressor mentalities.

I have reviewed the rule and encourage you to make changes to the following lines:

--

Steve Merrill
Parent of 3 in the Iron County School District
smerrill@kennedytech.com

Lisa Wall wallclan99@yahoo.com

Dear Board Members,

Thank you for the opportunity to be heard. We believe R277-328, Educational Equity, must be stronger in order to keep Critical Race Theory (CRT) out of Utah public schools.

As parents of two teenaged daughters in Park City High School and as retired US Army Officers, we are extremely concerned with the creep of Critical Race Theory (CRT) into our public schools and into other facets of our society to include the military. As military

officers with a combined 50 years of service as combat helicopter pilots, we never would have survived with CRT in our units. We functioned as a team with no divisions or else the mission failed. We had no oppressors or oppressed - all lived and breathed by a high set of standards, as our children should in our public schools. Critical Race Theory destroys all of that. We are all Americans after all, and all are entitled to equality (not equity) and to the pursuit of happiness. Equity and happiness are not to be gained at another's expense.

Here are some of our concerns:

- CRT-based teacher training or credentialing, whether required or optional, paid for or provided at no charge, provided through the school or vendors, must be explicitly prohibited.
- The Rule needs to specifically say that "parental rights and concerns about their child's education shall be respected and not treated as a barrier to overcome".
- Compelled speech must be explicitly prohibited. Educators must not promote racist activities such as having students deconstruct their identity, label themselves as part of an oppressor or an oppressed identity group. Students must not be coerced into telling their teacher or peers their preferred pronouns or sexual orientation.
- The Board's [Denouncing Racism and Embracing Equity](#) resolution seems to invite CRT into the classroom. The text opens loopholes that can be exploited by CRT proponents. We've observed teachers in PCHS teaching CRT (e.g. AP Government students forced to watch the "White Like Me" documentary and answer questions, not part of the curriculum and particularly unnerving to students, including our daughter.
- Teaching through the "lens of race" or "equity"—which are simply euphemism for neo-racism—must be explicitly prohibited, including educators sharing their "social justice" or "racial justice" biases as well as a prohibition on teaching "restorative justice" or similar practices.
- Rule Section 3.(2)(g) refers to "...counterpoints to a topic in an impartial manner..." Section 5.(1) & 5.(1)(a) say "...No part of this rule shall be construed by an LEA or educator to prohibit or ban discussions of events, ideas, attitudes, beliefs, or concepts, including those described in this rule, from the general sharing and participation in the marketplace of ideas fostered in a learning environment... This wording leaves loopholes wide open for unscrupulous efforts to work around the spirit of the Rule. This wording needs to be tightened up significantly.

These are a few of our concerns and we will certainly elevate the same to our legislators.

Please do the right thing and protect our children by keeping CRT out of our Utah schools. Thank you.

Best regards,

Joe and Lisa Wall

From: Dalane England <england1776@gmail.com>
Sent: Wednesday, July 21, 2021 8:26 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Fwd: Change of board rule

As a teacher I have taken some time to review the new board rule. Upon doing so I have some serious concerns which I think have been overlooked or misunderstood. While some things sound good on the surface, but as I think through the meaning and the consequences of the rule I find the rule to be nothing short of catastrophic.

The definition of **equity** is very problematic and not in the best interest of our children nor our state.

Equity by definition is "equal outcomes" rather than equal opportunities. This is a violation of our US constitution, our state constitution and is unAmerican as well as unwise. We cannot ensure equal outcomes, nor should we want to. As educators, it is our responsibility, to the best of our ability, to provide equal opportunities for students and allow them to pursue their own dreams, goals and ambitions.

On line 31 it refers to inclusion, which sounds great, but the application is not principled nor possible. As educators, we cannot and should not even attempt to control how a student feels. We should always be respectful to them and support them but how someone feels is not under the control of the state. There are no programs, rules or laws that can mandate how someone feels, that is personal and a choice of the students.

Being in control of one's feelings is a powerful principle we are attempting to teach and reinforce with our students. This is the time for them to learn that they have power and control over how they feel, it is not the schools nor the government's job to control or ensure how they feel. Each student in my class can and often do have many different feelings. Even though they experience the same thing they often feel differently from one another about it. We cannot pass rules or laws to change natural law which is what this rule presumes to do.

In reading the rule so far as I have, my experience is that it has a very negative theme to it. It feels very negative and dark. We all know that what we focus on is what we produce. That is scientific. The more we focus on negative thoughts and feelings the more we will produce them. The more we focus and put energy on what we want to produce, the more we produce it. I suggest changing the energy of the rule to a positive one that supports students in their greatness and supports us as educators in respecting and looking for the goodness, the desires and skills of our students in achieving their dreams, and their greatness.

Thank you so much for your time,

Dalane England

Makenzie Selland mselland@gmail.com

My name is Makenzie Selland and I live in Sandy, UT. I have one child who will soon be part of the Utah school system in the Canyons district, and I am also a career educator. I greatly appreciate your efforts to provide a high-quality education to all students in Utah.

I believe that it is essential that my child and all children receive a complete and equitable education. To me, that includes a full representation of the complexity and diversity of this nation and its history (including both the ugly/uncomfortable and honorable/heroic parts). A full accounting of the past helps us continue to create a more equitable and inclusive future together.

All content areas and all teachers in Utah need the autonomy and support to effectively address these issues. I urge the Utah State Board of Education to send a clear message to teachers that they will have that support as a part of the R277-328 rule, and ask that you explicitly include protections for teachers in the language of the rule so that it will not be misconstrued as giving license community members to attack the credibility or livelihood of our educators.

Thank you,
Makenzie Selland

Sarah Inwood sinwood@gmail.com

To Whom It May Concern:

I support R277-328. We need to prepare Utah students for the 21st century, not the 19th. Utah cannot fall behind. Our students deserve to be prepared for the present and the future, not a past that will never happen again.\

We live in the most diverse country, in a highly diverse world. To deny the need to be conscientious about diversity would be most regrettable.

Please be on the right side of history.

Respectfully,
Sarah Inwood,
Registered Nurse

--

[The arc of the moral universe is long, but it bends towards justice.](#)

Katie Johnson dancing_4him@yahoo.com

Hello Members of the Board,

I am writing to thank you for passing the Rule against CRT in schools, however, it doesn't go nearly far enough. Most of the language used actually leaves the door wide open for teachers to continue teaching this harmful ideology and for school districts to force this training on their teachers. In addition, many things that need to be in the Rule are left out.

There are many others, but here are a few I'd like to see changed.

R2777-328-3 (b) references a rule about "removing barriers" The Rule needs to specifically say that "parental rights and concerns about their child's education shall be respected and not be treated as a barrier to overcome"

Compelled speech must be explicitly prohibited. Educators must not promote racist activities such as having students deconstruct their identity, label themselves as part of an oppressor or an oppressed identity group. Students must not be coerced into telling their teacher or peers their preferred pronouns or sexual orientation.

Teaching through the "lens of race" or "equity"—which are just another way to say neo-racism—must be explicitly prohibited, educators must not be allowed to share their "social justice" or "racial justice" biases. It must also expressly prohibit teaching "restorative justice" or similar practices.

Intersectional identity politics must be clearly prohibited. It must not be taught, no banners or flags with pictures expressing these idea should be hanging anywhere on school property.

It must explicitly prevent all the propaganda in the hallways and CRT/LGBTQ books in the school library and classroom shelves.

It must explicitly prevent the use of the CRT propaganda as a tool to teach journalism, art, ELA, etc.

Please change the wording that provides loop holes and expressly stand up AGAINST this dangerous and divisive teaching!

Thank you.

Katie Johnson

From: Myrleen Lyon <jandm37@gmail.com>

Sent: Wednesday, July 28, 2021 4:48 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Stopping CRT from infiltrating into our schools

Dear whoever has the power to stop this horrible rule:

I have spent many hours reading this rule and watching Natalie J. Cline's explanation and why it will destroy our precious children if we don't take action against it. Please stop CRT, diverse learning, and equity, all tools of satan to destroy our children and the family. Thank you. Myrleen Lyon

Aarushi Verma aarushiverma456@gmail.com

Hello,

My name is Aarushi Verma and I am a recently-graduated senior from Skyline High School. I'm emailing to provide my input on Education Equity and CRT to the Utah State Board of Education.

I believe discussions on racial equity and historical oppression are extremely necessary for our schools. Not to promote hate, but rather to discuss the truth of America's history and why certain groups are more vulnerable than others in our world. Understanding this history can teach kids to be more accepting of others, and create a culture of understanding and equity in schools.

Please fight for more discussions on racial equity within schools. Thank you!

Best, Aarushi

FAIR Salt Lake City Chapter salt-lake-city@fairforall.org

Public Comment for USBOE Proposed Rule 277-328

Hello, my name is Jennifer Myers and I am a Utah Chapter leader for FAIR, the Foundation Against Intolerance and Racism. We are a nonpartisan pro-human organization dedicated to advancing civil rights and liberties for all Americans, and promoting a common culture based on fairness, understanding and humanity.

American history and society are complex. They cannot be reduced to a single narrative but instead must be examined from varying points of view and with attention to diverging opinions. There have been many injustices, both historically and at present, which should be thoroughly studied. However, great moral, cultural and social progress has been made by our nation as a whole and by individual Americans of all races, ethnicities, and abilities. Schools in their curriculum and professional training can and must tell that full history without making oversimplified, racial, divisive and unlawful

categorizations and claims. This includes acknowledging the great yet imperfect progress that has been made since the Civil War, including the abolition of slavery and the passage of many civil rights laws in the 20th century that outlawed discrimination and attempted to rectify these injustices, such as the Civil Rights Act of 1964, the Voting Rights Act, the Equal Credit Opportunity Act, the Community Reinvestment Act, The Emmett Till Unsolved Civil Rights Crime Act and others.

The NEA has voted to approve a plan to promote CRT in all 50 states, approving funding for increasing the implementation of critical race theory in K-12 curricula and promoting race theory in 14,000 local school districts. In the resolution, the union agreed publicly to "convey its support" for critical race theory, oppose restrictions in state legislatures, teach lessons about structural racism and oppression and recruit teachers to hold political demonstrations and use schools to promote political activism. The argument can no longer be made that CRT is or will not be taught, therefore a clear and concise rule is necessary.

While this rule does have some positive aspects, it is ultimately too vague and leaves too much up to individual interpretation. We need a much stronger and clearer rule to protect our children from teachers and diversity educators that may be looking for opportunities to turn their classrooms into political activism training grounds.

I am providing a copy of the following proposed changes, for your reference.

Proposed changes from the Foundation Against Intolerance & Racism

1. The Rules currently state: **R277-328-3 Educational Equity Professional Learning.**

- (1) An LEA shall provide professional learning to educators concerning educational equity**
- (2) The professional learning described in Subsection (1) shall include instruction in:"**

We propose striking subsections 1 and 2 and replacing them with one subsection that states:

- 1. Any professional training that LEA provides to educators concerning educational equity must include that"***

This way there is no mandate for training, but there are guidelines in the event that there is training.

2. R277-328-3.2.a states:

- (a) fostering a learning environment and workplace that are safe and respectful of all students and educators;**

“Safe” is an undefined and unhelpful term, especially considering that students often learn best outside of their comfort zone. We suggest changing to:

(a) Fostering a learning environment and workplace that respects the dignity and uniqueness of all students and educators.

3. R277-328-3.2.h states that the professional learning curriculum should include:

(h) creating opportunities to recognize personal responsibility in contributing to conditions that preserve the rights of all individuals and to avoid the repetition of past harmful actions by individuals and groups;

This unfairly and irresponsibly communicates to an individual that he or she is personally responsible for current social issues. We find this to be extremely damaging and inappropriate. This ideology is exactly what we as a society need to stay away from.

We recommend striking that and offer this formulation:

(h) creating opportunities to understand a full, fair, and balanced view of historical events as well as the fundamental, inalienable civil rights of all individuals

4. **R277-328-3(5) The content of professional learning provided by an LEA shall be made available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request**

Some Teachers have expressed opposition to this parent's entitlement of transparency. We'd like to point out that it requires disclosure only upon request. And the request can be fulfilled electronically, on their website, or by simply allowing parents to come to the school premises to inspect the materials. Therefore we would argue that this part of the rule goes a long way to build trust in the community.

5. Finally, the language in section R277-328-5. Rule Interpretation may aim to preserve academic freedom, but as it is worded, it is vague and confusing and risks nullifying the rule itself. It states:

(1) No part of this rule shall be construed by an LEA or educator to: (a) prohibit or ban discussions of events, ideas, attitudes, beliefs, or concepts, including those described in this rule, from the general sharing and participation in the marketplace of ideas fostered in a learning environment; and (b) promote one ideology over another regarding a topic, including those described in this rule.

We propose the following replacement:

(1) The Utah School Board is committed to values of individual civil rights and liberties, and individual human dignity. No LEA shall promote any values or ideology inconsistent with those values, including those described in this rule, or (b) prohibit the general discussion of competing ideas regarding any particular event, idea, attitude, belief, or concept, including those described in this rule.

There are no empirical studies showing any educational or societal benefits to k-12 children from CRT or its many variants. We do, however, have the Gallup poll in particular that shows how racial relations in the US have deteriorated as more and more schools have been teaching concepts of inherent racial oppression. In 2014 35% of people stated they were dissatisfied with race relations; that number has climbed to 71% today.

Respectfully,

FAIR Utah Executive Team

Sara Jones [UT] Sara.Jones@myuea.org

Dear Utah State Board of Education members:

UEA believes that providing equity and inclusion training for all of Utah's educators is essential. And we support and appreciate the thoughtful way the Board has approached this issue.

UEA recommends several revisions to the rule is to ensure the rule does not create unintended negative consequences for educators that may result in license sanctions or disciplinary action simply for teaching the adopted state core standards or adopted district curriculum.

1. At a time when the Board has worked with the legislature to eliminate unnecessary and redundant reporting requirements for LEAs, this rule requires a new compliance rubric for educator professional learning. **We believe the requirement in R277-328-3(5)(b) is unnecessary, burdensome and should be eliminated.** Furthermore, the rule needs to **provide guidance on how often and when the training must be provided.**
2. It is unclear what it means to "*promote or endorse*" the concepts prohibited in R277-328-3(3) and without a clear definition it is left to educators, parents and students to interpret whether a lesson, discussion or activity "*promotes or endorses*". For example, if a classroom discussion on historical facts and their relevance to current events creates feelings of discomfort in a student, could that student or the student's

parent, reasonably claim the educator violated R277-328-3(3)(c) which expressly prohibits teaching “a student bears responsibility for the past actions of individuals from the same...race”?

A definition of what constitutes “endorsing or promoting” a concept is critical for this rule because vagueness in classroom instruction requirements can lead to parent complaints and employee disciplinary action. Imposing disciplinary action on an educator when it has not been made clear what is prohibited and sufficient notice has not been given is a violation of due process rights.

3. R277-328-4(2)(b) and section (3) create confusion by connecting the classroom instruction requirements with the requirements outlined for professional learning. The simplest solution is to **delete Section 4** from the rule and, if necessary, adopt it in a separate rule on classroom instruction. This way the rule focuses solely on professional learning requirements to train educators on educational equity issues.
4. **It is critical to strengthen R277-328-5(1).** Section 5(1) attempts to assure the free exchange of ideas and speech in the classroom. But, if a parent complains about what is taught in the classroom, Section 5(1) does not protect the educator. Specific language is needed to ensure anything other than a blatant disregard for the rule does not result in disciplinary action against an educator’s license or employment simply for teaching the adopted core standards and adopted district curriculum.

Board rule R277-217 offers a good model of articulating in detail and with specificity what is prohibited and what is required of educators. More specificity of this type is necessary for this rule.

Sara Jones, Ph.D.

Director, Education Excellence and Government Relations
Utah Education Association

stholfmes3@xmission.com

Public Comment: Support for R277-328...Educational Equity in Schools

To Whom It May Concern,

I am a retired public high school teacher and have lived in Utah since 1978. I write to express my strong support for R277-328, "Educational Equity in Schools", which was passed by the Utah State Board of Education on June 3, 2021. This rule provides clear and useful direction to Local Educations Agencies and teachers regarding appropriate objectives and processes for ensuring that all Utah students have access to balanced information and thinking skills development opportunities that will serve them well as

responsible citizens in our diverse democratic society.

This rule reflects thoughtful and thorough educational policy craftsmanship in its entirety. I am especially pleased to see that the rule promotes a citizen's personal responsibility for protecting individual rights and avoiding repetition of past harms. At the same time, the rule holds that no student or educator shall be held personally responsible for harms attributed to groups or individuals with whom the student or educator may share specified descriptive factors, such as race, sex, gender, and other descriptors listed under R277-328-3-(3).

Our educational community will benefit greatly when this rule takes effect on August 8, 2021.

I thank the Utah State Board of Education for taking this action.

Sincerely,
Stanley T. Holmes

Shasta Lawton shasta8sisyphus@gmail.com

Don't bind teacher's hands by not allowing them to teach the truth about the history of racism in this country. This whole CRT-phobia is nonsense. Although it hasn't been taught in k-12 anyway, I'm a parent that believes perhaps it should be! In any case, whitewashing history only leads to unfortunate repetition of the aspects of history we DON'T want to repeat. Let's end the cycle by telling the truth; it's better for all of us.

Sincerely

Shasta Lawton
Parent in SLCSD

Johanna johannaminer@pm.me

After reading Rule R277-328 it appears to me the Utah School Board of Education is wordsmithing Critical Race Theory into the very rule they are writing to ban it. I am in strong opposition to Critical Race Theory and this rule as it is currently written. I am opposed to the sneaky tactics that Educators are using against parents, children, and our nation.

This nation was built on the premise that "all men are created equal," Obviously all men aren't born equal. Each has different strengths, weaknesses, talents, family, and genius. Elias Boudinot, President of the Continental Congress in 1783 explained the meaning of "all men are created equal". He said, "It is apparent that every man is born with the same right to improve the talent committed to him, for the use and benefit of society and to be respected accordingly." (quoted in The Christian History of the

American Revolution pg xxxi) This is the North Star for education in our schools. We have no room for the Marxism, racism, and division that Critical Race Theory promotes.

In regards to Rule 277-328

All references to "equity" should be struck. (Title, In 92, 112-116) Our nation is not built on equity, but rather on equality to improve, and excellence. We're ensured the ability to change ones station in life through opportunities. "Equity" should be replaced with "equality" or "excellence".

Lines 50-51, 56 refer to feelings or differences should be struck. First off, no teacher is responsible for a student's feelings. Also, the school Board has no right to make rules about how students should feel, think, or speak. Secondly, we should be working on finding unity, not differences. CRT focuses on differences. We are better than that when we focus on what we have in common, and show respect for ALL.

Lines 64-65: It is not the school's job, or any teacher's job to remove barriers to resources and opportunities. Those jobs belong to parents. In addition, too often, parents are now considered to be barriers to Marxist and LGBT teachings. Teachers should be required to work with parents. Parents should specifically be listed as "not barriers" and that Parental rights are foremost in decisions regarding the teaching of their children, especially moral teaching.

Lines 84-85: Now that teacher trainings have expanded well beyond how to teach reading, writing, and math, trainings and materials need to be available for review by parents BEFORE they occur. There also needs to be time for review, comments, and appeals.

Lines 112-116 are very concerning. It appears that the Board is undoing the rule they just created. Is this a loophole for ignoring the wishes of legislators and parents? We do not want any Critical Race Theory or its tenants taught in our schools to our children.

Lastly, there are several other items that are missing from the rule such as ensuring no segregation or shaming of students, no CRT or diversity trainings of teachers, no school support for teachers wearing political/identity propaganda or flying identity flags.

Thank you,
Johanna Miner

Lauren Kitchens laur.kitchens8@gmail.com

To whom read this message:

I just heard about Texas passing a bill that no longer requires public schools to include writings on the civil rights movement in their classes. Before this happens in Utah, I needed to respond.

I grew up in Sandy, UT. I had a very privileged life that I am grateful for. That being said, there was NO diversity around me growing up. I didn't have a chance to really understand my place in the bigger picture.

It has taken years for me to understand. College is when I first started to understand the depth of just how much I did NOT know happened on our own soil. In fact, I had to learn some things 10 years AFTER college.

It does matter. I should have learned about something as huge as "Black Wallstreet."

Diversity is wonderful! I have children that are just starting out in school. My 6 year old twins understand how simple it can really be.

We don't need to deny our past. We need to acknowledge and do better.

We don't need to fear those who are in theLGBTQIA+ community.
I am already teaching my kids to respect and call friends whatever they want to be called, accept them for who they want to love, love them FOR whatever disability might have.

Whatever is cool. Just love and be kind. It's really that simple.

Please, allow teachers to teach them younger. Factual history that is important to know so they can do better. Grant teachers the respect to use their best judgement

I have such high hopes for this growing generation. Our kids will change the world. Let them have the facts.

Be kinder.

Thank you for reading this and considering this upcoming generation.

With kindness and hopefulness,

Lauren Kitchens

Scott Robbins srsrobbins@gmail.com

Please see attached edits highlighted.

Please disassociate with any organization, group, or individual pushing any form of "equity" in our schools. Equity blames the system on cultural and individual differences and punishes whites and Asians for excelling, in general, above black and brown people. This is racist. Leave our kids alone.

Sincerely,

Scott.

R277. Education, Administration.

R277-328. Educational Excellence in Schools.

R277-328-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law;

(c) Section 53E-3-501(1)(c)(iv) which states the board shall establish rules and minimum standards governing curriculum and instruction requirements; and

(d) Section 53E-3-502(8) which requests the Board help school districts develop and implement guidelines, strategies, and professional development programs for administrators and teachers consistent with Subsections 53E-2-302(7) and 53E-6-103(1)(b), (2)(a) and (b) focused on improving interaction with parents and promoting greater parental involvement in the public schools.

(2) The purpose of this rule is to provide LEAs with the standards for educators and LEAs regarding professional learning, and guidelines and requirements for curriculum, and classroom instruction on educational excellence.

R277-328-2. Definitions.

(1) "Classroom instruction" means any course material, unit, class, lesson, activity, discussion, redirection, interaction, or presentation that, as the focus of the discussion, provides instruction or information to a student.

(2) "Curriculum" means primary instructional materials that have been approved pursuant to R277-468 and 53E-4-202, or are introduced by the teacher or a parent.

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

ADA Compliant: 6/16/2021

R277-328 received final approval by the Utah State Board of Education on June 3, 2021. R277-328 will be published in the July 1, 2021, Utah State Bulletin, subject to a 30-day comment period, with a first possible effective date of August 8, 2021.

(5)(a) "Inclusion" means engaging each student at the highest possible cognitive level. We cannot legislate feelings.

(b) to the maximum extent appropriate, for students with disabilities, providing access to general curriculum and engagement in regular education classes with peers without disabilities.

R277-328-3. Educational Excellence Professional Learning.

(1) An LEA shall NOT include any professional learning to educators concerning "educational equity", which encourages discrimination based on race, hinders education excellence, and encourages antiwhite ideologies, such as the teaching of "white

privilege” and ignoring racism and violence towards the white community.

(2) The professional learning described in Subsection (1) shall include instruction in:

(a) fostering a learning environment and workplace that are respectful of all students and educators;

(b) aligning teaching practices with the Utah Professional Learning Standards described in Section 53G-11-303, the Board’s shall avoid all “Equity” propaganda, unions, teachers, and organizations that promote any form of “equity” for schools, whereas “equity” propaganda is divisive, political, and racism, particularly towards the white community.

(c) establishing Professional Learning Communities committed to continuous Improvement and identifying underperforming students in need of supports, regardless of race.

(d) acknowledging differences by looking for the good in everyone, including oneself, and showing due regard for rights, cultures, and traditions;

(e) shall not have a focus on race. Shall include the majority in any discussion on “diversity.” If discussing racism, shall mention racism towards the majority in equal amounts as towards minorities.

(f) implementing principles and strategies of inclusion, as they pertain to students and educators with diverse abilities and backgrounds

(g) demonstrating role model responsibilities through the examination of various counterpoints to a topic in an impartial manner, such as equal time to rightwing ideas if leftwing ideas are mentioned, equal amount of time to counter arguments to equity training and ideas if ideas that are pro equity are given, etc;

(h) creating opportunities to recognize personal responsibility in contributing to conditions that preserve the rights of all individuals and to avoid the repetition of past

R277-328 received final approval by the Utah State Board of Education on June 3, 2021. R277-328 will be published in the July 1, 2021, Utah State Bulletin, subject to a 30-day comment period, with a first possible effective date of August 8, 2021.

harmful actions by individuals and groups;

(i) defending intellectual honesty including freedom of inquiry, speech, and association; and

(j) cultivating supportive conditions that focus on learning and remove barriers to allow students to have accessible pathways to resources and opportunities.

(3) The professional learning provided by an LEA may not include instruction that promotes or endorses that:

(a) a student or educator’s sex, race, religion, sexual orientation, gender identity or membership in any other protected class is inherently superior or inferior to another sex, race, religion, sexual orientation, gender identity or any other protected class;

(b) a student or educator’s sex, race, religion, sexual orientation, gender identity or membership in any other protected class determines the content of the student or educator’s character including the student or educator’s values, morals, or personal ethics;

(c) a student or educator bears responsibility for the past actions of individuals from the same sex, race, religion, sexual orientation, gender identity or any other protected class as the student or educator; and

(d) a student or educator should be discriminated against or receive adverse

treatment because of the student or educator's sex, race, religion, sexual orientation, gender identity or membership in any other protected class.

(4) The professional learning provided by an LEA shall be done in accordance with all state and federal laws.

(5) The content of professional learning provided by an LEA shall be made freely available by the LEA to parents with a student in the LEA within a reasonable amount of time before or after the training is offered upon request and include:

(a) a copy of this rule; and

(b) a compliance rubric showing how the professional learning and materials adhere to the requirements of this rule.

(6) The professional learning referred to in Subsection (5) does not include coaching or remediation sessions for a specific educator.

R277-328 received final approval by the Utah State Board of Education on June 3, 2021. R277-328 will be published in the July 1, 2021, Utah State Bulletin, subject to a 30-day comment period, with a first possible effective date of August 8, 2021.

R277-328-4. Educational **Excellence** Curriculum and Classroom Instruction.

(1) An LEA may only provide curriculum and classroom instruction that includes concepts as described in Section R277-328-3(3):

(a) in accordance with state and federal law;

(b) in alignment with the Utah Standards approved by the Board; and

(c) that contains age-appropriate content for the developmental age of the student.

(2) If an LEA provides curriculum that includes concepts as described in Section R277-328-3(3), the curriculum shall:

(a) be approved in an open and regular public meeting of the LEA's governing board as described in R277-468;

(b) as applicable, contain content in accordance with the professional learning guidelines and requirements established in Section R277-328-3.

(3) Classroom instruction that includes concepts as described in Section R277-328-3(3), shall be in accordance with the professional learning guidelines and requirements established in Section R277-328-3(2), (3), and (4).

(4) An LEA shall ensure a formal complaint process is in place pursuant to R277-113.

R277-328-5. Rule Interpretation.

(1) No part of this rule shall be construed by an LEA or educator to:

(a) prohibit or ban discussions of events, ideas, attitudes, beliefs, or concepts, including those described in this rule, from the general sharing and participation in the marketplace of ideas fostered in a learning environment; and

(b) promote one ideology over another regarding a topic, including those described in this rule.

(2) An LEA may contact the Superintendent for technical assistance regarding the implementation of this rule.

(3) The Superintendent shall establish and deliver a model for professional learning that complies with the requirements of this rule including approval of the model

R277-328 received final approval by the Utah State Board of Education on June 3,

2021. R277-328 will be published in the July 1, 2021, Utah State Bulletin, subject to a 30-day comment period, with a first possible effective date of August 8, 2021. in an open and public meetings of the Board and making the model available on the Utah

State Board of Education's website.

(4) The requirement for approval described in Subsection (3) applies only to the professional learning model referenced in this rule and does not apply to other professional learning with embedded components of educational excellence offered by the

Superintendent so long as the professional learning does not contain concepts described

in Subsection R277-328-3(3).

KEY: educational excellence; professional learning; instruction

Date of Enactment or Last Substantive Amendment: 2021

Authorizing, and Implemented, or Interpreted Law: Art X Sec 3; 53E-3-401(4)

Rebecca and Nate Scott nrscott@zohomail.com

I am writing to comment on USBE Rule 277 328.

First of all, I think there is a problem with the use of the word equity in this rule. The goal of education should never be equity, which by definition means striving for the same outcomes. Not all pupils will come out with the same outcome at the end of their education, regardless of the quality of that education. Individual students will naturally have different aptitudes and talents, and there is nothing wrong with some students excelling more than others. The only way to make outcomes come closer is by holding back some students while at times pushing others harder than they are ready for. This is not a healthy way to educate anyone; different students have different needs. I believe in seeking for "equality" in education in which students all have the same opportunities, but I am entirely against pushing "equity."

I also believe there is a problem with defining "classroom instruction" as "any course material, unit, class, lesson, activity, or presentation that, *as the focus of the discussion*, provides instruction or information to a student" (emphasis added). This definition leaves teachers open to inserting other materials that may be controversial into lessons so long as they are NOT the focus of the discussion. Classroom instruction should include all material, units, classes, lessons, activities, presentations, and interactions that provide instruction, counseling, or other information to students.

Given that this rule is supposed to address Critical Race Theory, it seems important that a definition of Critical Race Theory be included.

Also, it is problematic to define "inclusion" as "the practice of ensuring students *feel* a sense of belonging and support" because feelings cannot be mandated or legislated. You can't make someone feel something, and trying to enforce a specific feeling could be counterproductive and limiting at very least to conversations involving conflicting

ideas. You could say that all students must be "heard" or "invited," but not "feel." Feelings are brought up other places too, like in section 3-1-d where it says teachers should be trained in "acknowledging differences by looking for the good in everyone, including oneself, and showing due regard for feelings, rights, cultures, and traditions." Again, individuals are responsible for their own feelings. While being respectful is best, even the greatest respect cannot guarantee hoped for feelings in others.

Additionally, this line is odd in that unity is found in noticing and bringing out commonalities between people, not differences. While learning about unique elements of individuals and cultures is great, we should also be pointing out and building on things we have in common with others while treating respect for differences. Point 3-e is odd for the same reason: it says that it is required to find diverse community members to "understand, recognize and appreciate what we all have in common as humans, including acknowledging diverse cultures, languages, traditions, values, needs, and lived experiences." It is saying to appreciate commonalities by acknowledging diversity, which is confusing. Shouldn't we instead look for common interests and goals instead of focusing on differences that are more likely to divide than unite?

"Intellectual Honesty" found in Section 3 number 1 letter i also ought to be defined.

I really like number 3 of section 3. This sounds like the language actually used in the house and senate resolution and is much stronger than the rest of this rule.

Number 5 of section 3 is problematic in that it simply says "within a reasonable amount of time before or after the training is offered." This is much too vague. What is a reasonable amount of time? This should be defined. Two or three weeks seems reasonable to me, but it should be stated clearly in this rule.

The fact that section 4-1-c says "age appropriate content" concerns me some since I have seen many things for children that purport to be "age appropriate" but are anything but. Who is determining what is "age appropriate" and what happens if others disagree with their assessment?

Section 5 number 1 of this rule seems to completely negate the rest of this rule. If the rule is supposed to support the resolution to keep Critical Race Theory out of the classrooms, then turning around in this section and saying that we can't prohibit it from being taught completely nullifies the point. Even more concerning is letter b, which says that one ideology cannot be upheld over another. Not all ideologies are equal. Again, that is the point. Critical Race Theory is a harmful ideology and should not be held up as equal to the ideas espousing that all men are created equal and that individuals should be judged based on their own merits. Satanic worship should not be held up as being equal to the high moral standards of Christianity, Islamism, Judaism, and other religions espousing high moral values. The values of civilized peaceful societies should be held up as better than those of combative cannibalistic societies. Placing all ideologies on equal footing is ludicrous.

Thank you for considering these things.

Sincerely,
Rebecca Scott

Gracelyn NeVille gracelynneville@yahoo.com

I have reviewed the Draft 5 version of the USBE Rule 277 328, which is suppose to comply to the Utah House Resolution 901 and Utah Senate Resolution 901. It is very clear that this rule does not comply to these Resolutions to remove teachings of Critical Race Theory. The Utah School Board has carefully chosen wording to mislead the parents and legislatures to thinking that they are protecting the children from the hateful and damaging teachings of CRT, but in fact the school board is embracing this indoctrination of children to judge each other because of race and gender and to hate the United States of America. As always, the activist try to twist words to mean the opposite of what they really mean. They try to frame everything into something we can all support, even though the true meaning is the opposite. It is clear that the Board is trying to teach educators how to teach material that is banned by the rule, which they know is inappropriate, by slipping it in during discussions without making it a "focus point of the discussion." It is very clear the Board has no intention of not forcing teachers to teach CRT in the classroom despite the parents objections. It is clear that Utah School Board is seeking to create division in our schools and indoctrinate the children. Instead we should be tying to create an environment of respect for others regardless of their race, gender, religion, etc. We should look for the good in each individual rather than trying to point out the flaws of the students based on race, gender, religion, etc. Students should be judged by "the content of the character", not by their race or gender.

The Utah Board should be focused on the excellence of education for all students, not on creating division and in equality among the students. I believe all students should be treated equally. We should not be putting one student over another student based on their race or gender, but developing an environment on allowing all students to achieve excellence.

The term "Equity" should be removed from any rule or teaching. " Equity" means to take from one and give to another to produce outcome equality instead of focusing on producing an environment that allows students to focus on educational excellence. Equity means that our educational system will be focused on producing mediocracy of all students.

Rule 277-328 should be read educational "Excellence" in schools.

328-2 line 22 defines class room instruction as just the "focus of the discussion". This clearly allows teachers to slip CRT into the classroom in a subvert way. Definition of classroom instruction means any course material, unit, class, lesson, activity, discussion, interaction, or presentation that provides instruction, counseling or information to the student.

You need to have a definition of CRT similar to the following.

- II. → "Critical Race Theory" (CRT) means any theory or ideology that:**
- A. → Derives or otherwise traces its origins or influences from, or pertinently overlaps with, the "Critical Theory" social philosophy espoused by the Frankfurt School.
 - B. → Teaches or promotes that social problems are created by racist or patriarchal societal structures and systems.
 - C. → Espouses the view that one race is inherently racist, sexist, or intentionally or inadvertently oppressive.
 - D. → Espouses the view that one race is inherently responsible for the intentional or inadvertent oppression of another race.
 - E. → One race or sex is superior to another race or sex.
 - F. → A person should be discriminated against because of the race or sex attributed to them or be treated differently based on race or sex classification.
 - G. → A person's moral character is determined by the race or sex attributed to them.
 - H. → The race or sex attributed to a person makes them responsible for past transgressions of that race or sex.
 - I. → A person would or should feel discomfort, guilt, anguish, or any other form of psychological, physical, or any other kind of distress on account of the race or sex attributed to them, or sexual orientation, and
 - J. → Work ethic or devotion to duty and obligations is inherently racist or sexist.
- III. → "Curriculum" means primary instructional materials that have been approved pursuant to R277-468 and 53E-4-202.**
- IV. → "Divisive Concepts" means any concept that espouses:**
- A. → One sex, race, ethnicity, color, or national origin is inherently superior to any other sex, race, ethnicity, color, or national origin.
 - B. → The United States is fundamentally or systemically racist or sexist.
 - C. → An individual, by virtue of the sex, race, ethnicity, religion, color, or national origin attributed to them is inherently racist, sexist, or otherwise prejudiced or oppressive, whether consciously or unconsciously.
 - D. → An individual should be discriminated against or receive adverse treatment solely or partly because of the sex, race, ethnicity, religion, color, or national origin attributed to them.
 - E. → An individual's moral character is necessarily determined by the sex, race, ethnicity, religion, color, or national origin attributed to them.
 - F. → An individual, by virtue of the sex, race, ethnicity, religion, color, or national origin attributed to them, bears responsibility for actions committed in the past by other
 - G. → Any individual should be targeted and made to feel discomfort, guilt, anguish, or any other form of psychological distress due to the sex, race, ethnicity, religion, color, or national origin attributed to them.
 - H. → Meritocracy or traits such as a work ethic or devotion to duty and obligations are racist or sexist, or were created or recognized by a particular race to oppress another race, or
 - I. → The term "divisive concept" includes any other form of race or sex stereotyping or any other form of race or sex scapegoating.
 1. → "Race or sex stereotyping" means ascribing character traits, values, moral and ethical codes, privileges, status, or beliefs to a race or sex, or to an individual because of his or her race or sex.
 2. → "Race or sex scapegoating" encompasses any claim that, consciously or unconsciously, and by virtue of his or her race or sex, members of any race are inherently racist or are inherently inclined to oppress others, or that members of a sex are inherently sexist or inclined to oppress others.

Line 31 -Definition of Inclusion. You can not legislate or rule based on feelings. This definition of inclusion, is the opposite of inclusion. It should be written that every student should be heard. We live diverse communities. When one student speaks from his point of view, it is likely to make another student feel uncomfortable. This will allow teachers to stop the speech of another student just because it is making someone uncomfortable. This is against Free Speech. Instead we should be allowing everyone to

be heard.

277-328-3 Literally mandates that teachers be trained on how to teach CRT without having the parents and legislatures find out about it.

Line 38- again discusses educational equity. This means that the distributing our resources on race, gender, etc instead on the needs of the individual student to have an equality of outcome. It means they are putting one student's needs above the other. Again we would be focused on creating educational excellence, not equity.

Line 42- Should take out the word safe. We can not make rules about feelings. We should students to be respectful of others differing opinions, not try to stop free speech of all students because it makes someone uncomfortable.

Line 42-PLC's are not responsible to the students learning. The educator and committees can create an environment where all students can learn, but it is the students responsibility to learn.

Line 50-Should not focus on differences. Students should not feel judged because of their differences. Instead we should focus on our similarities and developing respect for our unique traits.

Line 51/52/55-You can not legislate feelings. The student is responsible for their feelings and if they are offended. This again is mandating that teachers focus on the difference of students rather than on the similarities and having respect for each others unique qualities. The community members should be chosen by skill set and character rather than mandating the a "quota" be filled based on race or gender.

Line 57 forces the teachers to each activism in the classroom.

Line 59-"creating opportunities" is basically teaching the teachers to slip things in that are against the rules and again to teach them that it is their responsibility to be activist based on past injustices. Instead the teachers should encourage individual responsibility and should be focused on the future. They should encourage students to recognize that all students have individual rights and we should try to preserve them for future generations.

Line 62-This training the teachers to tell the student what to think. The teacher can not allow for the students to think freely. We should be defending the diversity of though, freedom to question, freedom of speech, and freedom of association not telling them what to think.

Line 64- The teacher is not responsible to remove all boundaries. This not realistic. Teachers are responsible to work with parents to ensure the best learning environment for the students, but they can not change the environment outside the school. It should read "cultivating conditions that focus on optimal academic learning with parent partnership for every student."

Line 66-This language again forces teachers to not allow freedom of speech at school. It requires to teacher to quash one's freedom of speech because it might make someone uncomfortable. This requirement in itself makes most people uncomfortable.

R277-328-4 Line 92. Again remove the word "equity" and replace with the word "excellence".

Line 97- Need to be careful of allowing the teacher to decide what is age appropriate.

R277-328-5. Line 112-a-This wording basically nullifies the whole rule and should be taken out of the rule. This should be removed.

Line 115-b- Promotes one ideology over another. This should be taken out.

The Utah School Board is clearly trying to still embrace CRT, which in an indoctrination of students to try to create division in our school system and to students that you should be judged by your race and gender. This rule does not satisfy the Utah House or Senate Rules trying to eliminate this indoctrination. Instead it promotes using wording to subvert the resolutions.

I am writing as a concerned parent,

Gracelyn NeVille

From: Sharon Anderson <mytimelinesetc@hotmail.com>
Sent: Friday, July 30, 2021 9:40 AM
To: Board of Education <board@schools.utah.gov>; Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Comments RE: New CRT Rule

To whom it may concern:

MORE WORK NEEDS TO BE DONE ON THIS DOCUMENT - Below are a few issues that are not even addressed yet, followed by some things might need to be clarified or changed.

Thank you for your efforts and for considering public comments!

Sincerely,

Sharon Anderson

Here are just a few questions that were not addressed in the document: What about requiring teachers to take critical race training? What about propagandizing books and displays in school libraries or elsewhere on campuses? What will stop teachers from segregating students into groups based on race or affinity? What about protecting students from compelled speech like being required to reveal personal or private information? What about student-initiated displays or posters, or signs promoting groups or organizations based on sexual organization, politics. etc.

Here are some concerns about what is in the current document:

R 277-328-2 (5)(a) It is impossible to ensure that students feel a certain way, but specific actions can be specified which help promote a sense of belonging and support.

R 277-328-3 (1) + (1)(b) The use of “equity” anywhere in this document is troubling because today this word is used to mean **equal outcomes** as opposed to providing equal opportunities (equality) . Not only are equal outcomes impossible to achieve, but in the attempt to have everyone turn out equally, everyone must be lowered to the level of the lowest in the group. The concept of “Equity” creates some of the very problems this document is trying to avoid so this word could/should be removed

R 277-328-3 (2) (b) does this mean that if a student feels unsafe in the presence of another student (perhaps just because of differences of opinion) that the “threatening” student must be removed?

R 277-328-3 (3)(d) What exactly are protected classes and why so much emphasis on protected classes when it would be far more beneficial to students to focus on the things that unite them rather than things that divide? Furthermore, there could be individuals who do not belong to a protected class or/and who have issues which are not addressed by belonging to any officially protected class. Such individuals could therefore be excluded from the protections of this provision. References to protected classes should be removed OR this section could be expanded to include **any other individuals** who may not be in a protected class. Section d could say something like: no student or educator should be discriminated against because of sex, race, religion, sexual orientation, gender identity, or membership in any other protected class OR non-membership in any such group .”

R 277-328-5 (1)(a) “**can’t prohibit or ban discussion of** events... including those described in the rule from general sharing etc.... “ (???) Then why even make the rules the limits and boundaries are preserved? Also, does this mean that a student can’t be stopped from describing or discussing events witnessed or personal things experienced or no matter how unethical, degrading or disturbing they may be???

(b) **can't promote one ideology over another regarding** a topic. Does this mean that teachers can't promote capitalism over communism, belief in God over Satan worship, abstinence over promiscuity.?? UTAH LAW SAYS THE CONSTITUTION MUST BE UPHELD ! And what about other values or ideologies that have helped us prosper as a people, such as personal effort over entitlement, industry over indolence, honesty over thievery etc.

Lynda Shea lyndashea@sbcglobal.net

i am a grandmother of 6 children - 3 of which will be ending up in utah schools in the near future - and i am concerned about the states forthcoming policy on CRT and equity.

first, everyone in America is pretty much equal today - education is free to all including ALL the illegals flowing into this country (does anyone ever ask why people are streaming to come to America? could it possibly be that they see they are EQUAL and can attain the AMERICAN dream?) you are what you achieve - by teaching equity you are actually teaching racism - CRT originally developed from critical legal studies formed in the 1970s. the ideas are marxist rooted. educators must not promote racist activities such as having students deconstruct their identity, label themselves as part of an oppressor or an oppressed identity group. students must not be coerced into telling their teacher or peers their preferred pronouns or sexual orientation. America reaches out in their schools to accommodate those that do not speak english or are under educated via translators, special programs, etc. America is the one country in the world that GIVES and we taxpayers PAY.

America's history is unreal and yes, it may not be perfect but look at Russia, China, Cuba, Africa, etc. - this is "deplorable" to what is happening in our schools only because of a few "marxists" leaning educators. parents' voices need to be heard at all levels of education including colleges.

and, don't forget who pays educators salaries and who votes for school boards.

Ben Madsen madsen_ben@hotmail.com

After reading R277-328, I do not believe it provides the protection I want for my children.

I urge you to remove "Equity" from the title and body along with its attempt to be used as a goal. It is inappropriate for government (education system) to be pushing an ideology that is filled with controversy. I whole-heartily reject equity and do not want my children being taught falsehoods and biased concepts.

I do not believe R277-328 does enough to protect free speech of our children without reprove from the teacher. This includes expression of ideas and beliefs that may be

different than the teacher.

I am against anything that allows a teacher to separate kids into groups or discussions about identify such as race or sexual orientation

CRT, which may have different meanings but I am against anything that would teach any one race is inherently superior or inferior and therefore deserves more or less because of it. Including that today's generation owes something for past generations mistakes. This would encompass teaching but also allowing, suggesting or requiring media and literature that promotes these ideas.

Above all as a parent I have the right to decide what is best for my child. I understand other parents and teachers may have different beliefs than me and my family however we are guaranteed the right to decide and I urge you to respect and enforce that. I hope that there is the ability to opt my child out of activities that I would find inappropriate to these standards without penalty and discussion as new curriculum and challenges occur.

Karen Madson karenmadson@comcast.net

My comments are simple. Critical race theory is only taught in some University law schools so please calls this what it is--history censorship. I liken this to the book burnings in Natz Germany and some cities in America in the 1960's. To teach accurate history gives us the ability to learn from our mistakes so that we don't make them again. Give our children some credit. They can handle the truth. What some people are pushing for is a passive/aggressive form of racism and shame on you if you allow it. To feed our children historical fairy tales ill prepares them for reality. Also to sugarcoat how minorities have been treated in this country is disrespectful and ignores what they have overcome. History is history. Some of it is heroic and some of it is ugly. To move forward we must look at both and decide what kind of society we want for everyone's children not just white ones.

Jimmy May aspiringgeek@live.com

Greetings, Board members,

On Thursday, July 22, 2021 I spoke at the USBE public hearing regarding [Rule R277-328 Educational Equity in Schools](#).

Thank you for the opportunity to address some of my concerns about the Rule. Time constraints prohibited my sharing explicit comprehensive feedback, & I am doing so now (for your convenience, a copy is also attached).

As I listen to many of those who spoke before me, I heard we have so much in common. I, too, am a fan of Dr. King & his ideals. Yet CRT proponents explicitly reject much of MLK, including his notion of colorblindness.

I am opposed to CRT & leftist ideologies informed by CRT.

To my brothers & sisters of all races who are concerned about racism, CRT is not the answer.

The worthy task of teaching the horrors of American slavery has been cynically repurposed into an ideological attack on America. This false, destructive narrative must be stopped. CRT doesn't solve the problem it purports to, instead it promotes & exacerbates hate & racism. The mindset of oppression is child abuse. Now to the Rule. There's much to like, yet there are challenges as well. I'll briefly address my concerns.

1. The [Denouncing Racism and Embracing Equity](#) resolution has loopholes which can be exploited by CRT proponents.

This fair-minded section could quite easily be taken out of your intended context by devious operators:

The Utah State Board of Education commits to identify and examine issues of race, ethnicity, and color and the effect they have on the education system and community and to understand and correct any inequities; and recognizes that the starting point of this work of racial equity must be a reflection and internal examination, whereby the Board will look for ways to engage our members in open and courageous conversations on racism and inequity.

- See also the next section.

2. The Rule's wording leaves loopholes wide open for unscrupulous efforts to work around the spirit of the Rule. This wording needs to be tightened up significantly.

Rule Section 3.(2)(g) refers to "...counterpoints to a topic in an impartial manner..." Section 5.(1) & 5.(1)(a) say "...No part of this rule shall be construed by an LEA or educator to prohibit or ban discussions of events, ideas, attitudes, beliefs, or concepts, including those described in this rule, from the general sharing and participation in the marketplace of ideas fostered in a learning environment..."

I appreciate the effort here at open mindedness. And be clear, we love our teachers! Yet in Utah we have seen scores of examples of rogue educators, administrators, & even whole boards evangelizing CRT & related concepts to our students, often in defiance of parents' explicit wishes. The nation's two largest teacher unions, the NEA & AFT, have recently formerly documented their commitments to CRT, including promoting these practices in defiance of local law. The Zinn Education Project has a petition euphemistically named "[Pledge to Teach the Truth](#)".

The Rule is flawed for what it omits:

- 3. The Rule must explicitly prohibit CRT-informed teacher training or credentialing, whether required or optional, paid for or provided at no charge, provided through the school or vendors.**
- 4. References to "removing barriers" is "woke"-speak for eliminating parents. The Rule needs to *specifically* say that "parental rights and concerns about their child's education shall be respected & not treated as a barrier to overcome".**
- 5. Neo-segregation must be *explicitly prohibited*. Kids must not be segregated into "affinity groups".**
- 6. Compelled speech must be *explicitly prohibited*. Educators must not promote racist activities such as having students deconstruct their identity, label themselves as part of an oppressor or an oppressed identity group. Students must not be**

coerced into telling their teacher or peers their preferred pronouns or sexual orientation.

7. **Intersectional identity politics must be *explicitly prohibited*.** Lingo such as "identity-groups"—whether verbal, flags, or signs—which are inherently sexual or political should not be promoted or displayed in classrooms or elsewhere in school.
8. **CRT-informed training must be *explicitly prohibited*.** CRT-based teacher training or credentialing, whether required or optional, paid for or provided at no charge, provided through the school or vendors, must be explicitly prohibited.
9. **Teaching through the “lens of race” or “equity”—which are simply euphemism for neo-racism—must be *explicitly prohibited*,** including educators sharing their “social justice” or “racial justice” biases as well as a prohibition on teaching “restorative justice” or similar practices.
10. **The once-noble word “equity” is one of many words that has been weaponized by the left. Its meaning is now ambiguous. I encourage you to consider remove it from your text.**

With my concerns about the Rule concluded, let’s dismiss some strawman arguments used by CRT proponents:

1. This is not a First Amendment issue. The First Amendment was designed to protect citizens from the government, not to protect the government from citizens. Educators are free to indulge their political activism on their own but must not use school to indoctrinate our kids in the institutional racism of CRT.
2. This is not a matter of denying history. In school I learned the historical horrors of slavery around the world & in the U.S. as well as Jim Crow. We all learned about America’s overcoming slavery—our great Civil War & the heroic struggles for civil rights. Of course our kids need this history—& suggestions to the contrary are lies designed to bamboozle the unwitting.
3. We reject the notion that CRT isn’t being taught in Utah schools. CRT & ideologies informed by CRT *are* being explicitly taught—so-called “equity”, so-called “anti-racism”, so-called “social justice”, intersectionality, etc. We have myriad examples in our school district & throughout the state.
4. We reject the notion that the destiny of black Americans is determined by what whites do, or what they have done in the past. This is paternalistic & one of my examples exposing the irony & hypocrisy that CRT itself is, in fact, racist.
5. Slavery is not the only reason America exists, nor that all white people are racists, nor that America is irredeemably racist. We should *not* teach these lies.

Bottom line: We don’t want Critical Race Theory, so-called “equity”, so-called “social justice”, or “anti-racism”, or anything informed by these concepts anywhere near our classrooms—whether educators, administrators, or especially our students.

Board members, thank you for your hard work, & thank you for this opportunity.

Sincerely,
Jimmy May

From: Robyn Gabriel <robyngabriel@yahoo.com>

Sent: Thursday, July 29, 2021 6:52 PM
To: Child, Cybil <Cybil.Child@schools.utah.gov>
Subject: Re: public comment on Rule R277-328, Draft 5:

Utah Board of Education Members and Committee:

Re: public comment on Rule R277-328, Draft 5:

I am a dedicated and experienced Elementary teacher that is greatly concerned about the vague and sometimes harmful language included in this Rule. I will list only a few of the concerning lines that need to be either changed, defined more clearly, or struck from the wording in order to best serve the students, families, and educators in the state of Utah.

First, where ever the term “Educational Equity” is used, “Educational Excellence” should be replaced.

The current meaning of equity refers to taking from one and giving to another based usually based on race or labels. All students should be considered and provided for, in order to promote educational excellence for each child, not equality of outcome.

Second, the term “Classroom Instruction” (Section 2, line21) needs to be more specifically defined to include the entire school day since children are learning and being influenced throughout the school day. Critical Race Theory tenets and doctrines should NOT be taught directly, indirectly, or covertly.

Third, Critical Race Theory needs to be specifically defined in Rule R277-328 for both the instruction of it to students and, also the professional learning/training of educators.

The definition of Critical Race Theory needs to include 1) Systemic Racism is entrenched in our American foundation and culture, Whites are the oppressors and non-whites are the victims, 2) That meritocracy, color blindness and equal opportunity should be challenged 3) Race and racism must be analyzed across many different disciplines and all must be seen through the lens of this systemic racism, including history and current events but not limited to 4) CRT is committed to social justice and eliminating racism.

These CRT tenets undermine and try to replace the principles and ideals put forth in the Declaration of Independence and do not solve our imperfect try to become a “more perfect nation”. Learning, living, and teaching the principles set forth in the Declaration of Independence to the current and future generations will help solve the problems of our day.

Again, I state, Critical Race Theory tenets and doctrines should NOT be taught.

Fourth, in reference to “Inclusion” and “feel a sense of belonging and support” (Section 5, Line 31 and Line 42)

Inclusion should not include “feeling safe” because this is mandating feelings about what other students comments about a subject are.

Teachers can foster an environment that involved the exercise of freedom of speech with respect for others’ differing points of view and beliefs. Feelings can not be legislated and teachers should not be mandated to deny some students their free speech about their point of view in order to avoid “hurting” other students’ feelings. (This is not in reference to teachers’ encouraging kind words to be said to others)

Fifth the term any reference to “individual and collective responsibility” should be replaced and include “personal responsibility on the part of the student, teacher, and students’ family in their pursuit of Educational Excellence.”

Students need to have stake in the game and all the responsibility as to whether a student learns is not on the shoulders of the teacher or the PLC.

I have other concerns about this document but these are the most glaring and detrimental for our students and American culture and ideals.

In closing, please explicitly define and ban the teaching of Critical Race Theory . Please promote the teaching of unbiased American History that includes teaching the ideals on which this truly great nation was founded and has thrived for many years, and of course include past individual and countries wrongs and mistakes. This Nation has benefited our citizens but also many people and countries around that world, as they have stepped up, created their own written constitutions and then worked toward espousing equality, equal opportunity and justice for all. Let us be teaching these inspiring principles and historical foundations to our American/Utah children. This is what Utah parents want their children to be taught.

Thank you for your consideration of this most urgent, timely, and important matter.

Sincerely,

Robyn Gabriel

*Sincerely,
Robyn Gabriel*

Stuart Summers stuartsummers3608@gmail.com

- My family believes that Critical Race Theory is racist, inappropriate for our children and a threat to our country. Therefore I request that the board act in accordance to the following bullet points;
-
- CRT-informed training must be explicitly prohibited. CRT-based teacher training or credentialing, whether required or optional, paid for or provided at no charge, provided through the school or vendors, must be explicitly prohibited.
- References to “removing barriers” is “woke”-speak for eliminating parents. The Rule needs to specifically say that “parental rights and concerns about their child’s education shall be respected & not treated as a barrier to overcome”.
- Neo-segregation must be explicitly prohibited. Kids must not be segregated into “affinity groups”.
- Compelled speech must be explicitly prohibited. Educators must not promote racist activities such as having students deconstruct their identity, label themselves as part of an oppressor or an oppressed identity group. Students must not be coerced into telling their teacher or peers their preferred pronouns or sexual orientation.
- Intersectional identity politics must be explicitly prohibited. Lingo such as “identity-groups”—whether verbal, flags, or signs—which are inherently sexual or political should not be promoted or displayed in classrooms or elsewhere in school.
- The Board’s [Denouncing Racism and Embracing Equity](#) resolution seems to invite CRT into the classroom. The text opens loopholes which can be exploited by CRT proponents.
- Teaching through the “lens of race” or “equity”—which are simply euphemism for neo-racism—must be explicitly prohibited, including educators sharing their “social justice” or “racial justice” biases as well as a prohibition on teaching “restorative justice” or similar practices.
- Rule Section 3.(2)(g) refers to “...counterpoints to a topic in an impartial manner...” Section 5.(1) & 5.(1)(a) say “...No part of this rule shall be construed by an LEA or educator to prohibit or ban discussions of events, ideas, attitudes, beliefs, or concepts, including those described in this rule, from the general sharing and participation in the marketplace of ideas fostered in a learning environment... This wording leaves loopholes wide open for unscrupulous efforts to work around the spirit of the Rule. This wording needs to be tightened up significantly.
- The Rule must explicitly prohibit CRT-informed teacher training or credentialing, whether required or optional, paid for or provided at no charge, provided through the school or vendors. We do not want CRT anywhere near our classrooms—including not just students & also not sanctioned for educators.

Stuart Summers

Lan Pham Ngu tlan200803@gmail.com

Dear USBE,

I am a parent of 3 children and I live in GSD. My family are immigrants and my children

all born and raised in Utah. They now are old enough to know Utah is a conservative state with welcoming policies to take refugees in and help them settle here safely. However, our education is far from inclusive nor diversified.

As for myself, after 36 years in Utah, Ken Burn's documentary "The Vietnam War " taught me much more about the US-Vietnam conflict than any history books ever written.

I am appreciative of the freedom and opportunities American democracy provides and I hope ALL students and educators have the same God giving rights to learn and teach in an inclusive, equitable and fair manner. To give your support, please provide resources, support and protections for educators you engage in DEI curriculums.

Strength lies in differences, not in similarities. DEI = Strength in education!
and

CRT is ACTUAL AMERICAN HISTORY.

Thank you for your time and support.

--

Lan Pham-Ngu

Emily Olsen emilyolsen2000@gmail.com

Dear Utah School Board:

The following link represents comments regarding the CRT rule from the Utah State Democratic Progressive Caucus:

<https://www.utahprogressives.org/2021/07/02/critical-race-theory-is-based-on-facts/>

Best regards,

Emily Olsen
Chair, Utah State Democratic Progressive Caucus

Ema Jones emalisa.jones@gmail.com

Rule R277-328 as currently written does nothing to stop Critical Race Theory in teacher trainings or classroom activities, assignments, or instruction. We must remember Critical Race Theory is already in the infrastructure of the education system. R277-328 should therefore focus on prohibiting the installation and execution of CRT.

1. R277-328 talks about "removing barriers" to learning. We know Pro-CRT proponents (amongst them are professional educators) are targeting parents to silence their voices as they are one of the chief barriers to incorporating CRT and LGBTQ genda in schools.

It is therefore VITAL in R277-328 to specifically state "parents rights and concerns about their child's education shall be respected and not be treated as a barrier to overcome"

2. Referencing 901 passed in Utah House and Senate it is critical for R277-328 to clearly lay out each and every theory or ideology that CRT encompasses and to include language that the rule prohibits teaching them. The Model School Board Language to Prohibit Critical Race Theory listing CRT theories and ideologies should be reviewed for this purpose. It is available free online

3. Rule 277-328 must include prohibition to stop teachers from segregating kids into affinity/race groups like what is already happening in SLCS D,

4. Nothing in the Rule 277-328 protects the free speech of students or protects them against compelled speech - like when kids are told to deconstruct their identity and label themselves as part of an oppressor vs oppressed identity group or when they are coerced into telling their teacher or peers their preferred pronouns or sexual orientation.

5. It doesn't stop "identity-group" flags or signs, which are inherently sexual or political, from being displayed throughout the school.

6 It doesn't stop CRT-based teacher training or credentialing that teachers are required to take through the big-tech platforms their district has contracted with. (GOOGLE, Microsoft, Adobe, CASEL, etc)

6. Rule must include prohibiting teachers from sharing their "social or racial justice" biases when discussing controversial current events with students.

7. Rule must include language to stop SEL programs or restorative justice practices from being taught through the lens of race (i.e. equity) or social justice.

8. Rule shows no preventive measures for all the propaganda in the hallways or CRT/LGBTQ books in the school library or classroom shelves.

9. Rule 277-328 doesn't prevent the use of the CRT propaganda as a tool to teach journalism, art, ELA, etc.

10. Current Rule 277-328 wording does nothing to prevent intersectionality.

11. Each time the word "equity" appears it needs to be amended to "excellence" A few examples are lines 2,37,39,46,92 and elsewhere the word "equity" appears.

12. Line 21 (1), the phrase "as the focus of the discussion" potentially offers opportunities for unlimited school day time spent on particular teachings under the guise of using creative teaching methods that can actually be teaching CRT theories and ideologies.

13. Reference line 26 (4) rule should include language acknowledging that there are

students that need less than other students so the less needful students should not be neglected in having their needs met and to make sure that the less needful students' needs are not taken away giving them to the students that need more.

14. Currently, the rule talks about "inclusion", line 31 (5) (a) and "safe" line 42 (a) Wherever in the current rule that talks about "feelings", the language has to be specific and clear in addressing the points the rule intends to make in each instance. For example, line 31 (5) (a) the word "inclusion" in that context means the practice of ensuring students feel a sense of belonging and support. How does one legislate "feelings"? More proper to is to have language to ensure every student is invited, is included. The same goes for line 42 (a) where the word "safe" appears. Yes, a student may feel unsafe but it doesn't mean that that student is unsafe. Legislating how students feel is totally inappropriate and too much for teachers to handle. Strike out the word "safe" in line 42 (a) and you will have "fostering a learning environment and workplace that is respectful of all students and educators".

15. In line 39, the words "shall provide" carries the meaning to dictate, have to, got to or face dire consequences therefore the word "equity" in this line must be amended to "excellence" thus turning the sentence to "an LEA shall provide professional learning to educators concerning educational excellence."

16. The four words "individual and collective responsibility are dangerous. It is not the responsibility of students to ensure other students are learning. Also, in situations when teachers have clearly done everything possible to help students learn and the students are still failing, it is not fair to place the blame on the teacher. The wording in line 47 (c) needs to be improved and perhaps adding a subsection to identify under-performing students in need of support.

17. We must avoid focusing on "differences" but instead emphasize commonalities and uniqueness. On this note lines 50 (d) and 51 would serve better staying away from having words as "differences" and "feelings". The same for line 52.

18. The word "inclusion" in line 55 is vague in meaning. A more specific and simpler phrasing would be "foundational respect for all" Suggest to amend line 55 & 56 to read as "implementing principles and strategies of foundational respect for all, as they pertain to students and educators with varying abilities and backgrounds.:

20 .Line 57 g, What does it mean "to demonstrate role model responsibilities through examination" How are teachers going to address this?

21. Line 59-61 h, this fails House and Senate 901 miserably. It must be struck out entirely. Current wording "creating opportunities" is dangerous. Students can be encouraged or be taught to protest in the street or to speak on an issue they don't fully understand. It is not a child's responsibility to end a wrong of others' doing or in society.

22. What is "intellectual honesty" as it appears in line 62 (i)? Does it mean defending thinking the right or righteous way? Does it include what teachers think is what students should think even if it offends their own culture? And what exactly is "defending

association" ? This needs to be struck out in its entirety.

23. Line 64 j, If a student has to help out with family expenses by taking on outside work the words "remove barriers" may in this context mean the barrier of not being able to pay for certain home bills as utilities. And the word "resources" can therefore mean money. And the word 'opportunities" in a situation can mean a particular activity. This line requires discussions and thought through.

24. How can one stop or apply an injunction against a dangerous or potentially problematic training when teachers don't know the details of the training ahead of time but only got to learn of the inappropriate training after the fact. With modern technology it is absolutely possible for contents of professional learning be provided by an LEA with ample notification time to all parties concerned be they parents or other parties in the LEA., and should be made available upon request. On this note line 83 (5) needs to be amended to reflect the foregoing stated concern and should also include language citing compliance rubric put out by the School Board showing how the professional learning and materials adhere to the requirements of this rule and other state codes.

25. Who determines "age appropriate content" Line 97 (c)? How is it going to be regulated?

26. Line 112 (a) -114 appears to nullify the whole R277-328 rule.

27. Line 115 (b), There are cultures that are superior because of the belief in equality of humanity. Current wording eliminates the idea that we cannot promote one ideology over another and cannot put one ideology below another. Line 115 (b) should be struck.

Thank you for your attention.
Ema Jones

Juliet Reynolds jkretail@gmail.com

My name is Juliet Reynolds, I am a resident in Riverton, UT 84065.

I am a parent of four, nearly all grown, kids who have all gone to schools in Murray City School District. Two of my kids have been open about being part of the LGBTQ+ community since each of them were about 15. When we reached out to administrators at MCSD, to build inclusive community on campus, we have had nothing but good experiences with administration and faculty... This willingness to include, transferred to the students at the three schools McMillan Elementary, Hillcrest Jr High and Murray High my kids have attended over the last decade! I ❤️ MCSD.

I have bragged to everyone, as often as I get the chance, about how great MCSD is every chance I get! I even did a research project that followed the formation of the Equity Council as a declaration of my experiences. UNTIL FEBRUARY OF 2020.

I ABSOLUTELY SUPPORT ADDING DETAILED INCLUSIVE LANGUAGE TO THIS USBE RULE...(ACTUALLY ALL RULES GOING FORWARD AND AMMENDING ALL EXISTING RULES)

THIS IS WHY:

I was the parent who was on the Murray Equity Council which was paused as a result of the deceitful behavior and projection of manipulated fear based information through social media via a USBE Board Member.

Since this happened I have seen a once unified and supportive community become divided, spiteful, reactionary and completely broken!!

I am SO angry this has happened, and even more upset that this information originated from a member in the community who is supposed to be a pillar for INVESTING in our COMMUNITY through the EDUCATION of CHILDREN!

I have seen the immediate damage rendered when EQUITY IS SILENCED!
Lives of teachers have been turned upside down and they have been forced to be silent. Teachers have been bullied by the parents claiming to be saviors of our children. Neighbors have become enemies and MOST DEVASTATING IS OUR YOUTH have heard loud and clear that they have been abandoned!

What is happening?! Why is this even having to be debated?! Our differences unite us and they must ALL be SEEN and HEARD.

RELRESENTATION EDUCATES EVERYONE!!!

EVEN A POORLY BEHAVED BOARD MEMBER!

Juliet Reynolds
(She/her/hers)

Shantell Andersen shantellandersen@gmail.com

R277-328. Educational Equity in Schools.

Please change to: Excellence in Education

Equity is a loaded word that I feel is used to create an equal outcome in students, as students naturally have different strengths and weaknesses, I do not feel this is a helpful word. We would not expect a bear to perform the same as a rabbit in a hopping contest.

R277-328-5(1)(b): Marxism and Capitalism are NOT equal ideas. Marxism is akin to communism. Communism is akin to dictatorship of one person or one group of people. The idea that communism is equal to capitalism is dangerous. My dad visited

the Soviet Union after it fell. The people were poor and starving. Everybody had a job. There was 0 unemployment. Sounds good until you realize that few people were able to choose what they did. The people were very unhappy and had no reason to work and finish a job. My dad is a farmer and went to teach the people better farming practices. You can imagine when the state owns everything the people lose all incentive. My dad witnessed this on the farms. People who were appointed to be farmers had no desire to work the long hours during harvest. They performed regular work hours like everyone else and the potatoes froze in the ground. (We would work late into the night in order to bring the potatoes in before they froze. We would not have done that if we did not own the land and receive the reward of such hard labor.) The constitution states that people are free to choose their pursuit of happiness. Please change the wording to honor the basic principles of hard work and the right to property and the pursuit of happiness that this country was founded upon.

I strongly urge these changes.

Shantell Andersen
