NOTICE OF MEETING

UTAH STATE BOARD OF EDUCATION

October 8-9, 2015

Utah State Office of Education
Board/Committee Rooms
250 East 500 South
Salt Lake City, Utah

Thursday, October 8

3:00 p.m. Work/Study Session

5:00 p.m. Meeting of the Utah State Board of Education acting as the Governing Board for the Utah Schools for the Deaf and the Blind

5:30 p.m. Dinner

6:00 p.m. Board Committee Meetings
- Finance Committee - Basement West Conference Room
- Law and Licensing Committee - Board Room
- Standards and Assessment Committee - Conference Room 156

Friday, October 9

8:00 a.m. Board meeting begins - Board Room
4:45 p.m. Board meeting adjourns

****
****

Public Participation: To sign up in advance for public comment, contact Board Secretary Lorraine Austin (lorraine.austin@schools.utah.gov or 801-538-7517) prior to the day of the meeting or sign up at the meeting by 8:00 a.m. Priority will be given to those that sign up in advance. You are welcome to send written comment to the Board at board@schools.utah.gov.

Broadcast: The October 8 meeting will be broadcast beginning at 3:00 p.m. The October 9 meeting will be broadcast beginning at 8:00 a.m. To view the broadcast, go to http://uvc.uen.net/videos/channel/84/. Times are approximate. Executive sessions will not be broadcast.

Accommodations: In compliance with the Americans with Disabilities Act, persons needing auxiliary communicative aids and services for these meetings should contact Lorraine Austin at 801-538-7517 or lorraine.austin@schools.utah.gov, giving at least three working days notice.

UTAH STATE BOARD OF EDUCATION

BOARD MEMBERS

David L. Crandall, Chair
District 10
Draper, Utah 84020

David L. Thomas, First Vice Chair
District 4
South Weber, Utah 84405

Jennifer A. Johnson, Second Vice Chair
District 8
Murray, Utah 84107

Dixie L. Allen
District 12
Vernal, Utah 84078

Laura Belnap
District 5
Bountiful, Utah 84010

Leslie B. Castle
District 7
Salt Lake City, Utah 84108

Barbara W. Corry
District 15
Cedar City, Utah 84720

Brittney Cummins
District 6
West Valley City, Utah 84120

Linda B. Hansen
District 3
West Valley City, Utah 84120

Mark Huntsman
District 14
Fillmore, Utah 84631

Jefferson Moss
District 11
Saratoga Springs, Utah 84045

Stan Lockhart
District 13
Provo, Utah 84606

Spencer F. Stokes
District 2
Ogden, Utah 84403

Terryl Warner
District 1
Hyrum, Utah 84319

Joel Wright
District 9
Cedar Hills, Utah 84062

Brad C. Smith, Chief Executive Office
Lorraine Austin, Board Secretary

Utah State Board of Education
Standing Committees

2015

Finance Committee

Jennifer Johnson, Chair
Mark Huntsman, Vice Chair
Barbara Corry
Jefferson Moss
Joel Wright

Staff: Scott Jones
Secretary: Cammy Wilcox

Law and Licensing Committee

Leslie Castle, Chair
Linda Hansen
Stan Lockhart
David Thomas
Terryl Warner

Staff: Angie Stallings
Secretary: Cybil Prideaux

Standards and Assessment Committee

Laura Belnap, Chair
Dixie Allen, Vice Chair
David Crandall
Brittney Cummins
Spencer Stokes

Staff: Sydnee Dickson
Secretary: Cheri Rieben

UTAH STATE BOARD OF EDUCATION
REVISED MEETING AGENDA

October 8-9, 2015

WORK/STUDY SESSION / USDB BOARD MEETING / STANDING COMMITTEES
Thursday, October 8, 2015

Study Session - Board Room

3:00 p.m. to 4:00 p.m.

1. **DISCUSSION**: Student Growth Measures - Centers for Assessment

4:00 p.m. to 5:00 p.m.

2. **DISCUSSION:** Educator Licensing — Tab 2-A

5:00 p.m. to 5:30 p.m. - Board Room

3. **Meeting of the Utah State Board of Education acting as the Governing Board for the Utah Schools for the Deaf and the Blind**

ACTION: Approval of Minutes	Tab 3-A
ACTION: 2014-15 Annual Legislative Report Approval	REPORT
DISCUSSION: Conceptual Review of USDB Board Guidelines	
INFORMATION: USDB Organization and Division Overview	CHART
INFORMATION: USDB Financial Report	Tab 3-B

5:30 p.m. to 6:00 p.m.

BREAK FOR DINNER

6:00 p.m.

4. **BOARD COMMITTEE MEETINGS**

Finance Committee - Basement West Conference Room

Time for public comment may be provided prior to each item

All versions of rules presented will be accessible at
http://schools.utah.gov/law/Administrative-Rules/USBE.aspx

ACTION: Approval of Previous Meeting Minutes — Tab 4-A

INFORMATION: Review of LEA Audits from FY 2014 — Tab 4-B

INFORMATION: SFY 16 Budget Reporting — Tab 4-C

- Utah State Office of Rehabilitation
- Utah Schools for the Deaf and the Blind
- USOE Administration
- USOE Teaching and Learning Section
- USOE Special Education Section

ACTION: Review and Confirmation of SFY 15 Carry Forward and SFY 16 Discretionary Funds Requested Spend Plan — Tab 4-D

INFORMATION: Progress on Governor's Office of Management and Budget Preparation Process — Tab 4-E

INFORMATION: Progress on Hiring Key Finance and Accounting Positions — Tab 4-F

ACTION: Legislative Intent Language Reports — Tab 4-G

INFORMATION: Finance Committee Requests for Data/Information

Law and Licensing Committee - Board Room

Time for public comment may be provided prior to each item

All versions of rules presented will be accessible at
http://schools.utah.gov/law/Administrative-Rules/USBE.aspx

ACTION: Approval of Previous Meeting Minutes	Tab 4-H
ACTION: Charter Amendment Request from Esperanza Elementary	Tab 4-I
ACTION: Charter Amendment Request from Karl G. Maeser Preparatory Academy	Tab 4-J
DISCUSSION/ACTION: R277-207 *Utah Professional Practices Advisory Commission (UPPAC), Disciplinary Guidelines* (New)	Tab 4-K
ACTION: R277-726 *Statewide Online Education Program* (Amendment and Continuation)	Tab 4-L
DISCUSSION/ACTION: R277-705 *Secondary School Completion Diplomas*	Tab 4-M
ACTION: R277-118 *LEA Post-employment Benefits Plan* (Repeal)	Tab 4-N

ADDENDUM

ACTION: Charter Termination and Request for Satellite School	ADDEND-1

Standards and Assessment Committee - 1st Floor South Conference Room 156

Time for public comment may be provided prior to each item

All versions of rules presented will be accessible at
http://schools.utah.gov/law/Administrative-Rules/USBE.aspx

ACTION: Approval of Previous Meeting Minutes	Tab 4-O
DISCUSSION: Formula for Calculating a Growth Target - R277-497 *School Grading System*	Tab 4-P
ACTION: R277-404 *Requirements for Assessment of Student Achievement* (Amendment and Continuation) and Parental Exclusion from State Assessment Form	Tab 4-Q
ACTION: Release Fine Arts Standards Draft for 90-day Public Review	Tab 4-R
ACTION: Release K-12 Physical Education Standards Draft for 90-day Public Review	Tab 4-S
ACTION: Updated General Financial Literacy Standards and Objectives	Tab 4-T
8:00 Time Certain	
ACTION: Child Sexual Abuse Prevention Instructional Materials	Tab 4-U
INFORMATION: Suicide Prevention Report	Tab 4-V
8:30 Time Certain	
INFORMATION: Status Update on Secondary Social Studies Standards Revision	Tab 4-W

UTAH STATE BOARD OF EDUCATION MEETING

Friday, October 9, 2015

8:00 a.m. to 8:15 a.m.

5. **Opening Business**
    - Pledge of Allegiance
    - Board Member Message
    - Introduction of New Employees
    - Acknowledgment of Student Artwork

8:15 a.m. to 8:45 a.m.

6. **Public Participation/Comment** (Priority shall be given to those individuals or groups, who, prior to the day of the meeting, have submitted a request to address the Board. Sign up is available the day of the meeting before 8:00 a.m.)

8:45 a.m. to 8:55 a.m.

7. **ACTION:** General Consent Calendar (backup furnished electronically at http://www.schools.utah.gov/board/Meetings/Agenda/Current.aspx. Tab 7

8:55 a.m. to 9:05 a.m.

8. **ACTION**: SAGE License Agreement Tab 8

9:05 a.m. to 9:15 a.m.

9. **ACTION:** Monthly Budget Report Tab 9

9:15 a.m. to 10:15 a.m.

10. **ACTION:** Digital Teaching and Learning Task Force Report and State Master Plan Tab 10

https://docs.google.com/document/d/1TUdnrGYOYQdiMdTKNAFP8HdOVTiHZQz7m7nxCSH3_D8/edit?usp=sharing

10:15 a.m. to 10:30 a.m. - **BREAK**

10:30 a.m. to 11:30 a.m.

11. **ACTION:** Grades 6-8 Science with Engineering Education (SEEd) Standards - 30-day Review Approval Tab 11

11:30 a.m. to 12:00 p.m.

12. **ACTION:** SFY 2017 Legislative Priorities Tab 12

12:00 p.m. to 12:45 p.m.

LUNCH

12:45 p.m. to 1:00 p.m.

13. **Audit Committee Report**

    ACTION: SFY 2016 Internal Audit Plan Tab 13

1:00 p.m. to 2:15 p.m.

14. **ACTION:** Standing Committee Reports
    - Law and Licensing Committee
    - Standards and Assessment Committee
    - Finance Committee

2:15 p.m. to 2:25 p.m.

BREAK

2:25 p.m. to 2:45 p.m.

15. **ACTION:** Board Strategic Plan

2:45 p.m. to 3:00 p.m.

16. **INFORMATION/ACTION:** Superintendent's Report
    - Report from the Utah State Office of Rehabilitation Executive Director
    - Items from the Superintendent

3:00 p.m. to 3:10 p.m.

17. **INFORMATION/ACTION:** Board Chair's Report

3:10 p.m. to 3:20 p.m.

18. **Board Member Comments**

3:20 p.m. to 4:35 p.m.

19. **EXECUTIVE SESSION**

4:35 p.m. to 4:45 p.m.

20. **ACTION:** Executive Session Items
    - UPPAC Consent Calendar and Licensing Actions Tab 20
    - Appointments

4:45 p.m.

21. **ADJOURNMENT**

Utah State Board of Education Meeting

October 8-9, 2015

ADDENDUM

Law and Licensing Committee

ACTION: Charter Termination and Request for Satellite School Addend 1

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Travis Rawlings
Licensing Coordinator

DATE: October 8, 2015

INFORMATION: Educator Licensure Options for Utah LEAs

Background:
Board members have expressed a desire for more information regarding the various licensing options available to LEAs for individuals hired in a position requiring a Utah Educator License.

Key Points:
The purpose of educator licensing is to ensure a minimum level of competency for individuals entrusted to teach the children of Utah in public and accredited private schools.

The Utah State Legislature and the Utah State Board of Education have crafted laws and rules that attempt to balance this important public trust with flexibility for when an LEA finds a unique, non-licensed individual with exceptional skills and experience that makes them potentially a valuable educator. These policies have been crafted to model best practice in educator preparation for the majority of those entering the teaching profession, but to allow alternative methods of licensure at the discretion of LEAs.

Anticipated Action:
Information will be provided to the Board regarding the various licensure options available under current Utah laws and administrative rules.

Contact: Travis Rawlings, 801-538-7601
Diana Suddreth, 801-538-7739
Sydnee Dickson, 801-538-7515

Utah STATE OFFICE of Education

Utah Educator Licensure Options

Travis Rawlings
Educator Licensing Coordinator
October 2015

Purpose of Educator Licensure

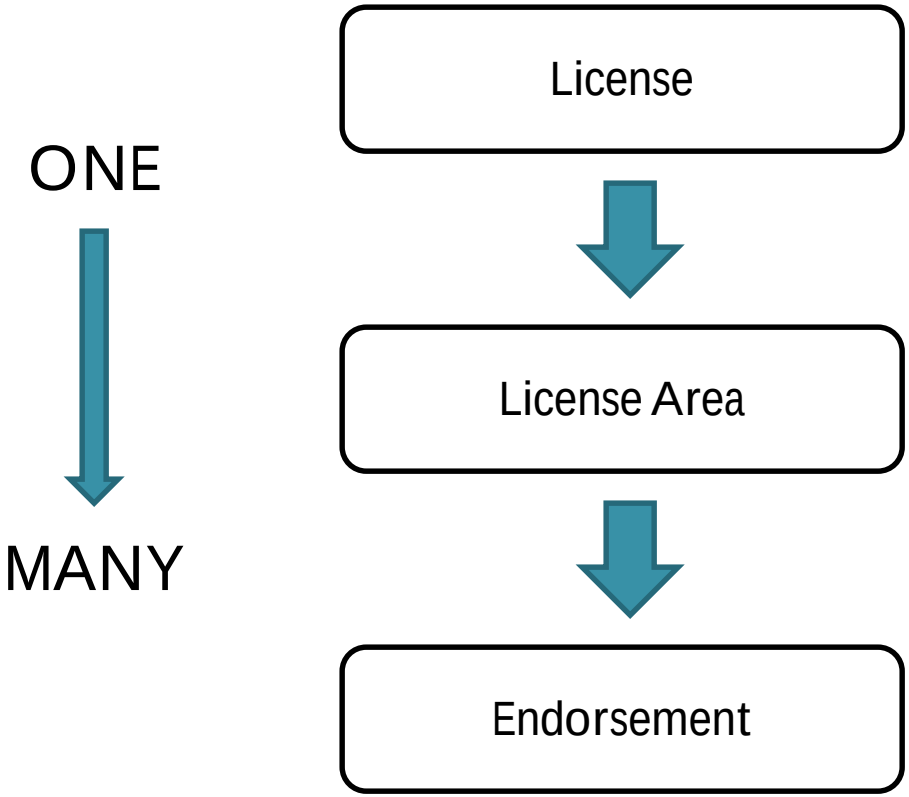
- Ensure a minimum level of competency for individuals entrusted to teach the children of Utah in public and accredited private schools.
- Flexibility for when an LEA finds a unique individual with exceptional skills and experience that makes them potentially a valuable educator but also one that doesn’t fit the traditional mold.

Utah Educator Licensure

Percentage of Educator FTE	2010-11	2011-12	2012-13	2013-14	2014-15
Standard Qualifications	94.63%	94.45%	94.66%	93.23%	91.91%
Letter of Authorization	2.08%	2.08%	2.11%	3.06%	3.51%
Not qualified	1.70%	2.04%	1.91%	2.24%	2.50%
Currently in USOE ARL	0.70%	0.55%	0.50%	0.63%	1.12%
State-Approved Endorsement Plan	0.58%	0.55%	0.47%	0.47%	0.51%
Restricted (NESS Endo or LEA-Specific)	0.31%	0.32%	0.36%	0.38%	0.45%

Utah Educator License Structure

- License vs. License Area vs. Endorsement



Standard Licensure

- Level 1, 2, or 3
- Completion of a Board-approved Preparation Program; or
- Completion of the Alternative Routes to Licensure Program (ARL)

- License Area of Concentration Level
- Licensure in other States (NASDTEC)
- Endorsements – Post-Program

Restricted Licensure

- LEA-specific Competency-based License
  - Issued under the authority of an LEA and valid only in that LEA
  - Requires a bachelor's degree or higher and passage of a Board-approved content knowledge test in core areas
  - License or License Area Level
- Restricted Endorsements
  - Endorsements restricted to a Necessarily Existent Small School (NESS; R277-445)
  - 9 credits completed towards endorsement

Temporary or Emergency Licensure

- ARL License
  - License issued for individuals enrolled in ARL;
  - 1 school year
- State Approved Endorsement Plan (SAEP)
  - Temporary endorsement issued to an individual that has a valid license area
  - 9 credits completed towards the endorsement
  - 2 school years; 2 additional years possible

Temporary or Emergency Licensure

- Letter of Authorization (LoA)
  - A request from an LEA to license a particular individual in a specific position
  - 1 school year
  - Individual educators are limited to 3 school years LoA's in their career (after 2000-01)
  - Requires Board approval; consent calendar

Temporary or Emergency Licensure

- Eminence Authorization
  - Similar to LoA
  - Intended to allow individuals with exceptional training or expertise to teach or work in the public schools on a limited basis
  - 0.37 FTE or less; 2 periods per day
  - No request limit

Temporary or Emergency Licensure

- Expanded Eminence
  - Similar to LoA
  - Separate item on consent calendar
  - No FTE limit; no request limit
  - Available in two specific situations:
    - if the LEA can find no other qualified individual to fill the position; or
    - if an individual has exceptional skills, expertise, and experience that make him the primary candidate for the position

Teacher Retention Data

- See Printout

Utah 5-Year Retention Data

Travis Rawlings

Utah New Teacher 5-Year Retention Data - October 2015

Population	Each cohort is defined as any individual assigned to a public LEA in a licensed position during the indicated school year that did not have any non-intern, non-paraprofessional experience row prior to the cohort year. For the purposes of this analyais, CACTUS experience rows at a Utah private school were not considered experience for cohort definition or for retention counts. This means that a small number of individuals in each cohort may have had prior private school experience. All counts are counts of individuals.
LEA Type	For the purposes of this analysis, individuals were categorized as in a district or charter based only on the cohort year; subsequent employment may have been in either a district or charter school.
Duplication	Each individual educator appears in this data exactly once. If an educator was assigned to multiple LEAs in the same school year the educator was listed as in one LEA based on the highest FTE or the earliest begin date (if FTEs are equal).
Employing LEAs	Represents the number of LEAs an individual was employed by during the 5 year analysis period (i.e. in the 2007-08 cohort, 30 individuals were employed by 3 different LEAs during the 5 year period)

Utah New Teacher 5-Year Retention Data - October 2015

2007-08 Cohort		2007-08	2008-09		2009-10		2010-11		2011-12	
		Count	Count	%Retained	Count	%Retained	Count	%Retained	Count	%Retained
2007-08 LEA Type	District	2,604	2,193	84.22%	1,916	73.58%	1,721	66.09%	1,600	61.44%
	Charter School	396	310	78.28%	264	66.67%	222	56.06%	201	50.76%
State Total		**3,000**	**2,503**	**83.43%**	**2,180**	**72.67%**	**1,943**	**64.77%**	**1,801**	**60.03%**

Number of Employing LEAS		
LEAs	Count	%
1	2505	83.50%
2	465	15.50%
3	30	1.00%

2008-09 Cohort		2008-09	2009-10		2010-11		2011-12		2012-13	
		Count	Count	%Retained	Count	%Retained	Count	%Retained	Count	%Retained
2008-09 LEA Type	District	2,591	2,234	86.22%	1,987	76.69%	1,782	68.78%	1,640	63.30%
	Charter School	463	384	82.94%	310	66.95%	255	55.08%	238	51.40%
State Total		**3,054**	**2,618**	**85.72%**	**2,297**	**75.21%**	**2,037**	**66.70%**	**1,878**	**61.49%**

Number of Employing LEAS		
LEAs	Count	%
1	2581	84.51%
2	430	14.08%
3	42	1.38%
4	1	0.03%

2009-10 Cohort		2009-10	2010-11		2011-12		2012-13		2013-14	
		Count	Count	%Retained	Count	%Retained	Count	%Retained	Count	%Retained
2009-10 LEA Type	District	1,866	1,618	86.71%	1,426	76.42%	1,274	68.27%	1,180	63.24%
	Charter School	460	352	76.52%	303	65.87%	259	56.30%	227	49.35%
State Total		**2,326**	**1,970**	**84.69%**	**1,729**	**74.33%**	**1,533**	**65.91%**	**1,407**	**60.49%**

Number of Employing LEAS		
LEAs	Count	%
1	1976	84.95%
2	323	13.89%
3	26	1.12%
4	1	0.04%

2010-11 Cohort		2010-11	2011-12		2012-13		2013-14		2014-15	
		Count	Count	%Retained	Count	%Retained	Count	%Retained	Count	%Retained
2010-11 LEA Type	District	1,905	1,621	85.09%	1,427	74.91%	1,254	65.83%	1,145	60.10%
	Charter School	512	422	82.42%	356	69.53%	303	59.18%	267	52.15%
State Total		**2,417**	**2,043**	**84.53%**	**1,783**	**73.77%**	**1,557**	**64.42%**	**1,412**	**58.42%**

Number of Employing LEAS		
LEAs	Count	%
1	2010	83.16%
2	359	14.85%
3	44	1.82%
4	4	0.17%

2011-12 Cohort		2011-12	2012-13		2013-14		2014-15	
		Count	Count	%Retained	Count	%Retained	Count	%Retained
2011-12 LEA Type	District	1,936	1,651	85.28%	1,497	77.32%	1,327	68.54%
	Charter School	501	395	78.84%	339	67.66%	291	58.08%
State Total		**2,437**	**2,046**	**83.96%**	**1,836**	**75.34%**	**1,618**	**66.39%**

Number of Employing LEAS		
LEAs	Count	%
1	1947	79.89%
2	431	17.69%
3	55	2.26%
4	4	0.16%

2012-13 Cohort		2012-13	2013-14		2014-15	
		Count	Count	%Retained	Count	%Retained
2012-13 LEA Type	District	2,213	1,914	86.49%	1,713	77.41%
	Charter School	596	469	78.69%	403	67.62%
State Total		**2,809**	**2,383**	**84.83%**	**2,116**	**75.33%**

Number of Employing LEAS		
LEAs	Count	%
1	2363	84.12%
2	413	14.70%
3	33	1.17%

2013-14 Cohort		2013-14	2014-15	
		Count	Count	%Retained
2013-14 LEA Type	District	2,421	2,048	84.59%
	Charter School	605	473	78.18%
State Total		**3,026**	**2,521**	**83.31%**

Number of Employing LEAS		
LEAs	Count	%
1	2677	88.47%
2	349	11.53%

Meeting of the Utah State Board of Education acting as the Governing Board for the Utah Schools for the Deaf and the Blind

ACTION: Approval of Minutes	Tab 3-A
ACTION: 2014-15 Annual Legislative Report Approval	REPORT
DISCUSSION: Conceptual Review of USDB Board Guidelines	
INFORMATION: USDB Organization and Division Overview	CHART
INFORMATION: USDB Financial Report	Tab 3-B

DRAFT

Meeting Minutes of the
Utah State Board of Education Acting as the Governing Board
for the Utah Schools for the Deaf and the Blind

September 18, 2015

A meeting of the Utah State Board of Education acting as the governing board for the Utah Schools for the Deaf and the Blind was held on September 18, 2015 at the Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah.

Board Members Present:

Chair David L. Crandall
1st Vice Chair David L. Thomas
2nd Vice Chair Jennifer A. Johnson
Member Dixie L. Allen
Member Laura Belnap
Member Leslie B. Castle
Member Barbara W. Corry
Member Brittney Cummins
Member Linda B. Hansen
Member Mark Huntsman
Member Stan Lockhart (by phone)
Member Jefferson Moss
Member Spencer F. Stokes
Member Joel Wright

Board Members Excused:

Member Terryl Warner

Executive and Board Staff Present:

Joel Coleman, USDB Superintendent
Brad Smith, State Superintendent
Carolyn Lasater, USDB Associate Supt.
Letty Debenham, USDB Finance Director
Lorraine Austin, Board Secretary
Emilie Wheeler, Board Communications Specialist

Others Present:

USDB Staff: Jennifer Salazar, Blaine Taylor, Christine Reese, Kim Niday, Cathryn Boyd, Tamara Flint; USOE Staff: Sydnee Dickson, Scott Jones, Angela Stallings, Rich Nye

Opening Business

Chair David Crandall called the meeting to order at 5:15 p.m. He explained that the Utah State Board of Education is the governing board for the Utah Schools for the Deaf and the Blind (USDB), and that the Board will begin holding formal business meetings specifically for the USDB.

DRAFT

USDB School Opening Institute

Superintendent Joel Coleman introduced Carolyn Lasater, Associate Superintendent for the Blind, Letty Debenham, Finance Director, and Jennifer Salazer, representing the deaf school in the absence of Michelle Tanner, Associate Superintendent for the Deaf.

Superintendent Coleman informed the Board about USDB's opening institute recently held with all the school's employees. Mr. Coleman reported that the institute was a great kickoff for the year, with the staff doing all the training. The Edivate platform was introduced at the institute. Edivate is a platform that provides a technology program for teachers to collaborate and observe excellent teaching from other schools across the country. Associate Superintendent Lasater reported that it is not only a tool for professional development, but can upload videos unique for USDB. It also houses USDB's new evaluation tool. The Board was shown a movie trailer prepared as an introduction for the tool.

Superintendent Coleman committed that in future years the Board will be invited to the opening institute.

USDB Associate Superintendent Appointments

MOTION was made by Member Allen and seconded by Vice Chair Johnson that the Board approve the appointments of Carolyn Lasater as the USDB Associate Superintendent for the Blind and Michelle Tanner as the USDB Associate Superintendent for the Deaf.

Motion carried unanimously.

USDB Annual Report

Superintendent Coleman presented a draft of USDB's Annual Report. He indicated the Board will receive a final copy prior to the report being presented to the legislative Education Interim Committee in October, as required.

Associate Superintendent Lasater reviewed the report. She highlighted the use of technology to provide interpreters and braille teachers to rural areas, and the intensive instruction provided to students, especially those with multiple disabilities.

She informed that the staff will focus in the future on what happens to students after

DRAFT

they leave USDB and the transition from USDB to regular schools.

A task force will be formed to review the findings from parent surveys regarding USDB services. The task force will also take a closer look at whether USDB standards are based on state standards for curricula and career readiness.

Member Hansen asked if USDB has a partnership with the Utah State Office of Rehabilitation. Ms. Lasater responded that there is in place a Memorandum of Understanding (MOU) between USDB and the USOR Division of Services for the Blind and Visually Impaired, but suggested it could be better utilized. She also reported there is a vocational rehabilitation counselor assigned to USDB. A representative from USOR will be invited to be on the task force.

Approval Process for MOUs and Contracts

Superintendent Coleman asked for Board guidance as to whether USDB MOUs and contracts need to be brought before the Board. Vice Chair Johnson suggested that it would be helpful to have a schedule of the contracts currently in place.

Superintendent Brad Smith suggested that provisions parallel to those the Board has for the other entities it governs, in terms of contract approval amounts, be put in place.

USDB Finance/Budget Report

Letty Debenham, USDB Finance Director, reviewed information regarding USDB finances and reviewed the FY 2016 budget.

Member Moss asked whether donated funds are drawn down every year or carried over. Ms. Debenham responded that the funds are carried over. Superintendent Coleman reported that sometimes donations are made to specific classrooms and some are not designated. Those undesignated funds are held until there is a need.

Superintendent Coleman announced that a USDB Foundation has been established and now board members for that foundation are being sought.

DRAFT

Conceptual Review of USDB Board Rules

This item was deferred until the October meeting.

Adjournment

Motion to adjourn was made by Vice Chair Johnson and seconded by Member Huntsman.

Motion carried. The USDB Board meeting adjourned at 5:55 p.m.

Lorraine Austin, Board Secretary
Minutes pending approval

UTAH SCHOOLS

FOR THE DEAF AND THE BLIND

"The Realization of Individual Potential"

2014-15 ANNUAL REPORT

742 Harrison Blvd., Ogden, UT 84404 800.990.9328 801.629.4700 www.USDB.org

Contents

The USDB Annual Report to the Education Interim Committee provides the following information:

1. Superintendent's Message …….. pg. 3
2. Governance, Activities, and Partnerships ……. pg. 4
3. Summary of Programs & Services …….. pg. 5
4. Students Served …….. pg. 6
5. Student Achievement …….. pg. 9
6. Graduation Rates …….. pg. 20
7. Student Exit Data …… pg. 20
8. USDB End of Year Financials …… pg. 23

Superintendent's Message

The mission of the Utah Schools for the Deaf and the Blind (USDB) is "to educate students who are Deaf, Blind, or Deaf-Blind and to provide resources and enrichment activities for them and for their families so they can achieve their full academic, social, and career potential." Consistent with that mission, the leadership of USDB has demanded significant improvement in the agency business, budgeting, and operational practices over the past two years. These efforts have eliminated inefficiencies and barriers to success that previously distracted us from focusing our resources firmly on our core mission. Now, the focus of everything we do is appropriately centered on the needs of the children we serve.

This summer, USDB received a grant to kick start a new day in professional development for our educators. We are using a modern technology platform and a targeted initiative to actually model and record examples of excellent teaching and learning. Our educational directors participated in a two day boot camp and designed a fresh approach to professional development, complete with a shared vision, to create schools that are second to none in the field of deaf and blind education. It is a new day and an exciting season of renewal at USDB, and the word is out. To that end, this spring was the most robust hiring period our agency has experienced in recent memory, despite the looming teacher shortage. Morale is high and professional educators are starting to recognize USDB as a premier destination for a rewarding career where they can be numbered among the elite providers in their field of specialty.

USDB also broke ground on a beautiful new $16M Salt Lake Center in June. This 48,000 square foot facility will provide ten additional classrooms, modern related services areas, a state-of-the-art gymnasium, a full size indoor/outdoor theater, and enough room to consolidate all of the agency administrative needs for the Salt Lake County region. The USDB Salt Lake Center is scheduled for completion in August, 2016.

Thanks to the generosity of the Utah Legislature and the oversight of the Utah State Board of Education, the future of USDB has never been brighter. This annual report provides a snapshot of the great work that happens each day with our deaf, blind, and deaf-blind students throughout the great state of Utah.

Joel Coleman, Superintendent
Utah Schools for the Deaf and the Blind

Governance, Activities, and Partnerships

The Utah State Board of Education serves as the school board for the Utah Schools for the Deaf and the Blind (USDB) and the Utah Legislature is the primary source of operational funding for USDB. Utah Code authorizes USDB to provide services to children with sensory disabilities from birth through age twenty-one. USDB begins instruction with infants and toddlers and coaching for parents who are the primary educational facilitators for their children. This comprehensive approach to early intervention gives Utah children a significant training and support advantage when compared to deaf, blind, or deaf-blind children in many other states. Following early intervention services, children receive appropriate school age and transitional services as outlined by individualized education or 504 plans.

Other state school systems commonly limit their programs for deaf and the blind students, providing services only in specialized schools that are separate from public schools. Utah's approach empowers USDB to deliver service options including direct instruction on USDB campuses, USDB-supported classrooms in public schools, home center-based interventions, and itinerant/outreach support for students in local school districts or charter schools. This coordinated and integrated delivery approach is a model for the nation.

The USDB Superintendency, including the Associate Superintendents, actively collaborate and partner with the Utah State Office of Education (USOE), the Department of Health (Babywatch), institutions of higher learning, adult service agencies, local education agencies, as well as serving on numerous councils or boards both statewide and nationally. USDB actively engages in Memorandums of Understanding (MOUs) between other state agencies to maximize resources to benefit children. MOUs are reviewed annually to ensure sound business and educational practices.

The Superintendency reports regularly to the State Board of Education, the USDB Advisory Council, and the Utah Legislature. The Advisory Council includes member representatives from the deaf, blind and deaf-blind communities. The Advisory Council meets ten times annually to advise and make recommendations to the school board and the superintendent and associate superintendents in areas of policy, budgets, and school operations.

USDB values collaboration and key partnerships with parents and various constituency groups, councils, committees, and associations. Examples of USDB participation include school community councils, PTA events, family camps and enrichment activities, Utah Association of the Deaf events, the Division of Services for the Blind and Visually Impaired Advisory Council, the Braille Literacy Advisory Committee, and the Deaf-Blind Project Advisory Council.

Summary of Programs and Services

The Utah Schools for the Deaf and the Blind (USDB) has a rich 131 year heritage of providing educational services to the children and youth of Utah who are blind, deaf, or deaf-blind. USDB is unique among the nation's state school system for children with sensory disabilities. USDB is one of the few state programs

that provides all students with comprehensive services in all educational settings and placements from birth through age 21.

USDB specialized resources, services and specially trained staff provide intensive services for deaf, hard of hearing, blind, low vision or deaf-blind students not available in their home community school. Teachers are licensed and endorsed through the Utah State Office of Education in areas specific to Deaf, Hard of Hearing, Blind/Visual Impairments, or Deaf-Blindness.

USDB is the Least Restrictive Environment (LRE) for many students who require a learning environment rich in visual language and communication, or require intensive specialized instruction in the Utah Core Standards and the Expanded Core Curriculum (instruction unique to blind and visually impaired children).

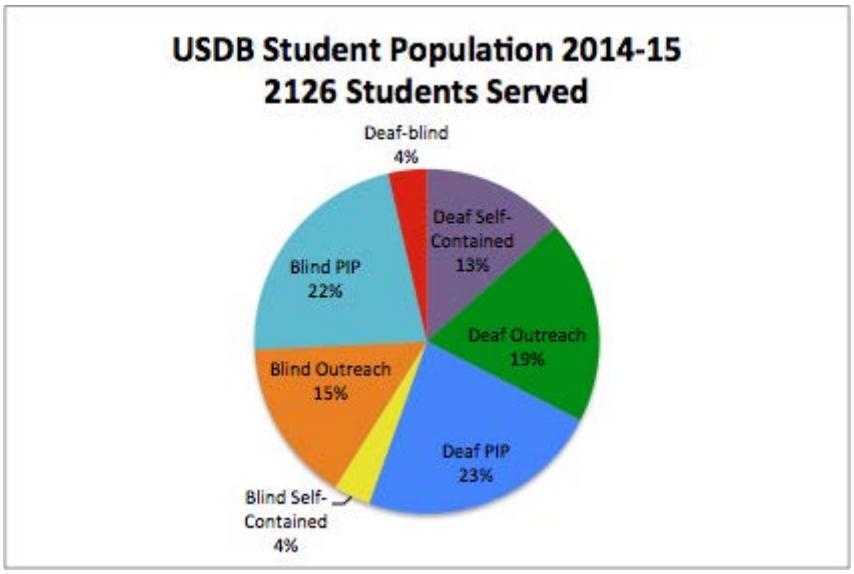
Campus or magnet based instruction is available for qualified students who are deaf, hard of hearing, blind or visually impaired or deaf-blind students in the Ogden, Salt Lake City and Orem areas. Outreach services are available throughout the state in local district or charter schools. Parent Infant Program services are provided in the home or natural settings for deaf, hard of hearing, blind or visually impaired or deaf-blind infants and toddlers.

Services at USDB include:

Parent Infant Programs - Deaf, Blind, and Deaf-Blind
Schools for the Deaf and Blind - PreK through postgraduate
Deaf-Blind Classroom - Secondary students - Located on the Ogden Campus
Statewide Outreach - Parent Infant Program, Outreach services for Deaf, Blind, Deaf-Blind
Supported Transition Extension Program (STEP) - Located on the Ogden Campus
Short Term Programs for the Blind or Visually Impaired
Extra-Curricular Activities - Summer Camps and after school programs for the deaf
Residential Services - Located on the Ogden Campus

Students Served

USDB is a statewide educational agency tasked with providing programs and services for students who attend traditional school-type settings in USDB campus or magnet classrooms, as well as infant and toddler programs and outreach services in school districts and charter schools.



In 2014-2015 USDB served **2,126** students/families.

Parent Infant Program (PIP) (infants and toddlers) – 957 children served

- 486 Deaf/HH students
- 471 Blind/VI students

Itinerant/Outreach services – 733 students

- 408 Deaf/HH students
- 325 Blind/VI students

Campus and Magnet School Classes – 359 students

- 285 Deaf/HH students
- 73 Blind/VI students

Of these students, 143 were Deaf-Blind and served in various settings.

- 66 deaf-blind students are enrolled in USDB classrooms, outreach or PIP programs
- 77 students are only served by USDB deaf-blind specialists

Parent Infant Programs for the Deaf and Blind

The Parent Infant Programs for the Deaf and Hard of Hearing (PIPDHH) and Blind or Visually Impaired (PIPBVI), serve children aged birth to three and their families. In partnership with the Health Department's Baby Watch Early Intervention Program (BWEIP), the Parent Infant Program served 471 blind children birth to 3 years of age and 486 deaf or hard of hearing children for a total of 957 children and their families between June 1, 2014 and May 31, 2015. Some of these children were served extensively and others were referred and served briefly. In accordance with IDEA Part C services, children are served in their homes, in daycare locations, and other natural environments.

USDB *hosted PIP Family Camp in June 2015 with 194 participants (89 of whom were children)!*

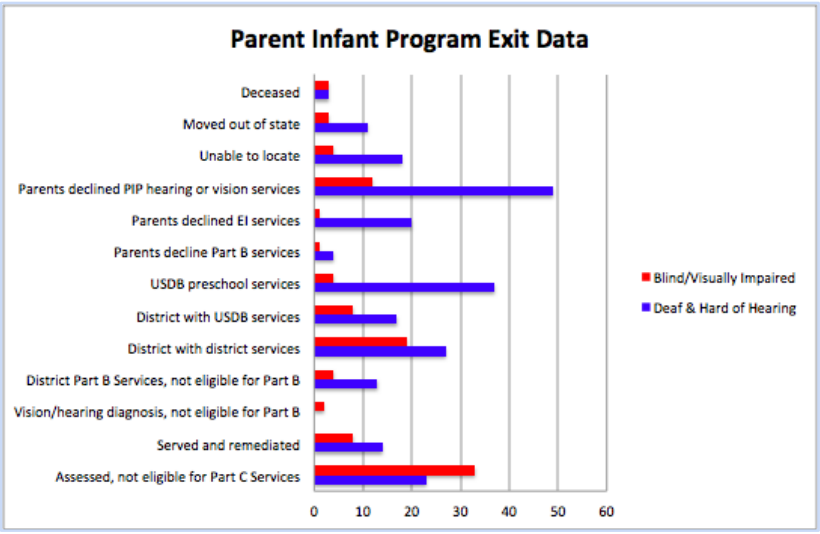
Close relationships with audiologists, pediatric ophthalmologists, other healthcare professionals, and BWEIP agencies throughout the state provide for reciprocal referrals. The PIP also works in collaboration with the Newborn Hearing Screening Committee and hospital staff including Audiologists and Ophthalmologists to follow-up on children identified by the initial well-baby hearing/vision screening and initial neonatal intensive care unit (NICU) or in-hospital screenings. Other audiology and vision services are provided for the early intervention population through an ongoing collaboration between private medical providers and USDB related service providers as well as clinical support through the Children with Special Healthcare Needs initiative.

21 Families attended the PIP Parent Conference in October 2014.

Methodology Choices in the USD Early Intervention Program

The Utah School for the Deaf (USD) serves children with hearing loss in two primary language and communication modalities.

- 63 families chose to use sign language with their child (25% of enrollment).
- 92 families chose a complete program of aural communication with their child (37% of enrollment).
- 92 families were still in the process of choosing a methodology (37% of enrollment)
- 3 families chose to use another form of communication (1% of enrollment)



Campus and Magnet Based Instructional Programs

USDB embraces the Utah State Board of Education's mission of ensuring that students are well prepared for their future by providing high quality instruction in every classroom, attention to college and career ready student performance standards, and accompanying assessments to drive effective instruction. Students who attended USDB campus programs fully participated in the state assessments and were all included in the Utah Comprehensive Accountability System (UCAS) and School Grading Accountability Systems. USDB uses other assessments designed specifically for our population. These assessments supplement state assessments providing data to drive instruction.

USDB students received services through an Individualized Education Program (IEP) or 504 plan, with the Utah Core Standards as the foundation for learning in every classroom. Campus and magnet students continued to make progress in areas of the core, and in their Individualized Education Plans. Although some students required some modification or adaptations to the Standards due to additional disabilities, campus and magnet based programs are designed to provide optimal learning environments for students who required intensive services from a teacher of the deaf, blind or visually impaired, or deaf-blind throughout their school day.

American Sign Language (ASL) & Listening and Spoken Language (LSL)

Within the School for the Deaf, students and families are welcome to choose instruction in one of two communication modalities: American Sign Language and English (ASL/English) or a Listening and Spoken Language (LSL) approach. The ASL/English approach guides student education through the Utah Core Standards through the language of ASL. The LSL approach emphasizes the maximization of the potential of amplification devices and the verbal skills of the student while teaching the Utah Core Standards. All settings, regardless of the student's chosen language program, seek to infuse specific language development strategies throughout the curriculum.

Braille and Large Print

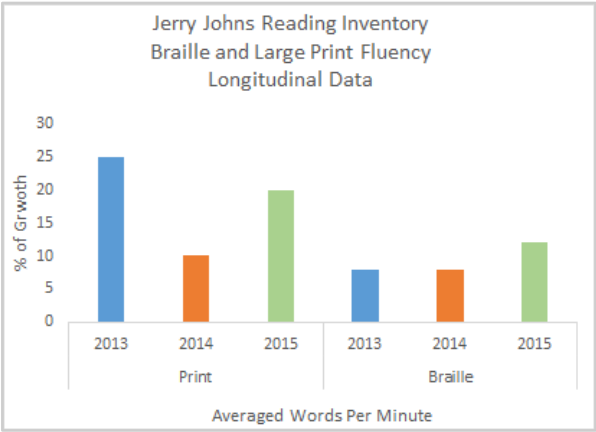
USDB recognizes that identifying the use of appropriate reading media will significantly impact a student's reading fluency and access to the Utah Core Standards. As such, Utah Schools for the Blind (USB) follows federal Office of Special Education Programs (OSEP) guidance and Utah Code to thoroughly assess and consider a student's current and future need for Braille. According to Utah Code 53A-25a-103,104, students who are blind or visually impaired must be regularly assessed to determine appropriateness of Braille as a reading medium. Based on a learning media assessment, some students at USB will use Braille as their primary reading medium, some will use large print or regular print with low vision aids, and others will use a combination of print and Braille (dual readers).

Student Achievement

Utah School for the Blind (USB) Student Outcomes

USB self- contained and magnet classrooms are located in Ogden, Salt Lake City, and Orem. Although a majority of our students return to their home school districts by 3rd grade, those students who remain in a USB placement are provided intense specialized services specifically in early preparatory Braille skills (literacy), numeracy, visual efficiency, and communication modes. Although some students may require some modification or adaptations to the Standards due to additional disabilities, programs are designed to provide optimal learning environments for students who require intensive services from a teacher of the visually impaired throughout their school day.

USB monitored and assessed students in all required state assessments such as Student Assessment of Growth in Excellence (SAGE) as well as the Dynamic Learning Maps (DLM, which just completed its first year of testing. The school also used other standardized assessments such as the Woodcock Johnson III (Braille Adaptation) for additional data to inform instruction and interventions. USB utilized the *Jerry Johns Basic Reading Inventory,* an individually administered informal reading assessment given in Braille or Large Print media. The *Jerry Johns* assesses five core components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This assessment provided longitudinal data to monitor student growth in Braille and large print reading fluency.



In addition to the Utah Core Standards, USB provides specialized instruction in areas of the Expanded Core Curriculum (ECC) for students with vision impairments (blindness to low vision). The ECC is comprised of nine areas that are explicitly and systematically taught to students with vision impairments. These nine areas focus on supplementing skills and experiences that students with vision impairments miss due to their disability. They include compensatory skills (Braille, Nemeth, and tactile graphics), independent living skills, recreation and leisure, social skills and career education, orientation and mobility, self-advocacy, use of assistive technology, and the development of sensory efficiency skills. The ECC is taught throughout the school day, in the community and at home for students. Extracurricular activities are offered to all students including students who are deaf, hard of hearing, as well as multiply disabled students. Pre and posttest assessment data indicate that students continue to progress in all areas of the ECC.

74% of campus students progressed in the ECC

School for the Deaf (USD) Student Outcomes

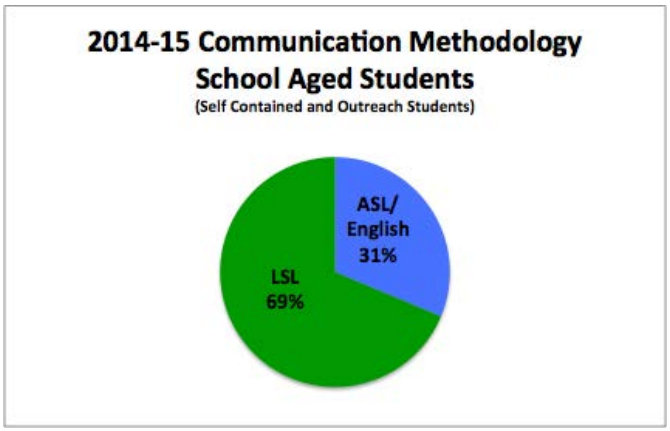
USD self- contained and magnet classrooms are located within Kenneth Burdett School (KBS), Jean Massieu School (JMS), Deaf Central, and Deaf South programs. Some of these classes use an ASL/English approach and others use a Listening and Spoken Language (LSL) approach.

One measure of success of USD programs is the number of students that are on competitive grade level and functioning comparable to their hearing peers. The majority of children using LSL transition out of intensive USDB services by 5th grade and have either mainstreamed back to their neighborhood schools or transferred to an ASL/English classroom.

The goal for the American Sign Language/English (ASL/English) program is to develop socially well-adjusted adults that meet college and career ready standards and are successful in the world around them. Therefore, ASL students often maintain placement within USDB throughout their educational career in order to receive academic instruction in their first language, promote a Deaf culture and identity, and have direct communication with their teachers and peers. The chart below reflects communication preferences throughout the state in our school age programming:

476 families across the state have chosen a Listening and Spoken Language approach for the education of their deaf children.

217 families across the state have chosen an ASL/English approach for the education of their deaf children.



Student progress in either modality is measured by individualized diagnostic and achievement testing, and statewide testing. Very few students participated in an alternate assessment. Students receiving itinerant services are tested as part of the district-wide assessment system. Those students attending a USD campus or magnet class were assessed and tracked by USD.

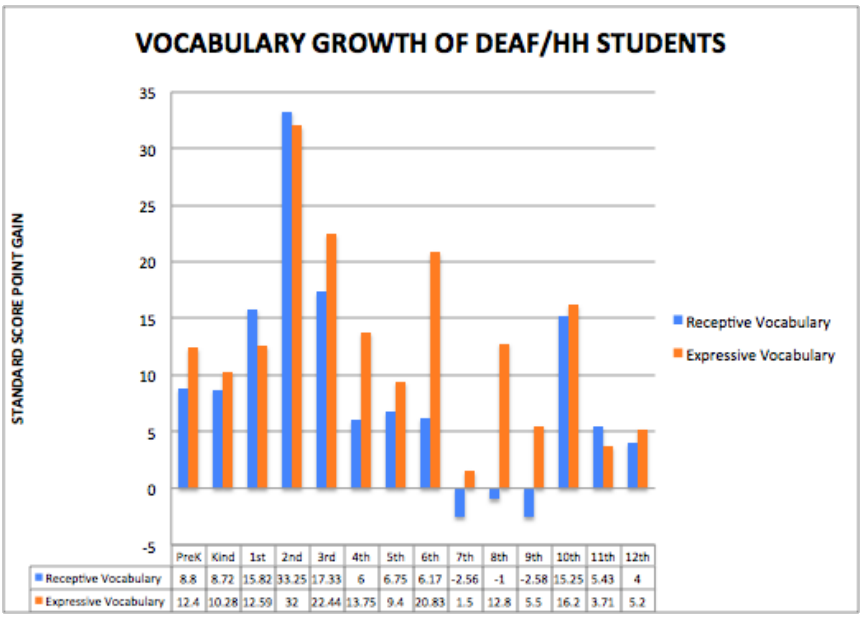
Students in self-contained or magnet classrooms receive services through an Individualized Education Program or 504 plan with a focus on the Utah Core Standards. Students who are deaf or hard of hearing are encouraged to engage in ASL/English development, LSL training, daily living skills, vocational skills, assistive and adaptive technology training, Deaf culture, athletics, student government, and computer technology. The educational program for each student is customized to meet their unique learning needs. USD monitors student growth in language, reading, and math.

Vocabulary Growth

Academic competency is contingent upon language proficiency. USD measures language development on an on-going basis. A majority of USD students are enrolled in the early childhood and early elementary grades.

Expressive and receptive language vocabulary for each child is measured to determine language growth. Other aspects of language are measured individually with informal measures that assist in deriving individual language outcomes and vary from student to student based need, age and communication modality. Because of the diversity of these assessment tools, they will not be reported here. Some standardized measures included the *Oral and Written Language Scales (OWLS)*, *Preschool Language Scales - 5th edition (PLS-5), Preschool-Clinical Evaluation of Language Fundamentals (CELF-P), Bracken* and *Peabody Picture Vocabulary Test (PPVT).* Informal measures included ASL Developmental Rubrics, the *MacArthur Communication Development Inventory: Words, Gestures, and Sentences*, *SKI-HI Language Development Scale and Cottage Acquisition Scales for Listening*, *Language and Speech (CASLLS)* and the *Teacher Assessment of Spoken Language (TASL).* These measures were used to show student growth and to assist teachers in writing specific language goals for each child.

The following chart illustrates vocabulary growth using the *Receptive One-Word Picture Vocabulary Test (ROWPVT)* and the *Expressive One-Word Picture Vocabulary Test (EOWPVT)*. This chart demonstrates very impressive language growth for our students in our self-contained and magnet classrooms.

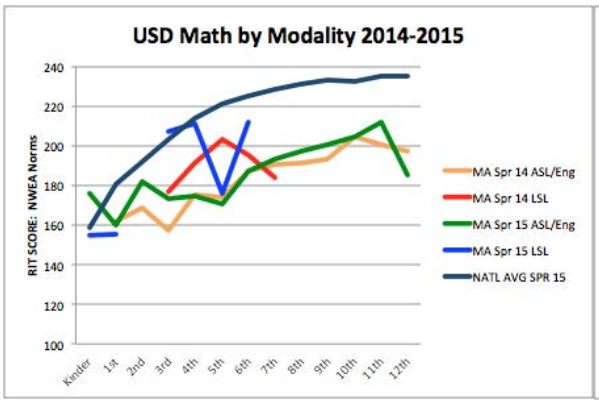


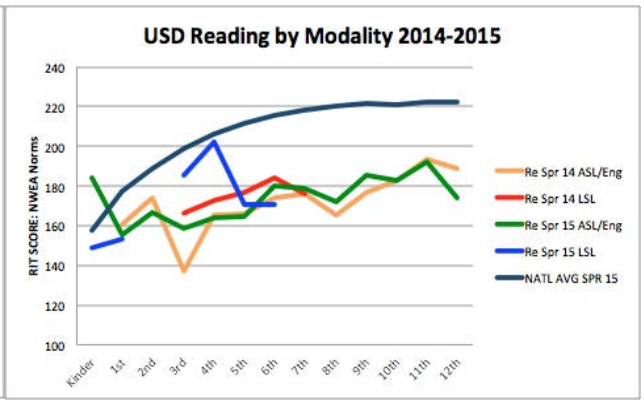
	PreK	Kind	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Receptive Vocabulary	8.8	8.72	15.82	33.25	17.33	6	6.75	6.17	-2.56	-1	-2.58	15.25	5.43	4
Expressive Vocabulary	12.4	10.28	12.59	32	22.44	13.75	9.4	20.83	1.5	12.8	5.5	16.2	3.71	5.2

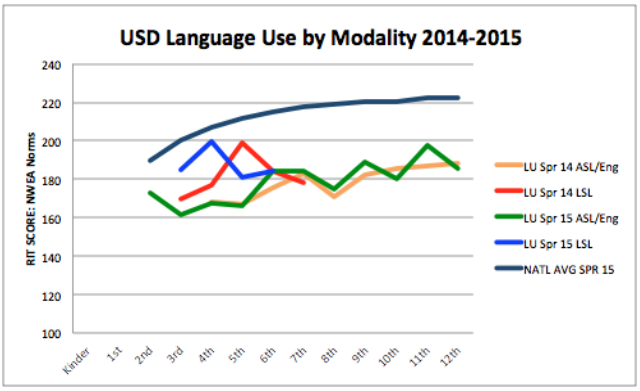
Using this chart, typical growth would be represented as a value of zero, indicating that a student made one year's growth in one year's time. But, as this graph indicates, our students have been making substantial growth in area of receptive and expressive vocabulary that is well beyond what national standards would expect from their initial results upon entering USD.

Academic Assessments for Deaf/HH Students

USD has been using the "*Measures of Academic Progress" (MAP)* assessments to gage student growth. This assessment is administered each fall and spring to provide data for program improvement and instructional interventions. The charts below demonstrate student growth in mathematics, reading, and writing. As noted by trend lines, students made continual progress and growth in the areas of reading, language usage (writing), and math.







All students in USDB campus based programs and magnet classrooms have access to related services through their individualized education plans. These services include speech/language development, occupational therapy, physical therapy, adaptive physical education, counseling, orientation and mobility, appropriate educational technology for access to curriculums; audiology and optical support.

"We feel like your program did a great job preparing her to be mainstreamed. The only thing we wish was different is we wish she could still be seen by the USDB audiologist to maintain that high level of service. Thank you!!!"

Deaf-Blind Program

Deaf-Blindness is a unique and low-incident disability that requires specialized strategies to help the deaf-blind individual communicate and access their environment. USDB's Deaf-Blind program is a nationally recognized model that provides comprehensive deaf-blind services for children who have a combined vision and hearing loss. Deaf-Blind teachers provide direct and consultative services for local education agencies and provide training and oversight of communication interveners who work directly with students to access their educational environments.

Utah is the first in the nation to recognize the need for specialized deaf-blind trained educators; in fact USDB has the first deaf-blind endorsed teachers in the nation. The USDB Deaf-Blind division also has the reputation of providing a premier Communication Interveners Training Program. Three of the school's deaf-blind endorsed teachers currently participate or head national committees in the process of designing a national credential training program for communication interveners.

143 deaf-blind students served statewide ...a 22% increase in the last 4 years

A dedicated deaf-blind secondary classroom is housed on USDB's Ogden campus for those students requiring instruction in both visual and communication modes. This classroom may well be the basis for future dead-blind classrooms in other USDB locations.

Deaf-Blind Family Camp - June 2014

The Communication Matrix, a common assessment for deaf-blind students reflects a 36% increase communication skills over a 4 year period!

"I appreciate that there are lots of opportunities for info and support delivered in many formats- website, links to resources, webinars, articles, connections etc. It allows each family to connect in the way that best fits them and with the timing that works best for their family." (Deaf-Blind Parent)

USDB Outreach Programs

BLIND OUTREACH ENROLLMENT= 325

During the 2014-15 school year, USDB outreach teachers were located throughout the state and traveled to various schools to work with students who are deaf, hard of hearing, blind, visually impaired or deaf-blind. These teachers were members of student Individualized Education Plan (IEP) teams and provided direct or consultation sensory services as assigned. They also provided input on 504 Plans, and environmental adaptations as needed in local schools that allowed students to access the general or special education curriculums. USDB outreach educators were responsible for student assessments in situations where students were suspected to have, or identified with, a hearing or vision loss. They worked to design appropriate individual educational goal(s), provide appropriate interventions -whether direct instruction (one-on-one) or consultative services to general education or special education teachers- to ensure curriculum access. Outreach teachers were considered part of the local school district or charter related services division and collaborate with members of each student's IEP team.

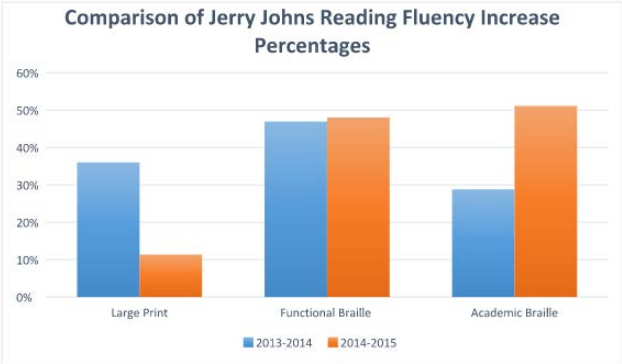
DEAF OUTREACH ENROLLMENT= 408

Outreach students are also provided opportunities to learn and participate in USDB programs and activities offered throughout the school year. Students are also eligible to participate in USDB's extracurricular activities, Short Term Programs and summer camp enrichment programs.

Outreach Teachers of the Blind

USB Outreach teacher (TVI) ranks included 15 itinerant teachers and three educational services aides located throughout the state. TVI's provided direct instruction to students, including braille instruction, training on low vision equipment, and self-advocacy skills. They also assisted Orientation and Mobility instructors in helping students travel safely in and around their schools. Consultation services included collaborating with general and special education teachers on such things as appropriate classroom accommodations including preferential seating, extended time on assignments, large print or braille materials, and the use of low vision equipment throughout the day as outlined in the student's Individualized Education Plan (IEP). TVI's created student goals and accommodations based on thorough functional vision assessments which measured a student's visual acuity, field of view, contrast, and functional performance on educational tasks in the classroom. TVI's relied on the pathology and diagnosis of an eye report to assist them in determining appropriate educational planning.

Within the Blind Outreach Program, USDB strived to assist general education teachers in adapting student materials using their primary mode of literacy; braille or large print. Some students who use large print are also learning braille as a secondary mode of literacy (secondary braille). Fluency baseline data was collected in the fall and spring (pre and posttest measurements) using the standardized assessment, the Jerry Johns Reading Inventory. This graph represents two years of longitudinal data for USDB outreach students.



Drops/increases in reading fluency may vary depending on student ability and enrollment in any given year.

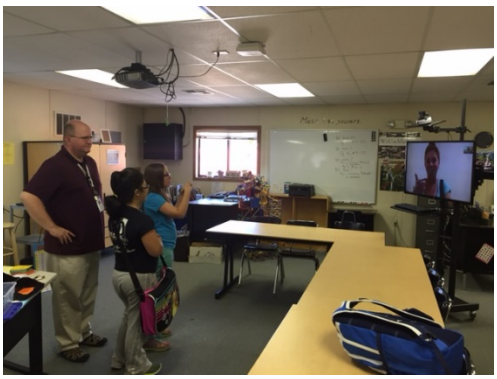
This graph provides data for students who use large print, some with optical accommodations, others who use Braille as a secondary media (print is their primary reading modality), and academic Braille students who use Braille as their primary reading modality.

Outreach Teachers of the Deaf

Throughout the 2014-15 school year, USD teachers focused on enhancing the language and communication skills of students by providing direct services or consult with the regular education teachers in the classroom on how to promote language access.

USD provided 17 outreach teachers to 408 deaf or hard of hearing students throughout the state. These teachers gave direct services to students on a regular basis, while meeting the needs of others through a consultant model. This school year USD began collecting data regarding vocabulary growth and reading levels. Next year, we anticipate being able to report student growth in these areas.

Additionally, outreach teachers also provided in-service training to general educators, consulted with district personnel, supported peer interactions, provided specialized materials, and collaborated with parents and families. Their services also included administering assessments, attending IEPs, preparing appropriate lessons to meet IEP goals, and collecting data to monitor progress. Assessment data for these students were tracked by the school district or charter school in which they were enrolled.



For the past year, the Utah School for the Deaf has sought innovative ways to provide services to students in remote parts of the state. Combining the talents of IT staff and the specialized skills of our teaching and interpreting staff has produced unprecedented opportunities to deaf and hard of hearing students across the state. The School for the Deaf is currently providing interpreting services to four students utilizing iPads. One student in a rural part of the state is participating in classes with other deaf students for core instruction. USDB anticipates that these types of services will continue to grow in upcoming years.

Supported Transition Extension Program (STEP)

The USDB Supported Transition Extension Program (STEP) provides older students with opportunities to live on campus and attend local high schools, community colleges, or work experiences specific to their independent living goals. This program is designed for young adults (ages 16-21) who are currently enrolled in a high school or post high school program and who require additional specialized, intensive instruction to successfully transition to post high school life. The program is designed to prepare deaf, blind, and hard of hearing or visually impaired students with college and career readiness skills, opportunities to practice daily living skills, and tools needed to gain competence and confidence in managing personal independence whether educationally or employment driven. The STEP program is intricately weaved into the USDB residential program with many shared classes, activities, and learning opportunities held after school hours.

STEP qualified students must be able to demonstrate competency in routine activities of daily living and have an expected outcome of independent living or independence with minimal supports. Last year USDB provided a STEP placement for 13 students. Qualified students began their STEP program in a residential cottage on the Ogden Campus in order to access classroom instruction and specially designed programs within the community. As they progressed in skill development and education, students were eventually placed in an advanced living setting with only minimal supports in order complete further independent living experiences.

"I like being (at USDB) because I get to learn work and be independent." *(Current STEP student)*

Enrichment Programs

"This steps program is the most amazing program I have ever been a part of and I would absolutely recommend it to everyone I know of and even people that I don't know as well." *(Former STEP Student)*

USDB provides supplemental programs that enhance student learning in a variety of venues such as Short Term Programs, afterschool programs, summer camps, and family camps. These programs provided opportunities, outside of scheduled day school hours, for students and families to hone skills specific to their sensory needs.

Short Term Programs for the Blind and Visually Impaired

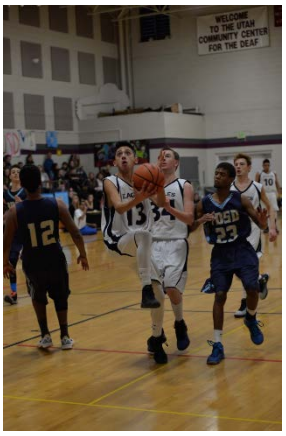
USB offers short term programs and summer camps that focus on all nine areas of the Expanded Core Curriculum. This year, these programs provided a multi-faceted approach to ECC instruction. Instruction included community based instruction, use of mentors, experiential learning and direct one-to-one instruction. Short term program and summer camp staff were comprised of an inter-disciplinary team of adapted physical education teachers, occupational therapists, special education teachers and recreation therapists. USDB partnered with the University of Utah and BYU to recruit college students to create this inter-disciplinary team. The typical ratio of instructor to student was 2:1 (1:1 for students that require additional support). Short term programs and summer camps focused on skills, activities and/or experiences that students face in their everyday lives.

A total of 201 blind or visually impaired students participated in either short term program summer camps

Deaf Extracurricular Programs and Activities

The School for the Deaf offers many extracurricular opportunities for deaf and hard of hearing students across the state in the form of reading support, a basketball team for boys and girls, drama development and experiences, summer camps that have included art, literacy, dance, cheerleading, basketball, science, drama, and a week-long overnight adventure camp. These experiences are critical to the social development of USD students and affords opportunities these students might otherwise miss.

This past year USD hosted the annual Western States Basketball & Cheerleading Classic. This was a very valuable part of the Deaf experience for our students while they competed in a tournament against other schools for the deaf in the western region of the United States. USD students enjoyed the opportunity to meet and mingle with other deaf and hard of student their age. In fact, this year USD can boast that our students won the tournament after a 37 year drought! We were impressed with the caliber of student play as well as proud of USD's students for being gracious hosts to the visiting schools.



USDB Graduation Rate

Because the majority of USDB students, other than ASL/English students, exit before high school, the annual number of graduating seniors is minimal at USDB. During the 2014-2015 school year, 100% of all eligible USDB students graduated (11 deaf students and 1 blind student) with either a diploma (50% of students received a high school diploma) or certificate of completion (50% of students received a certificate of completion). No students dropped out of USDB high school during the 2014-2015 school year.

Student Exit Data

Students exit USDB services for a variety of reasons. In many situations USDB services continue after exit through outreach services in neighborhood schools. Some students remain at USDB in order to receive the intensive instruction that cannot be provided in any other setting or to access the Least Restrictive Environment (LRE). During the 2014-15 school year, USDB continued to provide a supportive campus-based transition program for students who were 16 years and older, through age 21 within the STEP Program.

School Age USDB Exit Data

Blind Programs

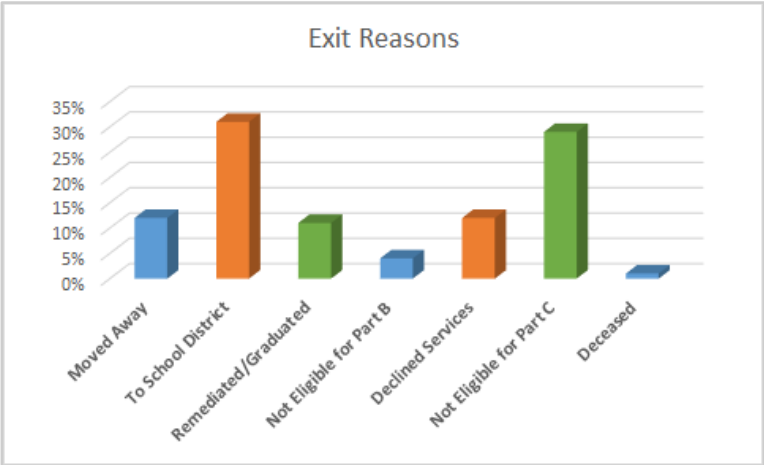
The majority of students exiting the USB program no longer require intensive services by 3rd grade and return to a school district or charter school classroom in the LRE close to home. Some students return to the general education classroom with some school district or charter school special education support, other students return with no special education support required, and some are placed in a special education classroom with full supports.

Deaf Programs

The majority of children using Listening and Spoken language who are deaf or hard of hearing transition out of intensive USDB services by 5th grade and have either mainstreamed back to their neighborhood schools or have transitioned to one of our ASL/English programs. The goal for USDB's ASL/English students is to become socially well-adjusted adults able to thrive in the hearing and deaf environments.

Therefore, most students maintain their placement with USDB throughout their educational career in order to receive academic instruction in their first language and have direct communication with teachers and peers.

The graph below is a representation of students who exited our programs (PreK - Post High) or transitioned to another program during the school year or at the end of the 2013-2014 school year.



Exit and Transition Survey Information

USDB *Exit & Transition Survey* provides valuable information from students and families across the state. Survey solicitations were sent to students who exited, graduated, or transitioned from USDB services during the last four school years.

Transition Students

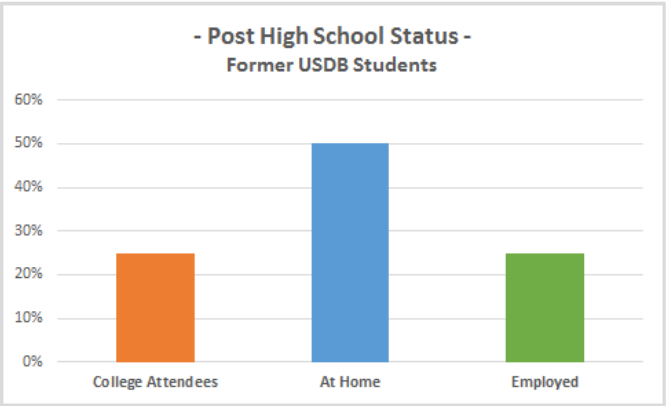
USDB is focused on providing effective life skills training for students transitioning into adult life. During the 2014-15 National Accreditation process and subsequent review, our transition program was identified as an area in need of improvement. We are currently focusing our efforts on improving curriculum and instructional components while working on applications to improve student outcomes. One major emphasis will focus on job coach responsibilities and the application of skills for our residential students in a variety of settings. We are also focusing on our school counseling program to improve and intensify effective counseling for all students for career readiness and transition. We are aware that some of graduates/post-high graduates may have multiple disabilities that impact post high options, specifically in areas of employment and postsecondary educational opportunities. Many of our students with multiple disabilities have limited opportunities for employment and postsecondary education, a statewide problem.

Parent Comments

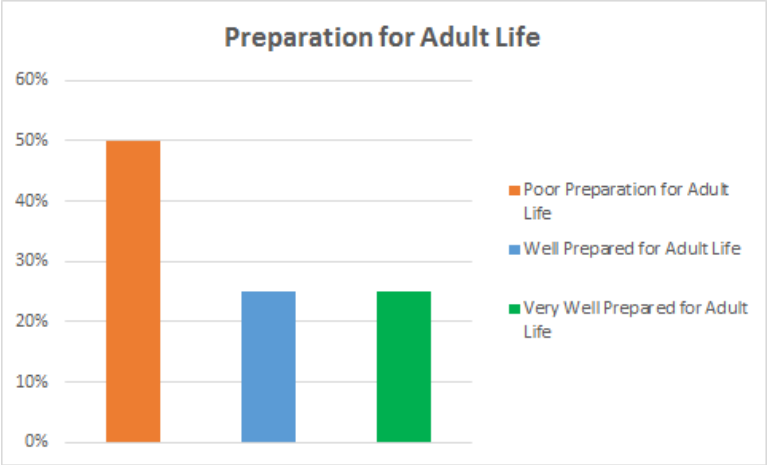
"We had the best experience at USDB! It set an amazing foundation for our son to mainstream and develop his speech."

"(Our daughter) has done great and we are looking forward to pre-K at the local preschool this fall again. Thanks to JMS for providing such a great start!"

"My [PIPBVI provider] was amazing! She helped my child in so many ways and gave me ideas and activities to help him learn and grow. Thank you!"

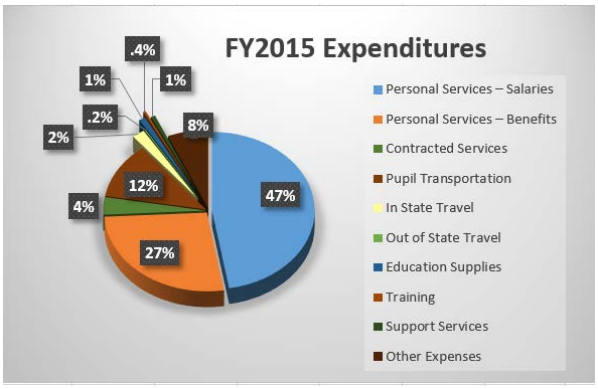


Parents and former student surveys (campus students only) suggest that USDB needs to intensify their curriculum and approach to better prepare students for adult life. To respond to this concern, USDB is prepared to organize a USDB career readiness and transition taskforce to identify, map, and implement a responsive program to improve student outcomes.

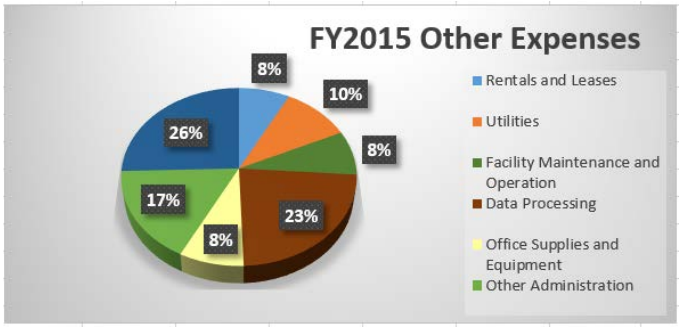


USDB End of Year Financials

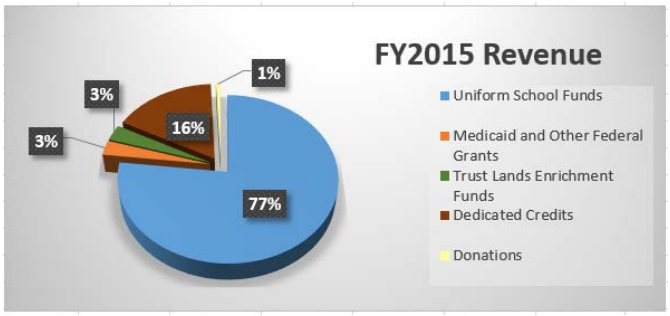
FY2015 EXPENDITURES			
Personal Services – Salaries	$	14,652,600.00	47%
Personal Services – Benefits	$	8,311,000.00	27%
Contracted Services	$	1,116,200.00	4%
Pupil Transportation	$	3,559,900.00	11%
In State Travel	$	614,987.00	2%
Out of State Travel	$	53,020.00	0.2%
Education Supplies	$	312,901.00	1%
Training	$	130,058.00	0.4%
Support Services	$	221,986.00	1%
Other Expenses	$	1,988,079.00	6%
TOTAL	**$**	**30,960,731.00**	**100%**

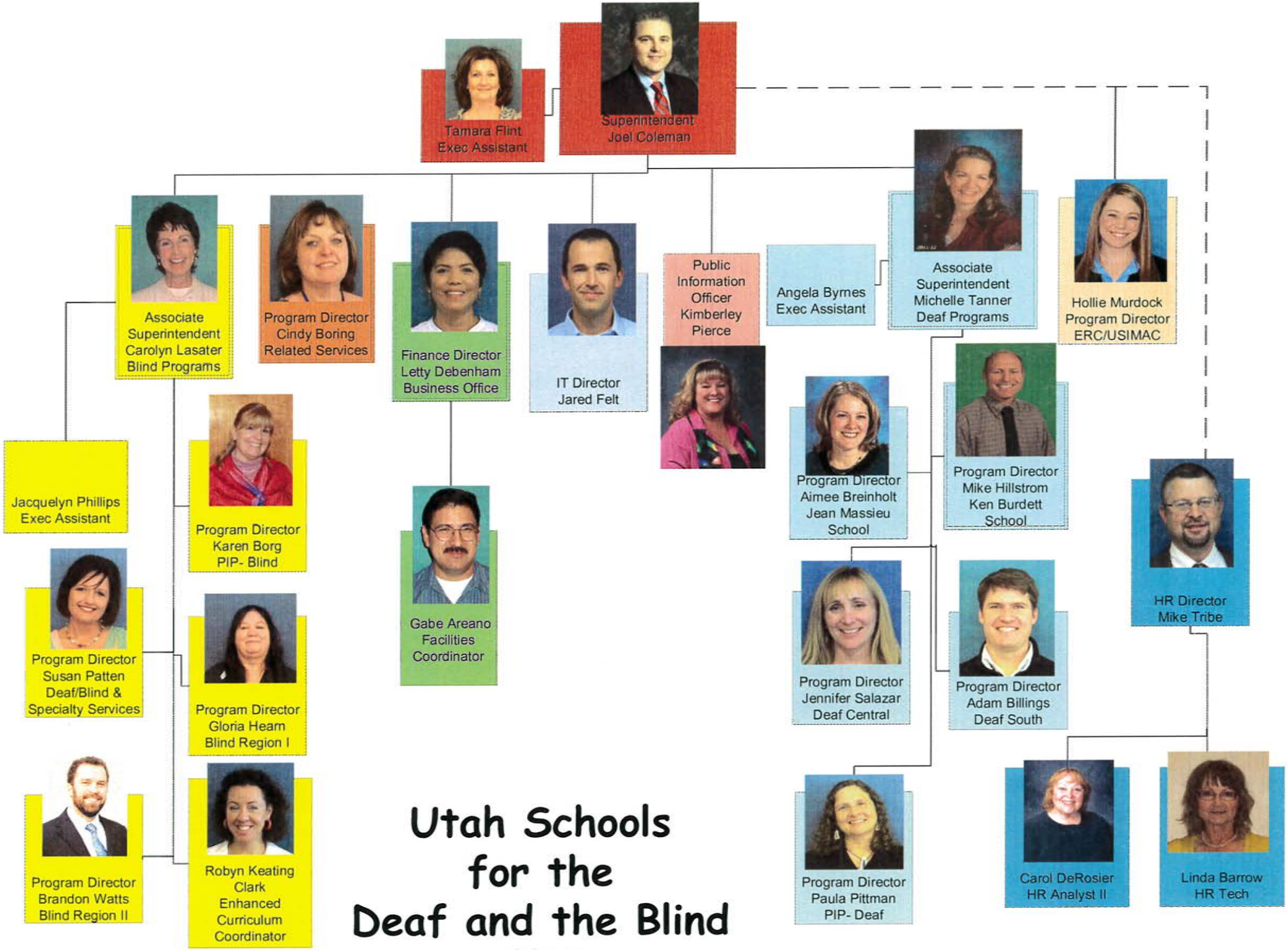


FY2015 OTHER EXPENSES BREAKDOWN			
Rentals and Leases	$	204,234.00	10%
Utilities	$	276,950.00	14%
Facility Maintenance and Operation	$	215,255.00	11%
Data Processing	$	621,653.00	31%
Office Supplies and Equipment	$	217,017.00	11%
Other Administration	$	452,970.00	23%
TOTAL	**$**	**1,988,079.00**	**100%**



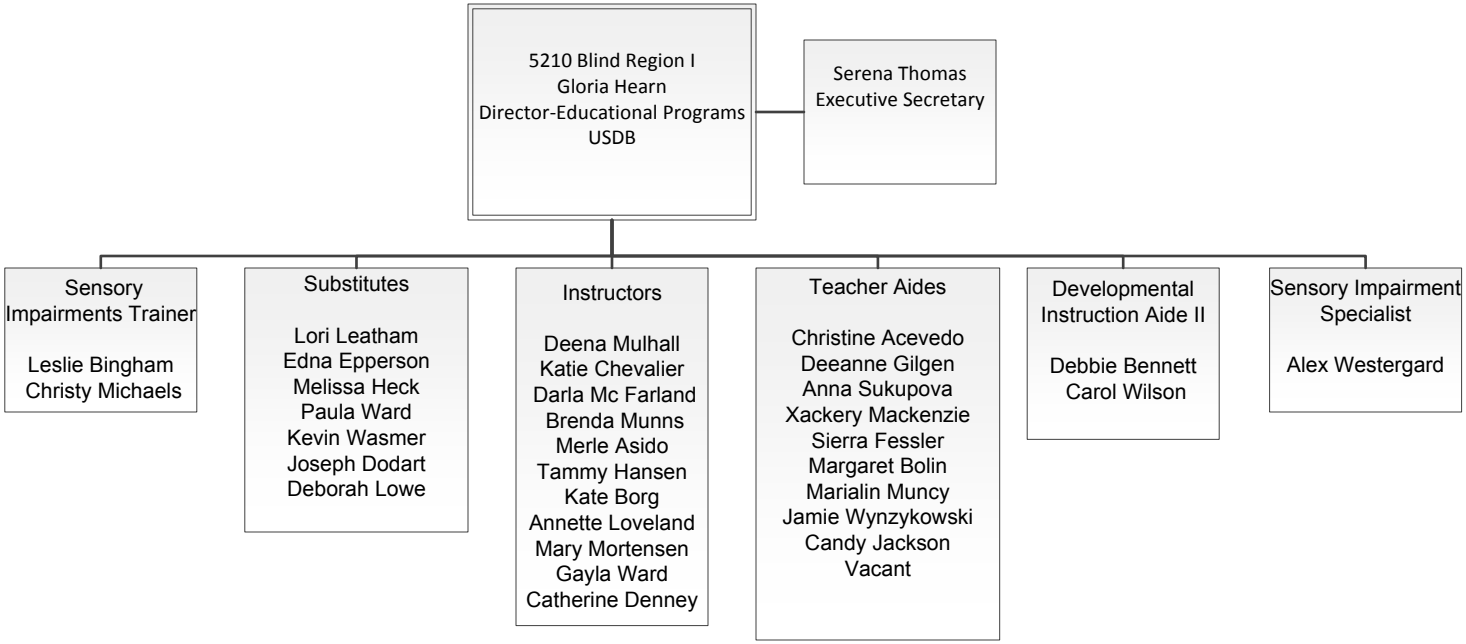
FY2015 REVENUE		
Uniform School Funds	24,258,700.00	77%
Medicaid and Other Federal Grants	891,236.00	3%
Trust Lands Enrichment Funds	961,429.00	3%
Dedicated Credits	5,240,767.00	17%
Donations	221,167.00	1%
TOTAL	**31,573,299.00**	**100%**

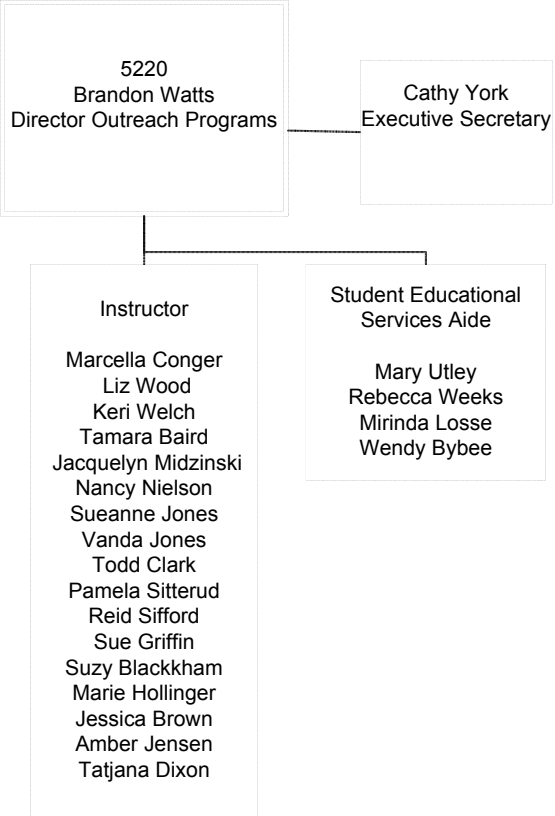


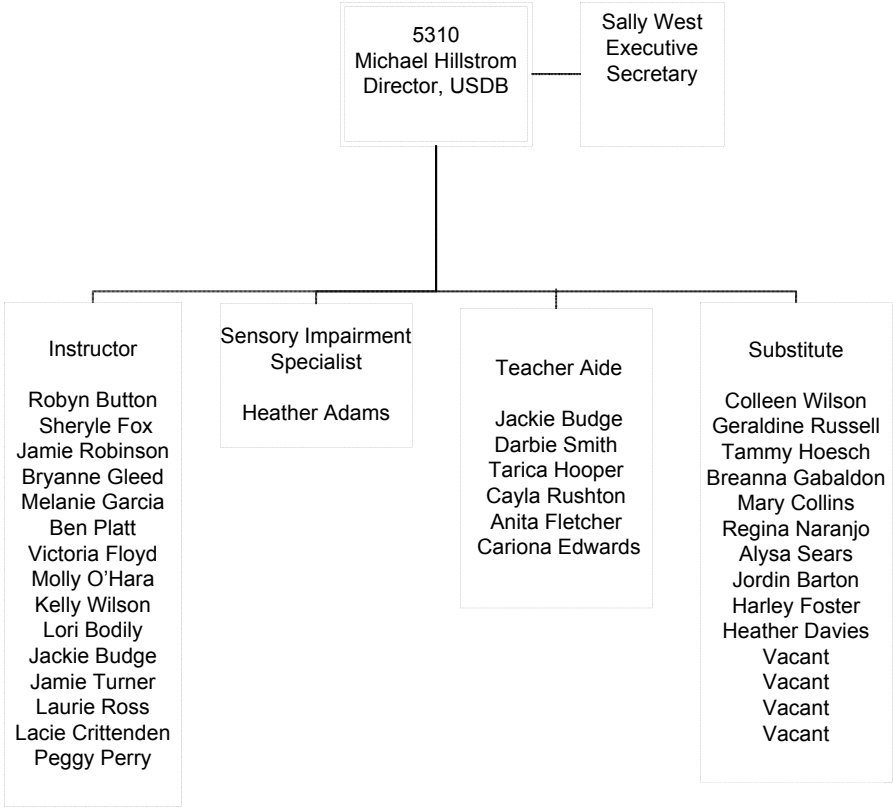


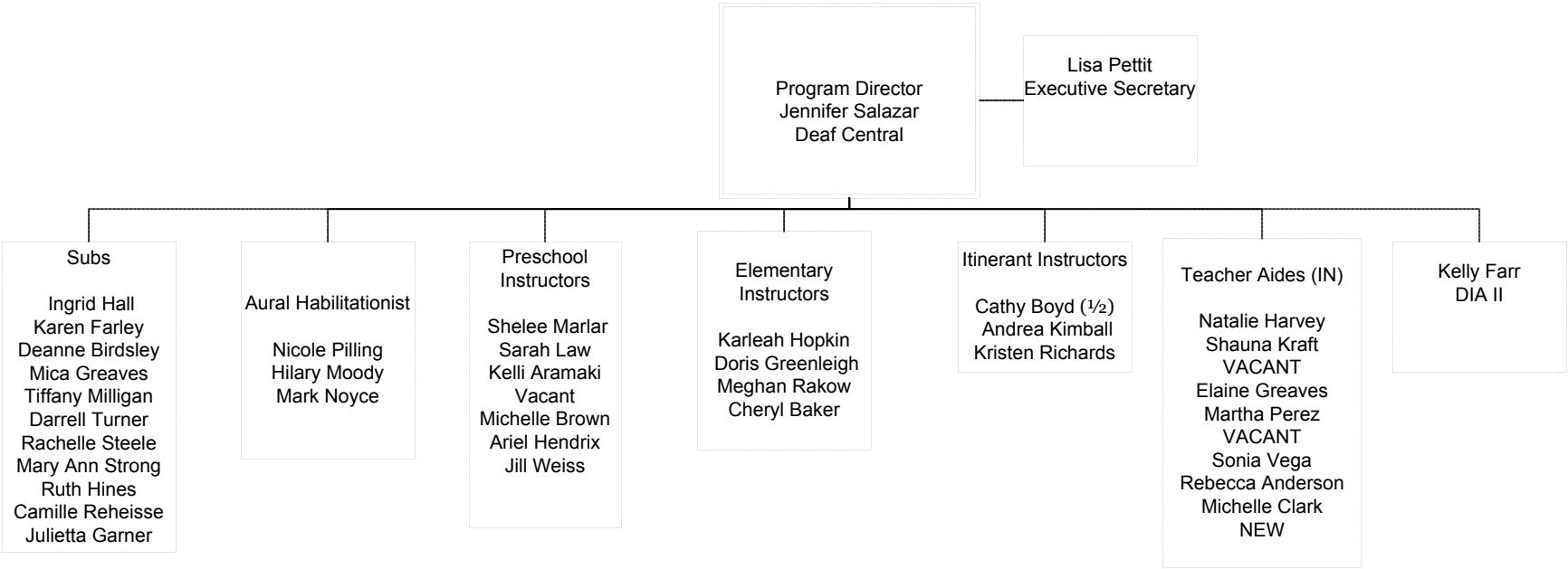
Utah Schools for the Deaf and the Blind

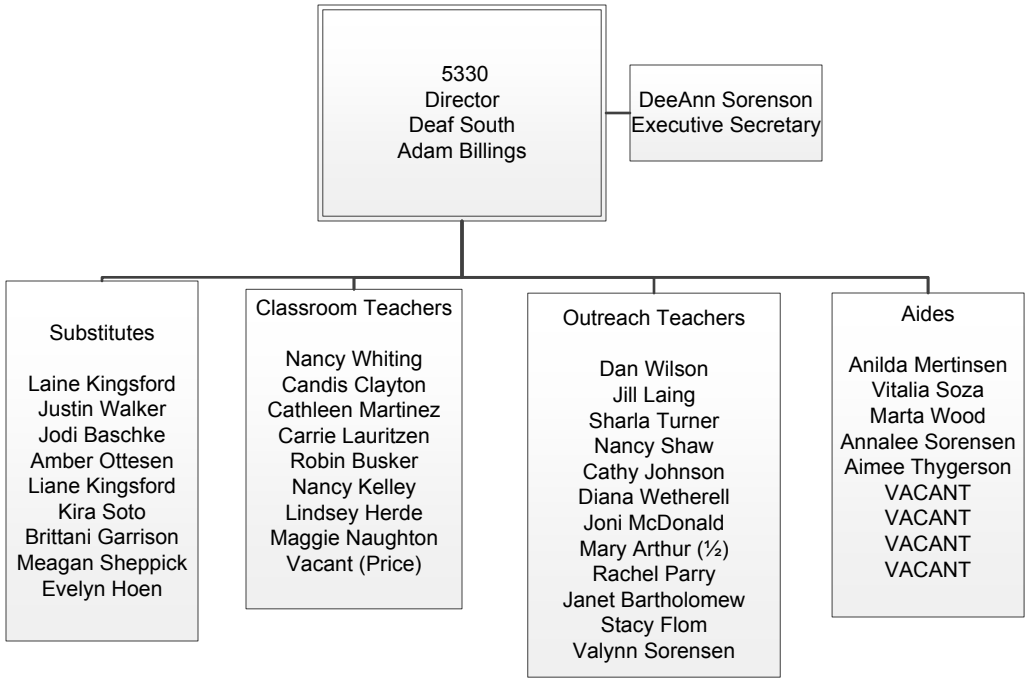
9/9/2014

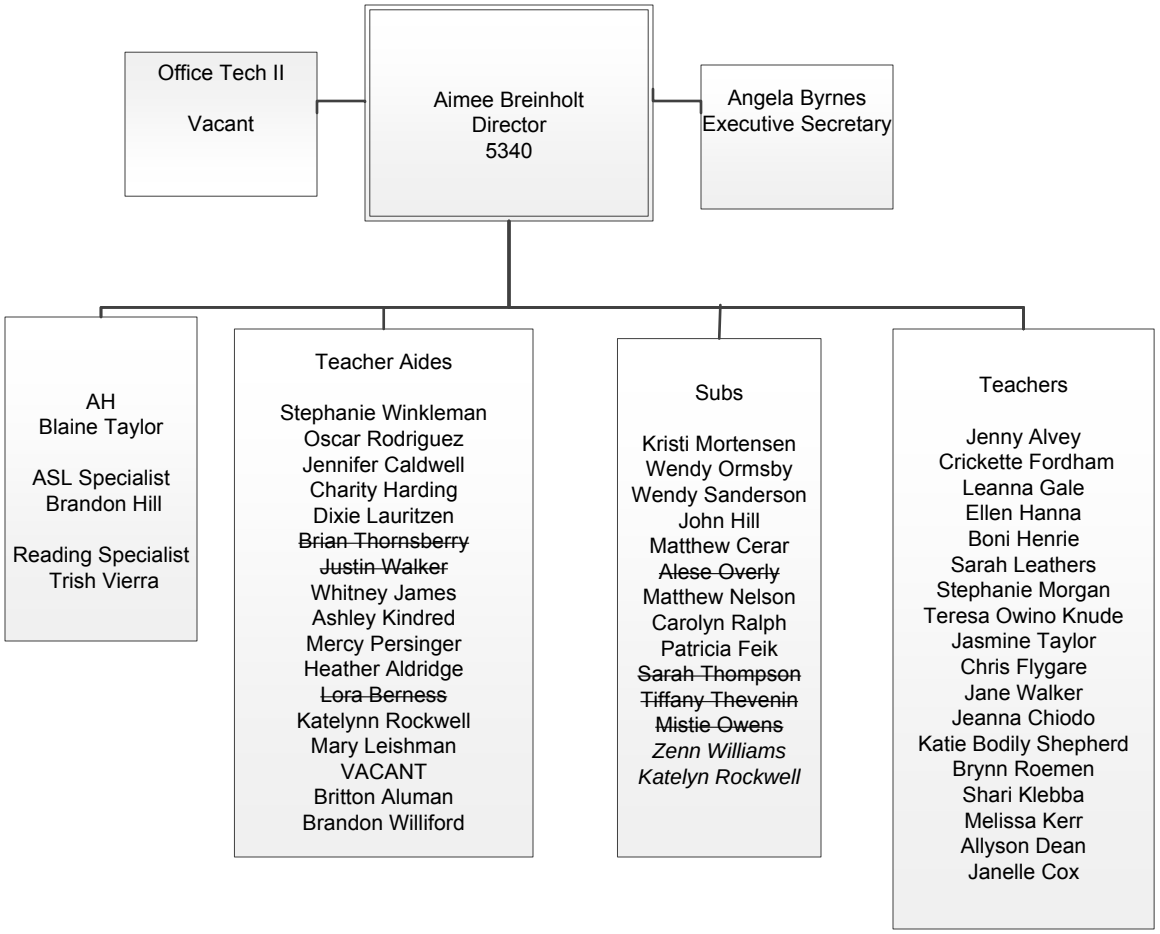

5210 Blind Region I
Gloria Hearn
Director-Educational Programs
USDB
Serena Thomas
Executive Secretary
Sensory Impairments Trainer
Leslie Bingham
Christy Michaels
Substitutes
Lori Leatham
Edna Epperson
Melissa Heck
Paula Ward
Kevin Wasmer
Joseph Dodart
Deborah Lowe
Instructors
Deena Mulhall
Katie Chevalier
Darla Mc Farland
Brenda Munns
Merle Asido
Tammy Hansen
Kate Borg
Annette Loveland
Mary Mortensen
Gayla Ward
Catherine Denney
Teacher Aides
Christine Acevedo
Deeanne Gilgen
Anna Sukupova
Xackery Mackenzie
Sierra Fessler
Margaret Bolin
Marialin Muncy
Jamie Wynzykowski
Candy Jackson
Vacant
Developmental Instruction Aide II
Debbie Bennett
Carol Wilson
Sensory Impairment Specialist
Alex Westergard

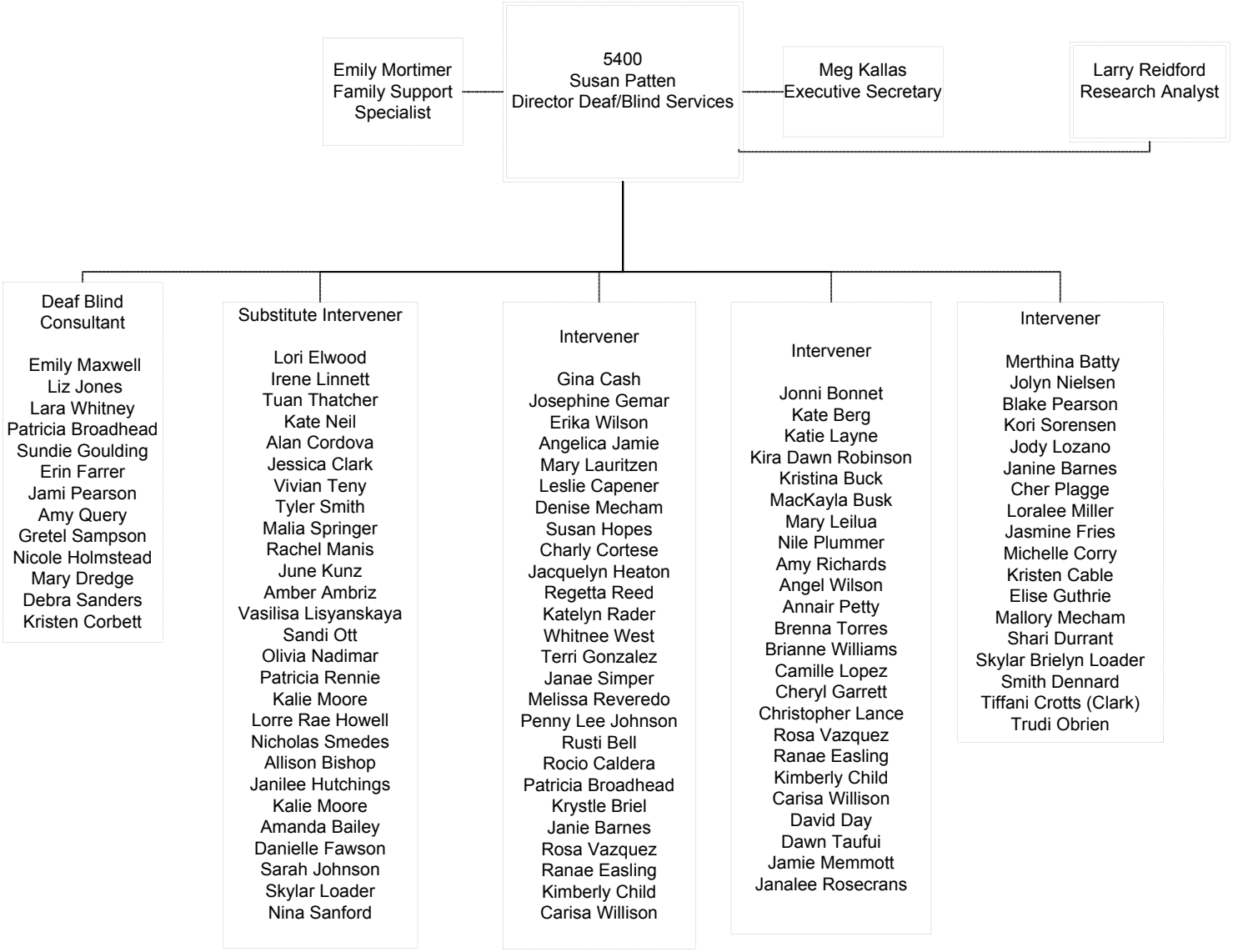

5220
Brandon Watts
Director Outreach Programs
Cathy York
Executive Secretary
Instructor
Marcella Conger
Liz Wood
Keri Welch
Tamara Baird
Jacquelyn Midzinski
Nancy Nielson
Sueanne Jones
Vanda Jones
Todd Clark
Pamela Sitterud
Reid Sifford
Sue Griffin
Suzy Blackkham
Marie Hollinger
Jessica Brown
Amber Jensen
Tatjana Dixon
Student Educational
Services Aide
Mary Utley
Rebecca Weeks
Mirinda Losse
Wendy Bybee

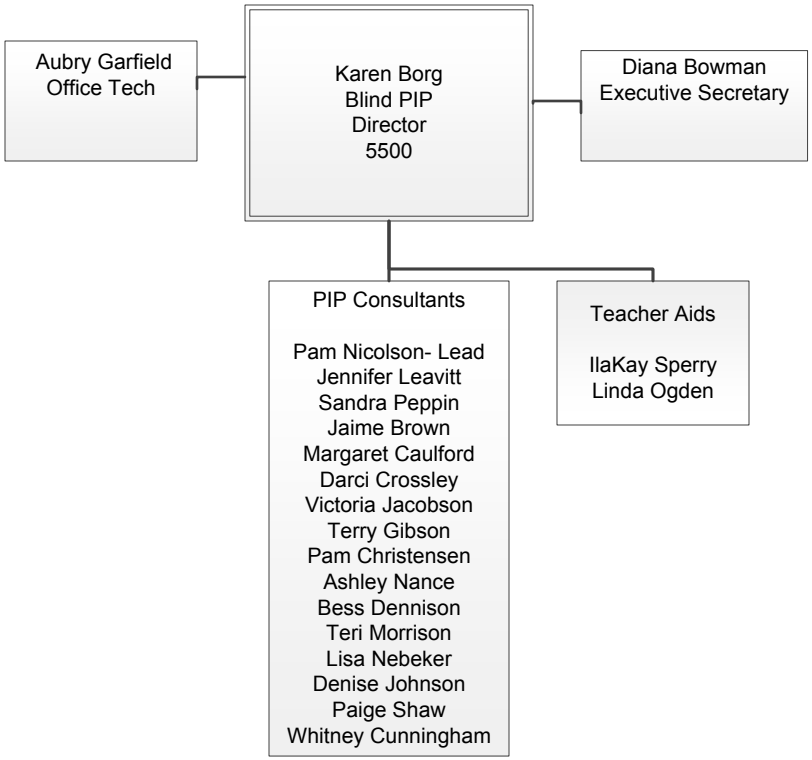

5310
Michael Hillstrom
Director, USDB
Sally West
Executive
Secretary
Instructor
Robyn Button
Sheryle Fox
Jamie Robinson
Bryanne Gleed
Melanie Garcia
Ben Platt
Victoria Floyd
Molly O'Hara
Kelly Wilson
Lori Bodily
Jackie Budge
Jamie Turner
Laurie Ross
Lacie Crittenden
Peggy Perry
Sensory Impairment
Specialist
Heather Adams
Teacher Aide
Jackie Budge
Darbie Smith
Tarica Hooper
Cayla Rushton
Anita Fletcher
Cariona Edwards
Substitute
Colleen Wilson
Geraldine Russell
Tammy Hoesch
Breanna Gabaldon
Mary Collins
Regina Naranjo
Alysa Sears
Jordin Barton
Harley Foster
Heather Davies
Vacant
Vacant
Vacant
Vacant

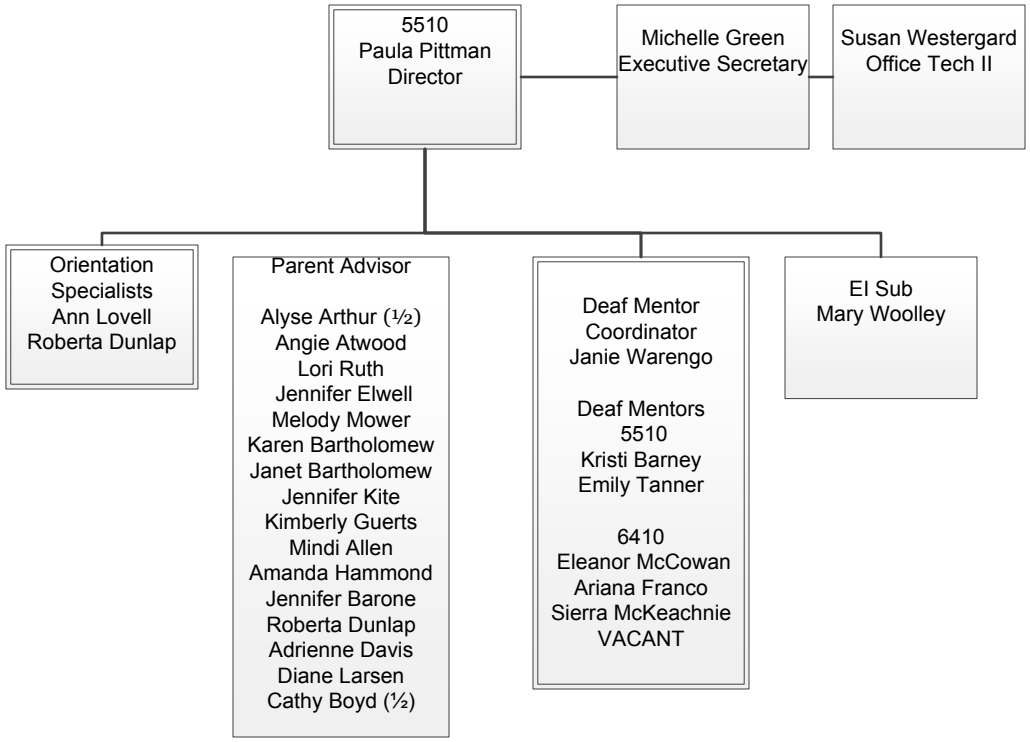

Program Director
Jennifer Salazar
Deaf Central
Lisa Pettit
Executive Secretary
Subs
Ingrid Hall
Karen Farley
Deanne Birdsley
Mica Greaves
Tiffany Milligan
Darrell Turner
Rachelle Steele
Mary Ann Strong
Ruth Hines
Camille Reheisse
Julietta Garner
Aural Habilitationist
Nicole Pilling
Hilary Moody
Mark Noyce
Preschool Instructors
Shelee Marlar
Sarah Law
Kelli Aramaki
Vacant
Michelle Brown
Ariel Hendrix
Jill Weiss
Elementary Instructors
Karleah Hopkin
Doris Greenleigh
Meghan Rakow
Cheryl Baker
Itinerant Instructors
Cathy Boyd (½)
Andrea Kimball
Kristen Richards
Teacher Aides (IN)
Natalie Harvey
Shauna Kraft
VACANT
Elaine Greaves
Martha Perez
VACANT
Sonia Vega
Rebecca Anderson
Michelle Clark
NEW
Kelly Farr
DIA II

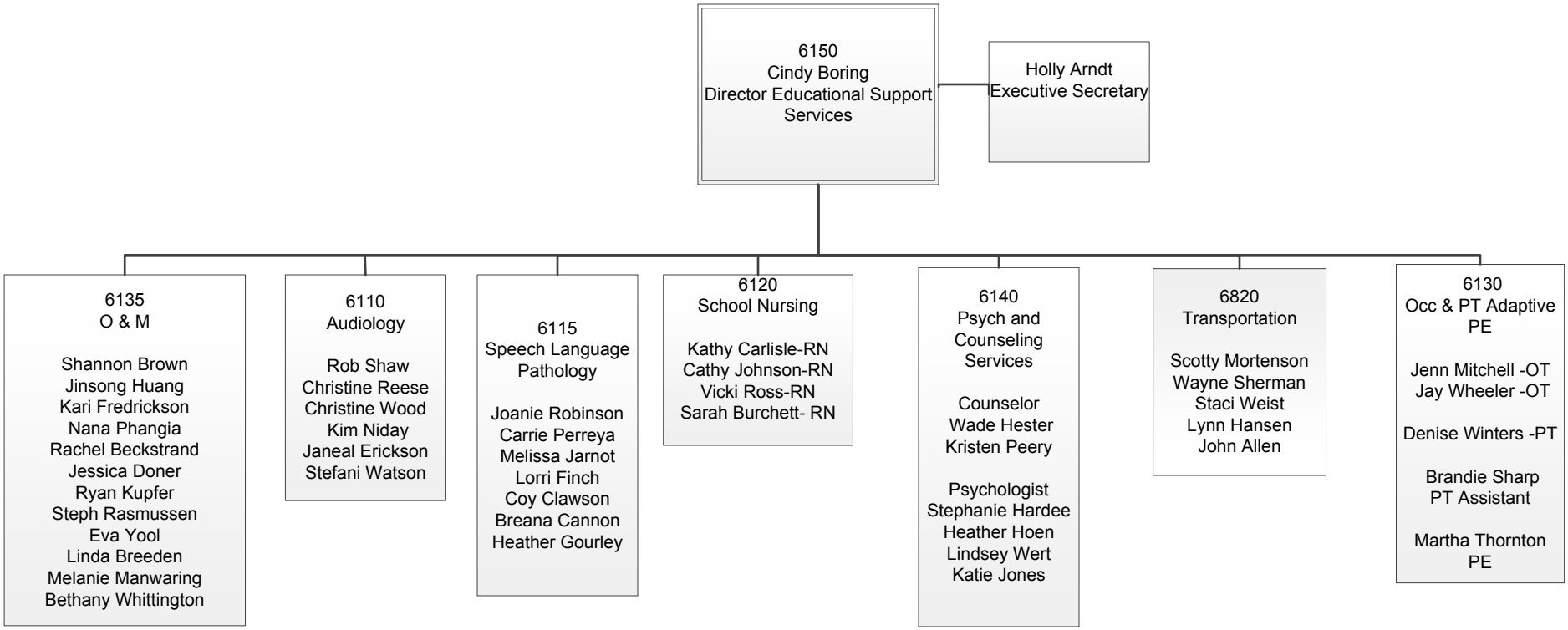

5330
Director
Deaf South
Adam Billings
DeeAnn Sorenson
Executive Secretary
Substitutes
Laine Kingsford
Justin Walker
Jodi Baschke
Amber Ottesen
Liane Kingsford
Kira Soto
Brittani Garrison
Meagan Sheppick
Evelyn Hoen
Classroom Teachers
Nancy Whiting
Candis Clayton
Cathleen Martinez
Carrie Lauritzen
Robin Busker
Nancy Kelley
Lindsey Herde
Maggie Naughton
Vacant (Price)
Outreach Teachers
Dan Wilson
Jill Laing
Sharla Turner
Nancy Shaw
Cathy Johnson
Diana Wetherell
Joni McDonald
Mary Arthur (½)
Rachel Parry
Janet Bartholomew
Stacy Flom
Valynn Sorensen
Aides
Anilda Mertinsen
Vitalia Soza
Marta Wood
Annalee Sorensen
Aimee Thygerson
VACANT
VACANT
VACANT
VACANT

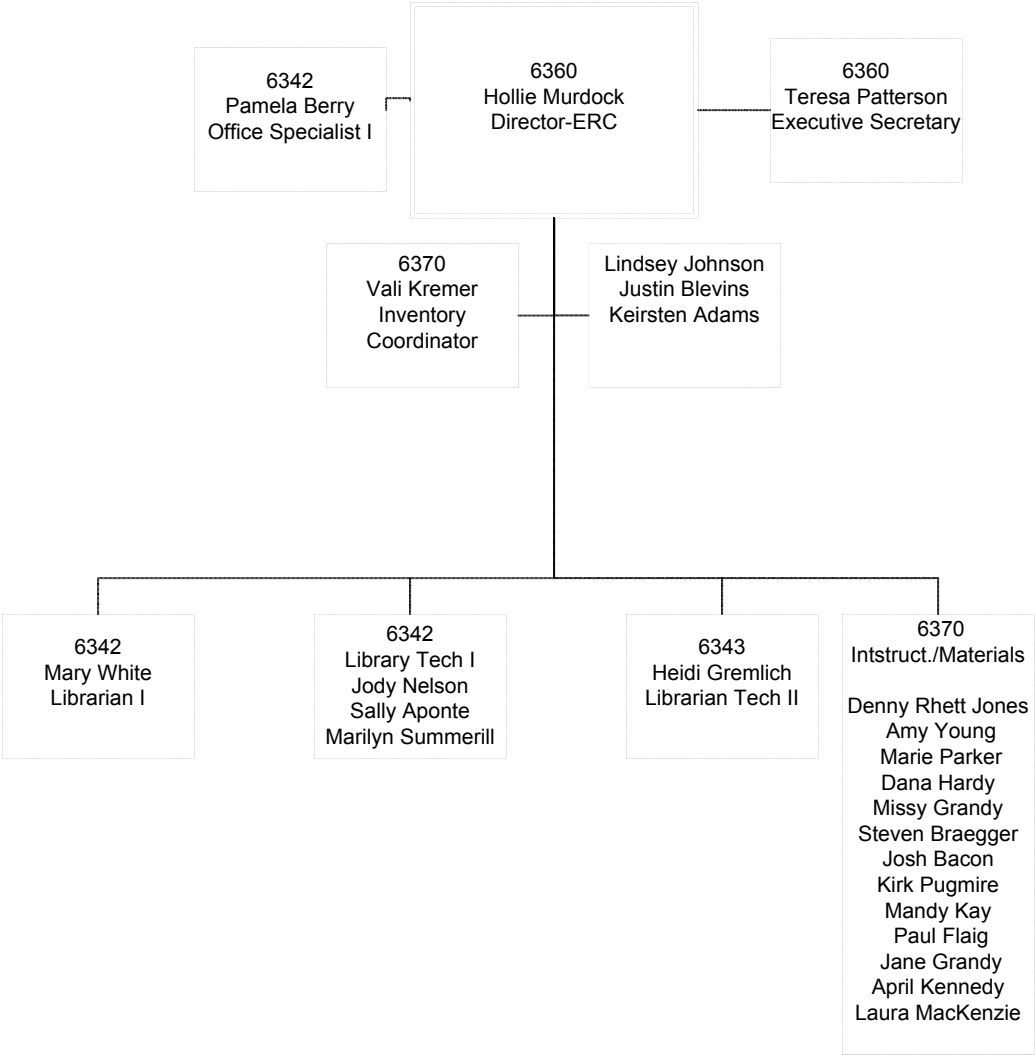

Office Tech II
Vacant
Aimee Breinholt
Director
5340
Angela Byrnes
Executive Secretary
AH
Blaine Taylor
ASL Specialist
Brandon Hill
Reading Specialist
Trish Vierra
Teacher Aides
Stephanie Winkleman
Oscar Rodriguez
Jennifer Caldwell
Charity Harding
Dixie Lauritzen
~~Brian Thornsberry~~
~~Justin Walker~~
Whitney James
Ashley Kindred
Mercy Persinger
Heather Aldridge
~~Lora Berness~~
Katelynn Rockwell
Mary Leishman
VACANT
Britton Aluman
Brandon Williford
Subs
Kristi Mortensen
Wendy Ormsby
Wendy Sanderson
John Hill
Matthew Cerar
~~Alese Overly~~
Matthew Nelson
Carolyn Ralph
Patricia Feik
~~Sarah Thompson~~
~~Tiffany Thevenin~~
~~Mistie Owens~~
Zenn Williams
Katelyn Rockwell
Teachers
Jenny Alvey
Crickette Fordham
Leanna Gale
Ellen Hanna
Boni Henrie
Sarah Leathers
Stephanie Morgan
Teresa Owino Knude
Jasmine Taylor
Chris Flygare
Jane Walker
Jeanna Chiodo
Katie Bodily Shepherd
Brynn Roemen
Shari Klebba
Melissa Kerr
Allyson Dean
Janelle Cox

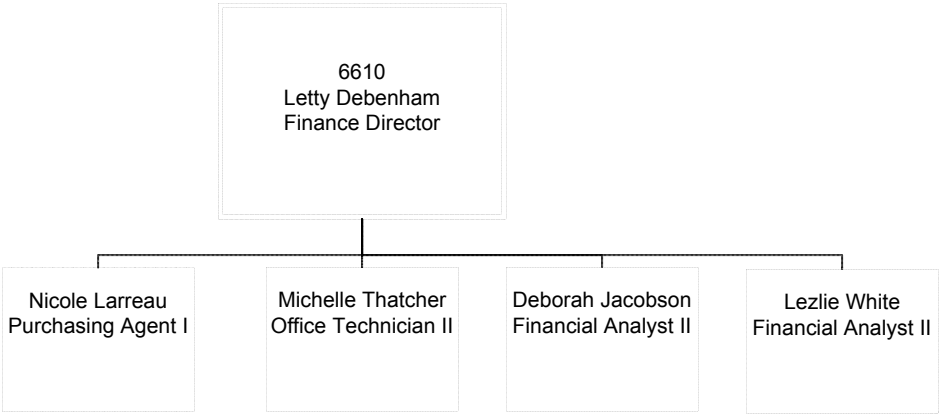

Emily Mortimer
Family Support
Specialist
5400
Susan Patten
Director Deaf/Blind Services
Meg Kallas
Executive Secretary
Larry Reidford
Research Analyst
Deaf Blind
Consultant
Emily Maxwell
Liz Jones
Lara Whitney
Patricia Broadhead
Sundie Goulding
Erin Farrer
Jami Pearson
Amy Query
Gretel Sampson
Nicole Holmstead
Mary Dredge
Debra Sanders
Kristen Corbett
Substitute Intervener
Lori Elwood
Irene Linnett
Tuan Thatcher
Kate Neil
Alan Cordova
Jessica Clark
Vivian Teny
Tyler Smith
Malia Springer
Rachel Manis
June Kunz
Amber Ambriz
Vasilisa Lisyanskaya
Sandi Ott
Olivia Nadimar
Patricia Rennie
Kalie Moore
Lorre Rae Howell
Nicholas Smedes
Allison Bishop
Janilee Hutchings
Kalie Moore
Amanda Bailey
Danielle Fawson
Sarah Johnson
Skylar Loader
Nina Sanford
Intervener
Gina Cash
Josephine Gemar
Erika Wilson
Angelica Jamie
Mary Lauritzen
Leslie Capener
Denise Mecham
Susan Hopes
Charly Cortese
Jacquelyn Heaton
Regetta Reed
Katelyn Rader
Whitnee West
Terri Gonzalez
Janae Simper
Melissa Reveredo
Penny Lee Johnson
Rusti Bell
Rocio Caldera
Patricia Broadhead
Krystle Briel
Janie Barnes
Rosa Vazquez
Ranae Easling
Kimberly Child
Carisa Willison
Intervener
Jonni Bonnet
Kate Berg
Katie Layne
Kira Dawn Robinson
Kristina Buck
MacKayla Busk
Mary Leilua
Nile Plummer
Amy Richards
Angel Wilson
Annair Petty
Brenna Torres
Brianne Williams
Camille Lopez
Cheryl Garrett
Christopher Lance
Rosa Vazquez
Ranae Easling
Kimberly Child
Carisa Willison
David Day
Dawn Taufui
Jamie Memmott
Janalee Rosecrans
Intervener
Merthina Batty
Jolyn Nielsen
Blake Pearson
Kori Sorensen
Jody Lozano
Janine Barnes
Cher Plagge
Loralee Miller
Jasmine Fries
Michelle Corry
Kristen Cable
Elise Guthrie
Mallory Mecham
Shari Durrant
Skylar Brielyn Loader
Smith Dennard
Tiffani Crotts (Clark)
Trudi Obrien


Aubry Garfield
Office Tech
Karen Borg
Blind PIP
Director
5500
Diana Bowman
Executive Secretary
PIP Consultants
Pam Nicolson- Lead
Jennifer Leavitt
Sandra Peppin
Jaime Brown
Margaret Caulford
Darci Crossley
Victoria Jacobson
Terry Gibson
Pam Christensen
Ashley Nance
Bess Dennison
Teri Morrison
Lisa Nebeker
Denise Johnson
Paige Shaw
Whitney Cunningham
Teacher Aids
IlaKay Sperry
Linda Ogden

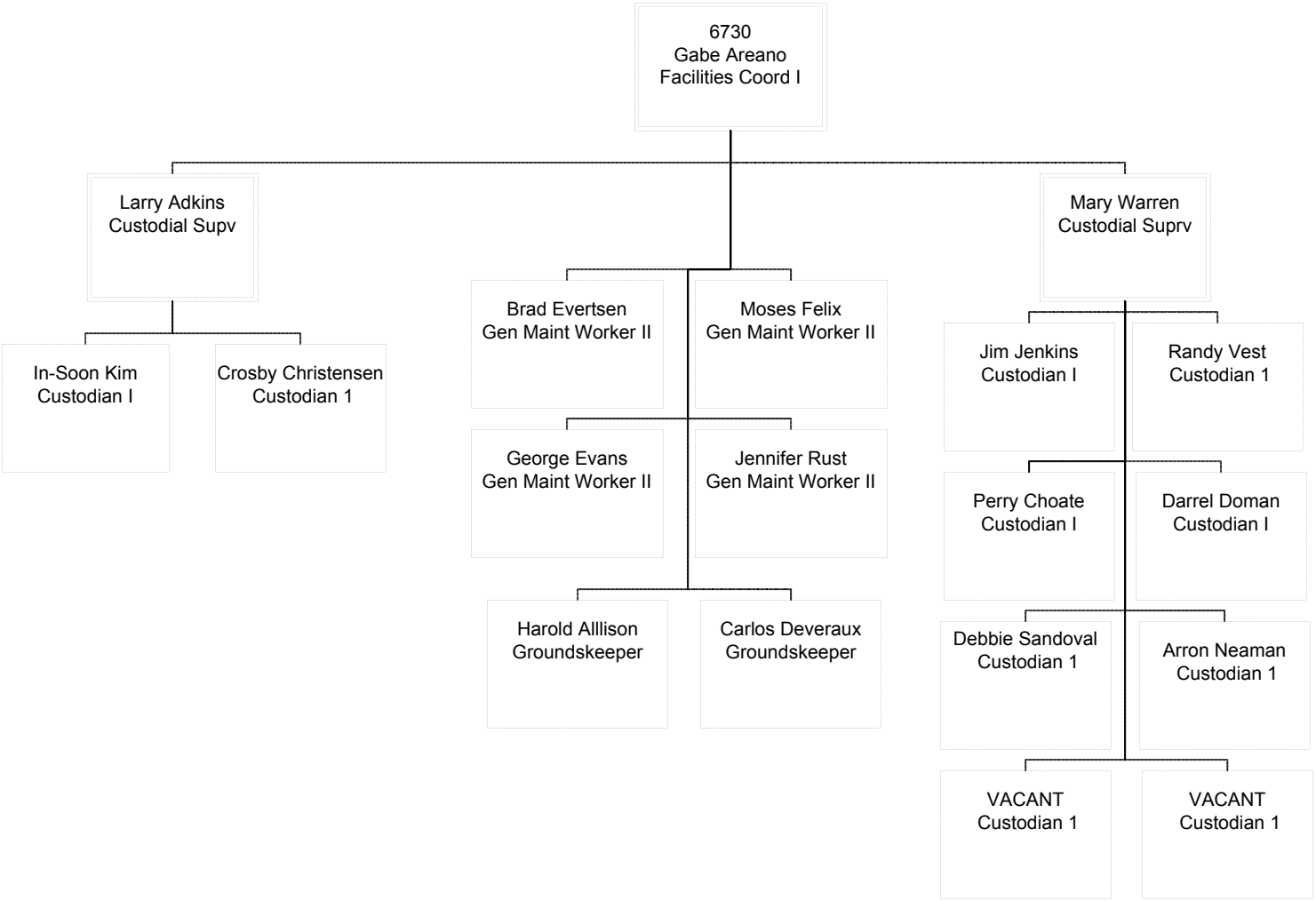

5510
Paula Pittman
Director
Michelle Green
Executive Secretary
Susan Westergard
Office Tech II
Orientation
Specialists
Ann Lovell
Roberta Dunlap
Parent Advisor
Alyse Arthur (½)
Angie Atwood
Lori Ruth
Jennifer Elwell
Melody Mower
Karen Bartholomew
Janet Bartholomew
Jennifer Kite
Kimberly Guerts
Mindi Allen
Amanda Hammond
Jennifer Barone
Roberta Dunlap
Adrienne Davis
Diane Larsen
Cathy Boyd (½)
Deaf Mentor
Coordinator
Janie Warengo
Deaf Mentors
5510
Kristi Barney
Emily Tanner
6410
Eleanor McCowan
Ariana Franco
Sierra McKeachnie
VACANT
EI Sub
Mary Woolley

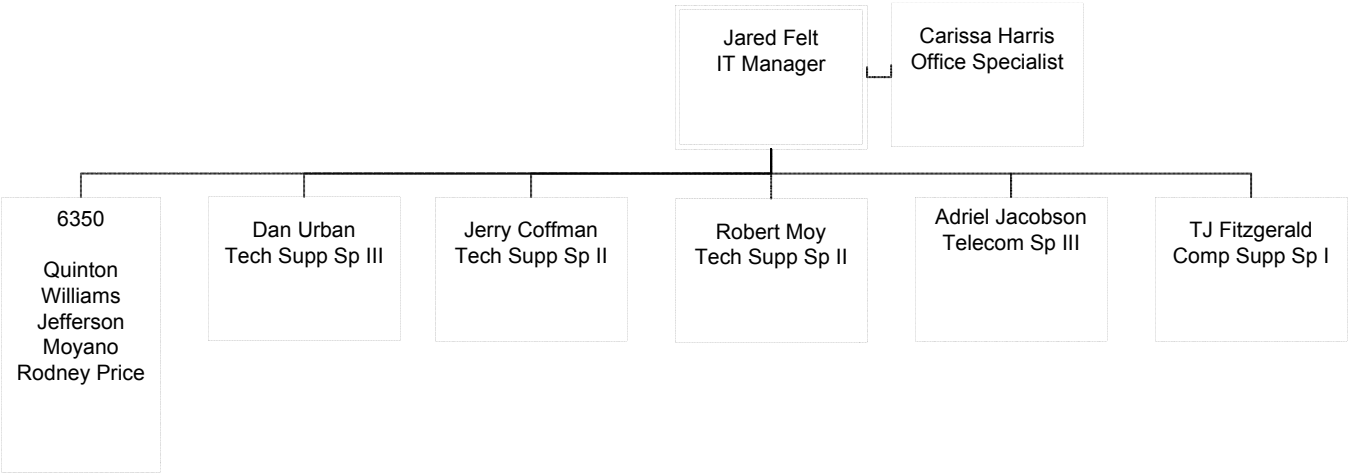

6150
Cindy Boring
Director Educational Support Services
Holly Arndt
Executive Secretary
6135
O & M
Shannon Brown
Jinsong Huang
Kari Fredrickson
Nana Phangia
Rachel Beckstrand
Jessica Doner
Ryan Kupfer
Steph Rasmussen
Eva Yool
Linda Breeden
Melanie Manwaring
Bethany Whittington
6110
Audiology
Rob Shaw
Christine Reese
Christine Wood
Kim Niday
Janeal Erickson
Stefani Watson
6115
Speech Language Pathology
Joanie Robinson
Carrie Perreya
Melissa Jarnot
Lorri Finch
Coy Clawson
Breana Cannon
Heather Gourley
6120
School Nursing
Kathy Carlisle-RN
Cathy Johnson-RN
Vicki Ross-RN
Sarah Burchett- RN
6140
Psych and Counseling Services
Counselor
Wade Hester
Kristen Peery
Psychologist
Stephanie Hardee
Heather Hoen
Lindsey Wert
Katie Jones
6820
Transportation
Scotty Mortenson
Wayne Sherman
Staci Weist
Lynn Hansen
John Allen
6130
Occ & PT Adaptive PE
Jenn Mitchell -OT
Jay Wheeler -OT
Denise Winters -PT
Brandie Sharp
PT Assistant
Martha Thornton
PE

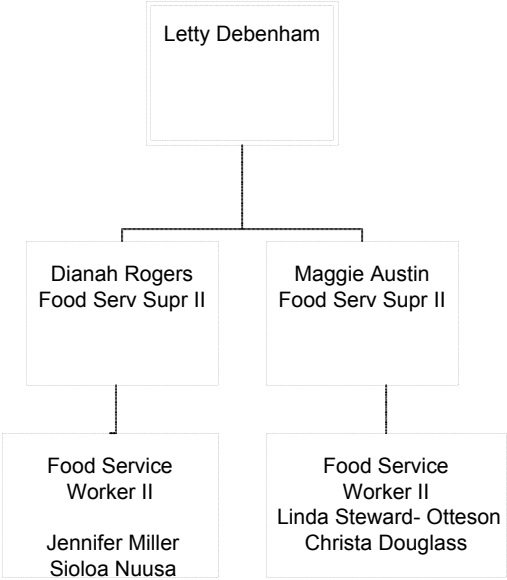

6342
Pamela Berry
Office Specialist I
6360
Hollie Murdock
Director-ERC
6360
Teresa Patterson
Executive Secretary
6370
Vali Kremer
Inventory
Coordinator
Lindsey Johnson
Justin Blevins
Keirsten Adams
6342
Mary White
Librarian I
6342
Library Tech I
Jody Nelson
Sally Aponte
Marilyn Summerill
6343
Heidi Gremlich
Librarian Tech II
6370
Intstruct./Materials
Denny Rhett Jones
Amy Young
Marie Parker
Dana Hardy
Missy Grandy
Steven Braegger
Josh Bacon
Kirk Pugmire
Mandy Kay
Paul Flaig
Jane Grandy
April Kennedy
Laura MacKenzie

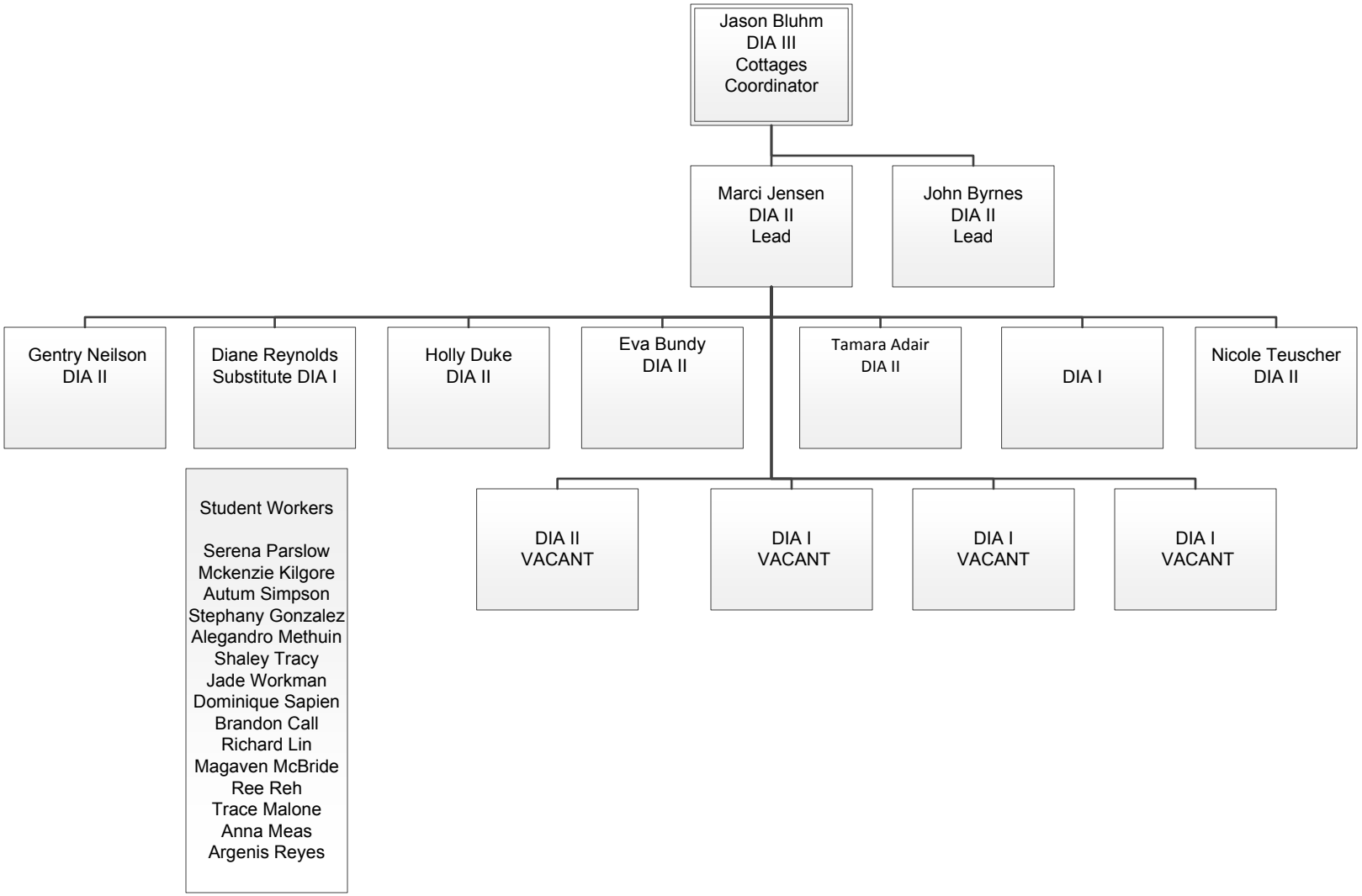

6610
Letty Debenham
Finance Director
Nicole Larreau
Purchasing Agent I
Michelle Thatcher
Office Technician II
Deborah Jacobson
Financial Analyst II
Lezlie White
Financial Analyst II

6630
Kimberley Pierce
Public Info Officer I
Kristin Walker
Office Specialist I


6730
Gabe Areano
Facilities Coord I
Larry Adkins
Custodial Supv
Brad Evertsen
Gen Maint Worker II
Moses Felix
Gen Maint Worker II
Mary Warren
Custodial Suprv
In-Soon Kim
Custodian I
Crosby Christensen
Custodian 1
George Evans
Gen Maint Worker II
Jennifer Rust
Gen Maint Worker II
Jim Jenkins
Custodian I
Randy Vest
Custodian 1
Perry Choate
Custodian I
Darrel Doman
Custodian I
Harold Alllison
Groundskeeper
Carlos Deveraux
Groundskeeper
Debbie Sandoval
Custodian 1
Arron Neaman
Custodian 1
VACANT
Custodian 1
VACANT
Custodian 1

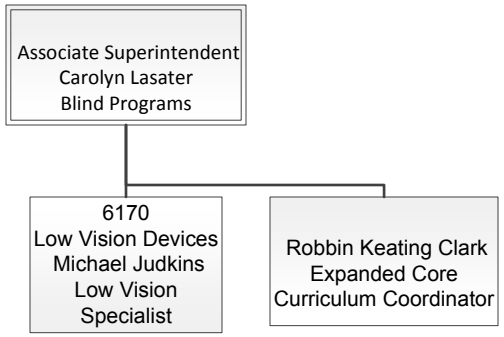

Jared Felt
IT Manager
Carissa Harris
Office Specialist
6350
Quinton
Williams
Jefferson
Moyano
Rodney Price
Dan Urban
Tech Supp Sp III
Jerry Coffman
Tech Supp Sp II
Robert Moy
Tech Supp Sp II
Adriel Jacobson
Telecom Sp III
TJ Fitzgerald
Comp Supp Sp I

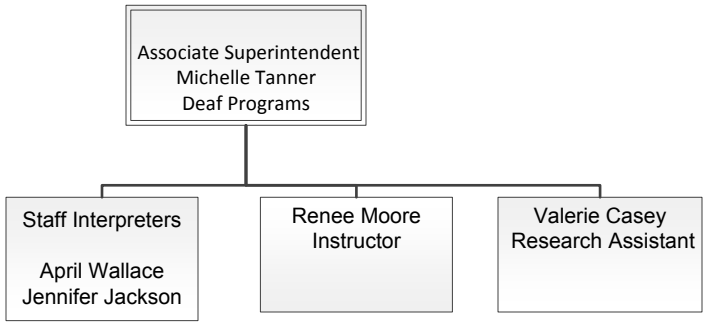

Letty Debenham
Dianah Rogers
Food Serv Supr II
Maggie Austin
Food Serv Supr II
Food Service
Worker II
Jennifer Miller
Sioloa Nuusa
Food Service
Worker II
Linda Steward- Otteson
Christa Douglass


Jason Bluhm
DIA III
Cottages
Coordinator
Marci Jensen
DIA II
Lead
John Byrnes
DIA II
Lead
Gentry Neilson
DIA II
Diane Reynolds
Substitute DIA I
Holly Duke
DIA II
Eva Bundy
DIA II
Tamara Adair
DIA II
DIA I
Nicole Teuscher
DIA II
Student Workers
Serena Parslow
Mckenzie Kilgore
Autum Simpson
Stephany Gonzalez
Alegandro Methuin
Shaley Tracy
Jade Workman
Dominique Sapien
Brandon Call
Richard Lin
Magaven McBride
Ree Reh
Trace Malone
Anna Meas
Argenis Reyes
DIA II
VACANT
DIA I
VACANT
DIA I
VACANT
DIA I
VACANT

EDUCATIONAL INTERPRETERS
Alisa Ensign
Ann Hicken
Anna Woodard
Austyn Ross
Belinda Coffey
BethanyHammon
Brady Mcdonald
Brent Burrows
Christopher Miller
Craig Peterson
Cynthia Crawford
Dale Boam
Debra Duke
Deedee Potter
Emily Longshore
Julia Lantis
Jill Burgon
8 VACANT

EDUCATIONAL INTERPRETERS
Katie Palmer
Krysta Carter
Katiemarie Ashby
Kim Cox
Kimberly Julander
Lisa Larsen
Mallory Seamans
Melissa Griffin
Miriam Craner
Nancy Brown
Nathan Moore
Paige Alba
Patricia Woodard
Raelene Kennedy
Sarah Ingerson
Stefanie Belnap
Teresa Moon
Tobias Wilde
Tressa Furgason
Valerie Wyckoff


Associate Superintendent
Carolyn Lasater
Blind Programs
6170
Low Vision Devices
Michael Judkins
Low Vision
Specialist
Robbin Keating Clark
Expanded Core
Curriculum Coordinator

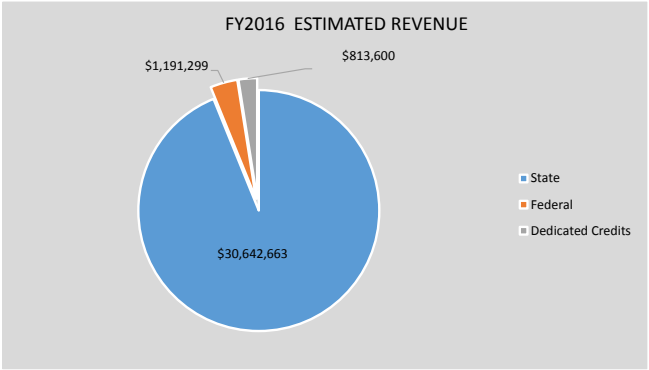

Associate Superintendent
Michelle Tanner
Deaf Programs
Staff Interpreters
April Wallace
Jennifer Jackson
Renee Moore
Instructor
Valerie Casey
Research Assistant

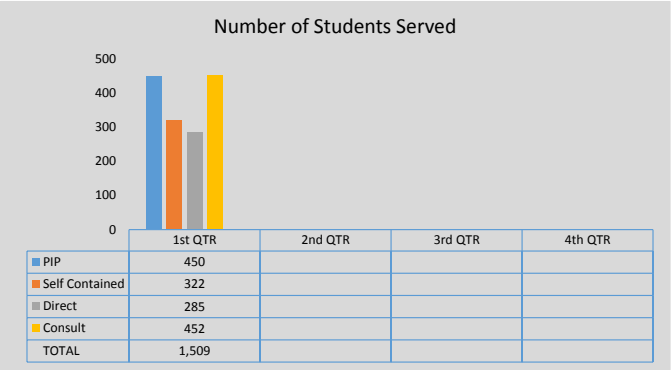
USDB FINANCIAL REPORT

September 30, 2015

FY2016 ESTIMATED REVENUE

State	$	30,642,663
Federal	$	1,191,299
Dedicated Credits	$	813,600
TOTAL	**$**	**32,647,562**

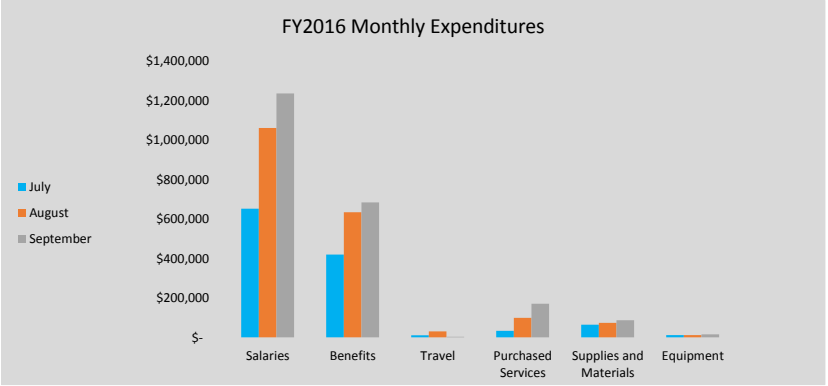




Note: Self Contained - There are 6 in Blind PIP Orem classroom
Direct - There are 2 home/hospital students included in the Blind Campus count

FY2016 MONTHLY EXPENDITURES

	July	August	September	YTD Total
Salaries	$ 653,498	$ 1,061,627	$ 1,236,282	$ 2,951,407
Benefits	$ 421,797	$ 635,905	$ 685,734	$ 1,743,436
Travel	$ 13,285	$ 32,805	$ 6,110	$ 52,199
Purchased Services	$ 36,146	$ 101,692	$ 173,378	$ 311,216
Supplies and Materials	$ 66,797	$ 75,786	$ 89,790	$ 232,373
Equipment	$ 14,467	$ 14,451	$ 18,169	$ 47,087
TOTAL	**$ 1,205,990**	**$ 1,922,265**	**$ 2,209,463**	**$ 5,337,718**



FY2016 LAND GRANT/ENRICHMENT FUNDS

		As of 9/30/2015
Available Funds in FY2016	$ 1,747,900.00	$ 1,747,900.00
Less: Encumbered FY2016 Projects/Expended	$ 1,652,700.00	$ 54,979.00
Remaining Available Funds	$ 95,200.00	$ 1,692,921.00
% of Total Salaries & Benefits to Total Expenditures		36%

Note: Total salaries and benefits NOT to exceed 60% of Total Expenditures

FY2016 DONATED FUNDS

	Jul-15	Aug-15
PTIF account	$ 628,029.15	$ 618,352.40
Checking account	$ 2,653.98	$ 12,948.60
TOTAL	**$ 630,683.13**	**$ 631,301.00**

Finance Committee - Basement West Conference Room
Time for public comment may be provided prior to each item

All versions of rules presented will be accessible at
http://schools.utah.gov/law/Administrative-Rules/USBE.aspx

ACTION: Approval of Previous Meeting Minutes	Tab 4-A
INFORMATION: Review of LEA Audits from FY 2014	Tab 4-B
INFORMATION: SFY 16 Budget Reporting 1. Utah State Office of Rehabilitation 2. Utah Schools for the Deaf and the Blind 3. USOE Administration 4. USOE Teaching and Learning Section 5. USOE Special Education Section	Tab 4-C
ACTION: Review and Confirmation of SFY 15 Carry Forward and SFY 16 Discretionary Funds Requested Spend Plan	Tab 4-D
INFORMATION: Progress on Governor's Office of Management and Budget Preparation Process	Tab 4-E
INFORMATION: Progress on Hiring Key Finance and Accounting Positions	Tab 4-F
ACTION: Legislative Intent Language Reports	Tab 4-G
INFORMATION: Finance Committee Requests for Data/Information	

Utah State Board of Education Finance Committee
Meeting Minutes

September 17, 2015

Members Present: Jennifer Johnson, Mark Huntsman, Jefferson Moss, Barbara Corry and Joel Wright

Committee Staff: Brad Smith, Scott Jones and Cammy Wilcox

Other Attendees: Ann White, Joylin Lincoln, Brent Page, Kellie Tyrrell, Susan McRay, Tiffany Nelson, Janice Christensen, Stacy Carroll, Moya Kessig, Jay Blain, Jacob Wright, Ben Rasmussen, Nate Johansen, Jennifer Roth, Barbie Faust, Kevin John, Debbie Davis, John Dougall, Tom Hanson, Ben Leishman

The Finance Committee meeting was called to order at 7:00 p.m. by Committee Chair Jennifer Johnson.

Approval of Previous Meeting Minutes

COMMITTEE MOTION: Motion by Board Member Moss to approve the August 6, 2015 Finance Committee minutes. Motion seconded by Board Member Huntsman. Motion passed unanimously.

Taxing Entity Committee (TEC) to the Community Development and Renewal Agency of the City of Washington Terrace for the Southeast Urban Renewal Project Area – Plan Extension

Mr. Tom Hansen from the Washington Terrace Redevelopment Agency presented the Southeast Urban Renewal Project to the Finance Committee and the Committee had an opportunity to ask questions.

The Redevelopment Agency is seeking to extend the Southeast Urban Renewal Project for an additional ten years. Previously the school district indicated they were not in favor of the plan, but Mr. Hansen reported that with recent changes, both the School District and the City plan to vote in favor of the RDA. According to Mr. Hansen, the biggest changes that prompted the favorable change for the district include:

- The extension proposes to modify the increment split to 50/50.
- The RDA life is proposed to be extended ten years or until $5,780,000 in increment is generated for the RDA, whichever comes first.
- Improvements to the traffic problems on Washington Avenue that are hindering the area.

COMMITTEE MOTION: Motion by Board Member Huntsman to recommend that the Board instruct the TEC representative and/or the TEC alternate to vote with the local school board on the Southeast Urban Renewal Project Area Plan. Motion was seconded by Board member Corry. Motion passes with Members Johnson, Huntsman and Corry in favor, and Members Moss and Wright opposed.

Public Education Needed Financial Improvements

COMMITTEE ACTION: No action taken. This information was presented in an earlier meeting to the full Board.

Section Budget Reports

Presentations were given to the Finance Committee by the USOE Information Technology section, ESEA and Special Programs, Agency Contracts, School Law and Internal Audit. The Committee had an opportunity to ask questions.

Specific discussion included possible amendments to the agency contract information form (C-3) for contracts that are presented to the board.

COMMITTEE ACTION: The Committee requested that future section budget report presentations include section accomplishments, victories, and the challenges the section faces for the year in addition to a brief update on the current budget status.

SFY15 Carry Forward Amounts for SFY16 USE

The Committee received a report showing the carry forward amounts for SFY 16 and a list of current requests for discretionary funds use and had an opportunity to ask questions.

COMMITTEE MOTION: Motion by Board Member Johnson to approve all items listed on the SFY16 discretionary request report with an amendment to remove the National Repository of Online Courses (NROC) and an addition to cover the UCA grant (approximately $50,000) for School Finance. Also, the Superintendent's request for discretionary funds (lines one and two) will be reviewed by the full Board when the Superintendent is present. Motion was seconded by Board Member Moss. Motion passed unanimously.

R277-119 Budgetary Procedures

COMMITTEE ACTION: The Finance Committee postponed this discussion until October.

Report on State Fiscal Year End Close Out

Ms. Jennifer Roth reported to the Committee that when the USOR closing package was submitted to State Finance, she received a cc on the e-mail, but there was no closing package attached. Ms. Roth contacted State Finance directly to obtain a copy of the closing package and after reviewing it, she identified $4.9 million of the $6.3 million supplemental fund was posted to the lapsing column, essentially giving that money back. Had she not reviewed the report prior to the final submission, those funds would be gone. This incident highlights the necessity for hiring the three additional Managerial Accountants.

COMMITTEE ACTION: No action taken. Informational only.

Report on Progress to Hire Managerial Accountants and Federal Grants Compliance Officer

The Committee received an update on the progress of hiring the three Managerial Accountants and one Federal Grants Compliance Officer. Member Johnson made it clear that these positions are not temporary and they will be funded with or without additional funding from the legislature.

COMMITTEE ACTION: No action taken. Informational only.

Progress Report on Legislative Intent Language

The Committee reviewed the concurrent enrollment quality standard report prepared for presentation to the Education Interim Committee and the Public Education Appropriations Subcommittee scheduled in October 2015 and had an opportunity to ask questions.

The report provides topics and recommendations for ensuring:

- Qualified instructors.
- CE courses lead to major and minor degree requirements.
- Students are advised on the transferability of credits to private and out-of-state institutions.

The Committee also received an update on the progress of the legislative intent language required in HB 2 including:

- Class size reduction
- Pupil transportation
- Concurrent enrollment

Ms. Natalie Grange updated the Committee on an issue with Lumen Scholar (My Options) Charter School, which is a new school in its first year. The Charter Board approved an increase in the enrollment for the school that was never communicated to School Finance so the increase of students (approximately 125) was not considered in the projections. School Finance will increase the school's funding in October, just as they have in the past with similar scenarios, but wanted the Committee to be aware of the situation. Ms. Grange will work on developing better communication between the Charter Board, School Finance, and the State Board.

Update on Minimum School Program Automation Project

The Finance Committee received an update on the status of the MSP automation. Ms. Grange and Mr. Page presented the electronic program to the Committee, highlighting the progress made thus far.

COMMITTEE ACTION: No action taken. Informational Only.

Finance Committee Requests for Data/Information

Board Member Wright requested that as information is provided as backup in the Board packets from various sources, staff more clearly identify which source provided the information. Specifically highlighting the RDA project, the first portion of information provided a neutral evaluation of the project, while the information from the RDA was more RDA focused/supportive.

Ms. McRay was asked to provide a report on a district by district (LEA by LEA) allocation on how much any particular LEA is using to augment Title I as opposed to using it for normal Title II.

The Finance Committee requested that the agency contract information form (C-3) be updated to include a signature line for legal verification/review. Superintendent Smith indicated the contract C-3 review sign off is as follows:

- Contracts under $100,000 will go to the Section Director for sign off and review.
- Contracts between $100,000 and $999,999 will go to the Special Advisor for sign off and review.
- Contracts in the amount of $1,000,000 or more will go to the Attorney General's office for sign off and review.

Motion to adjourn by Board Member Huntsman. Motion was seconded by Board Member Corry. Motion passed unanimously. The meeting adjourned at 10:45 p.m.

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Natalie Grange, CPA CFE
School Finance Director

DATE: October 8-9, 2015

INFORMATION: Review of LEA audits from FY 2014

Background:
Annual reviews of local education agency (LEA) audits are conducted as part of the State Board of Education's responsibility to verify audits of financial records in accordance with UCA 53A-1-405, and to establish minimum standards for financial reporting requirements and determine related compliance according to UCA 53A-1-402. These reviews were also conducted in accordance with OMB Circular A-133, Single Audit Act Requirements, and are part of the USOE's responsibility for subrecipient monitoring of federal grant funds.

Key Points:
School Finance will provide a summary of the review of the fiscal year 2014 financial statements, single audits (if applicable), and management letters of all LEAs that were in operation during fiscal year 2014. The financial statements, audit opinions, and management letters are due to the State by November 30 of each year.

Anticipated Action:
The Finance Committee will receive the report of the review and recommend release to the Board.

Contact: Natalie Grange CPA, CFE, School Finance Director, 801 538-7668
Scott Jones, Associate Superintendent, 801 538-7514

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500 Fax: (801) 538-7769
Brad C. Smith, State Superintendent of Public Instruction

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Scott Jones, Associate Superintendent
Business and Operations

DATE: October 8-9, 2015

INFORMATION: SFY16 Budget Reporting

Background:
In August 2015, the Finance Committee approved a budget reporting schedule for State Fiscal Year (SFY) 16 for directors of USOE, USOR, and USDB to provide budget updates to the Finance Committee.

Key Points:
The Finance Committee will have the opportunity to discuss information provided by USOR and USDB (quarterly reports July-September), USOE Administration (including Discretionary Funds), USOE Teaching and Learning Section, and USOE Special Education Section.

Anticipated Action:
The Committee will receive budget reports from the various sections.

Contact: Scott Jones, Associate Superintendent, 801-538-7514

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500 Fax: (801) 538-7769
Brad C. Smith, State Superintendent of Public Instruction

USOE Special Education Services (USOE-SES)
USBE Finance Committee Report
October 2015

Committee Questions:

1. What programs in your section/agency are mandated by federal code (laws and regulations) and for each program, how is it funded (federal, state, local, indirect or combined funding) and at what level is it funded (unfunded, partially funded, fully funded)?

- Individuals with Disabilities Education Improvement Act of 2004 (20 USC 1400) and IDEA Regulations (34 CFR Parts 300 and 301)
    - USOE Operations
        - Federal – Full Funding
        - State – No Funding
    - LEA Operations
        - Federal – Partial Funding
        - State – Partial Funding
        - Local – Partial Funding

  Other applicable unfunded federal requirements:
    - OMB Uniform Administrative Requirements (2 CFR Parts 200, 215, 220, 225, and 230)
    - Family Educational Rights and Privacy (34 CFR Part 99)
    - Americans with Disabilities Act of 1990 (42 USC 126 and 47 USC 5)
    - ADA Title II Regulations (28 CFR Part 35)
    - Education Department General Administrative Requirements (34 CFR)

2. What programs in your section/agency are mandated by state statute and for each program, how is it funded (federal, state, local, indirect or combined funding) and at what level is it funded (unfunded, partially funded, fully funded)?

- 53A-15-301 through 53A-15-305 (Education of Children with Disabilities)
    - USOE Operations
        - Federal – Full Funding
        - State – No Funding
    - LEA Operations
        - Federal – Partial Funding
        - State – Partial Funding
        - Local – Partial Funding
- 53A-15-1005 (Electronic High School Services to Students with Disabilities)
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
- 53A-24-114 (Governor's Committee on Employment of People with Disabilities)
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
- 53A-25a-101 through 53A-25a-106 (USDB/Blind Persons' Literacy)
    - USOE Operations

        - Federal – No Funding
        - State – Partial Funding
- 53A-25b-101 through 53A-25b-501 (USDB)
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
- 53A-26a-101 through 53A-26a-503 (Interpreter Services)
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
- 53A-17a-111 through 53A-17a-112 (Students with Disabilities State Funding)
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
    - LEA Operations
        - Federal – No Funding
        - State – Partial Funding
            - Add-On
            - Self-Contained
            - Extended School Year
            - Preschool
            - State Programs / Intensive Services Fund
        - Local – Partial Funding
- 53A-17a-158 (Stipends for Special Educators for additional days of work)
    - USOE Operations
        - Federal – No Funding
        - State – Partial Funding
    - LEA Operations
        - Federal – No Funding
        - State – Partial Funding
        - Local – No Funding
- 53A-1a-701 through 710 (Carson Smith Special Needs Scholarship)
    - USOE Operations
        - Federal – No Funding
        - State – Full Funding
    - LEA Operations
        - Federal – No Funding
        - State – No Funding
        - Local – No Funding
- 53A-6-802 (Paraeducator to Teacher Scholarship Program (PETTS))
    - USOE Operations
        - Federal – No Funding
        - State – No Funding

3. What are the programs in our section/agency mandated by state board rule and for each program how is it funded (federal, state, local, indirect or combined funding) and at what level is it funded (unfunded, partially funded, fully funded)?

- Utah State Board of Education Special Education Rules
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
- R277-750 Education Programs for Students with Disabilities
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
- R277-602 Carson Smith Special Needs Scholarship
    - USOE Operations
        - Federal – No Funding
        - State – Full Funding
- R277-438 Dual Enrollment
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
- R277-504 Licensure
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
- R277-525 Special Educator Stipends
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
- R277-526-1 Paraeducator to Teacher Scholarship Program (PETTS)
    - USOE Operations
        - Federal – No Funding
        - State – No Funding
- R277-751 Special Education Extended School Year
    - USOE Operations
        - Federal – No Funding
        - State – Partial Funding
- R277-800 Utah Schools for the Deaf and the Blind
    - USOE Operations
        - Federal – No Funding
        - State – No Funding

4. What programs in your section/agency are at the discretion of the section or the Superintendents/Executive Directors and for each program how is it funded (federal, state, local, indirect or combined funding) and at what level is it funded (unfunded, partially funded, fully funded)?

None

5. Without respect to whether a program is mandated or not, what items would you cut first if faced with a budget shortfall?

A budget shortfall in Federal funds would result in elimination or reduction of statewide activities that support the implementation of IDEA. Examples of statewide activities that would be eliminated or reduced include: Technical Assistance to LEAs, grants to Utah's colleges and universities provided to increase the number of qualified special education teachers, professional development activities for teachers and administrators, special education support publications, projects designed to meet the unique needs of students with specific types of disabilities, projects designed to improve academic outcomes for students with disabilities, and support to LEAs with critical needs. In addition to these changes in statewide activities, the amount of funding provided to each Utah LEA for services to students with disabilities would be reduced by the percent of the shortfall.

A budget shortfall in State funds would have a minimal impact to USOE operations, because limited State funds are used within the USOE-SES. The amount of administrative and monitoring oversight that is provided for the Extended Year for Special Educator stipend program and the Carson Smith Scholarship program would be reduced or eliminated.

6. What is your "wish list" of things you wish your section could do? (And would you cut things in #5 to be able to do particular things on your wish list?)

1. Financial Manager – We propose to ensure that the USOE Special Education Section is ready to follow all the fiscal requirements of IDEA, the new requirements included in the federal Uniform Guidance, appropriately implement the USBE priorities identified in the USOE risk assessment, and appropriately distribute funds to Utah districts and charter schools.
2. Intensive Services Fund – We propose to support LEAs in meeting the obligation to provide special education and related services to all students with disabilities, including those with very expensive service requirements. This fund provides partial support to LEAs for services to an individual student costing more than three times the average per pupil expenditure (approximately $20,000).
3. Add-On WPU Value – We propose a multi-year solution to eventually equalize the value of the WPU and provide LEAs with the resources necessary to meet their educational obligations to students with disabilities. As the value of the WPU is determined annually, the Special Education Add-On WPU would be raised by 0.25% more than the basic WPU. For example, if the WPU is increased by 4% the Special Education Add-On would be increased by 4.25%.
4. Carson Smith Scholarship Administration - Since the program inception, the USOE has provided administrative services with just over $100,000 annually. Over the past several years, the number of schools and students has risen significantly and USOE has used up all available carry-forward funds. For FY2016, USOE is at risk of expending more funds than the allowed set-aside for administration. In order to support program implementation without continuous requests for additional administrative funding or staff, we propose to modify the set-aside from a set amount ($103,800) to a percentage (4%) of the annual allocation.

This "wish list" represents needs within the section for State supported activities. As noted above, minimal funding is provided by the State in support of the USOE responsibility to provide oversight, general supervision, and technical assistance on the education of students with disabilities. These requests cannot be offset by reduction or elimination of Federal resources already designated for this purpose.

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Scott Jones, Associate Superintendent
Business and Operations

DATE: October 8-9, 2015

ACTION: Review and Confirmation of the SFY 15 Carry Forward and SFY 16 Discretionary Funds Requested Spend Plan

---

Background:

The Board approved the SFY 15 Carry Forward (SFY 16 Discretionary Funds) with some changes during the September 17-18, 2015 Board meeting.

Key Points:
Updated information will be presented to ensure that the SFY 16 Carry Forward (Discretionary Funds) requested spend plan meets the intent of the entire Board (all changes and/or updates were noted) from the September 17-18 meeting using the backup documentation.

Anticipated Action:
The Finance Committee will review the provided list of SFY 16 projects (spend plan) from the September 17-18 Board meeting and attest to its accuracy to the entire Board.

Contact: Scott Jones, Associate Superintendent, 801 538-7514

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500 Fax: (801) 538-7769
Brad C. Smith, State Superintendent of Public Instruction

SFY 15 Carry Forward Source:	Prior Year Education Funds	Prior Year Land Exchange Funds	Prior Year Federal Mineral Lease Funds	
	$ 1,100,748.37	**$ 34,914.00**	**$ 908,934.00**	$ 2,044,596.37
Project				
Superintendent's Request for Discretionary Funds	$ 100,000.00	$ -	$ -	
Superintendent's Request for Discretionary Funds	$ -	$ -	$ -	
Contingency for Accounting Adjustments	$ 150,000.00	$ -	$ -	
Policy Specialist (non-benefitted/20 hours per week)	$ 37,000.00	$ -	$ -	
UTA ECO Passes	$ 138,555.00	$ -	$ -	
Teachers-Teachers	$ 143,250.00	$ -	$ -	
Interstate Comission for Military Children	$ 4,000.00	$ -	$ -	
Utah Teacher of the Year	$ 33,000.00	$ -	$ -	
CERT/CPR/AED	$ 1,500.00	$ -	$ -	
Milken Blue Ribbon Panel	$ 400.00	$ -	$ -	
Employee Action Committee Activities	$ 5,100.00	$ -	$ -	
UEN Audit Response	$ 200,000.00	$ -	$ -	
Educator Effectiveness	$ -	$ -	$ 154,653.00	
Employee Service Award Luncheon	$ 1,300.00	$ -	$ -	
Utah Teacher's Forum	$ 500.00	$ -	$ -	
Distict Visits and Superintendent's Meetings	$ 4,000.00	$ -	$ -	
Rural Schools Conference	$ 30,000.00	$ -	$ -	
Capital Investment Projects	$ 100,000.00	$ -	$ -	
National Repository of Online Courses	$ -	$ -	$ -	
UCA Contract Payment (School Finance Section Portion)	$ 45,000.00	$ -	$ -	
Increase to Internal Audit Section Budget	$ 16,000.00	$ -	$ -	
Council of Chief State School Officers (CCSSO) Memberships	$ 45,000.00	$ -	$ -	
Balance Remaining:	**$ 196,143.37**	**$ 34,914.00**	**$ 754,281.00**	
Additional Requests as of 28 September 2015				
EIMAC Membership	$ 11,000.00			
Support for Governor's Excellence Commission	$ 10,000.00			
Balance Remaining if Additional Requests Approved:	**$ 175,143.37**			

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Scott Jones, Associate Superintendent
Business and Operations

DATE: October 8-9, 2015

INFORMATION: Progress Report on Governor's Office of Management and Budget Preparation Process

---

Background:

In accordance with the Budgetary Procedures Act (IAW), the USOE is engaged in the Governor's Office of Management and Budget (GOMB) Budget Preparation process.

Key Points:
The Associate Superintendent of Business and Operations for the Utah State Office of Education will display the SFY 17 Budget Preparation timeline and inform the Finance Committee where the agency is at in the process.

Anticipated Action:
This is for informational purposes only. Any issues or concerns with the process should be brought to the attention of the Finance Committee members.

Contact: Scott Jones, Associate Superintendent, 801 538-7514

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500 Fax: (801) 538-7769
Brad C. Smith, State Superintendent of Public Instruction

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Scott Jones, Associate Superintendent
Business and Operations

DATE: October 8-9, 2015

INFORMATION: Progress on Hiring Key Finance and Accounting Positions

---

Background:
USOE/USOR has several vacant positions within its finance and accounting personnel staffing.

Key Points:
The Associate Superintendent of Business and Operations will provide the status of filling the following positions:

- Finance Director over Internal Accounting (USOE)
- Financial Manager position (USOR)
- Financial Manager Position (USOE)
- Three Managerial Accountant Positions (Financial Managers) (USOE)
- One Federal Compliance Officer (USOE)

Anticipated Action:
Informational only.

Contact: Scott Jones, Associate Superintendent, 801 538-7514

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500 Fax: (801) 538-7769
Brad C. Smith, State Superintendent of Public Instruction

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Natalie Grange, CPA CFE
Director of School Finance

DATE: October 8-9, 2015

ACTION: Legislative Intent Language Reports

Background:
HB 2 *Public Education Budget Amendments* from the 2015 Legislative session included legislative intent language for several programs.

Key Points:
School Finance will provide the Finance Committee the final draft reports to address the requirements of the intent language for Class Size Reduction and Pupil Transportation.

Anticipated Action:
It is anticipated the Finance Committee will review the reports and provide direction for changes prior to their presentation to legislative interim committees.

Contact: Natalie Grange CPA, CFE, School Finance Director, 801 538-7668
Scott Jones, Associate Superintendent, 801 538-7514

Law and Licensing Committee - Board Room
Time for public comment may be provided prior to each item

All versions of rules presented will be accessible at
http://schools.utah.gov/law/Administrative-Rules/USBE.aspx

ACTION: Approval of Previous Meeting Minutes	Tab 4-H
ACTION: Charter Amendment Request from Esperanza Elementary	Tab 4-I
ACTION: Charter Amendment Request from Karl G. Maeser Preparatory Academy	Tab 4-J
DISCUSSION/ACTION: R277-207 *Utah Professional Practices Advisory Commission (UPPAC), Disciplinary Guidelines* (New)	Tab 4-K
ACTION: R277-726 *Statewide Online Education Program* (Amendment and Continuation)	Tab 4-L
DISCUSSION/ACTION: R277-705 *Secondary School Completion Diplomas*	Tab 4-M
ACTION: R277-118 *LEA Post-employment Benefits Plan* (Repeal)	Tab 4-N
ACTION: Charter Termination and Request for Satellite School	ADDEND-1

Minutes of the
Utah State Board of Education Law and Licensing Committee

September 17, 2015
Utah State Office of Education, Board Room

Members Present: Dave Thomas, Leslie Castle, Linda Hansen, Terryl Warner

Members Absent: Stan Lockhart

Staff Present: Angie Stallings, Cybil Prideaux

Others Present: Dawn Benke, Tracey M. Watson, Chase Clyde, Andy Lavin, Brian Jackson, Craig Frank, Linda Alder, Jeannie Rowland, Joe Heywood, Jo-Ann Wong, Tim Donaldson, Paula Plant, Sara Jones

Committee Business

The meeting was called to order at 7:03 p.m. by Committee Chair Leslie Castle.

USBE Law and Licensing Committee Minutes Review

COMMITTEE MOTION: The Committee voted unanimously to approve the August 6, 2015 minutes.

New School approval – Athlos Academy of Utah

The Committee discussed approving Athlos Academy of Utah to open in the 2016-2017 school year as outlined in its application.

COMMITTEE MOTION: The Committee voted unanimously to approve Athlos Academy of Utah and recommends that the Board approve the new charter school to open in 2016-2017.

R277-533 District Educator Evaluation Systems (New)

The Committee discussed and reviewed an updated version of handout R277-533 and discussed potential amendments.

Amendments discussed and adopted:

- Line 83 – change “approved” to “evaluated”

COMMITTEE MOTION: The Committee voted unanimously to approve R277-533, as amended, on second reading and recommends that the Board approve R277-533, as amended on third and final reading.

R277-100 Rulemaking Policy (Continuation and Amendment)

The Committee discussed the Board's general rulemaking power, reviewed two versions of R277-100, and discussed potential amendments to version 2.

Amendments discussed and adopted:

- Line 57: delete (a)
- Lines 60-61: delete Subsection (b)
- Lines 64-66: delete Subsection (3)

COMMITTEE MOTION: The Committee voted unanimously to direct staff to amend the Board's Bylaws to establish a policy making procedure and recommends that the Board direct staff to amend the Board's Bylaws to establish a policy making procedure.

SECOND MOTION: The Committee also voted unanimously to continue R277-100 on second reading and recommends that the Board approve R277-100 for continuation on third and final reading. The Committee also voted unanimously to approve version 2 of R277-100, as amended on second reading and recommends that the Board approve R277-100, as amended, on third and final reading.

R277-611 Certified Volunteer Instructors and Material Approval Requirements and Process for Firearm Safety in the Public Schools (Continuation and Amendment)

The Committee discussed and reviewed R277-611.

COMMITTEE MOTION: The Committee voted unanimously to approve R277-611, for continuation on first reading and recommends that the Board approve R277-611 for continuation on second reading. The Committee also voted unanimously to approve R277-611, as amended, on first reading and recommends that the Board approve R277-611, as amended, on second reading.

R280-203 Certification Requirements for Interpreters/Transliterators for the Hearing Impaired (Amendment)

The Committee reviewed and discussed potential amendments to R280-203, as amended.

Amendments discussed and adopted:

- Lines 75 – 77: delete physical address of the Division of Services to the Deaf and Hard of Hearing.

COMMITTEE MOTION: The Committee unanimously approved R280-203, as amended on second reading with a recommendation that the Board approve R280-203, as amended, on third and final reading.

Least Restrictive Behavior Interventions (LRBI) Technical Assistance Manual

The Committee reviewed and discussed approving the LRBI Technical Assistance Manual.

COMMITTEE MOTION: The Committee voted unanimously to approve the manual and recommends that the Board approve LRBI manual.

R277-477 Distributions of Funds from the Interest and Dividends Account and Administration of the School LAND Trust Program (Amendment)

The Committee discussed and reviewed an updated handout of Version 2 of R277-477 as amended, and discussed potential amendments.

Amendments Proposed and Adopted:

- Line 164 – 165: delete Subsection (13), insert "(13) If an approving entity fails to comply with Subsection (12)(c), the School Children's Trust Director shall report the failure to the Audit Committee of the Board as described in Section R277-477-9."
- Line 249: insert the word "the" in between the words "of" and "school's"

COMMITTEE MOTION: The Committee voted unanimously to approve Version 2 of R277-477, as amended, on first reading and recommends the Board approve Version 2 of R277-477, as amended, on second reading.

R277-606 Public School Student Dropout Recovery (New/Amendment)

The Committee discussed and reviewed new rule R277-606 and a proposed amendment regarding charter schools. A motion was made to adopt R277-606 with the proposed amendment. The motion failed with D. Thomas and T. Warner voting in favor and L. Castle and L. Hansen voting against (2-2).

Amendments Proposed and Adopted:

- Line 39: delete (8)
- Line 47: delete (9) and insert (10)
- Line 50: insert (a)
- Line 52 – 53: (b) (iii) insert "and SSID"

COMMITTEE MOTION: The Committee recommends that the Board discuss R277-606, including the proposed amendments and make a motion to approve R277-606 on third and final reading with or without the proposed amendment.

R277-438 Dual Enrollment (Amendment)

The Committee reviewed and discussed R277-438 as amended to provide technical and conforming changes bringing the rule into compliance with Utah Code.

COMMITTEE MOTION: The Committee voted unanimously to approve R277-438 as amended, on first reading and recommends that the Board approve R277-438, as amended, on second reading.

R277-494 Charter School and Online Student Participation in Extracurricular or Co-curricular School Activities (Amendment and Continuation)

The Committee reviewed and discussed R277-494, including amendments, on first reading.

Amendments Proposed and Adopted:

- Line 94: delete "151"

COMMITTEE MOTION: The Committee approved R277-494, as amended, on first reading. The Committee approved R277-494 for continuation of first reading. The Committee recommends that the Board approve R277-434 as amended, on second reading and for continuation on second reading.

Adjourn

COMMITTEE MOTION: Linda Hansen moved to adjourn the meeting. The motion passed unanimously.

Chair Castle adjourned the meeting at 9:35 p.m.

UTAH STATE CHARTER SCHOOL BOARD

Howard Headlee, Chair
Kristin Elinkowski, Vice Chair

Tim Beagley
Dean Brockbank
Bruce Davis
Robert Enger
DeLaina Tonks

Marlies Burns,
Executive Director

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Phone: 801.538.7720

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Marlies Burns
Executive Director

DATE: October 8-9, 2015

ACTION: Amendment Request from Esperanza Elementary

Background:
Esperanza Elementary opened in fall 2014 serving 391 students in grades K-6. The school population continues to grow and has a wait list for every grade served. Esperanza Elementary requests to accelerate its approved growth model to serve 525 students beginning in 2016-2017 rather than waiting until 2018-2019, which is an acceleration of 50 students. The State Charter School Board has reviewed and approved the amendment to the school's charter agreement and forwards it to the State Board of Education for consideration.

Key Points:
Esperanza Elementary is located within Granite School District. The school has a wait list for every grade served.

The executive summary report is included and additional information submitted by the school can be found at http://schools.utah.gov/charterschools/State-Charter-School-Board/2015-Board-Meetings/August-2015.aspx

Anticipated Action:
The Law and Licensing Committee will consider approving Esperanza Elementary governing board's request as outlined in the amendment documentation. If approved by the Committee, the Board will consider approving the request.

Contact: Marlies Burns, Executive Director, State Charter School Board, 801-538-7817
Angie Stallings, Associate Superintendent, 801-538-7550

AMENDMENT

Utah State Board of Education
Charter School Board Executive Summary Report

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

This summary report shall be completed by the SCSB and submitted to Brad C. Smith, State Superintendent of Public Instruction, Utah State Office of Education, two weeks ahead of the regularly scheduled USBE meetings for approval and inclusion in the board's agenda materials. Only that which is in writing, and included in the agenda materials, as ratified for recommendation by the SCSB, shall be considered by the USBE in its final approval process. Attachments, by way of clarification, or elaboration, may be included.

1. Charter School Esperanza Elementary

2. Website www.esperanzaelementary.org

   Board Chair: Janet Christensen Email luv2teachesl@gmail.com

   School Administrator: Eulogio Alejandre Email eulogio.alejandre@esperanzaelementary.org

3. The Charter school is located in which school district? Granite

4. Requested amendment to charter (summary – full report can be found on State Charter School Board website at: http://schools.utah.gov/charterschools/State-Charter-School-Board/2015-Board-Meetings/August-2015.aspx

   Esperanza Elementary governing board requests approval to add 50 students beginning the 2016-2017 school year.

5. Charter school mission and purpose(s):

   Mission Statement: All Esperanza Elementary stakeholders work as a team doing whatever it takes to provide the environment that fosters what each student needs to become biliterate and to acquire the skills and attributes needed to effectively serve in our global community.

   Community Engagement: Esperanza Elementary ensures that this mission is accomplished through its unique program and school community. The ultimate success of students and the school is dependent upon all of the constituents – especially parents, staff and board – understanding the programs and community culture, and being engaged and involved. We have set a goal to support this plan.

6. Charter school student demographics (2014-2015 data):
   - 341 students in grades K - 6
   - 93.9% ethnic/racial minority
   - 72.9% students are economically disadvantaged

- 26.1% students are learning English
- 11.5% students with disabilities

Granite School District student demographics (2014-2015 data):

- 67,660 students in grades K – 12
- 46.1% ethnic/racial minority
- 56.2% students are economically disadvantaged
- 15.3% students learning English
- 10.9% students with disabilities

7. What is the position of the local district regarding the amendment request? Who was the contact at the local district? (Attachment of letters, if necessary)

   The school submitted the entire amendment request to Superintendent Martin W. Bates, Granite School District, on August 28, 2015. No concerns from the districts have been received to date.

8. Please provide a summary of the Utah State Charter School Board discussion pertaining to this amendment request, including points it would like the Utah State Board of Education to consider when making the decision to approve the amendment.

   The State Charter School Board reviewed and discussed the governing board's request to add 50 students this year (2015-2016), but did not approve that request. Instead, it approved an acceleration of the students already approved for future years beginning with 2016-2017.

9. Votes of the SCSB in approving the charter school application:

   (Listing of charter board members' vote)

DeLaina Tonks, Tim Beagley Kristin Elinkowski, Bruce Davis Howard Headlee, Robert Enger, Dean Brockbank	Recommended full approval
	Not present for vote

UTAH STATE CHARTER SCHOOL BOARD

Howard Headlee, Chair
Kristin Elinkowski, Vice Chair

Tim Beagley
Dean Brockbank
Bruce Davis
Robert Enger
DeLaina Tonks

Marlies Burns,
Executive Director

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Phone: 801.538.7720

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Marlies Burns
Executive Director

DATE: October 8-9, 2015

ACTION: Amendment request from Karl G. Maeser Preparatory Academy

---

Background:
Karl G. Maeser Preparatory Academy opened in fall 2007 serving 161 students in grades 9-12. The school population continued to grow and eventually the school's charter agreement was amended to expand to serving 625 students in grades 7-12. Karl G. Maeser Preparatory Academy requests to add 20 students beginning in 2016-2017 bringing the total authorized enrollment to 645. The State Charter School Board has reviewed and approved the amendment to the school's charter agreement and forwards it to the State Board of Education for consideration.

Key Points:
Karl G. Maeser Preparatory Academy is located within Alpine School District. The school is consistently 100 percent enrolled and has a wait list for every grade served. In addition, Karl G. Maeser Preparatory Academy was ninth on the Deseret News *Top Utah Schools in Language Arts* list.

The executive summary report is included and additional information submitted by the school can be found at http://schools.utah.gov/charterschools/State-Charter-School-Board/2015-Board-Meetings/September-2015.aspx.

Anticipated Action:
The Law and Licensing Committee will consider approving Karl G. Maeser Preparatory Academy governing board's request as outlined in the amendment documentation. If approved by the Committee, the Board will consider approving the request.

Contact: Marlies Burns, Executive Director, State Charter School Board, 801-538-7817
Angie Stallings, Associate Superintendent, 801-538-7550

AMENDMENT

Utah State Board of Education
Charter School Board Executive Summary Report

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

This summary report shall be completed by the SCSB and submitted to Brad C. Smith, State Superintendent of Public Instruction, Utah State Office of Education, two weeks ahead of the regularly scheduled USBE meetings for approval and inclusion in the board's agenda materials. Only that which is in writing, and included in the agenda materials, as ratified for recommendation by the SCSB, shall be considered by the USBE in its final approval process. Attachments, by way of clarification, or elaboration, may be included.

1. Charter School Karl G. Maeser Preparatory Academy

2. Website www.maeserprep.org

   Board Chair: Cynthia Shumway Email cynthia.shumway@maeserprep.org

   School Administrator: Robyn Ellis Email robyn.ellis@maeserprep.org

3. The Charter school is located in which school district? Alpine

4. Requested amendment to charter (summary – full report can be found on State Charter School Board website at: http://schools.utah.gov/charterschools/State-Charter-School-Board/2015-Board-Meetings/September-2015.aspx

   Karl G. Maeser Preparatory Academy's governing board requests approval to add 20 students in grades 9-12 beginning in the 2016-2017 school year.

5. Charter school mission and purpose(s):

   Karl G. Maeser Preparatory Academy empowers and inspires students to learn continually, think critically, and communicate effectively through Socratic methods to better themselves and their community.

   Karl G. Maeser Preparatory Academy's mission is to use classical education to empower and inspire students to think critically, learn continually, and communicate effectively through Socratic methods to better themselves and their community. As Maeser focuses on this mission, students are given the opportunity not only to acquire great knowledge but also to pattern their lives and values after principles of truth, honor, and virtue and thereby develop strength of character while preparing themselves for future studies and career pursuits. With a strategic focus on Western heritage to transform and develop every Maeser student, Maeser's desire is to enhance the understanding of the founding principles of liberty of the United States and its founding documents to empower citizenry that is willing to uphold those principles through service and sacrifice.

The great challenge of education is to kindle within each student a desire to learn. A classical education inspires students to learn continually as they are exposed to truth, honor, and virtue through the study of the greatest expressions of humanity, whether in art, literature, science, or mathematics. This thirst for knowledge and desire to **learn continually** not only aids students in their formal studies, but will propel them forward throughout their life.

Use of the Socratic method in the delivery of a classical education from Maeser helps students develop the ability to **think critically** and evaluate different ideas and philosophies and their underlying assumptions. An in-depth study of primary sources and purposeful discussion of world-changing historical events, great literature, and influential thinkers helps students learn the consequences of ideas and decisions.

As students read, discuss in Socratic dialogues, and write about primary works of history, literature, art and science during their time at Maeser, they develop the ability to **communicate effectively**. The ability to listen to the ideas of other people, to appropriately and courteously respond to different ideas whether verbally or written as well as the ability to succinctly and persuasively communicate one's own ideas are critical to preparation for continued studies and success in any field of pursuit.

Maeser's motto—*Truth, Honor, Virtue*—provides an ever-present compass to guide students in their learning and choices as they grow and mature in their understanding of themselves and their knowledge of the world. The pursuit of a classical education at Karl G. Maeser Preparatory Academy allows students to increase their understanding and modeling of these principles to chart a course toward future learning, career, and civic service.

Truth: Maeser students seek after truth and defend it regardless of consequences.
Honor: Maeser students are honest and act with integrity in all things.
Virtue: Maeser students exemplify virtue by having the courage to do what is right and avoid what is wrong.

6. Charter school student demographics (2014-2015 data):
   - 638 students in grades 7 - 12
   - 22.6% ethnic/racial minority
   - 8.6% students are economically disadvantaged
   - 0.5% students are learning English
   - 5.5% students with disabilities

   Alpine School District student demographics (2014-2015 data):
   - 73,931 students in grades K – 12
   - 15.7% ethnic/racial minority
   - 24.0% students are economically disadvantaged
   - 3.4% students learning English
   - 10.1% students with disabilities

7. What is the position of the local district regarding the amendment request? Who was the contact at the local district? (Attachment of letters, if necessary)

   The school submitted the entire amendment request to Superintendent Sam Jarman, Alpine School District, on August 28, 2015. No concerns from the district has been received to date.

8. Please provide a summary of the Utah State Charter School Board discussion pertaining to this amendment request, including points it would like the Utah State Board of Education to consider when making the decision to approve the amendment.

The State Charter School Board reviewed the request and found it reasonable to increase the school's enrollment by 20 students beginning in 2016-2017 to accommodate the bubble class in grade 9.

9. Votes of the SCSB in approving the charter school application:

(Listing of charter board members' vote)

DeLaina Tonks, Tim Beagley Kristin Elinkowski, Bruce Davis Howard Headlee	Recommended full approval
Robert Enger, Dean Brockbank	Not present for vote

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Angie Stallings, Associate Superintendent
Policy and Communication

DATE: October 8-9, 2015

DISCUSSION/ACTION: R277-207 *Utah Professional Practices Advisory Commission (UPPAC), Disciplinary Guideline* (New)

Background:
R277-207 was reviewed in August and approved on first reading by the Law and Licensing Committee and on second reading by the full Board. At the September 2015 Board meeting, the Board pulled R277-207 from the Consent Calendar and directed that the rule go back to the Law and Licensing Committee for further discussion and possible changes.

Key Points:
Staff is seeking direction from the Law and Licensing Committee as to how the Committee would like to proceed to review potential changes to new rule R277-207 and potential changes to other UPPAC related rules.

Anticipated Action:
It is proposed that the Law and Licensing Committee discuss R277-207 and provide direction to staff for revising R277-207 to bring back to the Committee in November for consideration.

Contact: Ben Rasmussen, 801-538-7853
Angie Stallings, 801-538-7550

R277. Education, Administration.

R277-207. Utah Professional Practices Advisory Commission (UPPAC), Disciplinary Guidelines.

R277-207-1. 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 53A-6-306, which directs the Board to adopt rules regarding UPPAC duties and procedures; and

(c) Subsection 53A-1-401(3), which allows the Board to adopt rules in accordance with its responsibilities.

(2) The purpose of this rule is to establish presumptions for UPPAC and Board review of UPPAC cases.

R277-207-2. Guidelines.

(1) UPPAC and the Board shall consider the guidelines in this section when evaluating a case of educator misconduct.

(2)(a) Revocation is presumed appropriate if an educator:

(i) is subject to mandatory revocation under Subsection 53A-6-501(5)(b);

(ii) is convicted of, admits to, or is found pursuant to an evidentiary hearing to have engaged in viewing child pornography, whether real or simulated, on or off school property;

(iii) subject to Subsection (2)(b), is convicted of a violation of Title 76, Chapter 5, Offenses Against the Person, that results in a sentence of jail time of six months or more, unsuspended;

(iv) is convicted three or more times, each involving a minor, of any combination of drug, alcohol, violence, or sexual offenses in the three years previous to the most recent conviction; or

(v) is convicted of an offense that requires the educator to register as a sex offender under Subsection 77-41-105(3).

(b) Early release or work release permitted by the jail may not be considered by UPPAC or the Board for purposes of calculating the jail time in Subsection (2)(a)(iii).

(3) Suspension of three years or more is presumed appropriate if an educator:

(a) engages in a serious boundary violation of a physical or sexually suggestive nature that is not sexually explicit conduct;

(b) is convicted of child abuse if the conduct results in a conviction of a class A misdemeanor or higher;

(c) is convicted of a first degree felony, a second degree felony, or a felony involving a minor, unless revocation is presumed by statute or Subsection (2);

(d) is convicted of an offense that results in the educator being placed on court supervision for three or more years;

(e) is convicted of intentional theft or misappropriation of public funds; or

(f) intentionally provides alcohol or illegal drugs to a minor.

(4) Suspension of one to three years is presumed appropriate, if an educator:

(a) willfully or knowingly creates, views, or gains access to sexually inappropriate material on school property or using school equipment;

(b) is convicted of one or more misdemeanor violence offenses in the last 3 years;

(c) is convicted of using physical force with a minor if the conviction is a class B

misdemeanor or lower;

(d) engages in repeated incidents of or a single egregious incident of excessive physical force or discipline to a child or student that:

(i) does not result in a criminal conviction; and

(ii) does not meet the circumstances described in Subsection 53A-11-802(2);

(e) threatens a student physically, verbally, or electronically;

(f) engages in a pattern of inappropriately fraternizing with a student under a circumstance not described in Subsection (3)(a);

(g) engages in multiple incidents or a pattern of theft or misappropriation of public funds that does not result in a criminal conviction;

(h) attends a school or school-related activity in an assigned employment-related capacity while possessing, using, or under the influence of alcohol or illegal drugs;

(i) is convicted of two or three drug-related offenses or alcohol-related offenses in the three years previous to the most recent conviction;

(j) is convicted of a third degree felony not covered by any other presumption specified in this rule;

(k) engages in a pattern of or a single egregious incident of:

(i) harassing;

(ii) bullying; or

(iii) threatening a co-worker or community member;

(l) knowingly and deliberately falsifies or misrepresents information on an education-related document; or

(m) knowingly and deliberately teaches, counsels, or assists a student in a manner that undermines or disregards the lawful, express directives of a parent.

(5) A short-term suspension is presumed appropriate if an educator:

(a) has three or more incidents of inappropriate conduct that would otherwise warrant lesser discipline; or

(b) fails to report to appropriate authorities suspected child or sexual abuse.

(6) A letter of admonition, letter of warning, or letter of reprimand, with or without probation, is presumed appropriate if an educator:

(a) engages in a miscellaneous minimal boundary violation with a student or minor, whether physical, electronic, or verbal;

(b) engages in minimal inappropriate physical contact with a student;

(c) engages in unprofessional communications or conduct with a student, co-worker, community member, or parent;

(d) engages in an inappropriate discussion with a student that violates state or federal law;

(e) knowingly violates a requirement or procedure for special education needs;

(f) knowingly violates a standardized testing protocol;

(g) is convicted of one of the following with or without court probation:

(i) a single driving under the influence of alcohol or drugs offense under Section 41-6a-502;

(ii) impaired driving under Section 41-6a-502.5; or

(iii) a charge that contains identical or substantially similar elements to the state's driving under the influence of alcohol or drugs law or under the law of another state or territory;

(h) carelessly mismanages public funds or fails to accurately account for receipt and

expenditure of public funds entrusted to the educator's care;

(i) fails to make a report required by Rule R277-516;

(j) is convicted of one or two misdemeanor offenses not otherwise listed;

(k) engages in an activity that constitute or create the appearance of a conflict of interest with the educator's professional responsibility; or

(l) engages in other minor violations of the Utah Educator Standards in Rule R277-515.

(7) In considering a presumption described in this section, UPPAC or the Board may deviate from the presumptions if:

(a) the presumption does not involve a revocation mandated by statute; and

(b) aggravating or mitigating factors exist that warrant deviation from the presumption.

(8) An aggravating factor may include the following:

(a) the educator has engaged in prior misconduct;

(b) the educator presents a serious threat to a student;

(c) the educator's misconduct directly involved a student;

(d) the educator's misconduct involved a particularly vulnerable student;

(e) the educator's misconduct resulted in physical or psychological harm to a student;

(f) the educator violated multiple standards of professional conduct;

(g) the educator's attitude does not reflect responsibility for the misconduct or the consequences of the misconduct;

(h) the educator's misconduct continued after investigation by the LEA or UPPAC;

(i) the educator holds a position of heightened authority as an administrator;

(j) the educator's misconduct had a significant impact on the LEA or the community;

(k) the educator's misconduct was witnessed by a student;

(l) the educator was not honest or cooperative in the course of UPPAC's investigation;

(m) the educator was convicted of crime as a result of the misconduct; and

(n) any other factor that, in the view of UPPAC or the Board, warrants a more serious consequence for the educator's misconduct.

(9) A mitigating factor may include the following:

(a) the educator's misconduct was the result of strong provocation;

(b) the educator was young and new to the profession;

(c) the educator's attitude reflects recognition of the nature and consequences of the misconduct;

(d) the educator's attitude suggests amenability to supervision and training;

(e) the educator has little or no prior disciplinary history;

(f) since the misconduct, the educator has an extended period of misconduct-free classroom time;

(g) the educator was a less active participant in a larger offense;

(h) the educator's misconduct was directed or approved, whether implicitly or explicitly, by a supervisor or person in authority over the educator;

(i) the educator has voluntarily sought treatment or made restitution for the misconduct;

(j) there was insufficient training or other policies that might have prevented the misconduct;

(k) any other factor that, in the view of UPPAC or the Board, warrants a less serious consequence for the educator's misconduct.

(10)(a) UPPAC and the Board have sole discretion to determine the weight it gives to an aggravating or mitigating factor.

(b) The weight UPPAC or the Board gives an aggravating or mitigating factor may vary in each case and any one aggravating or mitigating factor may outweigh some or all other aggravating or mitigating factors.

KEY: educator, disciplinary presumptions
Date of Enactment of Last Substantive Amendment: 2015
Authorizing, Implemented, or Interpreted Law: Art X Sec 3; 53A-6-306; 53A-1-401(3)

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Angie Stallings, Associate Superintendent
Policy and Communication

DATE: October 8-9, 2015

ACTION: R277-726 *Statewide Online Education Program* (Amendment and Continuation)

Background:

1. The Law and Licensing Committee discussed issues related to the Statewide Online Education Program (SOEP) and Board rule R277-726 during the Committee's August meeting and gave policy direction to staff. R277-726 is amended to incorporate the policy decisions of the Committee as well as make technical and conforming changes.
2. In addition to the amendments to R277-726, the rule is continued consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act. The rule has not yet come due for continuation, but was created effective October 11, 2011.

Key Points: The amendments include changes to how the program requires LEAs and Statewide Online Education Program providers (SOEP providers) to deal with certain issues, including:

- How to manage a Section 504 Accommodation plan.
- How to serve SOEP students with disabilities.
- The responsibilities of SOEP providers that are higher education entities.
- How fee waiver-eligible materials are provided to SOEP students.
- How to manage the SOEP appropriation for home and private school students.

The amendments also redefine the term "school of enrollment" and include technical and conforming changes throughout the rule.

Anticipated Action:

1. It is proposed that the Committee consider approving R277-726, as amended, on first reading and, if approved by the Committee, the Board consider approving R277-726, as amended, on second reading.
2. It is proposed that the Committee consider approving R277-726 for continuation on first reading and, if approved by the Committee, the Board consider approving R277-726 for continuation on second reading.

Contact: Cory Kanth, 801-538-7660
Glenna Gallo, 801-538-7757
Natalie Grange, 801-538-7668
Angie Stallings, 801-538-7550

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Angie Stallings, Associate Superintendent
Policy and Communication

DATE: October 8-9, 2015

DISCUSSION/ACTION: R277-705 *Secondary School Completion and Diplomas*

Background:
Staff has been advised of a conflict with the accreditation process in R277-705 *Secondary School Completion and Diplomas* and R277-410 *Accreditation of Schools*. R277-705 is amended to resolve the conflict. The rule is also being continued consistent with Board Policy.

Key Points:
Language regarding accreditation is amended in R277-705 to make the rule consistent with accreditation language in R277-410. Technical and conforming changes are also made throughout the rule.

Anticipated Action:
It is proposed that the Standards and Assessment Committee discuss the amendments to R277-705 and approve R277-705 as amended and continue on first reading, or provide direction to staff for revising R277-705 to bring back to the Committee in November for consideration. It is further proposed that if the Committee approves R277-705 on first reading, the Board approve R277-705 as amended and continue on second reading.

Contact: Sydnee Dickson, 801-538-7515
Angie Stallings, 801-538-7550

R277. Education, Administration.

R277-705. Secondary School Completion and Diplomas.

R277-705-[~~2~~]1. Authority and Purpose.

[~~A.~~](1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, [~~of the Utah Constitution,~~]which [~~places~~]vests general control and supervision of [~~the~~]public [~~schools under~~]education in the Board;

(b) Subsections 53A-1-402(1)(b) and (c), which direct the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; and

(c) Subsection 53A-1-401(3), which allows the Board to adopt rules in accordance with its responsibilities.

[~~B.~~](1) The purpose of this rule is to:

(a) provide consistent definitions[~~,~~];

(b) provide alternative methods for a student[~~s~~] to earn credit and alternate methods for schools to award credit[~~,~~]; and

(c) [~~to~~]provide rules and procedures for the assessment of all students as required by law.

R277-705-[~~1~~]2. Definitions.

[~~A. "Accreditation" means the formal process for internal and external review and approval under the Standards for the Northwest Accreditation Commission, a division of Advance Education Inc., (AdvancED Northwest).~~

~~B. "Board" means the Utah State Board of Education.~~]

[~~C.~~](1) "Demonstrated competence" means subject mastery as determined by LEA standards and review. LEA review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

[~~D.~~](2) "Diploma" means an official document awarded by an LEA consistent with state and LEA graduation requirements and the provisions of this rule.

[~~E. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance~~

32 ~~with the Utah Special Education Rules and Part B of the Individuals with Disabilities~~
33 ~~Education Act (IDEA).~~
34 ~~F. "LEA" means a local education agency, including local school~~
35 ~~boards/public school districts and schools, and charter schools.~~]
36 [~~G. "Military child or children" means a K-12 public education student whose~~
37 ~~parent(s) or legal guardian(s) satisfies the definition of Section 53A-11-1401.~~]
38 [~~H.~~](3)(a) "Secondary school" means grades 7-12 in whatever kind of school
39 the grade levels exist.
40 (b) Grade 6 may be considered a secondary grade for some purposes.
41 [~~I.~~](4) "Section 504 plan" means a written statement of reasonable
42 accommodations for a student with a qualifying disability that is developed, reviewed,
43 and revised in accordance with Section 504 of the Rehabilitation Act of 1973.
44 [~~J.~~](5)(a) "Special purpose school[~~s~~]" means a school[~~s~~] designated by a
45 regional accrediting agenc[~~ies~~]y, [~~such as AdvancED Northwest~~]adopted by the
46 Board.
47 (b) [~~These schools typically~~]"Special purpose school" includes a school:
48 (i) that serves a specific population such as a student[~~s~~] with a disabilit[~~ies~~]y,
49 youth in custody, or a school[~~s~~] with a specific curricular emphasis[~~.~~]; and
50 (ii) [~~Their courses and~~] with curricula[~~ are~~] designed to serve[~~ their~~] specific
51 populations [~~and~~]that may be modified from a traditional program[~~s~~].
52 [~~K.~~](6) "Supplemental education provider" means a private school or
53 educational service provider[~~ which~~]:
54 (a) that may or may not be accredited[~~,~~]; and
55 (b) that provides courses or services similar to public school courses[~~/~~] or
56 classes.
57 [~~L.~~](7)(a) "Transcript" means an official document or record[~~(s)~~] generated by
58 one or several schools which includes[~~, at a minimum~~]:
59 (i) the courses in which a secondary student was enrolled[~~,~~];
60 (ii) grades and units of credit earned[~~,~~]; and
61 (iii) citizenship and attendance records.
62 (b) [~~The~~]A transcript is[~~ usually~~] one part of [~~the~~]a student's permanent record
63 or cumulative file [~~which also~~]that may include:

(i) birth certificate[~~,~~]

(ii) immunization records; and

(iii) other information as determined by the school in possession of the record.

[~~M.~~](8) "Unit of credit" means credit awarded for a course[~~s~~] taken:

(a) consistent with this rule[~~ or~~];

(b) upon LEA authorization; or

(c) for mastery demonstrated by approved methods.

R277-705-3. Required LEA Policy Explaining Student Credit.

[~~A.~~](1)(a) [~~All Utah~~]An LEA[~~s~~] governing board shall [~~have a policy, approved~~]establish a policy, in an open meeting[~~ by the governing board~~], explaining the process and standards for acceptance and reciprocity of credits earned by a student[~~s~~] in accordance with [~~Utah~~]state law.

(b) An LEA [~~P~~]polic[~~ies~~]y described in Subsection (1)(a) shall [~~provide for~~]include specific and adequate notice to a student[~~s~~] and a parent[~~s~~] of all policy requirements and limitations.

[~~B. LEAs shall adhere to the following standards for credits or coursework from schools, supplemental education providers accredited by the Northwest Accreditation Commission, and accredited distance learning schools:~~]

([~~1~~]2)(a) [~~Public schools~~]An LEA shall accept credits and grades awarded to a student[~~s~~] from a school[~~s~~] or a provider[~~s~~] accredited by [~~the Northwest Accreditation Commission or approved~~]an accrediting entity adopted by the Board [~~without alteration~~].

([~~2~~]b) An LEA polic[~~ies~~]y may establish reasonable timelines and may require adequate and timely documentation of authenticity for credits and grades submitted.

[~~C.~~](3) An LEA polic[~~ies~~]y shall provide various methods for a student[~~s~~] to earn credit from a non-accredited source[~~s~~], course work, or education provider[~~s. Methods, as designated by the LEA may~~] includ[~~e~~]ing:

([~~1~~]a) [~~S~~]satisfaction of coursework by demonstrated competency, as evaluated at the LEA level;

([~~2~~]b) [~~A~~]assessment as proctored and determined at the school or school level;

([~~3~~]c) [~~R~~]review of student work or projects by an LEA administrator[~~s~~]; and

([~~4~~]d) [~~S~~]satisfaction of electronic or correspondence coursework, as approved at the LEA level.

[~~D.~~](4) An LEA[~~s~~] may require documentation of compliance with Section 53A-11-102 prior to reviewing a student's home school or competency work, assessment or materials.

[~~E.~~](5) An LEA polic[~~ies~~]y for participation in extracurricular activities, awards, recognitions, and enhanced diplomas may be determined locally consistent with the law and this rule.

[~~F.~~](6) An LEA has the final decision-making authority for the awarding of credit and grades from a non-accredited source[~~s~~] consistent with state law, due process, and this rule.

R277-705-4. Diplomas and Certificates of Completion.

[~~A.~~](1) An LEA[~~s~~] shall award diplomas and certificates of completion.

[~~B.~~](2) An LEA[~~s~~] shall establish criteria for a student[~~s~~] to earn a certificate of completion that may be awarded to a student[~~s~~] who:

(a) ha[~~ve~~]s completed the[~~ir~~] student's senior year[~~,~~];

(b) [~~are~~]is exiting the school system[~~,~~]; and

(c) ha[~~ve~~]s not met all state or LEA requirements for a diploma.

R277-705-5. Students with Disabilities.

[~~A.~~](1) A student with a disabilit[~~ies~~]y served by a special education program[~~s~~] shall satisfy high school completion or graduation criteria, consistent with state and federal law and the student's IEP.

[~~B.~~](2) An LEA may award a student[~~ may be awarded~~] a certificate of completion consistent with state and federal law and the student's IEP or Section 504 Plan.

R277-705-6. Adult Education Students.

[~~A.~~](1) An [~~A~~]adult education student[~~s are~~] is eligible only for an adult education secondary diploma.

124 [~~B.~~](2) An adult education diploma[~~s cannot~~] may not be upgraded or changed
125 to a traditional, high school-specific diploma[~~s~~].
126 [~~C.~~](3) A [~~S~~]school district[~~s~~] shall establish a polic[~~ies~~]y:
127 ([~~1~~]a) allowing or disallowing adult education student participation in
128 graduation activities or ceremonies[~~.~~]; and
129 ([~~2~~]b) establishing timelines and criteria for satisfying adult education
130 graduation[~~/~~] and diploma requirements.

131 **R277-705-7. Student Rights and Responsibilities Related to Graduation,**
132 **Transcripts and Receipt of Diplomas.**
133 [~~A.~~](1) An LEA[~~s~~] shall supervise the granting of credit and awarding of
134 diplomas, but may delegate the responsibility to schools within the LEA.
135 [~~B.~~](2) An LEA may determine criteria for a student's participation in
136 graduation activities, honors, and exercises, independent of a student's receipt of a
137 diploma or certificate of completion.
138 [~~C.~~](3) A [~~D~~]diploma[~~s or~~], a certificate[~~s~~], credits, or an unofficial transcript[~~s~~]
139 may not be withheld from a student[~~s~~] for nonpayment of school fees.
140 [~~D.~~](4)(a) An LEA[~~s~~] shall establish a consistent timeline[~~s~~] for all students for
141 completion of graduation requirements.
142 (b) A [~~T~~]timeline[~~s~~] described in Subsection (4)(a) shall be consistent with
143 state law and this rule.
144 [~~E. LEAs shall work with enrolled military children to evaluate the students'~~
145 ~~coursework or to assist students in completing coursework to allow military children~~
146 ~~to graduate with the students' age-appropriate graduating class consistent with~~
147 ~~Section 53A-11-1404.~~
148 ~~F. Consistent with Section 53A-11-1404(3), if a Utah school is unable to~~
149 ~~facilitate a military child's receipt of diploma by evaluating coursework in Utah~~
150 ~~schools and previous schools attended, the Utah school shall contact the military~~
151 ~~child's previous local education agency and aid, to the extent possible, the receipt~~
152 ~~of a diploma.~~]
153 [~~G.~~](5) An LEA's [~~G~~]graduation requirements [~~are not~~]may not apply
154 retroactively.

155 **KEY: curricula**, credit, adult education, graduation requirements

156 **Date of Enactment or Last Substantive Amendment: [~~November 7, 2013~~]2016**

157 **Notice of Continuation: [~~September 13, 2013~~]2015**

158 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(b);**

159 **53A-1-401(3)**

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Angie Stallings, Associate Superintendent
Policy and Communication

DATE: October 8-9, 2015

ACTION: R277-118 *LEA Post-Employment Benefits Plans* (Repeal)

Background:
H.B. 208 *School District Postemployment Health Insurance Benefits* from the 2015 General Session of the Utah Legislature supersedes R277-118 which was established in 2014 to provide guidance to LEAs regarding implementation of GASB 43.

Key Points:
R277-118 uses GASB the definition of OPEB and termination benefits. House Bill 208 creates the definition: "Postemployment health insurance benefits" means health insurance benefits offered or promised to an employee for the employee's postemployment; or continued into postemployment (HB 208 lines 196-198). This definition combines both OPEB and termination type benefits if they relate to health insurance. R277-118 covers a wider area by including life insurance and separating plans into OPEB and termination benefits. In UCA 51-5-3 (21) items identified in R277-118 as OPEB or termination benefits are included in the definition of postemployment benefits.

In addition to the items listed above, HB 208, lines 210-212, requires LEAs to calculate their ARC on a 20-year basis versus the 30 years previously used. Because state law supersedes Board rule, it is recommended this rule should be repealed and LEAs instructed to follow statute to avoid confusion and inconsistent application among LEAs.

Anticipated Action:
It is proposed that the Law and Licensing Committee consider approving R277-118 for repeal on first reading and, if approved by the Committee, the Board consider approving R277-118 for repeal on second reading.

Contact: Natalie Grange CPA, CFE, School Finance Director, 801 538-7668
Von Hortin, School Finance Auditor, 801-538-7670
Scott Jones, Associate Superintendent, 801 538-7514

REPEAL IN ITS ENTIRETY

[~~**R277. Education, Administration.**~~

~~**R277-118. LEA Post-employment Benefits Plans.**~~

~~**R277-118-1. Definitions.**~~

~~A. "Board" means the Utah State Board of Education.~~

~~B. "GASB Statement 43" (or successor rule) means a Statement of the Governmental Accounting and Standards Boards that establishes uniform standards of financial reporting by state and local governmental entities for OPEB plans. This Statement provides standards for measurement, recognition, and display of the assets, liabilities, and, where applicable, net assets and changes in net assets of such funds and for related disclosures. GASB Statement 43 applies to financial reports of all state and local governmental entities, including public employee retirement systems.~~

~~C. "LEA" means a local education agency, including local school boards/public school districts, charter schools, and for purposes of this rule, the Utah Schools for the Deaf and the Blind.~~

~~D. "Other post-employment benefits (OPEB)" means benefits after retirement, other than pension benefits, provided over an extended period of time and may include:~~

~~(1) healthcare;~~

~~(2) dental care; and~~

~~(3) life insurance.~~

~~E. "Other post-employment benefits plan (OPEB plan)" means a plan approved by an LEA that provides post-employment benefits as identified in R277-118D to employees.~~

~~F. "Qualified actuary" means a statistician who determines the present effects of future contingent events; especially one who calculates insurance and pension rates on the basis of empirically based tables. An actuary shall have appropriate credentials or experience or both.~~

~~G. "Termination benefit plan" means benefit(s) (such as cash payments, health insurance supplements or bridge payments or sick leave payouts) offered to an employee as incentive(s) to retire or sever employment from an LEA voluntarily.~~

REPEAL IN ITS ENTIRETY

32 ~~H. "Trust or a set aside fund balance," for purposes of this rule, means a legal~~
33 ~~trust established consistent with requirements of state law or a designation of a~~
34 ~~portion of the LEA's maintenance and operations (M and O) fund balances. Either~~
35 ~~a trust or an LEA designation of fund balance liability would be dedicated to~~
36 ~~supporting an LEA's outstanding post-employment benefits.~~

37 ~~**R277-118-2. Authority and Purpose.**~~
38 ~~A. This rule is authorized under Utah Constitution Article X, Section 3 which~~
39 ~~vests general control and supervision over public education in the Board, Section~~
40 ~~53A-1-401(3) which allows the Board to adopt rules in accordance with its~~
41 ~~responsibilities, and Section 53A-17a-125 which appropriates funds to the Board to~~
42 ~~distribute to LEAs for employee retirement and social security payments.~~
43 ~~B. The purpose of this rule is to direct LEAs not to add new employee~~
44 ~~benefits, not to lengthen existing employee benefits and not to offer employee~~
45 ~~benefit plans to new employees unless LEAs maintain adequate ongoing assets to~~
46 ~~fund the plans. The rule provides required timelines for meeting the provisions of~~
47 ~~this rule.~~

48 ~~**R277-118-3. Other Post-employment Benefit Plans; Exceptions; Funding of**~~
49 ~~**Liability; Compliance.**~~
50 ~~A. LEAs shall not add enhanced benefits nor extend time periods for benefits~~
51 ~~to employees currently enrolled in and not enroll new members in post-retirement~~
52 ~~benefit plans.~~
53 ~~B. Exceptions to R277-118-3A~~
54 ~~(1) If an LEA has and desires to continue an outstanding OPEB liability for~~
55 ~~post-employment benefit plans, the LEA shall comply with GASB Statement 43,~~
56 ~~Paragraph 24 in the LEA's computation of its liability by a qualified actuary.~~
57 ~~(2) If an LEA has an existing OPEB plan and the plan is fully funded~~
58 ~~consistent with the provisions of GASB Statement 43, an LEA may make the plan~~
59 ~~open to new employees so long as it remains fully funded.~~
60 ~~(3) If an LEA's OPEB plan becomes less than fully funded at any time and the~~

REPEAL IN ITS ENTIRETY

61 ~~LEA has not provided the documentation for an exception under R277-118-B(2), the~~
62 ~~OPEB plan shall be closed to eligibility to new employees and shall lose its USOE~~
63 ~~approved status.~~
64 ~~C. Funding of liability - If an LEA has an OPEB plan:~~
65 ~~(1) the LEA must compute an annual required contribution (ARC) as provided~~
66 ~~in GASB Statement 43;~~
67 ~~(2) the LEA shall contribute annually the amount of the ARC in a trust account~~
68 ~~or annually set aside as a designated fund balance the equivalent amount of the~~
69 ~~ARC; and~~
70 ~~(3) have a plan consistent with the timeline of GASB Statement 43, Paragraph~~
71 ~~24, to ensure compliance with this rule.~~
72 ~~D. Compliance~~
73 ~~(1) LEAs with OPEB plans shall comply with all outlined GASB Statement 43~~
74 ~~financial reporting requirements.~~
75 ~~(2) If, due to adverse economic conditions, an LEA fails to meet the ARC~~
76 ~~requirement, the LEA shall provide to the Board a reasonable funding plan to bring~~
77 ~~the LEA into compliance with the actuarial timeline required in GASB Statement 43~~
78 ~~by the end of the second year following the year of inadequate funding.~~

79 ~~**R277-118-4. Termination Benefits.**~~
80 ~~An LEA may offer retirement or severance benefits in addition to~~
81 ~~retirement/severance benefits currently in place for one year only if the LEA has~~
82 ~~adequate funds to fully pay out the benefits in the fiscal year in which the benefits~~
83 ~~are budgeted.~~

84 ~~**KEY: post-retirement benefits**~~
85 ~~**Date of Enactment or Last Substantive Amendment: June 9, 2014**~~
86 ~~**Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3);**~~
87 ~~**53A-17a-125**~~]

UTAH STATE CHARTER SCHOOL BOARD

Howard Headlee, Chair
Kristin Elinkowski, Vice Chair

Tim Beagley
Dean Brockbank
Bruce Davis
Robert Enger
DeLaina Tonks

Marlies Burns,
Executive Director

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Phone: 801.538.7720

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Marlies Burns
Executive Director

DATE: October 8-9, 2015

ACTION: Charter termination and amendment request for satellite school

---

Background:
During the 2015 legislative session, SB227 S2 passed allowing charter school governing boards to request to participate in the voluntary charter school improvement process (improvement process). To participate in the improvement process, a charter school governing board must provide notice and a hearing on their intent to make a request to parents and guardians of students enrolled in the charter school. American Preparatory Academy – Salem (APA Salem) held the required hearing and approached the State Charter School Board (SCSB) about entering into a separate agreement with them to pursue the improvement process.

The SCSB entered into an agreement with the APA Salem governing board (formerly Liberty Academy), in September 2015 and notified Superintendent Smith, consistent with UCA 53A-1a-509.5. APA Salem brought its proposal to the SCSB for consideration. The proposal included: (1) terminating the charter for APA Salem; (2) granting a satellite school to Utah Charter Academies (UCA) with the same school name, number of students authorized, grades served, and facility; and (3) the process for transfer of assets and liabilities. The SCSB charged its staff to work with USOE on any technical issues pertaining to the transfer of funds, preservation of data, etc.

The SCSB reviewed and approved the proposal, including the immediate termination of APA Salem's charter agreement and addition of a satellite school to UCA's charter agreement, and I now providing the proposal to the State Board of Education for consideration.

Key Points:
The executive summary report is included and additional information about the contract and proposal can be found at: http://schools.utah.gov/charterschools/State-Charter-School-Board/2015-Board-Meetings/October-2015.aspx

Anticipated Action:
The Law and Licensing Committee will consider approving the State Charter School Board's request, as outlined in the Voluntary Charter School Improvement Process contract and proposal from American Preparatory Academy – Salem documentation. If approved by the Committee, the Board will consider approving the request.

Contact: Marlies Burns, Executive Director, State Charter School Board, 801-538-7817
Angie Stallings, Associate Superintendent, 801-538-7550

AMENDMENT

Utah State Board of Education
Charter School Board Executive Summary Report

The Utah State Charter School Board (SCSB) is charged with authorizing, monitoring, evaluating, and dismissing charters of public schools in Utah. Its work is under the direct supervision of the Utah State Board of Education (USBE) per Utah Code 53A-1a-501.5.

This summary report shall be completed by the SCSB and submitted to Brad C. Smith, State Superintendent of Public Instruction, Utah State Office of Education, two weeks ahead of the regularly scheduled USBE meetings for approval and inclusion in the board's agenda materials. Only that which is in writing, and included in the agenda materials, as ratified for recommendation by the SCSB, shall be considered by the USBE in its final approval process. Attachments, by way of clarification, or elaboration, may be included.

1. Charter School Utah Charter Academies

2. Website www.americanprep.org

   Board Chair: Brad Findlay Email brfindlay@hotmail.com

   School Administrator: Carolyn Sharette Email csharette@apamail.org

3. The Charter school is located in which school district? Nebo

4. Requested amendment to charter (summary). (Full report can be found on State Charter School Board website at: http://schools.utah.gov/charterschools/State-Charter-School-Board/2015-Board-Meetings/September-2015.aspx)

   Utah Charter Academies requests a satellite campus serving 675 students in grades K – 9 (currently operating as American Preparatory Academy – Salem).

5. Charter school mission and purpose(s):

   Student academic achievement is the primary goal of American Preparatory Academy (APA). We believe that only when students master fundamentals and are fluent in the basic foundational knowledge of the major disciplines can they move on to effectively express their knowledge and master higher-level skills.

   Therefore, the foundation of our instruction focuses on mastery of fundamentals. We define mastery as the ability to demonstrate knowledge and skills repeatedly and accurately. This requires repeated instruction in the subject matter, increasing degree of challenge, and considerable practice. As our students master the fundamentals, our instruction focuses on sequential building of conceptual knowledge and promoting independent expression of knowledge. APA students demonstrate individual internalization of conceptual knowledge through extensive written work and verbal presentation. This focus on repetitive, sequential knowledge acquisition, combined with extensive expression of understanding, prepare APA students for advance study at high school and collegiate levels.

These levels of instruction and knowledge attainment follow the classical education model of the Trivium – grammar, logic and rhetoric. APA respects this well-founded, proven educational model and uses it in selecting and implementing the school's curriculum.

In order to establish an excellent institution and a loving, positive atmosphere at APA, we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the formation of a good character. We have firmly planted these ideals into our institution through a district-wide "Builders" theme and Ambassadors Program. All staff, parents, and students work together to "build" our great school on these four principles: Expectations, Effort, Enthusiasm, and Excellence.

6. Charter school student demographics (2014-2015 data):
   - 467 students in grades K – 9
   - 11.2% ethnic/racial minority
   - 42.4% students are economically disadvantaged
   - 4.1% students are learning English
   - 11.6% students with disabilities

   Nebo School District student demographics (2014-2015 data):
   - 31,394 students in grades K – 12
   - 14.0% ethnic/racial minority
   - 33.7% students are economically disadvantaged
   - 2.9% students learning English
   - 12.1% students with disabilities

7. What is the position of the local district regarding the amendment request? Who was the contact at the local district? (Attachment of letters, if necessary)

   The school district received notification consistent with UCA 53A-1a-509.5. No concerns from the district have been received to date.

8. Please provide a summary of the Utah State Charter School Board discussion pertaining to this amendment request, including points it would like the Utah State Board of Education to consider when making the decision to approve the amendment.

   The State Charter School Board reviewed the request as part of the Voluntary Charter School Improvement Process and recommends Utah Charter Academies receive a satellite campus (currently operating as American Preparatory Academy – Salem).

9. Votes of the SCSB in approving the charter school application:

   Tim Beagley, Dean Brockbank
   Kristin Elinkowski, Robb Enger,
   Bruce Davis, Howard Headlee,
   DeLaina Tonks _____ Recommended full approval

   _____ Not present for vote

Standards and Assessment Committee - 1st Floor South Conference Room 156
Time for public comment may be provided prior to each item

All versions of rules presented will be accessible at
http://schools.utah.gov/law/Administrative-Rules/USBE.aspx

ACTION: Approval of Previous Meeting Minutes	Tab 4-O
DISCUSSION: Formula for Calculating a Growth Target - R277-497 *School Grading System*	Tab 4-P
ACTION: R277-404 *Requirements for Assessment of Student Achievement* (Amendment and Continuation) and Parental Exclusion from State Assessment Form	Tab 4-Q
ACTION: Release Fine Arts Standards Draft for 90-day Public Review	Tab 4-R
ACTION: Release K-12 Physical Education Standards Draft for 90-day Public Review	Tab 4-S
ACTION: Updated General Financial Literacy Standards and Objectives	Tab 4-T
ACTION: Child Sexual Abuse Prevention Instructional Materials	Tab 4-U
INFORMATION: Suicide Prevention Report	Tab 4-V
INFORMATION: Status Update on Secondary Social Studies Standards Revision	Tab 4-W

USBE Standards and Assessment Committee
Minutes

September 17, 2015

Members Present: Laura Belnap, Dixie Allen, Brittney Cummins, Dave Crandall, Spencer Stokes

Committee Staff: Sydnee Dickson, Cheri Rieben

Others Present: Brad Smith, Rich Nye, Jennifer Throndsen, David Smith, Joleigh Honey, Freddie Cooper, Hiram Alba, Vonda Parriott, Ben Leishman, Aaron Brough, Sara Jones, Sara Wiebke, Emilie Wheeler, Emily Skene

Start Time: 6:55 PM

Approval of Previous Meeting Minutes

COMMITTEE ACTION: The committee voted unanimously to approve the minutes of August 6, 2015.

COMMITTEE MOTION: Motion made by member Stokes to approve the August 6, 2015 minutes as written. Motion passed unanimously.

R277-444 Distribution of Money to Arts and Science Organizations

COMMITTEE ACTION: The committee reviewed and considered rule R277-444 as repealed/reenacted, on second reading.

COMMITTEE MOTION: Motion made by member Allen that the committee approve R277-444, as amended, and forward to the full Board for approval on the third and final reading. Motion passed unanimously.

Elementary Mathematics Standards 90-Day Review

COMMITTEE ACTION: The committee reviewed and discussed the draft Elementary Mathematics standards. Recommendations were made to remove the shapes that were shown before each standard.

COMMITTEE ACTION: Member Crandall requested that David Smith get the costs to create/modify the curriculum guides to the committee for review.

COMMITTEE MOTION: Motion was made by member Stokes to approve the draft Elementary Mathematics standards for release of 90-day public review after the requested revisions are made. Motion passed unanimously.

Secondary Mathematics Standards 90-Day Review Feedback

COMMITTEE ACTION: The committee reviewed the public feedback for the Secondary Mathematics standards. It was recommended that an executive summary of changes be added to the front of the standards.

COMMITTEE MOTION: Motion was made by member Allen to approve the Secondary Mathematics standards be released for 90-day review with the addition of an executive summary. Motion passed unanimously.

Amended Elementary Library Media Standards

COMMITTEE ACTION: The Committee reviewed and discussed the amended library media standards. The recommendation by the committee was to remove any reference to a person on page 2, paragraph 1.

COMMITTEE MOTION: Member Stokes motioned to approve the standards with the change requested. Member Cummins opposed. Members, Belnap, Crandall, Stokes, and Allen approved.

R277-497 School Grading System

COMMITTEE ACTION: The Committee reviewed this rule and recommended it be discussed in Executive Session.

COMMITTEE MOTION: Motion was made by member Crandall to discuss this rule in Executive Session. Motion passed unanimously.

R277-404 Requirements for Assessments of Student Achievement

COMMITTEE ACTION: The committee reviewed and discussed the amendments to R277-404. There was extensive discussion regarding the language used in the rule. The recommendation was to have Emily review and make appropriate wording changes so the document flows and aligns appropriately.
COMMITTEE MOTION: Motion was made by member Stokes to have Emily Skene make appropriate wording changes and move it to the full Board for approval on second reading. Motion was passed unanimously.

R277-921 Strengthening College and Career Readiness Pilot Program

COMMITTEE ACTION: The committee reviewed and discussed R277-921. The recommendation was made to add the word "state" before approved on line 41.

COMMITTEE MOTION: Motion was made by member Cummins to approve R277-921 on second reading with the word addition on line 41. Motion was passed unanimously.

UPSTART Pilot Program Annual Report

COMMITTEE ACTION: The committee reviewed the information and provided feedback on the report. It was recommended to include a chart that displays costs in the report.

COMMITTEE MOTION: There was not a committee motion. The committee agreed to support the report with the inclusion of the historical costs chart in the report before it goes to the Interim Committee.

Early Intervention Reading Software Annual Report

COMMITTEE ACTION: The committee reviewed the information and made the recommendation that if a rerun of a single vendor's data changes the report it should be brought back to the committee. If the additional data does not change the report significantly then continue on to Interim Committee.

COMMITTEE ACTION: The committee requested that the new data should be included as an addendum on the Interim Committee report as well as inclusion of the chart.

COMMITTEE MOTION: Motion was made by member Stokes to support this interim report with the inclusion of an addendum that includes the rerun data and the chart. Motion was passed unanimously.

K-3 Reading Improvement Program Report

COMMITTEE ACTION: The committee received and reviewed the report from staff.

COMMITTEE MOTION: There was not a committee motion. The committee agreed to support the report as is to the Interim Committee.

End Time: 9:55 PM

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Angie Stallings, Associate Superintendent
Policy and Communication

DATE: October 8-9, 2015

DISCUSSION: Formula for Calculating a Growth Target - R277-497 *School Grading System*

Background:
Amendments to R277-497 were recently adopted by the Board in the Board's August meeting to include an exemption from school grading for alternative and special needs schools. R277-497 is progressing through the administrative rulemaking process. A student growth formula still needs to be established.

Key Points:
A formula for calculating a growth target for a Utah public education student is needed within the rule. Staff will present options to the Board for later inclusion into R277-497.

Anticipated Action:
The Standards and Assessment Committee will discuss the structure of a student growth formula and direct staff to revise R277-497 to bring back to the Committee in November for consideration.

Contact: Rich Nye, 801-538-7550
Aaron Brough, 801-538-7922
Jo Ellen Shaeffer, 801-538-7811
Angie Stallings, 801-538-7550

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500 Fax: (801) 538-7769
Brad C. Smith, State Superintendent of Public Instruction

September 17, 2015

Growth Target Options
Discussion

- Four options for creating a next-year target scale score are being analyzed:

  - Tie the target next-grade scale score to the scale score representing a student growth percentile (SGP) of 30 from the current grade. This would result in, on average, 70 percent of students meeting the next-grade scale score target, and in the average school having 70% of its students meeting the target. This may result in an interpretation attractive to the general public, with the following translation from percent meeting targets in a school to a growth-grade for a school:
    - E Less than 60 percent meeting target
    - D Greater than or equal to 60 percent and less than 70 percent
    - C Greater than or equal to 70 percent and less than 80 percent
    - B Greater than or equal to 80 percent and less than 90 percent
    - A Greater than or equal to 90 percent

  - Set the next-year target scale score to be the cut score one level up from the current-year performance level (or the cut score for the highest performance level for students already achieving at this level). This allows for a content-referenced target. Assign one point per student making the following transitions from one year to the next:
    - Level 1 to Level 2
    - Level 2 to Level 3
    - Level 3 to Level 4
    - Level 4 to Level 4

    For each school calculate the percentage of students receiving a point. Various criteria for translating percentages to school grades to be determined.

  - Set next-year target scale scores separately for each current-year scale score deciles by calculating the average gain score for that decile based on prior years' data, and adding that to the current-year scale score for every student. This approach acknowledged that average scale score gain may differ across the current-year score distribution. Calculate the percentage of students making the targets. Various criteria for translating percentages to school grades would need to be investigated

  - Set the next-year target scale score to be, for students currently in performance levels 1-3 the next-year scale score resulting from calculating an AGP necessary to move to the next performance level over a specified number of years; and for students currently in performance level 4, the next year scale score resulting from calculating an AGP necessary to remain in the top performance level after a specified number of years. Calculate the percentage of students in each school meeting these targets. Various criteria for translating percentages to school grades would need to be investigated.

- Once the four options (each with a small set of different criteria for grading schools on growth) have been analyzed, the options will be compared on the following criteria:
  - Descriptive statistics for school grading
  - Correlation with each other
  - Correlation with status measures

R277. Education, Administration.

R277-497. School Grading System.

R277-497-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision of public education in the Board;

(b) Section 53A-1-1113, which directs the Board to adopt rules to implement a school grading system;

(c) Section 53A-1-1104, which authorizes the Board to make a rule to establish an accountability plan for an alternative school or special needs school that the Board has exempt from school grading; and

(d) Subsection 53A-1-401(3), which allows the Board to adopt rules in accordance with its responsibilities.

(2) The purpose of this rule is to provide consistent definitions, standards, and procedures for LEAs to report school data through a school grading system.

R277-497-2. Definitions.

(1)"Alternative school" means the same as that term is defined in Section 53A-1-1102.

(2) "Special needs school" means a school that only enrolls a student that:

(a) has at least one of the following disabilities:

(i) an intellectual disability;

(ii) a hearing impairment or deafness;

(iii) a speech or language impairment;

(iv) a visual impairment, including blindness;

(v) deafblindness;

(vi) an emotional disturbance;

(vii) an orthopedic impairment;

(viii) autism;

(ix) developmental delay;

(x) traumatic brain injury;

(xi) other health impairment;

(xii) multiple disabilities; or

(xiii) specific learning disabilities; and

(b) has been determined to need placement in a special school by an IEP team.

[~~(3) "Sufficient student growth" means a student growth percentile of 40 or above.~~]

R277-497-3. Board Responsibilities.

(1) The Board may not count a student who does not participate in required testing under Section 53A-1-603 due to parent excuse provisions of Subsection 53A-15-1403(9) and Section R277-404-6 in determining the participation rate for purposes of school grades.

(2) The Board and LEAs shall take necessary actions within their authority to satisfy Subsection 53A-15-1403(9)(b).

(3) The Superintendent shall calculate a growth target for a student by using the following formula:

R277-497-4. LEA Responsibilities.

(1) An LEA shall provide accurate and timely data as required under Rule R277-484 to allow for the development of the school reports.

(2) An LEA shall use the school reports as a communication tool to inform parents and the community about school performance.

(3) An LEA shall ensure that the school reports are available for all parents.

R277-497-5. School Responsibilities.

(1) A school shall provide data for the school report as provided in Rule R277-484.

(2) A school shall cooperate with the Board and LEAs to ensure that the school report is available for all parents.

R277-497-6. Exemption from School Grading.

(1)(a) As authorized by Section 53A-1-1104, an alternative school or a special needs school may submit a request for an exemption from school grading for the next three school years to the Board by July 1.

(b) The request shall demonstrate that:

(i) the school meets the definition of an alternative school or a special needs school;

(ii) the school has the approval of:

(A) the school's LEA governing board; or

(B) if the school is the Utah Schools for the Deaf and the Blind, the USDB advisory committee; and

(iii) if the school has received an exemption for a previous school year, the school has timely submitted to the Superintendent all information necessary for the Board to evaluate the school as required by Section 53A-1-1104.

(2)(a) The Board shall exempt a school from school grading if the school meets the requirements of Subsection (1).

(b) Except as provided by Subsection (2)(c), an exemption from school grading is valid for three school years.

(c) The Board may revoke an exemption if a school fails to timely submit to the Superintendent all information necessary for the Board to annually evaluate the school in accordance with the accountability plan.

R277-497-7. Accountability Plan – General Provisions.

(1)(a) This rule incorporates by reference the Guide to Utah's Comprehensive Accountability System for Alternative Schools - June 6, 2014, which describes the accountability plan required by Section 53A-1-1104, with the exceptions for a special needs school described in Section R277-497-8.

(b) The Superintendent shall annually evaluate a school in accordance with the accountability plan by calculating a school's composite score, which has a maximum value of 1500, by summing the school's weighted indicator scores.

(2) The accountability plan consists of five indicators weighted as follows:

(a) growth, which measures student academic progress based on a school's

median student growth percentile for all students and below proficient students, is 20% with a maximum score of 300;

(b) attendance, which is the higher of a school's attendance rate in the current year or improvement in cohort attendance rate from the previous year, is 25% with a maximum score of 375;

(c) credit earning, which measures the degree to which a student enrolled in the current year is successfully completing courses in which the student is enrolled or is making improvement in cohort credit earning rate from the previous year, is 25% with a maximum score of 375;

(d) attainment, which measures the extent to which a student successfully completes or make substantial progress toward completion of meaningful educational goals, is 20% with a maximum score of 300; and

(e) school climate, which measures whether a school is collecting data to evaluate school climate and using results to inform efforts to improve climate, is ten percent with a maximum score of 150.

(3) The Superintendent shall assign the scores based on the rubrics established in the guide.

R277-497-8. Accountability Plan Exceptions.

(1) At the request of a special needs school, the Superintendent may exempt a student from the attendance indicator score calculation if the student has a documented medical condition that prevents the student from attending 160 days of school.

(2) In accordance with a Section 53A-1-111, a student with a disability may take an alternative assessment to determine the student's growth instead of the Student Assessment of Growth and Excellence.

(3) If required by Section R277-410-5, a special needs school shall report on the school’s progress on the school’s accreditation improvement plan in the School Snapshot section of the school’s report card published by the Superintendent under Subsection 53A-1-1104(5)(b)(ii).

KEY: school reports, grading system

Date of Enactment or Last Substantive Amendment: 2015

Notice of Continuation: August 13, 2015

Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53A-1-1104; 53A-1-1113; 53A-1-401(3)

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Angie Stallings, Associate Superintendent
Policy and Communication

DATE: October 8-9, 2015

ACTION: R277-404 *Requirements for Assessments of Student Achievement* (Amendment and Continuation) and Parental Exclusion from State Assessment Form

---

Background: On September 17, 2015 the Standards and Assessment Committee approved amendments to R277-404 on first reading and the full Board approved amendments to R277-404 on second reading. The amendments included opt out provisions and technical and conforming changes. Since the rule approval in September, additional issues have been identified and the rule is amended to make additional changes. In addition to the amendments to R277-404, the rule is continued consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act. The rule was last continued effective September 13, 2013.

The Board also approved the 2015-16 Parental Exclusion from State Assessment Form. Additional changes have been made to that form.

Key Points: The amendments provide opt out provisions as required S.B. 204 *Parental Rights in Public Education Amendments*, 2015 Legislative Session, and technical and conforming changes. R277-404 continues to be necessary because it provides procedures for a Board-developed and directed comprehensive assessment system for all students.

Anticipated Action:

1. It is proposed that the Standards and Assessment Committee consider approving amendment to and continuation of R277-404, on second reading and, if approved by the Committee, the Board consider approving and continuing R277-404, as amended, on third and final reading.
2. It is proposed that the Standards and Assessment Committee review the amended 2015-16 Parental Exclusion from State Assessment Form and make recommendations to the Board for its approval.

Contact: Rich Nye, 801-538-7550
Jo Ellen Shaeffer, 801-538-7811
Aaron Brough, 801-538-7922

R277. Education, Administration.

R277-404. Requirements for Assessments of Student Achievement.

R277-404-[~~2~~]1. Authority and Purpose.

[~~A.~~](1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision of public education in the Board[~~,~~];

(b) Sections 53A-1-603 through 53A-1-611, which direct the Board to adopt rules for the maintenance and administration of U-PASS[~~,~~];

(c) Subsection 53A-15-1403(9)([~~6~~]b), which requires the Board to adopt rules to establish a statewide procedure for excusing a student from taking certain assessments[~~,~~]; and

(d) Subsection 53A-1-401(3), which allows the Board to adopt rules in accordance with its responsibilities.

[~~B.~~](2) The purpose of this rule is to:

(a) provide consistent definitions; and

(b) [~~to~~]assign responsibilities and procedures for a Board developed and directed comprehensive assessment system for all students, as required by state and federal law.

R277-404-[~~1~~]2. Definitions.

[~~A. "Board" means the Utah State Board of Education.~~]

[~~B.~~](1) "Benchmark reading assessment" means an assessment:

(a) determined by the Board for a student[~~s~~] in grade 1 through 3; and

(b) administered to a student[~~s~~] at the beginning, midpoint, and end of year[~~;~~].

[~~C.~~](2)(a) "College readiness assessment" means an assessment adopted by the Board that includes a college admissions test that provides an assessment of language arts, mathematics, and science, that is most commonly used by local universities to assess student preparation for college.

(b) [~~The c~~]"College readiness assessment" may include:

(i) the Armed Services Vocational Aptitude Battery or [~~(~~]ASVAB[~~)~~]; and

(ii) a battery of assessments that is predictive of success in higher education.

(c) "College readiness assessment" includes the American College Testing

32 exam[~~,~~] or [~~(~~]ACT[~~)~~].

33 [~~D. "Educator" means an individual licensed under Section 53A-6-104 and~~

34 ~~who meets the requirements of R277-501.~~]

35 [~~E.~~](3) "English Learner" or [~~(~~]"EL"[~~)~~] student" means a student who is learning

36 in English as a second language.

37 [~~F.~~](4) "English language proficiency assessment" means an assessment:

38 (a) designated by the [~~USOE~~]Superintendent; and

39 (b) designed to measure the acquisition of the academic English language for

40 an English Learner[~~s~~] student.

41 [~~G.~~](5) "Family Educational Rights and Privacy Act of 1974" or [~~(~~]"FERPA[~~)~~]),"

42 20 U.S.C. 1232g, means a federal law designed to protect the privacy of students'

43 education records.[~~ The law is hereby incorporated by reference.~~]

44 [~~H. "Individualized Education Program (IEP)" means an individualized~~

45 ~~instructional and assessment plan for students who are eligible for special education~~

46 ~~services under the Individuals with Disabilities Education Act of 2004.~~

47 ~~I. "LEA" means local education agency, including local school boards/ public~~

48 ~~school districts and schools, and charter schools.~~]

49 [~~J.~~](6) "National Assessment of Education Progress" or [~~(~~]"NAEP[~~)~~]" [~~is~~]means

50 the national achievement assessment administered by the United States Department

51 of Education to measure and track student academic progress.

52 [~~K.~~](7) "Online [~~W~~]writing [~~A~~]assessment" means a Board-designated online

53 assessment to measure writing performance for a student[~~s~~] in grades 3 through 11.

54 [~~L.~~](8) "Pre-post" means an assessment administered at the beginning of the

55 school year and at the end of the school year to determine individual student growth

56 in academic proficiency [~~which~~]that has occurred during the school year.

57 [~~M.~~](9) "State administered assessment" means an [~~formative, interim,~~

58 ~~summative SAGE, Utah alternate assessment, benchmark reading assessment,~~

59 ~~EXPLORE, PLAN, or the ACT~~]assessment described in Subsection 53A-15-

60 1403(9)(a).

61 [~~N.~~](10) "Student Assessment of Growth and Excellence" or [~~(~~]"SAGE[~~)~~]"

62 means a summative computer adaptive assessment for:

63 (a) English language arts grades 3 through 11;

64 (b) mathematics:
65 (i) grades 3 through 8[~~,~~]; and
66 (ii) Secondary I, II, and III; and
67 (c) science:
68 (i) grades 4 through 8[~~,~~];
69 (ii) earth science[~~,~~];
70 (iii) biology[~~,~~];
71 (iv) physics; and
72 (v) chemistry.
73 [~~O.~~](11) "Section 504 accommodation plan" means a plan:
74 (a) required by Section 504 of the Rehabilitation Act of 1973[~~, means a plan~~];
75 and
76 (b) designed to accommodate an individual who has been determined, as a
77 result of an evaluation, to have a physical or mental impairment that substantially
78 limits one or more major life activities.
79 [~~P.~~](12) "Summative adaptive assessment[~~s~~]" means an assessment[~~s~~]:
80 (a) administered upon completion of instruction to assess a student's
81 achievement[~~.~~];
82 (b) [~~The assessments are~~]administered online under the direct supervision
83 of a licensed educator[~~ and are~~];
84 (c) designed to identify student achievement on the standards for the
85 respective grade and course[~~.~~]; and
86 (d) [~~The assessments~~]measure the full range of student ability by adapting
87 to each student's responses, selecting more difficult questions when a student
88 answers correctly and less difficult questions when a student answers incorrectly.
89 [~~Q. "USOE" means the Utah State Office of Education.~~]
90 [~~R.~~](13) "Utah alternate assessment" means:
91 (a) an assessment instrument designated by the [~~USOE~~]Superintendent for
92 a student[~~s~~] in special education with a disabilit[~~ies~~]y so severe the[~~y~~] student [~~are~~]is
93 not able to participate in the components of U-PASS even with an assessment
94 accommodation[~~s~~] or modification[~~s.~~]; and
95 (b) [~~The Utah alternative assessment~~]measures progress on the Utah core

96 instructional goals and objectives in the student's [~~individual education program~~
97 ~~(~~]IEP[~~)~~].
98 [~~S.~~](14) "Utah eTranscript and Record Exchange" or [~~(~~]"UTREx[~~)~~]" means a
99 system that allows:
100 (a) an LEA and USOE to electronically exchange an individual detailed
101 student record[~~s to be exchanged electronically between public education LEAs and~~
102 ~~the USOE, and allows~~]; and
103 (b) electronic transcripts to be sent to any post-secondary institution, private
104 or public, in-state or out-of-state, that participates in the e-transcript service.
105 [~~T.~~] "Utah Performance Assessment System for Students" or [~~(~~]"U-PASS[~~)~~]"
106 means:
107 ([~~1~~]a) a summative adaptive assessment[~~s~~] of a student[~~s~~] in grades 3 through
108 12 in basic skills courses;
109 ([~~2~~]b) an online writing assessment in grades 3 through 11, as part of SAGE;
110 ([~~3~~]c) a college readiness assessment[~~s~~]; and
111 ([~~4~~]d) summative assessment of a student[~~s~~] in grade 3 to measure reading
112 grade level using grade 3 SAGE English Language Arts.

113 **R277-404-3. Board Responsibilities.**
114 [~~A.~~](1) The Board's [~~shall maintain a~~]comprehensive assessment system for
115 all students in grades K-12[~~. This assessment system shall~~] includes:
116 ([~~1~~]a) a summative adaptive assessment[~~s~~] in:
117 (i) English language arts for grades 3 through 11;
118 (ii) mathematics for grades 3 through 8;
119 (iii) secondary math 1, 2, and 3;[~~ and~~];
120 (iv) science for grades 4 through 8; and
121 (v) earth systems, biology, physics and chemistry;
122 ([~~2~~]b) an [~~O~~]online [~~W~~]writing [~~A~~]assessment for grades 3 through 11;
123 ([~~3~~]c) pre-post kindergarten assessment for a kindergarten student[~~s~~] as
124 determined by the LEA;
125 ([~~4~~]d) one benchmark reading assessment[~~ approved by the Board for~~
126 ~~students in grades 1 through 3 and administered to students at the beginning,~~

127 ~~midpoint and end of year~~];

128 ([~~5~~]e) grade 3 end of year summative reading assessment using grade 3

129 SAGE English Language Arts;

130 ([~~6~~]f) Utah's alternate assessment, for an eligible student[~~s~~] with a

131 disabilit[~~ies~~]y;

132 ([~~7~~]g) an English language proficiency [~~test~~]assessment;

133 ([~~8~~]h) National Assessment of Educational Progress (NAEP);

134 ([~~9~~]i) college readiness assessment[~~s~~] for:

135 (i) grade 11 and optional college; and

136 (ii) career readiness assessment[~~s~~] in grade 8 or 9 and 10, as determined by

137 the LEA; and

138 ([~~10~~]j) reporting by the [~~USOE~~]Superintendent of U-PASS results[~~ to include:~~].

139 ([~~a~~]2) The report required by Subsection (1)(j) shall include:

140 (a) student performance based on information that is disaggregated with

141 respect to race, ethnicity, gender, English proficiency, eligibility for special education

142 services, and free or reduced price school lunch status;

143 (b) security features to maintain the integrity of the system, including

144 statewide uniform assessment dates, assessment administration protocols, and

145 training; and

146 (c) summative adaptive assessment results disseminated by [~~USOE~~]the

147 Superintendent to an LEA[~~s~~], parent[~~s~~], and other[~~s~~], as appropriate, consistent with

148 FERPA.

149 [~~B.~~](3) The Board shall provide specific rules, administrative guidelines,

150 timelines, procedures, and assessment ethics training and requirements for all

151 required assessments.

152 **R277-404-4. LEA Responsibilities.**

153 [~~A.~~](1) An LEA[~~s~~] shall develop a comprehensive assessment system plan to

154 include the assessments described in Subsection R277-404-3[~~A~~](1).

155 (2) Th[~~is~~]e plan shall, at a minimum, include:

156 ([~~1~~]a) professional development for an educator[~~s~~] to fully implement the

157 assessment system;

([~~2~~]b) training for an educator[~~s~~] and an appropriate paraprofessional[~~s~~] in the requirements of assessment administration ethics;[~~ and~~]

([~~3~~]c) training for an educator[~~s~~] and an appropriate paraprofessional[~~s~~] to utilize assessment results effectively to inform instruction; and

([~~4~~]d) adequate oversight of test administration to ensure compliance with Section 53A-1-603[~~(1)~~] as follows:

([~~a~~]i) an LEA[~~s~~] or online provider[~~s~~] shall test all enrolled students unless a student[~~s have~~] has a written parental excuse under Subsection 53A-15-1403(9);

([~~b~~]ii) a [~~S~~]student[~~s~~] participating in the Statewide Online Education Program [~~shall be~~]is assessed consistent with Section 53A-15-1210; and

([~~c~~]iii) a [~~T~~]third party vendor[~~s~~] or contractor[~~s~~] may not administer or supervise U-PASS[~~ assessments~~].

[~~B.~~](3) An LEA[~~s~~] shall make all policies and procedures consistent with the law, Board rules for standardized assessment administration, and the USOE Testing Ethics Policy, approved by the Board August 8, 2014, incorporated by reference, and located at USOE, 250 East 500 South, Salt Lake City, or online at http://www.schools.utah.gov/assessment/Directors/Resources.aspx .

[~~C.~~](4) At least once each school year, an LEA[~~s~~] shall provide professional development for all educators, administrators, and standardized assessment administrators concerning guidelines and procedures for standardized assessment administration, including educator responsibility for assessment security and proper professional practices.

[~~D.~~](5) LEA assessment staff shall use the USOE Testing Ethics Policy in providing training for all assessment administrators[~~/~~] and proctors.

[~~E.~~](6) An LEA[~~s~~] may not release state assessment data publicly until authorized to do so by the [~~USOE~~]Superintendent.

R277-404-5. School Responsibilities.

(1) An LEA or school may not use a student's score on a state administered assessment to determine:

(a) the student's academic grade for the appropriate course; or

(b) whether the student may advance to the next grade level.

189 [~~A.~~](2) An LEA[~~s/~~] and school[~~s~~] shall require an educator[~~s~~] and assessment
190 administrator[~~s/~~] and proctor[~~s~~] to individually sign the Testing Ethics signature page
191 provided by[~~ the~~] USOE acknowledging or assuring that the educator administers
192 assessments consistent with ethics and protocol requirements.
193 [~~B.~~](3) All educators and assessment administrators shall conduct
194 assessment preparation, supervise assessment administration, provide assessment
195 results, and complete error resolution.
196 [~~C.~~](4) All educators and assessment administrators[~~/~~] and proctors shall
197 securely handle and return all protected assessment materials, where instructed, in
198 strict accordance with the procedures and directions specified in assessment
199 administration manuals, LEA rules and policies, Board rules, USOE Testing Ethics
200 Policy, and state applications of federal requirements for funding.
201 [~~D.~~](5) A student's IEP, EL, or Section 504 accommodation plan team shall
202 determine an individual student's participation in statewide assessments.

203 **R277-404-6. Student and Parent Participation in Student Assessments in**
204 **Public Schools; Parental Exclusion from Testing and Safe Harbor Provisions.**
205 [~~A.~~](1)(a) Parents are primarily responsible for their children's education and
206 have the constitutional right to determine which aspects of public education,
207 including assessment systems, in which their children participate.
208 (b) Parents may further exercise their inherent rights to exempt their children
209 from a state administered assessment without further consequence by an LEA.
210 [~~B.~~](2) An LEA[~~s~~] shall administer state administered assessments to all
211 students unless:
212 ([~~1~~]a) the Utah alternate assessment is approved for specific students
213 consistent with federal law and as specified in a student's IEP; or
214 ([~~2~~]b) students are excused by a parent or guardian under Section 53A-15-
215 1403(9) and as provided in this rule.
216 [~~C.~~](3)(a) A parent may exercise the right to exempt their child from a state
217 administered assessment.
218 (b) Except as provided in Subsection (3)(c), [~~U~~]upon exercising the right to
219 exempt a child from a state administered assessment under this provision, an LEA

220 may not impose an adverse consequence on a child as a result of the exercise of
221 rights under this provision.
222 (c) If a parent exempts the parent's child from the basic civics test required
223 in Sections 53A-13-109.5 and R277-700-8, the parent's child is not exempt from the
224 graduation requirement in Subsection 53A-13-109.5(2), and may not graduate
225 without successfully completing the requirements of Sections 53A-13-109.5 and
226 R277-700-8.
227 (4)(a) In order to exercise the right to exempt a child from a state administered
228 assessment under this provision and insure the protections of this provision, a parent
229 shall[~~ annually complete the Board approved parent excuse form a minimum of one~~
230 ~~(1) day prior to the administration of the state administered assessment and provide~~
231 ~~the form to the responsible school.~~]:
232 ([~~a~~]i) fill out:
233 (A) the Parental Exclusion from State Assessment Form provided on USOE's
234 website; [~~and~~]or
235 (B) an LEA specific form as described in Subsection (4)(b); and
236 ([~~b~~]ii) submit the form:
237 ([~~i~~]A) to the principal or LEA either by email, mail, or in person; and
238 ([~~ii~~]B) on an annual basis and at least one day prior to beginning of the
239 assessment.
240 (b) An LEA may create an LEA specific form for a parent to fill out as
241 described in Subsection (4)(a)(i)(B) if:
242 (i) the LEA includes a list of local LEA assessments that a parent may exempt
243 the parent's student from as part of the LEA's specific form; and
244 (ii) the LEA's specific form includes all of the information described in the
245 Parental Exclusion from State Assessment Form provided on USOE's website as
246 described in Subsection (4)(a)(i)(A).
247 (5)(a) A teacher, principal, or other LEA administrator may contact a parent
248 to verify that the parent submitted a parental exclusion form described in Subsection
249 (4)(a)(i).
250 (b) An LEA may request, but may not require, a parent to meet with a teacher,
251 principal, or other LEA administrator regarding the parent's request to exclude the

252 parent's student from taking a state administered assessment.

253 [~~D.~~](6) School grading, teacher evaluations, and student progress reports or
254 grades may not be negatively impacted by students excused from taking a state
255 administered assessment.

256 [~~E.~~](7) Any assessment [~~not mandated by the Board as defined in R277-404-~~
257 ~~1M~~]that is not a state administered assessment, the administration of [~~such~~]the
258 assessments, and the consequence of taking or failing to take [~~such~~]the
259 assessments [~~shall be~~]is governed by polic[~~ies~~]y [~~to be~~]adopted by each LEA.

260 [~~F.~~](8) An LEA[~~s~~] shall provide a student's individual test results and scores
261 to the student's parent or guardian upon request and consistent with the protection
262 of student privacy.

263 [~~G.~~](9) An LEA may not reward a student for taking a state administered
264 assessment[~~ as defined in R277-404-1M~~].

265 **R277-404-7. Public Education Employee Compliance with Assessment**
266 **Requirements, Protocols, and Security.**

267 [~~A.~~](1) An [~~E~~]educator[~~s~~], test administrator[~~s/~~] or proctor[~~s~~], administrator[~~s~~],
268 [~~and~~]or school employee[~~s~~] may not:

269 ([~~1~~]a) provide a student[~~s~~] directly or indirectly with a specific question[~~s~~],
270 answer[~~s~~], or the content of any specific item in a standardized assessment prior to
271 assessment administration;

272 ([~~2~~]b) download, copy, print, take a picture[~~s~~] of, or make any facsimile of
273 protected assessment material prior to, during, or after assessment administration
274 without express permission of the [~~USOE~~]Superintendent and an LEA
275 administrator[~~s~~];

276 ([~~3~~]c) change, alter, or amend any student online or paper response answer
277 or any other standardized assessment material[~~s~~] at any time in[~~ such~~] a way that
278 alters the student's intended response;

279 ([~~4~~]d) use any prior form of any standardized assessment, [~~(~~]including pilot
280 assessment materials[~~)~~], that [~~USOE~~]the Superintendent has not[~~ been~~] released[
281 ~~by the USOE~~] in assessment preparation without express permission of[~~ the~~] USOE
282 and an LEA administrator[~~s~~];

([~~5~~]e) violate any specific assessment administrative procedure specified in the assessment administration manual,[~~ or~~] violate any state or LEA standardized assessment policy or procedure, or violate any procedure specified in[~~ the~~] USOE Testing Ethics Policy;

([~~6~~]f) fail to administer a state required assessment;

([~~7~~]g) fail to administer a state required assessment within the designated assessment window;

([~~8~~]h) submit falsified data;

([~~9~~]i) allow a student[~~s~~] to copy, reproduce, or photograph an assessment item[~~s~~] or component[~~s~~]; or

([~~10~~]j) knowingly do anything that would affect the security, validity, or reliability of standardized assessment scores of any individual student, class, or school.

[~~B.~~](2) A school employee shall promptly report a[~~H~~]n assessment violation[~~s~~] or irregularit[~~ies~~]y to a building administrator, an LEA superintendent or director, or [~~the~~]USOE.

[~~C.~~](3) An [~~E~~]educator[~~s~~] who violates th[~~ese~~]is rule[~~s~~] or an assessment protocol[~~s are~~] is subject to Utah Professional Practices Advisory Commission or Board disciplinary action consistent with R277-515.

[~~D.~~](4) All assessment material[~~s~~], questions, and student responses for required assessments [~~shall be~~]is designated protected, consistent with Section 63G-2-305, until released by the [~~USOE~~]Superintendent.

[~~E.~~](5)(a) Each LEA shall ensure that all assessment content is secured so that only authorized personnel have access and that assessment materials are returned to USOE following testing, as required by the [~~USOE~~]Superintendent.

(b) An [~~I~~]individual educator[~~s~~] or school employee[~~s~~] may not retain or distribute test materials, in either paper or electronic form, for purposes inconsistent with ethical test administration or beyond the time period allowed for test administration.

R277-404-8. Time Periods for Assessment Administration.

[~~A.~~](1) An LEA educator[~~s~~] or trained employee[~~s~~] shall administer

assessments required under R277-404-3 consistent with the following schedule:

([1]a) [A]all summative adaptive assessments, an online writing assessment, and a Utah alternative assessment for [(]elementary and secondary, English language arts, math, science[)], within the [USOE]Superintendent's annually designated assessment windows[.];

([2]b) [The]English language proficiency assessment:

([a]i) [LEA educators or trained employees shall administer the assessment] annually to all English Learner students identified as Level 1 Entering, Level 2 Beginning, Level 3 Developing, Level 4 Expanding, or enrolled for the first time in the LEA at any time during the school year to show student progress; and

([b]ii) [LEA educators or trained employees shall]submit [English language proficiency assessment]materials to the [USOE-]Superintendent's identified scoring provider for scanning and scoring on a schedule defined by the [USOE.]Superintendent;

([3]c) [LEA educators or trained employees shall administer]pre-post kindergarten assessment for a kindergarten student[s] as determined by the LEA during assessment windows determined by the LEA[.];

([4]d) [LEA educators or trained employees shall administer]one benchmark reading assessment determined by the Board for grade 1, grade 2, and grade 3 students in the beginning, midpoint, and end of the school year[.]

([5]e) [LEA educators or trained employees shall administer]grade 3 end of year summative reading assessment using grade 3 SAGE English Language Arts[.]; and

([6]f) [LEA educators or trained employees shall administer]NAEP assessments determined and required annually by the United States Department of Education and administered to students as directed by United States Department of Education.

[B.](2) An LEA educator[s] or trained employee[s] shall complete all required assessment procedures prior to the end of the[USOE-defined] assessment window[(s)] defined by the Superintendent.

[C.](3)(a) An LEA[s] that ha[ve]s an alternative schedule[s] shall submit an annual testing plan to the [USOE]Superintendent by September 1 annually.

346 (b) The plan shall:

347 ([1]i) set dates for summative adaptive assessment administration for courses
348 taught face to face or online;

349 ([2]ii) set dates to assess students at the point in the course where students
350 have had approximately the same amount of instructional time as students on a
351 traditional full year schedule; and

352 ([3]iii) provide a course level assessment schedule to the
353 [USOE]Superintendent before instruction begins for the course.

354 **R277-404-9. Data Exchanges.**

355 [A.](1) The USOE IT Section shall communicate regularly with an LEA[s]
356 regarding the required format[s] for electronic submission of required data.

357 [B.](2) An LEA[s] shall update UTREx data using the processes and according
358 to schedule[(s)] determined by the [USOE]Superintendent.

359 [C.](3) An LEA[s] shall ensure that any computer software for maintaining or
360 submitting LEA data is compatible with data reporting requirements [as
361 determined]established in Rule R277-484.

362 [D.](4) The [USOE]Superintendent shall provide direction[s] to a[H]n LEA[s]
363 detailing the data exchange requirements for each assessment.

364 [E.](5) [Each]An LEA shall verify that it has satisfied all the requirements of
365 the [USOE-provided]Superintendent's directions[have been satisfied] described in
366 this section.

367 [F.](6) Consistent with Utah law, the [USOE]Superintendent shall return
368 assessment results from all required assessments to the school before the end of
369 the school year.

370 **KEY: assessment, student achievement**

371 **Date of Enactment or Last Substantive Amendment: [June 23,]2015**

372 **Notice of Continuation: [September 13, 2013]2015**

373 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-603**
374 **through 53A-1-611; 53A-1-401(3)**

Utah STATE OFFICE of Education

Leadership...Service...Accountability

2015-16 Parental Exclusion from State Assessments

As a parent/guardian, I **do not** want my child to participate in the following assessments during the 2015-16 school year:

***Student Name*_____ *Student ID*_____**

The data obtained in these assessments are utilized by teachers and administrators to review student progress toward learning targets, plan instruction, provide teacher feedback, inform potential course placement, provide important achievement data to students and parents and allow for public reporting about school quality.

_____SAGE (Student Assessment of Growth and Excellence) **English Language Arts/Literacy/Writing**

_____ SAGE (Student Assessment of Growth and Excellence) **Math**

_____ SAGE (Student Assessment of Growth and Excellence) **Science**

_____ SAGE Interim

_____ SAGE Formative

_____ Civics Exam
Passage of the Civics exam is required for graduation

_____ General Financial Literacy Assessment

_____ ACCESS (English Language Learners)

_____ ACT (11th grade students)

_____ ACT Plan (10th grade students)

_____ ACT Explore (8th or 9th grade students)

_____ DIBELS (Dynamic Indicators of Basic Early Literacy) Grades 1-3

_____ DLM (Dynamic Learning Maps) **ELA & Math** for students with significant cognitive disabilities

_____ UAA (Utah Alternative Assessment) **Science** for students with significant cognitive disabilities

_____ AAPPL (Assessment of Performance toward Proficiency in Languages) for students in Dual Immersion Language programs

I acknowledge that this signed form must be returned to the principal of my child's school on an annual basis and at least one day prior to the beginning of the assessment. This information will be kept at the child's school.

_____ Parent/Guardian Signature
_____ Parent/Guardian Name (please print)
_____ Contact Information (phone/email)
_____
_____ My Child's Grade
_____ My Child's School

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7500 Fax: (801) 538-7769
Brad C. Smith, State Superintendent of Public Instruction

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: David Smith
STEM Coordinator

DATE: October 8-9, 2015

ACTION: Release Fine Arts Standards Draft for 90-Day Public Review

---

Background:
Utah's Fine Arts Standards have been revised by a team consisting of fine arts teachers, district curriculum specialists, and university representatives. New draft standards have also been created in Media Arts. An oversight committee which included parents, teachers, as well as university personnel have given suggestions and provided feedback to the revision team. The Board, during its May meeting, gave staff further direction for revision of the standards. Those revisions have been completed and are now ready for Board review.

Key Points:
The revision creates sequential K-12 standards in Dance, Drama, Music, and Visual Arts. New Media Arts draft standards have also been created.

Anticipated Action:
The Standards and Assessment Committee will review the revised standards and make recommendations to the Board regarding the release of the draft K-12 Fine Arts standards in Dance, Drama, Music, Visual Art and Media Arts for a 90-day public review period.

Contact: Cathy Jensen, 801-538-7793
David Smith, 801-538-7766
Diana Suddreth, 801-538-7739

Fine Arts Standards
Release for 90-day Review

Prepared by the

Utah State Office of Education

Cathy Jensen, Fine Arts Specialist
cathy.Jensen@schools.utah.gov

David Smith, STEM Coordinator
david.smith@schools.utah.gov

Diana Suddreth, Director Teaching and Learning
diana.suddreth@schools.utah.gov

Organization of the Standards

The Utah core standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

FINE ARTS CORE STANDARDS

KINDERGARTEN

DANCE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard K.D.CR.1: Demonstrate willingness to create dance, respond in movement to a variety of stimuli, and explore a variety of basic locomotor and non-locomotor movements.

Standard K.D.CR.2: Improvise dance that has a beginning, middle and end, and express an idea, feeling or image through improvised movement.

Standard K.D.CR.3: Reflect on movement choices and change movement through guided improvisational experiences.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard K.D.P.1: Make still and moving body shapes that show lines.

Standard K.D.P.2: Demonstrate tempo contrast by matching movements to tempo of sound.

Standard K.D.P.3: Apply different qualities of movement.

Standard K.D.P.4: Demonstrate locomotor and non-locomotor movements and body shapes.

Standard K.D.P.5: Maintain personal space while in group formations and start and stop on time.

Standard K.D.P.6: Move body parts in relation to other body parts.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard K.D.R.1: Dance for and with others, using performance etiquette, and select a prop and explore its use as a part of a dance.

DRAFT

Standard K.D.R.2: Identify movement characteristics and explain how selected movements from a dance suggest an idea.

Standard K.D.R.3: Identify and demonstrate a movement within a dance and explain why it attracts attention.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard K.D.CO.1: Recognize and name emotions experienced through dance, and demonstrate the big ideas of a story through dance.

Standard K.D.CO.2: Describe and demonstrate movements organized around a specific topic.

DRAMA

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.

Standard K.T.CR.1: Use imagination to create a character based on stories or through improvisation, and arrange the physical playing space to communicate mood, time and locale.

Standard K.T.CR.2: Create a scene or play with a beginning, middle and end.

Standard K.T. CR.3: Define roles and responsibilities and participate in group decision making.

Standard K.T.CR.4: Create character through physical movement, gesture, sound and/or speech and facial expression.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

Standard K.T.P.1: Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work.

Standard K.T.P.2: Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble.

Standard K.T.P.3: Respond in character to other actors.

Standard K.T.P.4: Communicate meaning using the body through space, shape, energy and gesture.

Standard K.T.P.5: Communicate meaning using the voice through volume, pitch, tone, rate and clarity.

Standard K.T.P.6: Use imagination to support artistic choices.

DRAFT

Standard K.T.P.7: Select materials to be use for scenery, properties, costumes, lighting and sound effects for informal classroom presentations.

Standard K.T.P.8: Develop audience awareness in dramatic play and experiences.

S**tandard K.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard K.T.R.1: Demonstrate audience skills of observing attentively, responding appropriately and expressing thoughts about classroom dramatizations and performances.

Standard K.T.R.2: Share personal responses about classroom dramatizations and performances.

Standard K.T.R.3: Identify what drama is and how it happens, giving and accepting constructive feedback and using selective criteria to evaluate what is seen, heard and understood in dramatizations.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard K.T.CO.1: Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.

Standard K.T.CO.2: Identify connections to other content areas in dramatic play or guided drama experiences.

MUSIC

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard K.M.CR.1: Explore music concepts of steady beat, timbre and melody, and generate musical ideas using limited tone sets and simple meters.

Standard K.M.CR.2: Demonstrate and discuss personal reasons for choosing favorite musical ideas.

Standard K.M.CR.3: Organize musical ideas using iconic notation or recordings.

Standard K.M.CR.4: Apply personal, peer and teacher feedback to refine personal musical ideas.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

DRAFT

Standard K.M.P.1: State personal interest in various music selections to be performed and discuss basic elements of music to be performed.

Standard K.M.P.2: Explore the effects of various timbres, dynamic levels and tempos using voice, movement and simple instruments.

Standard K.M.P.3: Develop techniques and concepts to refine work for presentation by:

a. Exploring the range and various qualities of the voice.
b. Singing a variety of simple songs.
c. Singing and identifying simple two-note patterns in tune.
d. Performing a rhyme or song with teacher accompaniment.
e. Performing steady beat with body percussion and un-pitched percussion.
f. Performing beat versus rhythm.
g. Performing and identifying one sound per beat and two sounds per beat.
h. Demonstrating cooperation when practicing performance pieces.

Standard K.M.P.4: Perform music with expression; watch and follow the conductor to start, stop, and stay together; and by demonstrate appropriate performance behavior.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard K.M.R.1: Listen to and interact with a variety of contrasting music while recognizing steady beat, repeating patterns and expressive elements.

Standard K.M.R.2: Describe feelings conveyed by a music selection, identify elements in a music selection that elicit feelings, and show feelings conveyed by music through movement.

Standard K.M.R.3: Identify which of two strongly-contrasting selections of music is the favorite, and tell why by naming the element or feeling.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard K.M.CO.1: Describe how music relates to personal experience, and by demonstrate deepening understanding of another content area through music.

Standard K.M.CO.2: Sing folk songs and games from other cultures, and share a favorite song learned at home or describe a musical family tradition.

VISUAL ART

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

DRAFT

Standard K.V.CR.1: Engage in self-directed exploration and imaginative play with art materials, and engage collaboratively in creative art-making in response to an artistic problem.

Standard K.V.CR.2: Build skills in various media and approaches to art-making, use art materials, tools and equipment in a safe way, and create art that communicates a story about a natural or constructed environment.

Standard K.V.CR.3: Share and talk about the artwork and the process of making art while creating.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard K.V.P.1: Select art objects for personal portfolio and display, giving explanation for choices.

Standard K.V.P.2: Identify places where art may be displayed and explain the purpose of the portfolio or collection.

Standard K.V.P.3: Explain what an art museum is and distinguish how it is different from other buildings and venues.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard K.V.R.1: Recognize art, identify its uses within one's personal environment, and describe what an image represents.

Standard K.V.R.2: Identify subject matter and describe relevant details.

Standard K.V.R.3: Explain reasons for selecting a preferred art work.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard K.V.CO.1: Explore the world use descriptive and expressive words, and create art that tells a story about a life experience.

Standard K.V.CO.2: Recognize that people of many cultures make art, and identify a cultural purpose of an artwork.

DRAFT

FINE ARTS CORE STANDARDS

1st GRADE

DANCE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard 1.D.CR.1: Demonstrate willingness to try new ideas when creating dance.

Standard 1.D.CR.2: Explore movement inspired by a variety of stimuli.

Standard 1.D.CR.3: Experiment with and change the elements of dance with locomotor and non-locomotor movements.

Standard 1.D.CR.4: Improvise a series of movements that has a beginning, middle and end and that expresses an idea or emotion, and follows a musical phrase.

Standard 1.D.CR.5: Reflect on movement choices and change movement through guided improvisational experiences or short remembered sequences.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard 1.D.P.1: Demonstrate a range of locomotor and non-locomotor movements, body shapes, and directionality; moving safely in general space through a range of activities and group formations while maintaining personal space; and modifying movements and spatial arrangements upon request.

Standard 1.D.P.2: Recognize steady beat and move to varying tempi of steady beat.

Standard 1.D.P.3: Demonstrate movement characteristics along with movement vocabulary.

Standard 1.D.P.4: Dance for and with others using performance etiquette where the audience and performers occupy different space.

Standard 1.D.P.5: Explore the use of simple props in a variety of ways to enhance performance.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard 1.D.R.1: Demonstrate and describe movement characteristic using basic dance terminology.

Standard 1.D.R.2: Select movements from a dance, and explain how the movements suggest an idea.

DRAFT

Standard 1.D.R.3: Identify and demonstrate several movements within a dance, describe the characteristics that make the movements interesting, and talk about why those movements were chosen.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 1.D.CO.1: Find an experience expressed or portrayed in a dance that relates to a familiar experience, identify the movements that communicate this experience, and tell the big ideas of a story through dance.

Standard 1.D.CO.2: Watch and/or perform a dance from a different culture.

DRAMA

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.

Standard 1.T.CR.1 Use imagination to create a character based on stories or through improvisation, and arrange the physical playing space to communicate mood, time and locale.

Standard 1.T.CR.2: Create a scene or play with a beginning, middle and end.

Standard 1.T.CR.3: Define roles and responsibilities and participate in group decision-making.

Standard 1.T.CR.4: Create character through physical movement, gesture, sound and/or speech and facial expression.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama Works.

Standard 1.T.P.1: With teacher support, identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama work.

Standard 1.T.P.2: Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble.

Standard 1.T.P.3: Respond in character to other actors.

Standard 1.T.P.4: Communicate meaning using the body through space, shape, energy and gesture.

Standard 1.T.P.5: Communicate meaning using the voice through volume, pitch, tone, rate and clarity.

Standard 1.T.P.6: Use imagination to support artistic choices.

DRAFT

Standard 1.T.P.7: Select materials to be used for scenery, properties, costumes, lighting and sound effects for informal classroom presentations.

Standard 1.T.P.8: Develop audience awareness in dramatic play and experiences.

Standard 1.T.P.9: Share dramatic play and guided drama experiences within the classroom or with invited guests.

RESPOND--Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 1.T.R.1: Demonstrate audience skills of observing attentively, responding appropriately and expressing thoughts about classroom dramatizations and performances.

Standard 1.T.R.2: Share personal responses about classroom dramatizations and performances.

Standard 1.T.R.3: Identify what drama is and how it happens, giving and accepting constructive feedback, and use selective criteria to evaluate what is seen, heard and understood in dramatizations.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 1.T.CO.1: Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.

Standard 1.T.CO.2: Identify connections to other content areas in dramatic play or guided drama experiences.

MUSIC

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard 1.M.CR.1: Generate musical ideas for a specific purpose using limited tone sets and simple meters.

Standard 1.M.CR.2: Demonstrate and discuss personal reasons for choosing favorite musical ideas.

Standard 1.M.CR.3: Organize personal musical ideas using iconic notation or recordings.

Standard 1.M.CR.4: Apply personal, peer and teacher feedback to refine personal musical ideas.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard 1.M.P.1: State personal interest in various music selections to be performed and discuss basic elements of music to be performed.

Standard 1.M.P.2: Explore the effects of various timbres, dynamic levels and tempos using voice, movement and simple instruments.

Standard 1.M.P.3: Develop techniques and concepts to refine work for presentation by:

a. Exploring the range and various qualities of the voice.
b. Singing a variety of simple songs.
c. Responding to visual representations of melodic contour and pitch patterns.
d. Performing a rhyme or song with one rhythmic ostinato.
e. Performing beat versus rhythm.
f. Responding with body percussion, voice or simple instruments to visual representation of rhythm patterns.
g. Demonstrating persistence and cooperation in refining performance pieces.

Standard 1.M.P.4: Watch and follow the conductor to start, stop, and stay together, and demonstrate appropriate performance behavior.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, an apply criteria to evaluate artistic work and process.

Standard 1.M.R.1: Listen to and interact with a variety of contrasting music while recognizing steady beat, repeating patterns and expressive elements.

Standard 1.M.R.2: Describe feelings conveyed by a music selection, identify elements in a music selection that elicit feelings, show feelings conveyed by music through movement and predict the use of a music selection.

Standard 1.M.R.3: Identify which of two strongly-contrasting selections of music is the favorite, and tell why by naming the element or feeling.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 1.M.CO.1: Describe how music relates to personal experience, use life experience and additional content knowledge to inspire and respond to music, and deepen understanding of another content area through music.

Standard 1.M.CO.2: Sing folk songs and singing games from other cultures, and share a favorite song learned at home or describe a musical family tradition.

VISUAL ART

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

DRAFT

Standard 1.V.CR.1: Engage collaboratively in exploration and imaginative play with art materials, and use observation and investigation in preparation for making a work of art.

Standard 1.V.CR.2: Explore the use of materials and tools to create works of art or design, demonstrate use of art materials, tools and equipment in a safe way, and identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Standard 1.V.CR.3: Use art vocabulary to describe choices while creating art.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard 1.V.P.1: Explain why some objects, artifacts, and artworks are valued over others.

Standard 1.V.P.2: Ask and answer questions such as where, when, why and how artwork should be prepared for presentation or preservation.

Standard 1.V.P.3: Identify the roles and responsibilities of people who work in and visit museums and other art venues.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard 1.V.R.1: Select and describe works of art that illustrate daily life experiences of one's self and others, and compare images that represent the same subject.

Standard 1.V.R.2: Categorize subject matter and identify the characteristics of form.

Standard 1.V.R.3: Classify artwork based on different reasons for preferences.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard 1.V.CO.1: Identify times, places and reasons by which students make art outside of school.

Standard 1.V.CO.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding that people from different times and places have made art for a variety of reasons.

DRAFT

FINE ARTS CORE STANDARDS

2nd GRADE

DANCE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard 2.D.CR.1: Demonstrate willingness to work with partners when creating dance.

Standard 2.D.CR.2: Explore movement inspired by a variety of stimuli.

Standard 2.D.CR.3: Combine a variety of movements while manipulating the elements of dance.

Standard 2.D.CR.4: Improvise a dance phrase that has a beginning, a middle that has a main idea, and a clear end; and that expresses an idea or emotion, or follows a musical phrase; and explain reasons for the movement choices.

Standard 2.D.CR.5: Reflect on movement choices and change movement through guided improvisational experiences or short remembered sequences.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard 2.D.P.1: Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements.

Standard 2.D.P.2: Identify symmetrical and asymmetrical body shapes, and examine relationships between body parts.

Standard 2.D.P.3: Differentiate between circling and turning as two separate ways of continuous directional change.

Standard 2.D.P.4: Identify the length of time a move or phrase takes and correlating metric phrasing with movement phrasing.

Standard 2.D.P.5: Select and apply appropriate characteristics to movements.

Standard 2.D.P.6: Demonstrate kinesthetic awareness while dancing the movement.

Standard 2.D.P.7: Move safely in general space through a range of activities and group formations while maintaining personal space.

Standard 2.D.P.8: Repeat movements, with an awareness of self and others in space, then self-adjust as needed.

Standard 2.D.P.9: Dance for and with others using performance etiquette where the audience and performers occupy different space, and use limited production elements.

DRAFT

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process

Standard 2.D.R.1: Identify movement characteristics and patterns using basic dance terminology, and demonstrate and describe movements from a variety of dances and cultures.

Standard 2.D.R.2: Explain how the movements suggest an idea.

Standard 2.D.R.3: Describe the characteristics of dances from a genre or culture that make the movements interesting, give reasons for the choices of movement.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 2.D.CO.1: Observe a work of visual art asking questions for discussion, then describe and express through movement something of interest about the artwork.

Standard 2.D.CO.2: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

DRAMA

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.

Standard 2.T.CR.1: Use imagination to create a character based on stories or through improvisation, and arrange the physical playing space to communicate mood, time and locale.

Standard 2.T.CR.2: Create a scene or play with a beginning, middle and end.

Standard 2.T.CR.3: Define roles and responsibilities and participate in group decision making.

Standard 2.T.CR.4: Create character through physical movement, gesture, sound and/or speech and facial expression.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

Standard 2.T.P.1: With teacher support, identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work.

Standard 2.T.P.2: Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble.

Standard 2.T.P.3: Respond in character to other actors.

DRAFT

Standard 2.T.P.4: Communicate meaning using the body through space, shape, energy and gesture.

Standard 2.T.P.5: Communicate meaning using the voice through volume, pitch, tone, rate and clarity.

Standard 2.T.P.6: Use imagination to support artistic choices.

Standard 2.T.P.7: Select materials to be use for scenery, properties, costumes, lighting and sound effects for informal classroom presentations.

Standard 2.T.P.8: Develop audience awareness in dramatic play and experiences.

Standard 2.T.P.9: Share dramatic play and guided drama experiences within the classroom or with invited guests.

RESPOND--Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 2.T.R.1: Demonstrate audience skills of observing attentively and responding appropriately, and expressing thoughts about classroom dramatizations and performances.

Standard 2.T.R.2: Share personal responses about classroom dramatizations and performances.

Standard 2.T.R.3: Identify what drama is and how it happens, give and accept constructive feedback, and use selective criteria to evaluate what is seen, heard and understood in dramatizations.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 2.T.CO.1: Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.

Standard 2.T.CO.2: Read, listen to, and tell stories from a variety of cultures, genres and styles, and identify connections to other content areas in dramatic play and guided drama experiences.

MUSIC

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard 2.M.CR.1: Improvise rhythmic and melodic patterns and musical ideas for a specific purpose using limited tone sets and simple meters.

Standard 2.M.CR.2: Demonstrate and discuss personal reasons for selecting patterns and ideas to represent expressive intent, and organize personal musical ideas using iconic notation or recordings.

Standard 2.M.CR.3: Interpret and apply personal, peer and teacher feedback to revise personal musical ideas, and convey expressive intent for a specific purpose in a final version of personal musical ideas.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard 2.M.P.1: State personal interest in and purpose of various music selections to be performed.

Standard 2.M.P.2: Discuss basic elements of music to be performed.

Standard 2.M.P.3: Explore the effects of various timbres, dynamic levels and tempos using voice, movement and simple instruments.

Standard 2.M.P.4: Sing folk, traditional, and call-and-response songs in tune, using a natural, unstrained voice.

Standard 2.M.P.5: Respond to visual representations of melodic contour and simple melody patterns.

Standard 2.M.P.6: Perform simple two-part rounds and rhythmic or melodic ostinatos.

Standard 2.M.P.7: Perform and identify beat versus rhythm, patterns of strong and weak beats, and short, simple rhythm patterns.

Standard 2.M.P.8: Respond with body percussion, voice or simple instruments to visual representations of rhythm patterns.

Standard 2.M.P.9: Respond to dynamics symbols of piano and forte.

Standard 2.M.P.10: Demonstrate persistence and cooperation in refining performance pieces.

Standard 2.M.P.11: Perform music with a specific purpose, expression, and technical accuracy; watch and follow the conductor to perform dynamics and to start, stop, and stay together; and demonstrate appropriate performance behavior.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 2.M.R.1: Listen to and interact with a variety of contrasting music while recognizing form, meter, beat versus rhythm, timbre, mood, dynamics, tempo and melody.

Standard 2.M.R.2: Describe imagery conveyed by a music selection, identify elements in a music selection that elicit feelings or inspire imagery, show feelings conveyed by music through movement or drawing, and predict the use of a music selection.

Standard 2.M.R.3: Choose individually or as a class which piece is most interesting, and identify elements that elicit interest in music selections.

DRAFT

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 2.M.CO.1: Describe how music relates to personal, social, emotional and intellectual development, use life experience and additional content knowledge to inspire and respond to music, and deepen understanding of another content area through music.

Standard 2.M.CO.2: Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition.

VISUAL ART

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

Standard 2.V.CR.1: Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interests, questions and curiosity.

Standard 2.V.CR.2: Experiment with various materials and tools to explore personal interest in a work of art or design.

Standard 2.V.CR.3: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

Standard 2.V.CR.4: Repurpose objects to make something new.

Standard 2.V.CR.5: Discuss and reflect with peers about choices made in creating artwork.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard 2.V.P.1: Categorize artwork based on a theme or concept for an exhibit.

Standard 2.V.P.2: Distinguish between different materials or artistic techniques for preparing artwork for presentation.

Standard 2.V.P.3: Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard 2.V.R.1: Perceive and describing aesthetic characteristics of one's natural world and constructed environments, and categorize images based on expressive properties.

Standard 2.V.R.2: Identify the mood suggested by a work of art and describe relevant subject matter and characteristics of form.

Standard 2.V.R.3: Use learned art vocabulary to express preferences about artwork.

DRAFT

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard 2.V.CO.1: Create works of art about events in home, school, or community life.

Standard 2.V.CO.2: Compare and contrast cultural uses of artwork from different times and places.

DRAFT

FINE ARTS CORE STANDARDS

3rd GRADE

DANCE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard 3.D.CR.1: Demonstrate willingness to take turns leading and following when creating dance with others.

Standard 3.D.CR.2: Experiment with a variety of self-identified stimuli for movement, and explore a given movement problem by improvising, selecting and demonstrating possible solutions.

Standard 3.D.CR.3: Improvise and create a dance phrase alone or with others that expresses and communicates an idea or feeling, identify and experiment with ways to manipulate a dance phrase, and discuss the effect of movement choices.

Standard 3.D.CR.4: Reflect on movement choices and revise in response to feedback; then describe the difference the changes made in the movements.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard 3.D.P.1: Judge space as distance traveled and use space two- and three-dimensionally.

Standard 3.D.P.2: Demonstrate shapes with positive and negative space.

Standard 3.D.P.3: Perform movement sequences in and through space with purpose and focus in near, mid and far range space.

Standard 3.D.P.4: Fulfill specified duration of time with improvised locomotor and non-locomotor movements.

Standard 3.D.P.5: Differentiate between metric and organic or rhapsodic phrasing.

Standard 3.D.P.6: Perform movements that are the same and of a different time orientation to accompaniment.

Standard 3.D.P.7: Identify and perform movements and phrases with contrasting energy and dynamics and describe those using adverbs and adjectives.

Standard 3.D.P.8: Replicate body shapes, movement characteristics and movement patterns in a dance sequence with awareness and body control.

Standard 3.D.P.9: Cooperate with a partner or other dancers to safely change levels, directions, and pathway designs.

DRAFT

Standard 3.D.P.10: Recall movement sequences with a partner or in group dance activities.

Standard 3.D.P.11: Apply constructive feedback from teacher, peers and self to improve dance skills.

Standard 3.D.P.12: Identify the main areas of a performance space using production terminology and applying these terms in a dance performed for an audience in a designated performance space.

Standard 3.D.P.13: Use performance etiquette and performance practices during class, rehearsal and performance.

Standard 3.D.P.14: Explore simple production elements for a dance performance.

Standard 3.D.P.15: Explore the use of simple props in a variety of ways to enhance performance.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard 3.D.R.1: Identify movement characteristics and patterns using basic dance terminology, select specific movement cues and explain how they relate to the main idea of the dance.

S**tandard 3.D.R.2**: Experience, demonstrate and explain how one dance is different from another, and how one cultural movement practice is different from another.

Standard 3.D.R.3: Select dance movements from specific genres, styles or cultures, and identify and describe the movement characteristics that make dance artistic. Discuss why the movements were chosen.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 3.D.CO.1: Compare and contrast the relationships expressed in a dance to relationships with others.

Standard 3.D.CO.2: Respond to a dance work using a set of questions, create movement using ideas from responses and explain how certain movements express a specific idea.

Standard 3.D.CO.3: Find a relationship between movement in a dance and the culture where it originated, explain what the movements communicate about key aspects of the culture.

DRAMA

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.

Standard 3.T.CR.1: Use imagination to create a character based on stories or through improvisation and arrange the physical playing space to communicate mood, time and locale.

Standard 3.T.CR.2: Write or record simple dramas that include the five w's of who, what, where, when and why.

Standard 3.T.CR.3: Define roles, identify responsibilities, and participate in group decision making.

Standard 3.T.CR.4: Create character through physical movement, gesture, sound and/or speech and facial expression.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

Standard 3.T.P.1: With teacher support, identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and discover how choices shape believable and sustainable drama/theatre work.

Standard 3.T.P.2: Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble.

Standard 3.T.P.3: Respond in character to other actors.

Standard 3.T.P.4: Communicate meaning using the body through space, shape, energy and gesture.

Standard 3.T.P.5: Communicate meaning using the voice through volume, pitch, tone, rate and clarity.

Standard 3.T.P.6: Use imagination to support artistic choices.

Standard 3.T.P.7: Select materials to be used for scenery, properties, costumes, lighting and sound effects for informal classroom presentations.

Standards 3.T.P.8: Develop audience awareness using and understanding stage directions and basic blocking techniques.

Standard 3.T.P.9: Share dramatic play and guided drama experiences within the classroom or with invited guests.

RESPOND--Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 3.T.R.1: Demonstrate audience skills of observing attentively and responding appropriately, and express thoughts about classroom dramatizations and performances.

Standard 3.T.R.2: Share personal responses about classroom dramatizations and performances.

DRAFT

Standard 3.T.R.3: Identify what drama is and how it happens, give and accept constructive feedback, analyze and describe strengths and weaknesses of their own work, and use selective criteria to evaluate what is seen, heard, and understood in dramatizations.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 3.T.CO.1: Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.

Standard 3.T.CO.2: Read, listen to and tell stories from a variety of cultures, genres and styles; and identify historical, global and social issues and connect them through a drama/theatre work.

MUSIC

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard 3.M.CR.1: Improvise rhythmic and melodic patterns and musical ideas for a specific purpose using a specific tone set and simple meters.

Standard 3.M.CR.2: Select and demonstrate musical ideas to express intent while connecting to purpose and context, and organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas.

Standard 3.M.CR.3: Evaluate and refine work, apply teacher-provided criteria and collaboratively developed guidelines and feedback; and present the final version of created music and describe connection to expressive intent.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard 3.M.P.1: Explain how the selection of music to perform is influenced by personal interest, purpose, and context.

Standard 3.M.P.2: Explore the effects of various dynamic levels, tempos, and articulations.

Standard 3.M.P.3: With guidance, discuss and explore expressive elements in music to be performed.

Standard 3.M.P.4: Sing folk, traditional, and call-and-response songs in tune, with good vocal tone.

DRAFT

Standard 3.M.P.5: Respond to visual representations of melodic contour and simple melody patterns.

Standards 3.M.P.6: Perform two- and three-part pentatonic rounds, partner songs and rhythmic or pentatonic ostinatos.

Standards 3.M.P.7: Perform and identify rhythm patterns in 2, 3, and 4 beat meters using body percussion, voice and simple instruments.

Standard 3.M.P.8: Respond with body percussion, voice or simple instruments to visual representation of rhythm patterns.

Standard 3.M.P.9: Respond musical terms and markings for tempo.

Standard 3.M.P.10: Demonstrate persistence and cooperation in refining performance pieces.

Standard 3.M.P.11: Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop and stay together; and demonstrate performance decorum.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 3.M.R.1: Listen to and interact with a variety of contrasting music.

Standard 3.M.R.2: Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality.

Standard 3.M.R.3: Demonstrate audience etiquette appropriate for the context and venue.

Standard 3.M.R.4: Describe feelings or imagery conveyed by a music selection.

Standard 3.M.R.5: Identify and describe elements that make contrasting music selections different from each other.

Standard 3.M.R.6: Explore/express feelings conveyed by a music selection through movement or drawing.

Standard 3.M.R.7: Compare personal interpretation of a music selection with composer's intent.

Standard 3.M.R.8: Choose individually or as a class which piece is most interesting, and identify elements which elicit interest in music selections.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 3.M.R.1: Describe how music relates to personal, social, emotional and intellectual development, use life experience and additional content knowledge to inspire and respond to music, and deepen understanding of another content area through music.

Standard 3.M.R.2: Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition.

DRAFT

VISUAL ART

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

Standard 3.V.CR.1: Elaborate on an imaginative idea, and apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

Standard 3.V.CR.2: Create personally-satisfying artwork using a variety of artistic processes and materials.

Standard 3.V.CR.3: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

Standard 3.V.CR.4: Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Standard 3.V.CR.5: Elaborate visual information by adding details in an artwork to enhance emerging meaning.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard 3.V.P.1: Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

Standard 3.V.P.2: Identify exhibit space and prepare works of art, including artists' statements, for presentation.

Standard 3.V.P.3: Identify and explain how and where different cultures record and illustrate stories and history of life through art.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard 3.V.R.1: Speculate about processes an artist uses to create a work of art, and determine messages communicated by an image.

Standard 3.V.R.2: Analyze use of media to create subject matter, characteristics of form and mood.

Standard 3.V.R.3: Evaluate an artwork based on given criteria.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard 3.V.CO.1: Develop a work of art based on observations of surroundings.

Standard 3.V.C0.2: Recognize that responses to art change, depending on knowledge of the time and place in which it was made.

DRAFT

FINE ARTS CORE STANDARDS

4th GRADE

DANCE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard 4.D.CR.1: Demonstrate willingness to listen to others' ideas and cooperate.

Standard 4.D.CR.2: Identify ideas for choreography generated from a variety of stimuli.

Standard 4.D.CR.3: Explore a given movement problem and manipulate the elements of dance as tools to find a solution.

Standard 4.D.CR.4: Develop a dance study, alone or with others, that expresses and communicates a main idea.

Standard 4.D.CR.5: Manipulate and expand movement possibilities to create a variety of movement patterns and structures and discuss the reasons for movement choices and the effectiveness of movement choices.

Standard 4.D.CR.6: Revise movement based on peer feedback and self-reflection to improve communication or artistic intent in a short dance study, and explain the changes made and how they improved the choreography.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard 4.D.P.1: Make still and moving shapes with positive and negative space.

Standard 4.D.P.2: Perform elevated shapes with soft landings and movement sequences alone and with others.

Standard 4.D.P.3: Establish relationships with other dancers through focus of eyes and in near-, mid- and far-range space.

Standard 4.D.P.4: Accompany other dancers using a variety of percussive instruments and sounds.

Standard 4.D.P.5: Respond in movement to even and uneven rhythms.

Standard 4.D.P.6: Recognize and respond to tempo changes as they occur in dance and music.

Standard 4.D.P.7: Analyze movements and phrases for use of energy and dynamic changes, and use adverbs and adjectives to describe them.

Standard 4.D.P.8: Based on the analysis, refine the phrases by incorporating a range of movement qualities.

DRAFT

Standard 4.D.P.9: Demonstrate fundamental dance skills through locomotor and non-locomotor sequences.

Standard 4.D.P.10: Execute techniques that extend movement range, define movement qualities, build strength and develop endurance.

Standard 4.D.P.11: Coordinate movement with other dancers by responding to cues.

Standard 4.D.P.12: Apply constructive feedback from teacher, peers and self to improve dance performance.

Standard 4.D.P.13: Consider how to establish a formal performance space from an informal setting.

Standard 4.D.P.14: Perform in both formal and informal spaces.

Standard 4.D.P.15: Use performance etiquette and performance practices during class, rehearsal and performance.

Standard 4.D.P.16: Identify, explore and experiment with a variety of production elements to heighten the artistic intent and audience experience.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard 4.D.R.1: Describe patterns of movement in dance works that create a style or theme using basic dance terminology; and relate movements, ideas, and context to decipher meaning in a dance.

Standard 4.D.R.2: Experience, demonstrate and explain how one dance is different from another and how one cultural movement practice is different from another.

Standard 4.D.R.3: Discuss and demonstrate the characteristic that make a dance artistic; and describe how the elements of dance are present in genres, styles, or cultural movement practices

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 4.D.CO.1: Relate the main idea or content in a dance to other experiences.

Standard 4.D.CO.2: Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.

Standard 4.D.CO.3: Select a topic of study in school and develop research questions to explore, then choreograph movements that relate key aspects about the topic that communicate the information; discuss what was learned from researching the question and creating the dance.

DRAFT

Standard 4.D.CO.4: Select and describe movements in a specific genre or style, and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

DRAMA

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.

Standard 4.T.CR.1: Develop imagination to improvise characters; develop dialogue and actions that focus on the development and resolution of dramatic conflicts; and arrange the physical playing space to communicate mood, time and locale.

Standard 4.T.CR.2: Write or record simple dramas that include the five w's of who, what, where, when and why.

Standard 4.T.CR.3: Define roles, identify responsibilities, and participate in group decision making.

Standard 4.T.CR.4: Create character through physical movement, gesture, sound and/or speech and facial expression.

Standard 4.T.CR.5: Recognize that participating in the rehearsal process is necessary to refine and revise.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

Standard 4.T.P.1: With teacher support, identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work.

Standard 4.T.P.2: Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble.

Standard 4.T.P.3: Respond in character to other actors throughout a scripted or improvised scene.

Standard 4.T.P.4: Communicate meaning using the body through space, shape, energy and gesture.

Standard 4.T.P.5: Communicate meaning using the voice through volume, pitch, tone, rate and clarity.

Standard 4.T.P.6: Use imagination to support artistic choices.

Standard 4.T.P.7: Select materials to be used for scenery, properties, costumes, lighting and sound effects for informal classroom presentations.

DRAFT

Standard 4.T.P.8: Develop audience awareness using and understanding stage directions and basic blocking techniques.

Standard 4.T.P.9: Perform a variety of dramatic works for peers or invited audiences.

RESPOND--Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 4.T.R.1: Demonstrate audience skills of observing attentively and responding appropriately.

Standard 4.T.R.2: Share personal responses about classroom dramatizations and performances.

Standard 4.T.R.3: Identify what drama is and how it happens, give and accept constructive feedback, analyze and describe strengths and weaknesses of their own work, and use selective criteria to evaluate what is seen, heard and understood in dramatizations.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 4.T.CO.1: Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.

Standard 4.T.CO.2: Read, listen to and tell stories from a variety of cultures, genres and styles; identify the characters, setting, plot, theme and conflict in these plays and stories; and identify historical, global and social issues connecting them through a drama/theatre work.

MUSIC

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard 4.M.CR.1: Improvise rhythmic and melodic patterns and musical ideas.

Standard 4.M.CR.2: Explain the connection of musical ideas to specific purpose and context.

Standard 4.M.CR.3: Generate musical ideas using specific tonalities, meters and simple chord changes.

Standard 4.M.CR.4: Select and demonstrate musical ideas to express intent while connecting to purpose and context.

Standard 4.M.CR.5: Organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas.

Standard 4.M.CR.6: Evaluate and refine work; apply teacher-provided criteria and collaboratively-developed guidelines and feedback; and present the final version of created music and describe connection to expressive intent.

DRAFT

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard 4.M.P.1: Explain how the selection of music to perform is influenced by personal interest, purpose, context and knowledge and skills.

Standard 4.M.P.2: Explore the effects of various dynamic levels, tempos, and articulations.

Standard 4.M.P.3: Discuss and explore, with guidance, expressive elements in music to be performed.

Standard 4.M.P.4: Sing folk, traditional, and call-and-response songs in tune, with good vocal tone and clear diction.

Standard 4.M.P.5: Respond to visual representations of melodic contour and simple melody patterns.

Standard 4.M.P.6: Perform two- and three-part pentatonic rounds, partner songs and rhythmic or pentatonic ostinatos.

Standard 4.M.P.7: Perform and identify rhythm patterns in 2, 3, and 4 beat meters using body percussion, voice and simple instruments.

Standard 4.M.P.8: Respond with body percussion, voice or simple instruments to visual representation of rhythm patterns.

Standard 4.M.P.9: Respond to musical terms and markings for tempo.

Standard 4.M.P.10: Demonstrate persistence and cooperation in refining performance pieces.

Standard 4.M.P.11: Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop and stay together, and demonstrate performance decorum.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 4.M.R.1: Listen to and interact with a variety of contrasting music.

Standard 4.M.R.2: Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality.

Standard 4.M.R.3: Demonstrate audience etiquette appropriate for the context and venue.

Standard 4.M.R.4: Describe feelings or imagery conveyed by a music selection.

Standard 4.M.R.5: Identify and describe elements that make contrasting music selections different from each other.

Standard 4.M.R.6: Explore/express feelings conveyed by a music selection through movement or drawing.

DRAFT

Standard 4.M.R.7: Compare personal interpretation of a music selection with composer's intent.

Standard 4.M.R.8: Describe elements and characteristics evident in a meaningful, enjoyable, well-performed piece of music; and apply teacher-provided criteria to evaluate musical works or performances.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 4.M.CO.1: Describe how music relates to personal, social, emotional and intellectual development.

Standard 4.M.CO.2: Draw upon interests, knowledge, and skills developed to inspire and inform the creating, performance, and appreciation of music; and deepen understanding of another content area through music.

Standard 4.M.CO.3: Experience and explore music which connects us to history, culture, heritage, and community, and identify connections between a music genre and cultural or historical contexts.

VISUAL ART

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

Standard 4.V.CR.1: Brainstorm multiple approaches to a creative art or design problem.

Standard 4.V.CR.2: Collaboratively set goals and create an artwork that is meaningful and shows the intent of the makers.

Standard 4.V.CR.3: Explore and invent art-making techniques and approaches by utilizing and caring for materials, tools and equipment in a manner that prevents danger to oneself and other when making art; and by documenting, describing, and representing regional constructed environments.

Standard 4.V.CR.4: Revise artwork in progress on the basis of insights gained through peer discussion.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard 4.V.P.1: Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

Standard 4.V.P.2: Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.

DRAFT

Standard 4.V.P.3: Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard 4.V.R.1: Compare responses to a work of art before and after working in similar media.

Standard 4.V.R.2: Analyze components in visual imagery that convey messages.

Standard 4.V.R.3: Refer to contextual information and analyze relevant subject matter, characteristics of form, and use of media.

Standard 4.V.R.4: Apply one set of criteria to evaluate more than one work of art.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard 4.V.CO.1: Create works of art that reflect community cultural traditions.

Standard 4.V.CO.2: Through observation, relate artistic ideas and works with societal, cultural, and historical context to deepen understanding by inferring information about time, place, and culture in which a work of art was created.

DRAFT

FINE ARTS CORE STANDARDS

5th GRADE

DANCE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard 5.D.CR.1: Demonstrate willingness to try new ideas, methods and approaches.

Standard 5.D.CR.2: Build content for choreography using a variety of stimuli.

Standard 5.D.CR.3: Construct and solve multiple movement problems to develop choreographic content.

Standard 5.D.CR.4: Develop a dance study, creating original movement that expresses and communicates a main idea.

Standard 5.D.CR.5: Manipulate and expand movement possibilities to create a variety of movement patterns and structures.

Standard 5.D.CR.6: Explain the reasons for movement choices and the effectiveness of movement choices.

Standard 5.D.CR.7: Evaluate why some movements are more or less effective than others.

Standard 5.D.CR. 8: Explore the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent.

Standard 5.D.CR.9: Explain the changes made and how they improved the choreography.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard 5.D.P.1: Integrate still and moving shapes, and floor and air pathways into dance sequences.

Standard 5.D.P.2: Establish relationships with other dancers through focus of eyes and other body parts, using both inward and outward focus in near-, mid- and far-range space.

Standard 5.D.P.3: Accompany other dancers using a variety of percussive instruments and sounds.

Standard 5.D.P.4: Respond in movement to even and uneven rhythms.

Standard 5.D.P.5: Recognize and respond to tempo changes as they occur in dance and music.

Standard 5.D.P.6: Apply varying movement qualities and dynamic changes.

Standard 5.D.P.7: Demonstrate the ability to refine different dynamics within performance.

DRAFT

Standard 5.D.P.8: Recall and execute a series of dance phrases using fundamental dance skills.

Standard 5.D.P.9: Apply safe movement principles and practices and discuss how these practices promote strength, flexibility, endurance and injury prevention.

Standard 5.D.P.10: Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality.

Standard 5.D.P.11: Apply feedback from others to establish personal performance goals.

Standard 5.D.P.12: Adapt dance to alternative performance venues by modifying spacing and movements to the performance space.

Standard 5.D.P.13: Use performance etiquette and performance practices during class, rehearsal and performance

Standard 5.D.P.14: Identify, explore and select production elements to heighten and intensify the artistic intent of a dance and that are adaptable for various performance spaces.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard 5.D.R.1: Use basic dance terminology to describe patterns of movement that create a style or theme.

Standard 5.D.R.2: Interpret artistic intent in a dance.

Standard 5.D.R.3: Explain how movements communicate the main idea of the dance.

Standard 5.D.R.4: Demonstrate and explain how one dance is different from another, and how one cultural movement practice is different from another; and describe the qualities and characteristics in one's own cultural movement practice.

Standard 5.D.R.5: Define the characteristics that make a dance artistic and meaningful; talk about why these characteristics were chosen, and apply those criteria to dances observed or preformed in a specific genre, style, or cultural movement practice.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 5.D.CO.1: Compare and contrast two dances with different themes, and discuss feelings and ideas evoked by each.

Standard 5.D.CO.2: Describe how the themes and movements relate to points of view and experiences.

Standard 5.D.CO.3: Select a topic of study in school and research how other art forms have expressed the topic, then create a dance study that expresses the idea.

Standard 5.D.CO.4: Explain how the dance study expresses the idea, and discuss how this learning process is similar to, or different from, other learning situations.

DRAFT

Standard 5.D.CO.5: Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

DRAMA

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.

Standard 5.T.CR.1: Develop imagination with age-appropriate outcomes; improvise characters, develop dialogue and actions that focus on the development and resolution of dramatic conflicts; and create innovative solutions to design and solve technical problems that arise in rehearsal for a drama/theatre work.

Standard 5.T.CR.2: Write or record simple dramas that include the five w's of who, what, where, when and why.

Standard 5.T.CR.3: Define roles, identify responsibilities, and participate in group's decision making.

Standard 5.T.CR.4: Create character through physical movement, gesture, sound and/or speech and facial expression with age-appropriate outcomes.

Standard 5.T.CR.5: Recognize that participating in the rehearsal process is necessary to refine and revise.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

Standard 5.T.P.1: With teacher support, identify the character, setting, and essential events (plot) in a story that make up the dramatic structure and use choices to enhance the story in a drama/theatre work.

Standard 5.T.P.2: Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations.

Standard 5.T.P.3: Respond in character to other actors throughout a scripted or improvised scene.

Standard 5.T.P.4: Communicate meaning using the body through space, shape, energy and gesture.

Standard 5.T.P.5: Communicate meaning using the voice through volume, pitch, tone, rate and clarity.

Standard 5.T.P.6: Use imagination to inform artistic choices.

Standard 5.T.P.7: Select materials to be used for scenery, properties, costumes, lighting and sound effects for informal classroom presentations.

DRAFT

Standard 5.T.P.8: Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage and basic blocking techniques.

Standard 5.T.P.9: Perform a variety of dramatic works for peers or invited audiences.

RESPOND--Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 5.T.R.1: Demonstrate audience skills of observing attentively and responding appropriately, and expressing thoughts about classroom dramatizations and performances.

Standard 5.T.R.2: Justify responses based on personal experiences when participating in or observing a drama/theatre work.

Standard 5.T.R.3: Recognize and share artistic choices when participating in or observing a drama/theatre work.

Standard 5.T.R.4: Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Standard 5.T.R.5: Give and accept constructive and supportive feedback.

Standard 5.T.R.6: Analyze and describe strengths and weaknesses of the student's own work.

Standard 5.T.R.7: Articulate and justifying criteria to evaluate what is seen, heard, and understood in classroom dramatizations and dramatic performances.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 5.T.CO.1: Explain how drama connects oneself to one's community or culture.

Standard 5.T.CO.2: Read plays and stories from a variety of cultures and historical periods and identify the characters, setting, plot, theme, and conflict to better understand performance and design choices.

Standard 5.T.CO.3: Investigate universal or common social issues and express them through a drama/theatre work.

MUSIC

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard 5.M.CR.1: Improvise rhythmic and melodic patterns and musical ideas.

Standard 5.M.CR.2: Explain the connection to specific purpose and context.

Standard 5.M.CR. 3: Generate musical ideas using specific tonalities, meters and simple chord changes.

DRAFT

Standard 5.M.CR.4: Select and demonstrate developed musical ideas for improvisations, arrangements, or compositions, and explain intent and connection to purpose and context.

Standard 5.M.CR.5: Organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic, melodic and harmonic ideas.

Standard 5.M.CR.6: Evaluate and refine work, applying teacher-provided criteria and collaboratively developed guidelines.

Standard 5.M.CR.7: Present the final version of created music and explain expressive intent.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard 5.M.P.1: Explain how the selection of performance music is influenced by personal interest, purpose, context, knowledge and skills.

Standard 5.M.P.2: Explore and demonstrate possible interpretations of a piece by varying tempo, dynamics, timbre, articulations and/or phrasing.

Standard 5.M.P.3: Discuss and explore, with guidance, expressive elements in music to be performed.

Standard 5.M.P.4: Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction.

Standard 5.M.P.5: Respond to visual representations of melodic patterns using pentatonic and diatonic scales.

Standard 5.M.P.6: Perform two- and three-part rounds, partner songs, descants and layered ostinatos.

Standard 5.M.P.7: Perform and identify rhythm patterns in 2, 3, and 4 beat meters using body percussion, voice and simple instruments.

Standard 5.M.P.8: Respond with body percussion, voice or simple instruments to visual representations of rhythm patterns.

Standard 5.M.P.9: Respond to musical terms and markings for tempo and dynamics.

Standard 5.M.P.10: Demonstrate persistence and cooperation in refining performance pieces.

Standard 5.M.P.11: Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics, style and phrasing, and start, stop and stay together; and demonstrate performance decorum.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 5.M.R.1: Listen to and interact with a variety of contrasting music.

DRAFT

Standard 5.M.R.2: Listen for and identify form, meter, rhythm, timbre, mood, tempo, melody, texture and harmony/tonality.

Standard 5.M.R.3: Demonstrate audience etiquette appropriate for the context and venue.

Standard 5.M.R.4: Describe feelings or imagery conveyed by a music selection.

Standard 5.M.R.5: Identify possible intent of a music selection, and the elements used to convey it.

Standard 5.M.R.6: Explore/express feelings conveyed by a music selection through movement, drawing or writing.

Standard 5.M.R.7: Identify music elements that are characteristic of different genres of music.

Standard 5.M.R.8: Describe verbally or in writing the reason for selecting certain music to listen to or perform, including reference to music elements, skills, purpose, cultural or historical connections.

Standard 5.M.R.9: Apply teacher-provided or collaboratively-developed criteria to evaluate musical works or performances.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 5.M.CO.1: Describe how music relates to personal, social, emotional and intellectual development.

Standard 5.M.CO.2: Draw upon interests, knowledge, and skills developed to inspire and inform the creating, performance, and appreciation of music.

Standard 5.M.CO.3: Deepen understanding of another content area through music.

Standard 5.M.CO.4: Experience and explore music which connects us to history, culture, heritage, and community.

Standard 5.M.CO.5: Identify connections between a music genre and cultural or historical contexts.

VISUAL ART

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

Standard 5.V.C.1: Combine ideas to generate an innovative idea for art-making, and identify and demonstrate diverse methods of artistic investigation to show an approach for beginning a work of art.

DRAFT

Standard 5.V.C.2: Experiment with and develop skills in multiple art-making techniques and approaches through practice demonstrating quality craftsmanship.

Standard 5.V.C.3: Create artist statements using art vocabulary to describe personal choices in art-making.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard 5.V.P.1: Define the roles and responsibilities of a curator, and explain the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.

Standard 5.V.P.2: Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

Standard 5.V.P.3: Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard 5.V.R.1: Compare one's own interpretation of a work of art with the interpretation of others, and identify and analyze cultural associations suggested by visual imagery.

Standard 5.V.R.2: Interpret art through analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Standard 5.V.R.3: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard 5.V.CO.1: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

Standard 5.V.CO.2: Identifying how art is used to inform or change beliefs, values, or behaviors of an individual or society.

DRAFT

FINE ARTS CORE STANDARDS

6th GRADE

DANCE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard 6.D.CR.1: Demonstrate openness, willingness and persistence in trying new ideas, methods and approaches in creating dance.

Standard 6.D.CR.2: Relate content for choreography using a variety of stimuli.

Standard 6.D.CR.3: Explore unique movement that can transfer into original choreography.

Standard 6.D.CR.4: Develop a dance study that communicates personal or cultural meaning.

Standard 6.D.CR.5: Manipulate and expand movement possibilities to create a variety of movement patterns and structures.

Standard 6.D.CR.6: Explain the reasons for movement choices and the effectiveness of movement choices.

Standard 6.D.CR.7: Discuss how dance communicates non-verbally.

Standard 6.D.CR.8: Revise dance compositions using determined artistic criteria, and explain reasons for revisions and how choices made relate to artistic intent.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard 6.D.P.1: Establish diverse pathways, levels and patterns in space.

Standard 6.D.P.2: Refine partner and ensemble skills and the ability to demonstrate effective spatial relationships with other people.

Standard 6.D.P.3: Maintain awareness of ensemble while dancing with partners and in groups in near-, mid- and far-range space.

Standard 6.D.P.4: Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work.

Standard 6.D.P.5: Move accurately in a variety of meters, with and without accented beats.

Standard 6.D.P.6: Apply varying movement qualities and dynamic changes to movement sequences.

Standard 6.D.P.7: Refine the ability to demonstrate different dynamics within performance.

DRAFT

Standard: 6.D.P.8: Embody technical dance skills to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.

Standard 6.D.P.9: Promote safe and healthful strategies by applying basic anatomical knowledge, proprioceptive feedback and spatial awareness while dancing.

Standard 6.D.P.10: Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations.

Standard 6.D.P.11: Solve movement problems within dances by testing options and finding preferred results.

Standard 6.D.P.12: Discuss personal and ensemble improvements in performance.

Standard 6.D.P.13: Adapt dance to alternative performance venues by modifying spacing and movements to the performance space.

Standard 6.D.P.14: Use performance etiquette and performance practices during class, rehearsal and performance.

Standard 6.D.P.15: Accept notes from the choreographer, post-performance, make corrections as needed, and apply to future performances.

Standard 6.D.P.16: Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work.

Standard 6.D.P.17: Select choices and explain reasons for the decisions made using production terminology.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard 6.D.R.1: Use basic dance terminology to explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure and context.

Standard 6.D.R.2: Interpret artistic intent in a dance based on its movements, and explain how the movements communicate the main idea of the dance.

Standard 6.D.R.3: Experience, demonstrate and explain how one dance is different from another and how one cultural movement practice is different from another.

Standard 6.D.R.4: Describe the qualities and characteristics in one's own cultural movement practice.

Standard 6.D.R.5: Discuss the characteristics and artistic intent of a dance.

Standard 6.D.R.6: Observe or perform dances from a genre, style, or cultural movement.

Standard 6.D.R.7: Develop criteria to critique the dance using genre-specific dance terminology.

DRAFT

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 6.D.CO.1: Observe the movement characteristics or qualities in a specific dance genre.

Standard 6.D.CO.2: Describe differences and similarities about what was observed to one's attitudes and movement preferences.

Standard 6.D.CO.3: Conduct research using a variety of resources to find information about a social issue of great interest and use the information to create a dance study that expresses a specific point of view on the topic.

Standard 6.D.CO.4: Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspective.

Standard 6.D.CO.5: Interpret and show how the movement and qualities of a dance communicate its cultural, historical and/or community ideas and perspectives of the culture, historical period, or community purpose or meaning.

DRAMA

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.

Standard 6.T.CR.1: Develop imagination with age-appropriate outcomes; improvise characters, developing dialogue and actions that focus on the development and resolution of dramatic conflicts; create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Standard 6.T.CR.2: Write or record simple dramas that include the five w's of who, what, where when and why.

Standard 6.T.CR.3: Define roles, identify responsibilities, and participate in group's decision making.

Standard 6.T.CR.4: Create characters through physical movement, gesture, sound and/or speech and facial expression with age-appropriate outcome.

Standard 6.T.CR.5: Recognize that participating in the rehearsal process is necessary to refine and revise drama works.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works.

DRAFT

Standard 6.T.P.1: With teacher support, identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to enhance the story in a drama/theatre work.

Standard 6.T.P.2: Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations.

Standard 6.T.P.3: Respond in character to other actors throughout a scripted or improvised scene.

Standard 6.T.P.4: Communicate meaning using the body through space, shape, energy and gesture.

Standard 6.T.P.5: Communicate meaning using the voice through volume, pitch, tone, rate and clarity.

Standard 6.T.P.6: Use imagination to inform artistic choices.

Standard 6.T.P.7: Select materials to be used for scenery, properties, costumes, lighting and sound effects for informal classroom presentations.

Standard 6.T.P.8: Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage and basic blocking techniques.

Standard 6.T.P.9: Perform a variety of dramatic works for peers or invited audiences.

RESPOND--Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 6.T.R.1: Demonstrate audience skills of observing attentively and responding appropriately in classroom presentations, rehearsals, and live performance settings.

Standard 6.T.R.2: Identify and explain why artistic choices are made in a drama/theatre work

Standard 6.T.R.3: Justify responses based on personal experiences when participating in or observing a drama/theatre work.

Standard 6.T.R.4: Recognize and share artistic choices when participating in or observing a drama/theatre work.

Standard 6.T.R.5: Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Standard 6.T.R.6: Give and accept constructive and supportive feedback.

Standard 6.T.R.7: Analyze and describe strengths and weaknesses of the student's own work.

Standard 6.T.R.8: Articulate and justify criteria to evaluate what is seen, heard, and understood in classroom dramatizations and dramatic performances.

DRAFT

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 6.T.CO.1: Explain how drama connects oneself to one's community or culture.

Standard 6.T.CO.2: Read plays and stories from a variety of cultures and historical periods, and identify the characters, setting, plot, theme, and conflict to better understand performance and design choices.

Standard 6.T.CO.3: Investigate universal or common social issues and express them through a drama/theatre work.

MUSIC

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard 6.M.CR.1: Improvise rhythmic and melodic patterns and musical ideas, explain connection to specific purpose and context; and generate musical ideas using specific tonalities, meters and simple chord changes.

Standard 6.M.CR.2: Select and demonstrate developed musical ideas for arrangements and compositions within recognizable form, and explain intent and connection to purpose and context.

Standard 6.M.CR.3: Use standard or iconic notation or recordings to document original rhythmic, melodic and harmonic ideas.

Standard 6.M.CR.4: Evaluate and refine work, applying teacher-provided criteria and collaboratively-developed guidelines, explain rationale for making revisions, and present the final version of created music and explain expressive intent.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard 6.M.P.1: Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

Standard 6.M.P.2: Make interpretive decisions, with guidance, regarding the use of musical elements to express ideas and emotions.

Standard 6.M.P.3: Discuss and explore, with guidance, expressive elements in music to be performed.

Standard 6.M.P.4: Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction.

DRAFT

Standard 6.M.P.5: Respond to visual representations of melodic patterns using pentatonic, major and minor scales.

Standard 6.M.P.6: Perform two- and three-part rounds, partner songs, descants, layered ostinatos and parallel harmony.

Standard 6.M.P.7: Perform and identify rhythm patterns in 2, 3, 4 and 6 beat meters using body percussion, voice and simple instruments.

Standard 6.M.P.8: Respond with body percussion, voice or simple instruments to visual representation of rhythm patterns.

Standard 6.M.P.9: Respond to musical terms and markings for tempo and dynamics.

Standard 6.M.P.10: Demonstrate persistence and cooperation in refining performance pieces.

Standard 6.M.P.11: Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics, style and phrasing, and start, stop and stay together; and demonstrate performance decorum.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 6.M.R.1: Listen to and interact with a variety of contrasting music.

Standard 6.M.R.2: Listen for and identify form, meter, rhythm, timbre, dynamics, tempo, melody, texture and harmony/tonality.

Standard 6.M.R.3: Demonstrate audience etiquette appropriate for the context and venue.

Standard 6.M.R.4: Describe feelings or imagery conveyed by a music selection.

Standard 6.M.R.5: Identify possible intent of a music selection, and how the music elements are used to convey it.

Standard 6.M.R.6: Explore/express feelings conveyed by a music selection through movement, drawing or writing.

Standard 6.M.R.7: Identify music elements that are characteristic of different genres of music.

Standard 6.M.R.8: Identify and describe the music and structural elements that contribute to a quality work or performance.

Standard 6.M.R.9: Identify and describe the technical and musical skills evident in a quality performance.

Standard 6.M.R.10: Apply teacher-provided or collaboratively-developed criteria to evaluate musical works or performances.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

DRAFT

Standard 6.M.CO.1: Describe how music relates to personal, social, emotional and intellectual development.

Standard 6.M.CO.2: Draw upon interests, knowledge, and skills developed to inspire and inform the creation, performance, and appreciation of music; and deepen understanding of another content area through music.

Standard 6.M.CO.3: Experience and explore music which connects us to history, culture, heritage, and community, identify connections between a music genre and cultural or historical contexts, and explore and explain how musical works are influenced by a composer's heritage and experiences.

VISUAL ART

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

Standard 6.V.CR.1: Combine concepts collaboratively to generate an innovative idea for art-making.

Standard 6.V.CR.2: Formulate an artistic investigation of personally relevant content for creating art.

Standard 6.V.CR.3: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Standard 6.V.CR.4: Explain how traditional and non-traditional materials may impact human health and environment, and demonstrate safe handling of materials, tools, and equipment.

Standard 6.V.CR.5: Design or redesign objects, places, or systems that meet the identified needs of diverse users.

Standard 6.V.CR.6: Reflect on whether personal artwork conveys the intended meaning, and revise accordingly.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard 6.V.P.1: Analyze the similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.

Standard 6.V.P.2: Individually or collaboratively develop a visual plan for displaying works of art, **analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.**

Standard 6.V.P.3: Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

DRAFT

Standard 6.V.R.1: Identify and interpret works of art or design that reveal how people live around the world and what they value.

Standard 6.V.R.2: Compare one's own interpretation of a work of art with the interpretation of others.

Standard 6.V.R.3: Analyze ways that visual components and cultural associations within images influence ideas, emotions, and actions.

Standard 6.V.R.4: Interpret art by distinguishing relevant contextual information, and by analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Standard 6.V.R.5: Develop and apply relevant criteria to evaluate a work of art.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard 6.V.CO.1: Generate a collection of ideas reflecting current interest and concerns that could be investigated in art-making.

Standard 6.V.CO.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding by analyzing how art reflects changing times, traditions, resources, and cultural uses.

DRAFT

FINE ARTS CORE STANDARDS

SECONDARY DANCE

7th and 8th GRADE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard 7-8.D.CR.1: Demonstrate openness, willingness, persistence and respect in trying new ideas, methods and approaches in creating dance.

Standard 7-8.D.CR.2: Implement movement from a variety of stimuli to develop dance content for an original dance study or dance.

Standard 7-8D.CR.3: Identify and select personal preferences to create an original dance study or dance.

Standard 7-8.D.CR.4: Use genre-specific dance terminology to articulate and justify movement choices.

Standard 7-8.D.CR.5: Collaborate to select and apply a variety of choreographic devices and **dance structures to choreograph an original dance study or dance with a clear artistic intent.**

Standard 7-8.D.CR.6: Articulate the group process for making movement and structural choices.

Standard 7-8.D.CR.7: Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning.

Standard 7-8.D.CR.8: Discuss how the criteria clarify or intensify the meaning of the dance.

Standard 7-8.D.CR.9: Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others.

Standard 7-8.D.CR.10: Articulate the reasons for choices and revisions, and explain how they clarify and enhance the artistic intent.

Standard 7-8.D.CR.11: Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, and/or media technologies.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard 7-8.D.P.1: Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment.

Standard 7-8.D.P.2: Use focus of eyes during complex floor and air patterns, or direct and indirect pathways.

DRAFT

Standard 7-8.D.P.3: Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases.

Standard 7-8.D.P.4: Perform dance phrases of different lengths that use various timings within the same section.

Standard 7-8.D.P.5: Use different tempi in different body parts at the same time.

Standard 7-8.D.P.6: Direct energy and dynamics in such a way that movement is textured.

Standard 7-8.D.P.7: Incorporate energy and dynamics to technique exercises and dance performance.

Standard 7-8.D.P.8: Use energy and dynamics to enhance and project movements.

Standard 7-8.D.P.9: Embody technical dance skills to replicate, recall and execute spatial designs and musical or rhythmical dance phrases.

Standard 7-8.D.P.10: Evaluate personal healthful practices in dance activities and everyday life, including nutrition and injury prevention.

Standard 7-8.D.P.11: Discuss the choices made, the effects experienced, and methods for improvement.

Standard 7-8.D.P.12: Collaborate with peers to discover strategies for achieving performance accuracy, clarity and expressiveness.

Standard 7-8.D.P.13: Articulate personal performance goals and practice to reach goals.

Standard 7-8.D.P.14: Document personal improvement over time.

Standard 7-8.DLP.15: Demonstrate leadership qualities when preparing for performances.

Standard 7-8.DLP.16: Use performance etiquette and performance practices during class, rehearsal and performance.

Standard 7-8.DLP.17: Document efforts and create a plan for ongoing improvements.

Standard 7-8.DLP.18: Accept post-performance notes from choreographer and apply corrections to future performances.

Standard 7-8.P.19: Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences.

Standard 7-8.D.P.20: Explain reasons for choices using production terminology.

RESPOND--Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard 7-8.D.R.1: Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

DRAFT

Standard 7-8.D.R.2: Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent.

Standard 7-8.D.R.3: Use genre-specific dance terminology.

Standard 7-8.D.R.4: Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context.

Standard 7-8.D.R.5: Cite evidence in the dance to support your interpretation using genre-specific dance terminology.

Standard 7-8.D.R.6: Use artistic criteria to determine what makes an effective performance by considering content, context, genre, style, or cultural movement practice to comprehend artistic expression; and use genre-specific dance terminology.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 7-8.D.CO.1 Discuss the relevance of the connections to the development of one's personal perspectives.

Standard 7-8.D.CO.2: Investigate two contrasting topics using a variety of research methods.

Standard 7-8.D.CO.3: Identify and organize ideas to create representative movement phrases.

Standard 7-8.D.CO.4: Create a dance study exploring contrasting ideas.

Standard 7-8.D.CO.5: Discuss how the research informed the choreographic process and deepened understanding of the topics.

Standard 7-8.D.CO.6: Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

LEVEL 1

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard L1.D.CR.1: Demonstrate openness, willingness, persistence, respect and cooperation in trying new ideas, methods and approaches in creating dance.

Standard L1.D.CR.2: Explore a variety of stimuli to develop an improvisational or choreographed dance study.

Standard L1.D.CR.3: Analyze the process and the relationship between the stimuli and the movement.

Standard L1.D.CR.4: Experiment with the elements of dance to explore personal movement preferences and strengths.

DRAFT

Standard L1.D.CR.5: Create an original dance study or dance that builds upon those skills and strengths.

Standard L1.D.CR.6: Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent.

Standard L1.D.CR.7: Explain how the dance structures clarify the artistic intent.

Standard L1.D.CR.8: Develop an artistic statement for an original dance study or dance.

Standard L1.D.CR.9: Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

Standard L1.D.CR.10: Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others.

Standard L1.D.CR.11: Analyze and evaluate impact of choices made in the revision process.

Standard L1.D.CR.12: Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others.

Standard L1.D.CR.13: Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard L1.D.P.1: Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship.

Standard L1.D.P.2: Use space intentionally during phrases and through transitions between phrases.

Standard L1.D.P.3: Establish and break relationships with others as appropriate to the choreography.

Standard L1.D.P.4: Use syncopation and accent movements related to different tempi.

Standard L1.D.P.5: Take rhythmic cues from different aspects of accompaniment.

Standard L1.D.P.6: Integrate breath phrasing with metric and kinesthetic phrasing.

Standard L1.D.P.7: Connect energy and dynamics to movements by applying them in and through all parts of the body.

Standard L1.D.P.8: Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.

Standard L1.D.P.9: Embody technical dance skills to retain and execute dance choreography.

DRAFT

Standard L1.D.P.10: Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention.

Standard L1.D.P.11: Discuss implementation of the plan and how it supports personal performance goals.

Standard L1.D.P.12: Collaborate with peers to establish and implement a rehearsal plan to meet performance goals.

Standard L1.D.P.13: Use a variety of strategies to analyze and evaluate performances of self and others.

Standard L1.D.P.14: Articulate performance goals, and justify reasons for selecting particular practice strategies.

Standard L1.D.P.15: Demonstrate leadership qualities when preparing for performances.

Standard L1.D.P.16: Demonstrate performance etiquette and performance practices during class, rehearsal and performance.

Standard L1.D.P.17: Post-performance, accept notes from choreographer and apply corrections to future performances.

Standard L1.D.P.18: Document the rehearsal and performance process, and evaluate methods and strategies using dance terminology and production terminology.

Standard L1.D.P.19: Evaluate possible designs for the production elements of a performance, and select and execute the ideas that would intensify and heighten the artistic intent of the dances.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard L1.D.R.1: Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

Standard L1.D.R.2: Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent using genre-specific dance terminology.

Standard L1.D.R.3: Experience a variety of culturally based dance forms. Demonstrate and explain how one cultural form is different from another. Create and perform a dance that reflects one's own cultural movement practice.

Standard L1.D.R.4: Select and compare different dances, and discuss their intent and artistic expression.

Standard L1.D.R.5: Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre-specific dance terminology.

DRAFT

Standard L1.D.R.6: Analyze the artistic expression of a dance, and discuss insights using evaluative criteria and genre-specific dance terminology.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L1.D.CO.1: Analyze a dance and interpreting the ideas expressed by the choreographer.

Standard L1.D.CO.2: Explain how one's own personal perspectives may impact one's interpretation.

Standard L1.D.CO.3: Provide evidence to support one's analysis.

Standard L1.D.CO.4: Collaboratively identify a question or problem that could be explored through dance.

Standard L1.D.CO.5: Conduct research through interview, research database, text, media, or movement.

Standard L1.D.CO.6: Analyze and apply information gathered by creating a group dance that investigates the question posed.

Standard L1.D.CO.7: Discuss how the dance communicates new perspectives or realizations.

Standard L1.D.CO.8: Compare the process used in choreography to that of other creative, academic, or scientific procedures.

Standard L1.D.CO.9: Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

LEVEL 2

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard L2.D.CR.1: Demonstrate openness, willingness, persistence, respect and cooperation in trying new ideas, methods and approaches in creating dance.

Standard L2.D.CR.2: Explore a variety of stimuli to develop an improvisational or choreographed dance study.

Standard L2.D.CR.3: Analyze the process and the relationship between the stimuli and the movement.

Standard L2.D.CR.4: Choreograph an original dance study or dance that communicates an artistic intent, showing personal and contrasting movement preferences.

Standard L2.D.CR.5: Compare movement choices to those made by well-known choreographers.

Standard L2.D.CR.6: Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances.

Standard L2.D.CR.7: Analyze how the structure and final composition informs the artistic intent.

Standard L2.D.CR.8: Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance.

Standard L2.D.CR.9: Select and demonstrate movements that support the artistic statement.

Standard L2.D.CR.10: Clarify the artistic intent of a dance by refining choreographic devices and dance structures using established artistic criteria, self-reflection and the feedback of others.

Standard L2.D.CR.11: Analyze and evaluate the impact of choices made in the revision process.

Standard L2.D.CR.12: Develop a strategy to record a dance using recognized systems of dance documentation.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard L2.D.P.1: Dance alone and with others with spatial intention.

Standard L2.D.P.2: Expand partner and ensemble skills to greater ranges and skill levels.

Standard L2.D.P.3: Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.

Standard L2.D.P.4: Perform dance studies and compositions that use time and tempo in unpredictable ways.

Standard L2.D.P.5: Use internal rhythms and kinetics as phrasing tools.

Standard L2.D.P.6: Dance "in the moment."

Standard L2.D.P.7: Initiate movement phrases by applying energy and dynamics.

Standard L2.D.P.8: Vary energy and dynamics over the length of a phrase, and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.

Standard L2.D.P.9: Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.

Standard L2.D.P.10: Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement.

Standard L2.D.P.11: Follow a personal nutrition plan that supports health for everyday life.

Standard L2.D.P.12: Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals.

DRAFT

Standard L2.D.P.13: Reflect on personal achievements.

Standard L2.D.P.14: Demonstrate leadership qualities when preparing for performances.

Standard L2.D.P.15: Model performance etiquette and performance practices during class, rehearsal and performance.

Standard L2.D.P.16: Implement performance strategies to enhance projection.

Standard L2.D.P.17: Post-performance, accept notes from choreographer and apply corrections to future performances.

Standard L2.D.P.18: Document the rehearsal and performance process, and evaluate methods and strategies using dance terminology and production terminology.

Standard L2.D.P.19: Work collaboratively to produce a dance concert on a stage or in an alternative performance venue, and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process

Standard L2.D.R.1: Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.

Standard L2.D.R.2: Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices, and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.

Standard L2.D.R.3: Experience a variety of culturally-based dance forms.

Standard L2.D.R.4: Describe and demonstrate contrasting dances, and analyze how the dance reflects the culture it represents.

Standard L2.D.R.5: Create and perform a dance that reflects one's own cultural movement practice.

Standard L2.D.R.6: Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression.

Standard L2.D.R.7: Use genre specific dance terminology.

Standard L2.D.R.8: Compare and contrast two or more dances using evaluative criteria to critique artistic expression considering societal values and a range of perspectives.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L2.D.CO.1: Analyze a dance that is related to content learned in other subjects and research its context.

DRAFT

Standard L2.D.CO.2: Synthesize information learned and share new ideas about its impact on one's perspective.

Standard L2.D.CO.3: Use established research methods and techniques to investigate a topic.

Standard L2.D.CO.4: Collaborate with others to identify questions and solve movement problems that pertain to the topic.

Standard L2.D.CO.5: Create and perform a piece of choreography from the research. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.

Standard L2.D.CO.6: Analyze dances from several genres or styles, historical time periods, and/or world dance forms.

Standard L2.D.CO.7: Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.

LEVEL 3

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard L3.D.CR.1: Demonstrate openness, willingness, persistence, respect and cooperation in trying new ideas, methods and approaches in creating dance.

Standard L3.D.CR.2: Synthesize content generated from stimulus material.

Standard L3.D.CR.3: Experiment and take risks to discover a personal voice to communicate artistic intent.

Standard L3.D.CR.4: Challenge and question personal movement preferences and strengths to discover unexpected movement vocabulary that communicates the artistic intent of an original dance.

Standard L3.D.CR.5: Analyze the results and explain why they were effective in expanding artistic intent.

Standard L3.D.CR.6: Demonstrate fluency and personal voice in designing and choreographing original dances.

Standard L3.D.CR.7: Justify choreographic choices and explaining how they are used to intensify artistic intent.

Standard L3.D.CR. 8: Construct an artistic statement that communicates a personal, cultural and artistic perspective.

DRAFT

Standard L3.D.CR.9: Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others.

Standard L3.D.CR.10: Document choices made in the revision process and justify how the refinements support artistic intent.

Standard L3.D.CR.11: Document a dance using recognized systems of dance documentation.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard L3.D.P.1: Modulate and use the broadest range of movement in space for artistic and expressive clarity.

Standard L3.D.P.2: Use inward and outward focus to clarify movement and intent.

Standard L3.D.P.3: Establish and break relationships with other dancers and audience as appropriate to the dance.

Standard L3.D.P.4: Modulate time factors for artistic interest and expressive acuity.

Standard L3.D.P.5: Demonstrate time complexity in phrasing with and without musical accompaniment.

Standard L3.D.P.6: Use multiple and complex rhythms at the same time.

Standard L3.D.P.7: Work with and against rhythm of accompaniment or sound environments.

Standard L3.D.P.8: Modulate dynamics to clearly express intent while performing dance phrases and choreography.

Standard L3.D.P.9: Perform movement sequences expressively using a broad dynamic range.

Standard L3.D.P.10: Employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

Standard L3.D.P.11: Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or in ensemble works in a variety of dance genres and styles.

Standard L3.D.P.12: Self-evaluate performances, and discuss and analyze performance ability with others.

Standard L3.D.P.13: Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement.

Standard L3.D.P.14: Follow a personal nutrition plan that supports health for everyday life.

Standard L3.D.P.15: Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression.

DRAFT

Standard L3.D.P.16: Use a range of rehearsal strategies to achieve performance excellence.

Standard L3.D.P.17: Demonstrate leadership qualities when preparing for performances.

Standard L3.D.P.18: Model performance etiquette and performance practices during class, rehearsal and performance.

Standard L3.D.P.19: Enhance performance using a broad repertoire of strategies for dynamic projection.

Standard L3.D.P.20: Develop a professional portfolio that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.

Standard L3.D.P.21: Work collaboratively to produce dance concerts in a variety of venues and design, and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard L3.D.R.1: Analyze dance works from a variety of dance genres and styles, and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.

Standard L3.D.R.2: Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices.

Standard L3.D.R.3: Use genre-specific dance terminology.

Standard L3.D.R. 4: Experience a variety of culturally-based dance forms.

Standard L3.D.R.5: Describe and demonstrate contrasting dances, and analyze how the dance reflects the culture it represents.

Standard L3.D.R.6: Create and perform a dance that reflects one's own cultural movement practice.

Standard L3.D.R.7: Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices.

Standard L3.D.R.8: Use genre-specific dance terminology.

Standard L3.D.R.9: Define personal artistic preferences to critique dance.

Standard L3.D.R.10: Consider societal and personal values, and a range of artistic expression; discuss perspectives with peers and justify views.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

DRAFT

Standard L3.D.CO.1: Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives.

Standard L3.D.CO.2: Reflect on and analyze the variables that have contributed to changes in one's personal growth.

Standard L3.D.CO.3: Use established research methods and techniques to investigate a topic.

Standard L3.D.CO.4: Individually or with others, identify questions and solve movement problems that pertain to the topic.

Standard L3.D.CO.5: Create and perform a piece of choreography based on the research.

Standard L3.D.CO.6: Discuss orally or in writing the insights relating to knowledge gained through the research process and the transfer of learning from this project to other learning situations

Standard L3.D.CO.7: Analyze dances from several genres or styles, historical time periods, and/or world dance forms.

Standard L3.D.CO.8: Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.

DRAFT

SFINE ARTS CORE STANDARDS

SECONDARY MEDIA ARTS

7th and 8th GRADE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine media art works.

Standard 7-8.E.CR.1: Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes.

Standard 7-8.E.CR.2: Generate ideas, goals, and solutions for original media artworks through application of focused creative processes.

Standard 7-8.E.CR.3: Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.

Standard 7-8.E.CR.4: Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.

Standard 7-8.E.CR.5: Implement production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.

Standard 7-8.E.CR.6: Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

Standard 7-8.E.CR.7: Coordinate production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles.

Standard 7-8.E.CR.8: Refine and modify media artworks, improving technical quality, and intentionally accentuating selected expressive and stylistic elements to reflect an understanding of purpose, audience, and place.

PRODUCE—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of media works.

Standard 7-8.E.P.1: Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives, narratives, themes or ideas.

Standard 7-8.E.P.2: Exhibit a set of artistic, design, technical, and soft skills through performing various roles in producing media artwork.

Standard 7-8.E.P.3: Exhibit a set of creative and adaptive abilities, in developing solutions within and through media arts productions.

DRAFT

Standard 7-8.E.P.4: Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose and to communicate intent in constructing media artworks.

Standard 7-8.E.P.5: Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.

Standard 7-8.E.P.6: Evaluate the results of and discuss improvements for presenting media artworks, considering impacts on personal growth.

Standard 7-8.E.P.7: Design the presentation and distribution of media artworks through multiple formats and/or contexts.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 7-8. E.R.1: Describe, compare, contrast, and analyze the qualities of and relationships between the components in media artworks.

Standard 7-8. E.R.2: Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

Standard 7-8.E.R.3: Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.

Standard 7-8.E.R.4: Analyze the intent and meaning of a variety of media artworks using self-developed criteria and focusing on intentions, forms, and various contexts.

Standard 7-8.E.R.5: Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.

Standard 7-8.E.R.6: Evaluate media art works and production processes with developed criteria, considering context and artistic goals.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 7-8.E.CO.1: Access, evaluate, and use internal and external resources to inform the creation of media artworks.

Standard 7-8.E.CO.2: Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences.

Standard 7-8.E.CO.3: Explain and demonstrate how media artworks expand meaning, knowledge, and cultural experiences.

Standard 7-8.E.CO.4: Research and demonstrate how media artworks and ideas relate to various situations, purposes and values.

DRAFT

Standard 7-8.E.CO.5: Analyze and responsibly interact with media arts tools and environments, legal and technological contexts, considering copyright, ethics, media literacy, social media, virtual worlds, and digital identity.

Standard 7-8.E.CO.6: Explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.

LEVEL 1

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine media art works.

Standard L1.E.CR.1: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Standard L1.E.CR.2: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Standard L1.E.CR.3: Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles.

Standard L1.E.CR.4: Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard L1.E.P.1: Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience.

Standard L1.E.P.2: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

Standard L1.E.P.3: Develop and refine a range of creative and adaptive innovations in addressing challenges and constraints within and through media arts productions.

Standard L1.E.P.4: Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.

Standard L1.E.P.5: Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.

Standard L1.E.P.6: Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.

DRAFT

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard L1.E.R.1: Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.

Standard L1.E.R.2: Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

Standard L1.E.R.3: Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

Standard L1.E.R.4: Evaluate media art works and production processes at decisive stages, using developed criteria, and considering context and artistic goals.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard L1.E.CO.1: Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks.

Standard L1.E.CO.2: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences.

Standard L1.E.CO.3: Explain and defend how media artworks and ideas relate to various contexts, purposes, and values.

Standard L1.E.CO.4: Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

LEVEL 2

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine media art works.

Standard L2.E.CR.1: Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes

Standard L2.E.CR.2: Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context.

Standard L2.E.CR.3: Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles.

DRAFT

Standard L2.E.CR.4: Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard L2.E.P.1: Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity.

Standard L2.E.P.2: Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

Standard L2.E.P.3: Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals in the production of a variety of media artworks.

Standard L2.E.P.4: Curate and design the presentation and distribution of collections of media artworks through a variety of contexts.

Standard L2.E.P.5: Evaluate and implement improvements in presenting media artworks, considering personal, local, and social impacts such as changes that occurred for people, or to a situation.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard L2.E.R.1: Analyze and evaluate the qualities and relationships of the components in media artworks, and provide feedback on how they impact audience.

Standard L2.E.R.2: Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.

Standard L2.E.R.3: Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

Standard L2.E.R.4: Form and apply defensible evaluations in the constructive critique of media artworks and production processes.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard L2.E.CO.1: Synthesize internal and external resources to enhance the creation of persuasive media artworks.

Standard L2.E.CO.1: Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect on and form cultural experiences.

DRAFT

Standard L2.E.CO.3: Analyze in depth the relationships of media arts ideas and works to various contexts, purposes, and values.

Standard L2.E.CO.4: Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

LEVEL 3

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine media art works.

Standard L3.E.CR.1: Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.

Standard L3.E.CR.2: Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations.

Standard L3.E.CR.3: Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles.

Standard L3.E.CR.4: Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard L3.E.P.1: Synthesize various arts, media arts forms and academic content into unified media arts productions that retain artistic fidelity across platforms.

Standard L3.E.P.2: Employ mastered artistic, design, technical, and soft skills in managing and producing media artworks.

Standard L3.E.P.3: Fluently employ mastered creative and innovative adaptability in formulating lines of inquiry and solutions, to address complex challenges within and through media arts productions.

Standard L3.E.P.4: Independently utilize and adapt tools, styles, and systems in standard, innovative, and experimental ways in the production of complex media artworks.

Standard L3.E.P.5: Curate, design, and promote the presentation and distribution of media artworks for intentional impacts, through a variety of contexts.

DRAFT

Standard L3.E.P.6: Evaluate, compare, and integrate improvements in presenting media artworks, considering personal to global impacts, such as new understandings that were gained by artist and audience.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard L3.E.R.1: Analyze and evaluate the qualities and relationships of the components and audience impact in a variety of styles and formats of media artwork.

Standard L3.E.R.2: Survey an exemplary range of media artworks, analyze methods for managing audience experience, and create intention and persuasion through multimodal perception, and systemic communications.

Standard L3.E.R.3: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.

Standard L3.E.R.4: Independently develop rigorous evaluations of, and strategically seek feedback for, media artworks and production processes, considering complex goals and factors.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard L3.E.CO.1: Independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks

Standard L3.E.CO.2: Demonstrate and expound on the use of media artworks to create new meaning, knowledge, and impactful cultural experiences.

Standard L3.E.CO.3: Analyze the relevant and impactful relationships of media arts ideas and works to personal and global contexts, purposes, and values.

Standard L3.E.CO.4: Utilize an understanding of legal, technological, systemic, and vocational contexts while experiencing and creating media arts**.**

DRAFT

FINE ARTS STANDARDS

SECONDARY MUSIC

MUSIC (General) – 7th and 8th GRADE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine musical works.

Standard 7-8.M.CR.1: Listen to and discuss a variety of musical styles and ideas, and describe how various sounds can be used to represent experiences, moods, visual images and/or storylines.

Standard 7-8.M.CR.2: Improve rhythmic and melodic ideas and phrases.

Standard 7-8.M.CR.3: Generate simple rhythmic and melodic ideas and phrases.

Standard 7-8.M.CR.4: Identify, select and organize musical ideas for arrangement within a recognizable form, and explain intent and connection to purpose and context.

Standard 7-8.M.CR.5: Use standard and/or iconic notation and/or recording technology to document original rhythmic, melodic or harmonic ideas.

Standard 7-8.M.CR.6: Apply teacher-provided criteria of specific musical elements.

Standard 7-8.M.CR.7: Describe the given context and performance medium for presenting personal works and how they impact the final composition and presentation.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard 7-8.M.P.1: Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.

Standard 7-8.M.P.2: Identify and select specific excerpts, passages, or sections in musical works that express a specific mood, visual image, or storyline.

Standard 7-8.M.P.3: Discuss various elements of a musical work and how the choices affect the mood or storyline.

Standard 7-8.M.P.4: Demonstrate an understanding of music elements and notational literacy including melody, harmony/texture, dynamics, expressive qualities, rhythm, tone, timbre and form.

Standard 7-8.M.P.5: Demonstrate an understanding of various genres and styles of music and their historical and cultural significance.

Standard 7-8.M.P.6: Identify and implement strategies for improving the technical and expressive aspects of works.

DRAFT

Standard 7-8.M.P.7: Share live or recorded performances of works, and explain how the elements of music are used to convey intent.

Standard 7-8.M.P.8: Discuss collaboratively how musical works are appropriate for an audience or context, and how this will shape future musical works or compositions.

Standard 7-8.M.P.9: Use established criteria and feedback to identify the ways in which performances convey the elements of music, style and mood.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process

Standard 7-8.M.R.1: Respond to a musical performance by identifying the musical elements within a piece and in a given context, and discuss their effect on both listener and performer.

Standard 7-8.M.R.2: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms, and describe the choices.

Standard 7-8.M.R.3: Identify and discuss how musical elements are embedded within a musical work to express possible meaning.

Standard 7-8.M.R.4: Consider how the use of musical elements help predict the composer's possible intent.

Standard 7-8.M.R.5: Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.

Standard 7-8.M.R.6: Identify and describe, with guidance, the technical and musical skills evident in a quality performance.

Standard 7-8.M.R.7: Use self-assessment to judge and improve the quality of your musical performance.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 7-8.M.CO.1: Examine how music relates to personal development and enjoyment of life.

Standard 7-8.M.CO.2: Self-assess and document personal growth as a musician.

Standard 7-8.M.CO.3: Experience how music connects us to history, culture, heritage, community, and to other academic subjects.

Standard 7-8.M.CO.4: Demonstrate, with guidance, an understanding of how musical works are influenced by the composer's heritage and experiences.

DRAFT

CHOIR – LEVEL 1

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard L1.MC.CR.1: Listen to and discuss, with guidance, a variety of musical styles and ideas.

Standard L1.MC.CR.2: Sing a consequent phrase for a given antecedent phrase.

Standard L1.MC.CR.3: With guidance, improvise/generate rhythmic, melodic, and harmonic ideas and phrases.

Standard L1.MC.CR.4: Develop aural skills: intervals, major/minor modality, rhythmic and melodic dictation.

Standard L1.MC.CR.5: Develop, organize and notate, with guidance, basic rhythmic and melodic ideas and phrases.

Standard L1.MC.CR.6: Evaluate musical ideas, and, with guidance, apply teacher-provided criteria of specific musical elements.

Standard L1.MC.CR.7: With limited guidance, identify and rehears skills and concepts that need greater unification for performance.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.

Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work.

Standard L1.MC.P.3: With teacher guidance, make appropriate interpretive musical decisions as an ensemble.

Standard L1.MC.P.4. Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:

a. Vowels and diction
b. Intonation
c. Placement
d. Correct breathing and singing posture
e. Vocal physiology and vocal care
f. Flow phonation

Standard L1.MC.P.5: Demonstrate appropriate level of fluency in the technical performance skills of singing correct noes and sight-singing simple melodies and harmonies.

DRAFT

Standard L1.MC.P.6: Demonstrate notation literacy in correctly reading pitch and rhythm.

Standard L1.MC.P.7: Convey meaning through the presentation of artistic work by watching and responding appropriately to the conductor, performing with technical accuracy and using musical elements.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L1.MC.R.1: Respond to a musical performance by identifying the musical elements within a piece and in a given context, and discuss their effect on both listener and performer; and exhibit appropriate performance demeanor and audience concert etiquette.

Standard L1.MC.R.2: Identify and discuss how musical elements are embedded within a musical work to express possible meanings with limited guidance.

Standard L1.MC.R.3: Consider how the use of musical elements helps predict the composer's possible intent.

Standard L1.MC.R.4: Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.

Standard L1.MC.R.5: Identify and describe, with guidance, the technical and musical skills evident in a quality performance.

Standard L1.MC.R.6: Use self-assessment to judge and improve the quality of your musical performance.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L1.MC.CO.1: Examine how music relates to personal development and enjoyment of life.

Standard L1.MC.CO.2: Self-assess and document personal growth as a musician.

Standard L1.MC.CO.3: Experience how music connects us to history, culture, heritage, community and to other academic subjects.

Standard L1.MC.CO.4: Demonstrate and understand, with limited guidance, how musical works are influenced by the composer's heritage and experiences.

DRAFT

CHOIR – LEVEL 2

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard L2.MC.CR.1: Listen to and discuss a variety of musical styles and ideas.

Standard L2.MC.CR.2: Sing a consequent phrase for a given antecedent phrase in a variety of styles.

Standard L2.MC.CR.3: Improvise/generate rhythmic, melodic, and harmonic ideas and phrases in two or more parts.

Standard L2.MC.CR.4: Develop aural skills: intervals, major/minor modality, rhythmic with melodic dictation.

Standard L2.MC.CR.5: Develop, organize and notate rhythmic and melodic ideas and phrases of increasing complexity.

Standard L2.MC.CR.6: Evaluate musical performance and suggest application of specific musical elements as individuals and ensembles.

Standard L2.MC.CR.7: Identify and rehearse skills and concepts that need greater unification for performance.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard L2.MC.P.1: Select appropriate music to perform for a short solo or ensemble performance, and explain why each was chosen.

Standard L2.MC.P.2: Individually identify various elements of a musical work and discuss the various elements as a group.

Standard L2.MC.P.3: Give appropriate interpretive musical suggestions and make appropriate interpretive musical decisions as an ensemble, with teacher guidance an approval.

Standard L2.MC.P.4: Sing with an appropriate tone over an appropriate range incorporating a combination of the following skills:

a. Vowels and diction
b. Intonation
c. Placement
d. Correct breathing and singing posture
e. Vocal physiology and vocal care
f. Flow intonation

DRAFT

Standard L2.MC.P.5: Demonstrate appropriate levels of fluency in the technical performance skills of singing correct notes and sight-singing simple melodies and harmonies with increasing number of parts.

Standard L2.MC.P.6: Demonstrate notation literacy of increasing complexity.

Standard L2.MC.P.7: Convey meaning through the presentation of artistic work by watching and responding appropriately to the conductor; performing with technical accuracy; and using musical elements to express ideas and emotions with greater polish and presentation.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L2.MC.R. 1: Respond to a musical performance by identifying the musical elements within a piece and in a given context, and discuss their effect on both listener and performer; and exhibit appropriate performance demeanor and audience concert etiquette.

Standard L2.MC.R.2: Identify and discuss how musical elements are embedded within a musical work to express possible meanings; and consider how the use of musical elements helps predict the composer's possible intent.

Standard L2.MC.R.3: Identify and describe the musical and structural elements that contribute to a quality musical work.

Standard L2.MC.R.4: Identify and describe the technical and musical skills evident in a quality performance.

Standard L2.MC.R.5: Judge and improve the quality of student's own musical performance using self-assessment.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L2.MC.CO.1: Examine how music relates to personal development and enjoyment of life.

Standard L2.MC.CO.2: Self-assess and document personal growth as a musician.

Standard L2.MC.CO.3: Experience how music connects us to history, culture, heritage, community, and to other academic subjects.

Standard L2.MC.CO.4: Demonstrate an understanding of how musical works are influenced by the composer's heritage and experiences.

DRAFT

CHOIR – LEVEL 3

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard L3.MC.CR.1: Listen to, discuss and apply a variety of musical styles and ideas appropriate to a given musical work.

Standard L3.MC.CR.2: Generate both antecedent and consequent phrases within the context of a style.

Standard L3.MC.CR.3: Improvise/generate rhythmic, melodic, and harmonic ideas and phrases in four or more parts.

Standard L3.MC.CR.4: Develop aural skills: intervals and rhythms with melodic dictation in major and minor modality.

Standard L3.MC.CR.5: Generate, organize and notate rhythmic and melodic ideas and phrases of increasing complexity.

Standard L3.MC.CR.6: Evaluate musical performance and suggest application of specific musical elements as individuals and ensembles.

Standard L3.MC.CR.7: Identify and rehearse skills and concepts that need greater unification for performance with increasing student autonomy.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard L3.MC.P.1: Select appropriate music to perform for a short solo or ensemble performance, and explain why each was chosen.

Standard L3.MC.P.2: Individually identify various elements of a musical work and discuss the various elements as a group.

Standard L3.MC.P.3: Give appropriate interpretive musical suggestions; and with teacher guidance and approval, make appropriate interpretive musical decisions as an ensemble.

Standard L3.MC.P.4: Sing with an appropriate tone over an appropriate range, identifying and applying symbiotic skills including:

a. Vowels and diction
b. Intonation
c. Placement
d. Correct breathing and singing posture
e. Vocal physiology and vocal care
f. Flow intonation

DRAFT

Standard L3.MC.P.5: Demonstrate appropriate level of fluency in the technical performance skills singing correct notes; and sight-singing melodies and harmonies in 4 or more parts.

Standard L3.MC.P.6: Demonstrate notational literacy of increasing complexity, including rhythmic accuracy, note accuracy, and notational terms and symbols.

Standard L3.MC.P.7: Demonstrate productive rehearsal habits both as an individual and as an ensemble member.

Standard L3.MC.P.8: Convey meaning through the presentation of artistic work by watching and responding appropriately to the conductor, performing with technical accuracy, and using musical elements to express ideas and emotions with greater polish and presentation.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L3.MC.R.1: Respond to a musical performance by identifying the musical elements within a piece and in a given context and discussing their effect on both listener and performer; and exhibiting appropriate performance demeanor and audience concert etiquette.

Standard L3.MC.R.2: Identify and discuss how musical elements are embedded within a musical work to express possible meanings and consider how the use of musical elements helps predict the composer's possible intent.

Standard L3.MC.R.3: Identify and describe the musical and structural elements that contribute to a quality musical work.

Standard L3.MC.R.4: Identify and describe the technical and musical skills evident in a quality performance.

Standard L3.MC.R.5: Use self-assessment to judge and improve the quality of the student's musical performance.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L3.MC.CO.1: Examine how music relates to personal development and enjoyment of life.

Standard L3.MC.CO.2: Self-assess and document personal growth as a musician.

Standard L3.MC.CO.3: Experience how music connects us with heritage, community, and to other academic subjects.

DRAFT

Standard L3.MC.CO.4: Demonstrate an understanding of how musical works are influenced by the composer's heritage and experiences.

INSTRUMENTAL – LEVEL 1

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard L1.MI.CR.1: Listen to a variety of musical styles and ideas.

Standard L1.MI.CR.2: Improvise/generate and respond, with guidance, to simple melodic ideas and phrases.

Standard L1.MI.CR.3: Develop aural skills.

Standard L1.MI.CR.4: With guidance, develop, organize and notate rhythmic and melodic ideas and phrases with increasing complexity.

Standard L1.MI.CR.5: Evaluate and refine musical ideas, applying teacher-provided criteria, and with guidance, using selected elements of music.

Standard L1.MI.CR.6: Identify and rehearse skills and concepts that need greater unification for performance.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard L1.MI.P.1: With guidance, select appropriate music for a short solo or ensemble performance, and explain why the piece was chosen.

Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.

Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.

Standard L1.MI.P.4: Produce an appropriate tone over an expanded range of the instrument.

Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:

a. Basic major scales
b. Chromatic scale with limited range
c. Articulation
d. Dynamics
e. Rhythmic accuracy
f. Note accuracy
g. Ensemble listening

DRAFT

h. Tuning
i. Targeted practice techniques
j. Balance/blend
k. Rudimentary ear training

Standard L1.MI.P.6: Demonstrate notational literacy including sight-reading.

Standard L1.MI.P.7: Demonstrate productive rehearsal habits both as an individual and ensemble member.

Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L1.MI.R.1: Identify and discuss, with guidance, musical elements embedded within a musical work to express possible meaning.

Standard L1.MI.R.2: Consider, with guidance, how the use of musical elements helps predict the composer's possible intent.

Standard L1.MI.R.3: Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.

Standard L1.MI.R.4: Identify and describe, with guidance, the technical and musical skills evident in a quality performance.

Standard L1.MI.R.5: Use self-assessment to judge and improve the quality of musical performance.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L1.MI.CO.1: Examine how music relates to personal development and enjoyment of life.

Standard L1.MI.CO.2: Self-assess and document personal growth as a musician.

Standard L1.MI.CO.3: Experience how music connects us to history, culture, heritage, community, and to other academic subjects.

Standard L1.MI.CO.4: Examine, with guidance, how musical works are influenced by the composer's heritage and experiences.

DRAFT

INSTRUMENTAL – LEVEL 2

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard L2.MI.CR.1: Improvise/generate simple rhythmic and melodic ideas and phrases.

Standard L2.MI.CR.2: Develop, organize and notate rhythmic and melodic ideas and phrases with increasing complexity.

Standard L2.MI.CR.3: Refine musical ideas, apply student criteria, and use a variety of musical elements.

Standard L2.MI.CR.4: Identify and rehearse skills and concepts that need greater unification for performance.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard L2.MI.P.1: Select, with limited guidance, appropriate music for a solo or ensemble performance and explain why each piece was chosen.

Standard L2.MI.P.2: Discuss, with limited guidance, various elements of a musical work.

Standard L2.MI.P.3: With limited guidance, make appropriate interpretive musical decisions as a soloist/ensemble.

Standard L2.MI.P.4: Produce an appropriate tone over a moderate range of the instrument.

Standard L2.MI.P.5: Demonstrate fluency in the following technical performance skills:

a. Major scales in expanding ranges
b. Minor scales
c. Chromatic scales
d. Articulation
e. Dynamics
f. Rhythmic accuracy
g. Note accuracy
h. Ensemble listening
i. Tuning
j. Targeted practice techniques
k. Balance/blend
l. Ear training

Standard L2.MI.P.6: Demonstrate notational literacy, including sight-reading.

DRAFT

Standard L2.MI.P.7: Demonstrate productive rehearsal habits both as an individual and ensemble member.

Standard L2.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L2.MI.R.1: Use musical elements to express ideas and emotions.

Standard L2.MI.R.2: With limited guidance, identify and discuss musical elements embedded within a musical work to express possible meanings.

Standard L2.MI.R.3: Consider how the use of musical elements helps predict the composer's possible intent.

Standard L2.MI.R.4: With limited guidance, identify and describe the musical and structural elements that contribute to a quality musical work.

Standard L2.MI.R.5: Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance.

Standard L2.MI.R.6: Use self-assessment to judge and improve the quality of your musical performance.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L2.CO.1: Examine how music relates to personal development and enjoyment of life.

Standard L2.CO.2: Self-assess and document personal growth as a musician.

Standard L2.CO.3: Experience how music connects us to history, culture, heritage, community, and to other academic subjects.

Standard L2.CO.4: Examine, with limited guidance, how musical works are influenced by the composer's heritage and experiences.

INSTRUMENTAL – LEVEL 3

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard L3.MI.CR.1: Improve/generate rhythmic and melodic ideas and phrases.

Standard L3.MI.CR.2: Develop aural skills; and develop, organize and notate rhythmic and melodic ideas and phrases with increasing complexity.

Standard L3.MI.CR.3: Evaluate and refine musical ideas, applying student criteria, using a variety of musical elements.

Standard L3.MI.CR.4: Identify and rehearse skills and concepts that need greater unification for performance.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard L3.MI.P.1: Select appropriate music for a solo or ensemble performance, and explain why each piece was chosen.

Standard L3.MI.P.2: Discuss various elements of a musical work.

Standard L3.MI.P.3: As a soloist/ensemble, make appropriate interpretive musical decisions.

Standard L3.MI.P.4: Produce an appropriate tone over an extended range of the instrument.

Standard L3.MI.P.5: Demonstrate fluency in the following technical performance skills:

a. Major/minor scales in extended ranges
b. Chromatic scales
c. Articulation
d. Dynamics
e. Rhythmic accuracy
f. Note accuracy
g. Ensemble listening
h. Tuning
i. Targeted practice techniques
j. Balance/blend
k. Ear-training

Standard L3.MI.P.6: Demonstrate notational literacy, including sight-reading.

Standard L3.MI.P.7: Demonstrate productive rehearsal habits both as an individual and ensemble member, watch and respond appropriately to the conductor, and perform with technical accuracy.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L3.MI.R.1: Use musical elements to express ideas and emotions.

DRAFT

Standard L3.R.2: Identify and discuss musical elements embedded within a musical work to express possible meanings.

Standard L3.R.3: Consider how the use of musical elements helps predict the composer's possible intent.

Standard L3.R.4: Identify and describe the musical and structural elements that contribute to a quality musical work.

Standard L3.R.5: Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance.

Standard L3.R.6: Use self-assessment to judge and improve the quality of the student's musical performance.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L3.MI.CO.1: Examine how music relates to personal development and enjoyment of life.

Standard L3.MI.CO.2: Self-assess and document personal growth as a musician.

Standard L3.MI.CO.3: Experience how music connects us to history, culture, heritage, community and to other academic subjects.

Standard L3.MI.CO.4: Demonstrate an understanding of how musical works are influenced by the composer's heritage and experiences.

GENERAL, THEORY/COMPOSITION – LEVEL 1

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard L1.MG.CR.1: Listen to and discuss a variety of musical styles and ideas, describing how various sounds can be used to represent experiences, moods, visual images and/or storylines.

Standard L1.MG.CR.2: Improvise rhythmic, melodic and harmonic ideas and explain their connection to specific purpose and context.

Standard L1.MG.CR.3: Generate rhythmic, melodic and harmonic phrases and variations over harmonic accompaniments within specific tonalities, forms and meters.

DRAFT

Standard L1.MG.CR.4: Identify, select and organize musical ideas for arrangement within a recognizable form, and explain intent and connection to purpose and context.

Standard L1.MG.CR.5: Use standard and/or iconic notation and/or recording technology to document original rhythmic, melodic or harmonic ideas.

Standard L1.MG.CR.6: Evaluate and refine musical ideas, applying teacher-provided criteria of specific musical elements.

Standard L1.MG.CR.7: Describe the given context and performance medium for presenting personal works and how they impact the final composition and presentation.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard L1.MG.P.1: Apply collaboratively-developed criteria for selecting music for a specific purpose and/or context, and discuss and identify the reasons for the choices.

Standard L1.MG.P.2: Identify and discuss various elements of a musical work.

Standard L1.MG.P.3: Collaboratively interpret the work based on an understanding of the use of musical elements.

Standard L1.MG.P.4: Demonstrate an understanding of musical elements and notational literacy including:

a. Melody
b. Harmony/texture
c. Dynamics and expressive qualities
d. Rhythm
e. Tone/timbre
f. Form

Standard L1.MG.P.5: Demonstrate an understanding of various genres and styles of music and their historical and cultural significance.

Standard L1.MG.P.6: Identify and implement strategies for improving the technical and expressive aspects of works.

Standard L1.MG.P.7: Share live or recorded performances of works and explain how the elements of music and technical performance skills are used to convey intent.

Standard L1.MG.P.8: Discuss how musical works are appropriate for an audience or context, and how this will shape future musical works or compositions.

DRAFT

Standard L1.MG.P.9: Use established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L1.MG.R.1: Identify the musical elements within a piece and in a given context and explain their effect on both listener and performer.

Standard L1.MG.R.2: Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image or storyline in simple forms and describing the choices.

Standard L1.MG.R.3: Identify and discuss the musical elements that are embedded within a work and the use of musical elements and compositional techniques to convey the composer's intent.

Standard L1.MG.R.4: Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.

Standard L1.MG.R.5: Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance.

Standard L1.MG.R.6: Use self-assessment to judge and improve the quality of your musical performance.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L1.MG.CO.1: Examine how music relates to personal development and enjoyment of life.

Standard L1.MG.CO.2: Self-assess and document personal growth as a musician.

Standard L1.MG.CO.3: Experience how music connects us to history, culture, heritage, community and to other academic subjects.

Standard L1.MG.CO.4: Demonstrate, with limited guidance, an understanding of how musical works are influenced by the composer's heritage and experiences.

GENERAL, THEORY/COMPOSITION –ADVANCED

CREATE—Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical work.

Standard A.MG.CR.1: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent experiences and abstract ideas.

Standard A.MG.CR.2: Improvise rhythmic, melodic and harmonic ideas, and explain the connection to specific purpose and context.

Standard A.MG.CR.3: Generate rhythmic, melodic and harmonic phrases and variations with harmonic accompaniments within expanded tonalities, forms and meters that convey expressive intent.

Standard A.MG.CR.4: Assemble and organize musical ideas to create initial expressive statements, and explaining connection to purpose or abstract ideas.

Standard A.MG.CR.5: Use standard notation and recording technology to document original rhythmic, melodic or harmonic ideas.

Standard A.MG.CR.6: Analyze and demonstrate the development of musical ideas within a variety of forms.

Standard A.MG.CR.7: Identify, explain and apply personally-developed criteria to assess and refine the technical and expressive aspects that led to the final version of a musical work.

Standard A.MG.CR.8: Describe a variety of possible contexts and mediums for presenting personal musical works, and explain the impact on the success of the presentation.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard.A.MG.P.1: Apply personally-developed criteria for selecting music for a specific purpose and/or context, and identify and explain the reasons for the choices.

Standard A.MG.P.2: Identify the various elements of a musical work.

Standard A.MG.P.3: Analyze how the elements of music and compositional techniques relate to the style, function and context, and its implications for rehearsal and performance.

Standard A.MG.P.4: Interpret the work based on an understanding of the use of musical elements, and explain and justify how the choices reflect the creator's intent.

Standard A.MG.P.5: Demonstrate an understanding of music elements and notational including:

a. Melody
b. Harmony/texture
c. Dynamics and expressive qualities
d. Rhythm
e. Tone/timbre

f. Form

Standard A.MG.P.6: Demonstrate an understanding of various genres and styles of music and their historical and cultural significance.

Standard A.MG.P.7: Identify and implement strategies for improving the technical and expressive aspects of works.

Standard A.MG.P.8: Share live or recorded performances of works and demonstrate how the elements of music and technical performance skills and interpretive decisions are used to convey expressive intent.

Standard A.MG.P.9: Explain how musical works are appropriate for varying audiences or contexts, and how this will shape future musical works or compositions.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard A.MG.R.1: Identify the musical elements within a piece and in a given context, explain their effect on both listener and performer, and justify with supporting evidence.

Standard A.MG.R.2: Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines, in moderately complex forms, and describe and justify the choices.

Standard A.MG.R.3: Justify and defend interpretations of varied works; and demonstrate an understanding of the composer's intent by citing the use of elements of music, compositional techniques, and the style and context of each work.

Standard A.MG.R.4: Identify, describe, and explain the effective use of the musical and structural elements that contribute to a quality musical work.

Standard A.MG.R.5: Identify, describe and explain the effective use of technical and musical skills evident in a quality performance.

Standard A.MG.R.6: Use self-assessment to judge and improve the quality of your musical performance.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard A.MG.CO.1: Examine how music relates to personal development and enjoyment of life.

Standard A.MG.CO.2: Self-assess and document personal growth as a musician.

DRAFT

Standard A.MG.CO.3: Experience how music connects us to history, culture, heritage, community, and to other academic subjects.

Standard A.MG.CO.4: Demonstrate an understanding of how musical works are influenced by the composer's heritage and experiences.

DRAFT

FINE ARTS CORE STANDARDS

SECONDARY THEATRE

7th and 8th GRADE

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine theatre works.

Standard 7-8.T.CR.1: Develop imagination with age-appropriate outcome; create and sustain a believable character throughout a scripted or improvised scene; read and analyze a play for its technical requirements, identifying parts in the script that require the addition of a technical element; and imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.

Standard 7-8.T.CR.2: Use correct form and structure to create a scene or play with a beginning, middle, and end that includes full character development, believable dialogue, and logical plot outcomes.

Standard 7-8.T.CR.3: Define roles, identify responsibilities, and participate in group decision making.

Standard 7-8.T.CR.4: Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work, and recognize that participating in the rehearsal process is necessary to refine and revise.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama/theatre works.

Standard 7-8.T.P.1: Interpret the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work, and consider various and unique choices to enhance the story in a drama/theatre work.

Standard 7-8.T.P.2: Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations.

Standard 7-8.T.P.3: Observe, listen and respond in character to other actors throughout a scripted or improvised scene.

Standard 7-8.T.P.4: Communicate meaning using the body through space, shape, energy and gesture.

Standard 7-8.T.P.5: Communicate meaning using the voice through volume, pitch, tone, rate and clarity.

Standard 7-8.T.P.6: Use imagination to inform artistic choices.

Standard 7-8.T.P.7: Identify appropriate stage properties and technical elements for a given production.

DRAFT

Standard 7-8.T.P.8: Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage and basic blocking techniques.

Standard 7-8.T.P.9: Perform a variety of dramatic works for peers or invited audiences.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard 7-8.T.R.1: Describe and demonstrate audience skills of observing attentively and responding appropriately in classroom presentations, rehearsals, and live performance settings; and identify and explain why artistic choices are made in a drama/theatre work.

Standard 7-8.T.R.2: Defend responses based on personal experiences when participating in or observing a drama/theatre work, and describe and analyze how artists make choices based on personal experience in a drama/theatre work.

Standard 7-8.T.R.3: Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intention.

Standard 7-8.T.R.4: Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.

Standard 7-8.T.R.5: Apply appropriate theatre terminology to describe and analyze the strengths and weaknesses of their own or the group's work.

Standard 7-8.T.R.6: Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

CONNECT—Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard 7-8.T.CO.1: Examine a community issue through multiple perspectives in a drama/theatre work.

Standard 7-8.T.CO.2: Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods; and examine contemporary social, cultural, or global issues through different forms of drama/theatre work.

DRAFT

LEVEL 1

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.

Standard L1.T.CR.1: Develop imagination to create artistic ideas and work with age-appropriate outcomes.

Standard L1.T.CR.2: Create complex and believable characters through the integration of physical, vocal, and emotional choices.

Standard L1.T.CR.3: Read and analyze a play for its technical requirements, identifying points in the script that require the addition of a technical element.

Standard L1.T.CR.4: Apply basic research and skills to construct ideas about the visual composition of a drama/theatre work.

Standard L1.T.CR.5: Use correct form and structure to create a scene or play with a beginning, middle, and end that includes full character development, believable dialogue, and logical plot outcomes.

Standard L1.T.CR.6: Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

Standard L1.T.CR.7: Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

Standard L1.T.CR.8: Recognize that participating in the rehearsal process is necessary to refine and revise.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard L1.T.P.1: Interpret the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work.

Standard L1.T.P.2: Articulate the rationale for all artistic choices that enhance the story in a drama/theatre work.

Standard L1.T.P.3: Investigate the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles in a drama/theatre work.

Standard L1.T.P.4: Listen and respond in character to other actors throughout a scripted or improvised scene.

Standard L1.T.P.5: Use body to communicate meaning through space, shape, energy, and gesture.

Standard L1.T.P.6: Use voice to communicate meaning through volume, pitch, tone, rate of speed, and vocal clarity.

Standard L1.T.P.7: Use imagination to inform artistic choices.

Standard L1.T.P.8: Understand and apply technical elements to enhance activities and dramatizations.

Standard L1.T.P.9: Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage and blocking techniques.

DRAFT

Standard L1.T.P.10: Present a drama/theatre work using creative processes that shape the production for a specific audience.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard L1.T.R.1: Attend live performances of extended length and complexity, demonstrating an understanding of the protocols of audience behavior appropriate to the style of the performance.

Standard L1.T.R.2: Identify and explain why artistic choices are made in a drama/theatre work.

Standard L1.T.R.3: Defend responses based on personal experiences when participating in or observing a drama/theatre work.

Standard L1.T.R.4: Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.

Standard L1.T.R.5: Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Standard L1.T.R.6: Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.

Standard: L1.T.R.7: Apply appropriate theatre terminology to describe and analyze the strengths and weaknesses of their own or the group's work.

Standard L1.T.R.8: Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L1.T.CO.1: Choose and interpret a drama/theatre work to reflect or question personal beliefs.

Standard L1.T.CO.2: Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.

Standard L1.T.CO.3: Examine contemporary social, cultural, or global issues through different forms of drama/theatre work.

LEVEL 2

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.

Standard L2.T.CR.1: Develop imagination to create artistic ideas and work with age-appropriate outcomes.

Standard L2.T.CR.2: Create complex and believable characters through the integration of physical, vocal, and emotional choice.

Standard L2.T.CR.3: Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production.

Standard L2.T.CR.4: Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

Standard L2.T.CR.5: Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

Standard L2.T.CR.6: Cooperate as a creative team to make interpretive choices for a drama/theatre work.

Standard L2.T.CR.7: Generate ideas from research and script analysis to devise a performance that is believable, authentic, and relevant in a drama/theatre work.

Standard L2.T.CR.8: Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard L2.T.P.1: Develop the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work.

Standard L2.T.P.2: Articulate the rationale for all artistic choices that enhance the story in a drama/theatre work.

Standard L2.T.P.3: Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Standard L2.T.P.4: Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.

Standard L2.T.P.5: Use body to communicate meaning through space, shape, energy, and gesture.

Standard L2.T.P.6: Use voice to communicate meaning through volume, pitch, tone, rate of speed, and vocal clarity.

Standard L2.T.P.7: Use imagination to inform artistic choices.

Standard L2.T.P.8: Understand and apply technical elements to enhance activities and dramatizations.

Standard L2.T.P.9: Explore various kinds of stage spaces, stage directions, areas of the stage and blocking techniques.

DRAFT

Standard L2.T.P.10: Present a drama/theatre work using creative processes that shape the production for a specific audience.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard L2.T.R.1: Attend live performances of extended length and complexity, demonstrate an understanding of the protocols of audience behavior appropriate to the style of the performance.

Standard L2.T.R.2: Analyze why artistic choices are made in a drama/theatre work.

Standard L2.T.R.3: Evaluate responses based on personal experiences when participating in or observing a drama/theatre work.

Standard L2.T.R.4: Develop detailed supporting evidence and criteria to reinforce and defend artistic choices when participating in or observing a drama/theatre work.

Standard L2.T.R.5: Critique a drama/theatre work and how it communicates a specific purpose to an audience.

Standard L2.T.R.6: Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.

Standard L2.T.R.7: Apply appropriate theatre terminology to evaluate the strengths and weaknesses of their own or the group's work.

Standard L2.T.R.8: Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L2.T.CO.1: Choose and interpret a drama/theatre work to reflect or question personal beliefs.

Standard L2.T.CO.2: Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.

Standard L2.T.CO.3: Examine contemporary social, cultural, or global issues through different forms of drama/theatre work.

LEVEL 3

CREATE—Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.

Standard L3.T.CR.1: Develop imagination to create artistic ideas and work with age-appropriate outcomes.

Standard L3.T.CR.2: Apply appropriate acting techniques and styles in performances of characters from a variety of dramatic genres and historical periods.

Standard L3.T.CR.3: Create and implement a major design element for a mainstage production.

Standard L3.T.CR.4: Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.

Standard L3.T.CR.5: Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.

Standard L3.T.CR.6: Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

Standard L3.T.CR.7: Generate ideas from research and script analysis to devise a performance that is believable, authentic, and relevant in a drama/theatre work.

Standard L3.T.CR.8: Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, technical design, and conventions.

PERFORM—Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.

Standard L3.T.P.1: Develop the character, setting, and essential events in a story or script that make up the dramatic structure in a drama/theatre work.

Standard L3.T.P.2: Articulate the rationale for all artistic choices that enhance the story in a drama/theatre work.

Standard L3.T.P.3: Collaborate as a creative team to discover artistic solutions, and make interpretive choices in a devised or scripted drama/theatre work.

Standard L3.T.P.4: Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.

Standard L3.T.P.5: Use body to communicate meaning through space, shape, energy, and gesture.

Standard L3.T.P.6: Use voice to communicate meaning through volume, pitch, tone, rate of speed, and vocal clarity.

Standard L3.T.P.7: Use imagination to inform artistic choices.

Standard L3.T.P.8: Evaluate artistic choices in the use of technical elements in a production.

Standard L3.T.P.9: Explore various kinds of stage spaces, stage directions, areas of the stage and blocking techniques.

DRAFT

Standard L3.T.P.10: Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturgy.

RESPOND—Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.

Standard L3.T.R.1: Attend live performances of extended length and complexity and demonstrate an understanding of the protocols of audience behavior appropriate to the style of the performance.

Standard L3.T.R.2: Analyze and evaluate why artistic choices are made in a drama/theatre work.

Standard L3.T.R.3: Articulate responses based on personal experiences when participating in or observing a drama/theatre work.

Standard L3.T.R.4: Synthesize evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.

Standard L3.T.R.5: Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

Standard L3.T.R.6: Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.

Standard L3.T.R.7: Apply appropriate theatre terminology to evaluate the strengths and weaknesses of their own or the group's work.

Standard L3.T.R.8: Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.

CONNECT--Students will synthesize and relate knowledge from personal and collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Standard L3.T.CO.1: Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Standard L3.T.CO.2: Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

Standard L3.T.CO.3: Examine contemporary social, cultural, or global issues through different forms of drama/theatre work.

DRAFT

FINE ARTS STANDARDS

SECONDARY VISUAL ART

7th and 8th GRADE

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

Standard 7-8.V.CR.1: Apply methods to overcome creative blocks.

Standard 7-8.V.CR.2: Document early stages of the creative process visually and/or verbally in traditional or new media.

Standard 7-8.V.CR.3: Develop criteria to guide making a work of art or design to meet an identified goal.

Standard 7-8.V.CR.4: Collaboratively shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.

Standard 7-8.V.CR.5: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

Standard 7-8.V.CR.6: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

Standard 7-8.V.CR.7: Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats.

Standard 7-8.V.CR.8: Demonstrate awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

Standard 7-8.V.CR.9: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Standard 7-8.V.CR.10: Select, organize and design images and words to make visually clear and compelling presentations.

Standard 7-8.V.CR.11: Reflect on and explain important information about personal artwork in an artist statement or another format, and apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

PRESENT--Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard 7-8.V.P.1: Compare and contrast how technologies have changed the way artwork is preserved, presented and experienced.

DRAFT

Standard 7-8.V.P.2: Develop and apply criteria for evaluating a collection of artwork for presentation.

Standard 7-8.V.P.3: Develop skills and concepts to refine artistic work for presentation by analyzing and evaluating methods for preparing and presenting art based on criteria, by collaboratively preparing and presenting selected theme-based artwork for display, and by formulating exhibition narratives for the viewer.

Standard 7-8.V.P.4: Express meaning through the presentation of artistic work by comparing and contrasting, viewing and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard 7-8.V.R.1: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Standard 7-8.V.R.2: Explain how a person's aesthetic choices are influenced by culture and environment.

Standard 7-8.V.R.3: Analyze multiple ways that images influence specific audience.

Standard 7-8.V.R.4: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Standard 7-8.V.R.5: Interpret intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches and relevant contextual information contribute to understanding messages, ideas or mood conveyed.

Standard 7-8.V.R.6: Apply criteria to evaluate artistic work and process by comparing and explaining the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria, and by creating a convincing and logical argument to support an evaluation of art.

CONNECT—Students will relate artistic skills, ideas and work with personal meaning and external context.

Standard 7-8.V.CO.1: Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

Standard 7-8.V.CO.2: Make art collaboratively to reflect on and reinforce positive aspects of group identity.

Standard 7-8.V.CO.3: Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

Standard 7-8.V.CO.4: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

LEVEL 1

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

Standard L1.V.CR.1: Use multiple approaches to begin creative endeavors.

Standard L1.V.CR.2: Shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design.

Standard L1.V.CR.3: Engage in making a work of art or design without having a preconceived plan.

Standard L1.V.CR.4: Explain how traditional and non-traditional materials may impact human health and environment, and demonstrate safe handling of materials, tools, and equipment.

Standard L1.V.CR.5: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Standard L1.V.CR.6: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard L1.V.P.1: Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Standard L1.V.P.2: Analyze and evaluate the reasons and ways an exhibition is presented.

Standard L1.V.P.3: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard L1.V.R.1: Hypothesize ways in which art influences perception and understanding of human experiences.

Standard L1.V.R.2: Analyze how one's understanding of the world is affected by experiencing visual imagery

Standard L1.V.R.3: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and it various contexts.

Standard L1.V.R.4: Establish relevant criteria in order to evaluate a work of art or collection of works

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard L1.V.CO.1: Document the process of developing ideas from early stages to fully elaborated ideas.

DRAFT

Standard L1.V.CO.2: Describe how knowledge of culture, traditions, and history may influence personal responses to art.

LEVEL 2

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation.

Standard L2.V.CR.1: Individually or collaboratively formulate new creative problems based on student's existing artwork.

Standard L2.V.CR.2: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Standard L2.V.CR.3: Demonstrate acquisition of skills and knowledge in a chosen art form through experimentation, practice, and persistence.

Standard L2.V.CR.4: Demonstrate awareness of ethical implications of making and distributing creative work.

Standard L2.V.CR.5: Redesign an object, system, place or design in response to contemporary issues.

Standard L2.V.CR.6: Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard L2.V.P.1: Analyze, select, and critique personal artwork for a collection or portfolio presentation.

Standard L2.V.P.2: Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

Standard L2.V.P.3: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

Standard L2.V.R.1: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Standard L2.V.R.2: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Standard L2.V.R.3: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

DRAFT

Standard L2.V.R.4: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard L2.V.CO.1: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

Standard L2.V.CO.2: Compare uses of art in a variety of societal, cultural, and historical contexts, making connections to uses of art in contemporary and local contexts.

LEVEL 3

CREATE—Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation

Standard L3.V.CR.1: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Standard L3.V.CR.2: Choose from a range of materials and methods of traditional and contemporary artistic practices, follow or breaking established conventions to plan the making of multiple works of art and design based on a theme, idea, or concept.

Standard L3.V.CR.3: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Standard L3.V.CR.4: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

Standard L3.V.CR.5: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Standard L3.V.CR.6: Reflect on, re-engage in, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

PRESENT—Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented.

Standard L3.V.P.1: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

Standard L3.V.P.2: Investigate, compare, and contrast methods for preserving and protecting art.

Standard L3.V.P.3: Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

RESPOND—Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator.

DRAFT

Standard L3.V.R.1: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Standard L3.V.R.2: Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

Standard L3.V.R.3: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis

Standard L3.V.R.4: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

CONNECT—Student will relate artistic skills, ideas and work with personal meaning and external context.

Standard L3.V.CO.1: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Standard L3.V.CO.1: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

DRAFT

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: David Smith
STEM Coordinator

DATE: October 8-9, 2015

ACTION: Release K-12 Physical Education Standards Draft for 90-Day Public Review

---

Background:
The Utah State Office of Education, working with the Review Committee in accordance with Utah State Code 53A-1-402.8, made recommendations for K-12 Physical Education Standards. The writing committee comprised of elementary and secondary physical education teachers, elementary classroom teachers, Utah higher education representatives, district administrators, Utah Department of Health representatives, and the Utah PTA Commissioner, reviewed the recommendations from the Review Committee. The draft is a culmination of committee feedback, teacher input, and research to provide K-12 teachers with standards that result in progressive physical education standards designed for healthy minds and healthy bodies.

Key Points:
Changes to the standards include:

1. Standards for K-2, not previously included.
2. Life skills such as cooperation, respect, acceptable classroom etiquette, personal value towards physical activity.
3. As requested by committee standards, language is easily understood.

Anticipated Action:
The Standards and Assessment Committee will review the standards and make recommendation to the Board regarding the release of the K-12 Physical Education Standards for a 90-day public review period.

Contact: Linda Mayne, 801-538-7734
David Smith, 801-538-7766
Diana Suddreth, 801-538-7739

Physical Education Standards
Release for 90-day Review

Prepared by the

Utah State Office of Education

Linda Mayne, Physical Education, Health & Drivers Education Specialist
robert.austin@schools.utah.gov

David Smith, STEM Coordinator
david.smith@schools.utah.gov

Diana Suddreth, Director Teaching and Learning
diana.suddreth@schools.utah.gov

UTAH ELEMENTARY PHYSICAL EDUCATION CORE CURRICULUM

INTRODUCTION

The goal of physical education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. Research tells us that students who are physically active for 60 minutes a day have higher self-confidence and more active synapsis in the brain, experience a decrease in chronic illnesses, and are less likely to be absent from school. Such students are ready for career and college success. Time given to physical activity in school must not only be incorporated, but of the highest quality. The Physical Education Core utilizes appropriate instructional practices to develop competence and confidence in a variety of lifetime activity and movement forms, including sports, dance, outdoor recreation, and physical fitness activities. The emphasis is on providing success and enjoyment for all students. Knowledge of the relationship between proper nutrition and consistent fitness regimen is the common thread running through the core. Students develop Life Skills through cooperative and competitive activity participation, and learn the value of a physically active life.

DRAFT

KINDERGARTEN PHYSICAL EDUCATION

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

Standard K.1.1 Perform hopping, galloping, running, sliding, skipping, jumping, and landing while maintaining balance.

Standard K.1.2 Perform locomotor skills in response to teacher-led creative dance.

Standard K.1.3 Contrast the actions of curling and stretching the body.

Standard K.1.4 Maintain momentary stillness on different bases of support.

Standard K.1.5 Form wide, narrow, curled, and twisted body shapes.

Standard K.1.6 Transfer weight from one foot to another using various speeds.

Standard K.1.7 Roll sideways in a narrow body shape.

Standard K.1.8 Drop a ball and catch it before it bounces twice.

Standard K.1.9 Catch a large ball tossed by a skilled thrower.

Standard K.1.10 Toss underhand with opposite foot forward.

Standard K.1.11 Dribble a ball with one hand, attempting the second contact.

Standard K.1.12 Tap a ball using the inside of the foot sending it forward.

Standard K.1.13 Kick a stationary ball from a stationary position.

Standard K.1.14 Volley a lightweight object (e.g., a balloon), sending it upward.

Standard K.1.15 Strike a lightweight object with a short-handled implement.

Standard K.1.16 Execute a single jump with self-turned rope.

Standard K.1.17 Jump a long rope with teacher-assisted turning.

DRAFT

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting.

Standard K.2.1 Differentiate between movement in personal space and general space.

Standard K.2.2 Travel in three different pathways.

Standard K.2.3 Travel in general space with different speeds.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

Standard K.3.1 Identify active play opportunities outside physical education class.

Standard K.3.2 Actively participate in physical activities in class.

Standard K.3.3 Recognize that when you move fast, your heart beats faster and you breathe more heavily.

Standard K.3.4 Recognize that food provides energy for physical activity.

Standard K.3.5 Recognize the role proper hydration is necessary during physical activity.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

Standard K.4.1 Follow directions in a group setting (e.g., safe behaviors, following rules, taking turns) and recognize responsible behavior while following instruction with teacher prompt and minimal reminders.

Standard K.4.2 Share equipment and space with others.

Standard K.4.3 Understand established procedures for class activities.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

DRAFT

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

Standard K.5.1 Recognize that physical activity is important for good health.

Standard K.5.2 Acknowledge that some physical activities are challenging and difficult.

Standard K.5.3 Identify physical activities that are enjoyable.

Standard K.5.4 Discuss the enjoyment of participating in activities with others.

FIRST GRADE PHYSICAL EDUCATION

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

Standard 1.1.1 Hop, gallop, jog and slide using a mature pattern.

Standard 1.1.2 Demonstrate two of the five critical elements for jumping and landing in a horizontal and vertical plane using two-foot take-off and landing.

Standard 1.1.3 Combine locomotor and non-locomotor skills in a teacher designed dance.

Standard 1.1.4 Demonstrate twisting, curling, bending, and stretching action.

Standard 1.1.5 Maintain stillness on different bases of support with a variety of body shapes.

Standard 1.1.6 Transfer weight from one body part to another using self-space in a movement environment.

Standard1.1.7 Roll with either a narrow or curled body shape.

Standard 1.1.8 Catch a soft object from a self-toss before it bounces.

Standard 1.1.9 Catch various size balls when self-tossed or by a skilled thrower.

Standard 1.1.10 Toss underhand, demonstrating two of the five critical elements of a well-developed pattern.

Standard 1.1.11 Dribble continuously in personal-space using preferred hand.

Standard 1.1.12 Tap a ball using the inside of the foot while walking in general space.

DRAFT

Standard 1.1.13 Approach a stationary ball and kick it forward, demonstrating two of the five critical elements of a well-developed pattern.

Standard 1.1.14 Volley an object with an open palm, sending it upward.

Standard 1.1.15 Strike a ball with a short-handled implement, sending it upward.

Standard 1.1.16 Jump forward or backward consecutively using a self-turned rope.

Standard 1.1.17 Jump a long-rope up to five times consecutively with teacher-assisted turning.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

Standard 1.2.1 Move in personal space and general space while participating in activity or dance.

Standard 1.2.2 Travel demonstrating low and high level relationships with objects (e.g., over, under, around and through).

Standard 1.2.3 Differentiate between fast and slow speed in open space.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

Standard 1.3.1 Discuss the benefits of being active and exercising.

Standard 1.3.2 Active engagement in physical activity during class.

Standard1.3.3 Identify the heart as a muscle that grows stronger with exercise, play, and physical activity.

Standard 1.3.4 Differentiate between healthy and unhealthy foods.

Standard 1.3.5 Describe how proper hydration is important when participating in physical activity.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

Standard 1.4.1 Accept personal responsibility by using equipment and space appropriately.

Standard 1.4.2 Follow rules and parameters of the learning environment.

Standard 1.4.3 Accepts personal feedback from teacher.

DRAFT

Standard 1.4.4 Work independently and with others in a variety of class environments.

Standard 1.4.5 Follow procedures for class activities.

Standard 1.4.6 Follow directions for safe participation and proper use of equipment without teacher reminders.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

Standard 1.5.1 Identify physical activity as a component of good health.

Standard 1.5.2 Recognize that challenges in physical activity can lead to success.

Standard 1.5.3 Describe positive feelings and personal reasons for enjoying physical activity.

Standard 1.5.4 Discuss the enjoyment of participating in activities with others.

SECOND GRADE PHYSICAL EDUCATION

Strand 1- Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills; which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand, and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

Standard 2.1.1 Skip demonstrating a well-developed pattern.

Standard 2.1.2 Run using a well-developed pattern while differentiating between jogging and running.

Standard 2.1.3 Demonstrate four of the five critical elements for jumping and landing in a horizontal and vertical plane, using a variety of one-and two-foot take-offs and landings.

Standard 2.1.4 Perform a teacher/student designed dance/rhythmic activity with correct response to simple rhythms.

Standard 2.1.5 Differentiate twisting, curling, bending and stretching actions.

Standard 2.1.6 Balance using various levels and body shapes, with and without moving.

Standard 2.1.7 Roll in different directions with a narrow or curled body shape.

Standard 2.1.8 Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.

DRAFT

Standard 2.1.9 Toss underhand demonstrating three of the five critical elements of a well-developed pattern.

Standard 2.1.10 Throw overhand demonstrating two of the five critical elements of a well-developed pattern.

Standard 2.1.11 Dribble with preferred hand in personal and general space while walking demonstrating a well-developed pattern.

Standard 2.1.12 Dribble with feet in general space with control of ball and body.

Standard 2.1.13 By means of a continuous running approach, kick a moving ball using a well-developed kicking pattern.

Standard 2.1.14 Volley a lightweight object upward with consecutive hits.

Standard 2.1.15 While using a short-handled implement, strike an object upward with consecutive hits.

Standard 2.1.16 Strike a ball off a tee or cone with a long-handled implement.

Standard 2.1.17 Jump a self-turned rope consecutively forward and backward using a well-developed pattern.

Standard 2.1.18 Jump a long rope five consecutive times with skilled student turners.

Strand 2- Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

Standard 2.2.1 Combine locomotor skills in general space.

Standard 2.2.2 Combine dance movement using shapes, levels and pathways with variations on time and force.

Standard 2.2.3 Use time and force to gradually increase and decrease movement through space.

Strand 3- Students will understand the components necessary to maintain a healthy level of fitness to support physical activity

Students will understand how applied knowledge of physical activity and nutrition can result in over-all wellness.

Standard 2.3.1 Identify physical activity outside of physical education class that contributes to fitness (e.g. before and after school, in the regular classroom, at home, with friends and family).

Standard 2.3.2 Participate in physical activity in response to instruction and practice.

Standard 2.3.3 Recognize the need for a proper balance of good nutrition and physical activity.

Standard 2.3.4 Describe how proper hydration is important while participating in physical activity.

DRAFT

Strand 4- Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, understanding how rules and etiquette contribute to a safe and enjoyable environment.

Standard 2.4.1 Accepts personal responsibility for class protocol and demonstrates appropriate behavior and performance in class activities with minimal teacher prompting.

Standard 2.4.2 Work collaboratively in pairs and small groups.

Standard 2.4.3 Demonstrate safe and respectful behavior towards classmates and equipment during physical activity.

Strand 5- Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

Standard 2.5.1 Recognize the value of a healthy balance between nutrition and physical activity.

Standard 2.5.2 Identify physical activities that build confidence and challenge.

Standard 2.5.3 Identify physical activities that provide self-expression.

Standard 5.2.4 Discuss how working together can result in a positive outcome.

THIRD GRADE PHYSICAL EDUCATION

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

Standard 3.1.1Demonstrate leaping using a mature pattern.

Standard 3.1.2 Establish differentiation between running and sprinting.

Standard 3.1.3 Develop jumping and landing in horizontal and vertical planes.

Standard 3.1.4 Perform teacher-selected and developmentally appropriate dance steps and movement patterns.

Standard 3.1.5 Move in and out of balancing using curling, twisting and stretching actions.

DRAFT

Standard 3.1.6 Demonstrate balance and weight transfers using movement concepts to create and perform a dance or rhythmic activity.

Standard 3.1.7 Catch a gently tossed ball from a partner.

Standard 3.1.8 Throw an underhand toss to a partner or target with reasonable accuracy.

Standard 3.1.9 Dribble and travel with a ball at slow to moderate jogging speed, with control of body and ball.

Standard 3.1.10 Perform a controlled foot dribble in general space at slow to moderate speed.

Standard 3.1.11 Receive a passed ball with the inside of the foot and pass to a stationary partner.

Standard 3.1.12 Kick a ball along the ground and in the air while running.

Standard 3.1.13 Use a continuous running approach to kick a stationary ball for accuracy.

Standard 3.1.14 Perform intermediate jump-rope skills using long and short ropes.

Strand 2: Apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

Standard 3.2.1 Recognize open space and how using it will gain advantage.

Standard 3.2.2 Apply locomotor skills as they relate to a variety of activities.

Standard 3.2.3 Combine movement concepts (e.g., direction, force, levels, and time) with skills as directed by the teacher.

Standard 3.2.4 Apply simple strategies and tactics in chasing activities.

Standard 3.2.5 Apply simple strategies in fleeing activities.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

Standard 3.3.1 Develop a plan for participation in physical activities outside class.

Standard 3.3.2 Participate in activities during class without teacher prompting.

Standard 3.3.3 Engage in a variety of choices during recess.

Standard 3.3.4 Describe examples of physical activity which enhances fitness.

Standard 3.3.5 Recognize the importance of warm-up and cool down.

DRAFT

Standard 3.3.6 Demonstrate, with teacher direction, the health-related fitness components: cardiovascular fitness, muscular strength, muscular endurance, and flexibility. (Body composition should not be assessed at this grade level and is not recommended.)

Standard 3.3.7 Generate a list of fitness-related activities in which student participates outside of school hours.

Standard 3.3.8 Compare the balance of good nutrition and physical activity.

Standard 3.3.9 Understand the importance of hydration during physical activity.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

Standard 3.4.1 Exhibit personal responsibility in teacher-directed activities.

Standard 3.4.2 Work independently for extended periods of time.

Standard 3.4.3 Respond appropriately to suggestions given by teacher.

Standard 3.4.4 Work cooperatively with peers.

Standard 3.4.5 Recognize others' success in movement performance.

Standard 3.4.6 Exhibit etiquette and adherence to rules in a variety of physical activities.

Standard 3.4.7 Demonstrate understanding of safety, rules, and etiquette by working safely and cooperatively in physical activity settings.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

Standard 3.5.1 Discuss the relationship between physical activity and good health.

Standard 3.5.2 Reflect on the personal selection of particular physical activities over other options.

Standard 3.5.3 Discuss the challenge that comes from learning a new physical activity.

Standard 3.5.4 Describe the positive social interactions that result from participation in physical activity.

DRAFT

FOURTH GRADE PHYSICAL EDUCATION

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

Standard 4.1.1 Use spring-and-step take-offs while jumping and landing.

Standard 4.1.2 Run for distance, using pacing and a well-developed pattern.

Standard 4.1.3 Move into and out of balances with curling, twisting, and stretching actions.

Standard 4.1.4 Combine locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance or rhythmic activity with a partner.

Standard 4.1.5 Combine locomotor movement patterns and dance steps to create and perform an original dance.

Standard 4.1.6 Use various motor skills in a variety of small group practice tasks.

Standard 4.1.7 Catch and throw a ball above the head, at chest/waist level, and below the waist using a well-developed pattern in a non-dynamic environment.

Standard 4.1.8 Throw underhand to a partner or at a target with accuracy and increased distance.

Standard 4.1.9 Dribble with the hand in personal space with both the preferred and non-preferred hand using a well-developed pattern.

Standard 4.1.10 Dribble in general space with control of ball and body while increasing and decreasing speed.

Standard 4.1.11 Throw overhand, using a well-developed pattern with accuracy.

Standard 4.1.12 Throw overhand to a partner, or at a target at a reasonable distance.

Standard 4.1.13 Volley with a two-hand overhead pattern, sending a ball upward with consecutive hits.

Standard 4.1.14 Dribble with feet in general space, maintaining control of ball and body while increasing and decreasing speed.

Standard 4.1.15 Receive a ball with the insides of the foot and pass to a moving partner in a non-dynamic environment.

Standard 4.1.16 Receive a ball with the outside and inside of the foot and return the pass to a stationary partner.

DRAFT

Standard 4.1.17 Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small group activities (3-5 students).

Standard 4.1.18 Create and perform a jump rope routine with either a short or long rope.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force and strategy for effective movement in an activity setting.

Standard 4.2.1 Apply the concept of open spaces to combination skills (e.g. getting open for a pass, dribbling to create space).

Standard 4.2.2 Apply the movement concepts of speed, endurance, and pacing for running.

Standard 4.2.3 Combine movement concepts with skills in small group (3-5) activities and/or dance.

Standard 4.2.4 Apply the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.

Standard 4.2.5 Apply simple offensive strategies and tactics in chasing and fleeing activities.

Standard 4.2.6 Apply simple defensive strategies/tactics in chasing and fleeing activities.

Standard 4.2.7 Recognize the types of kicks needed for different game and sport situations.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

Standard 4.3.1 Analyze opportunities for participating in physical activity outside physical education class.

Standard 4.3.2 Actively engage in the activities of physical education class, both teacher-directed and independent.

Standard 4.3.3 Identify the components of health-related fitness (e.g., cardiovascular fitness, muscular strength, muscular endurance, and flexibility).

Standard 4.3.4 Demonstrate prescribed warm-up and cool-down relative to level of exercise.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment.

Standard 4.4.1 Exhibit responsible behavior in independent group situations.

DRAFT

Standard 4.4.2 Reflect on personal social behavior in physical activity.

Standard 4.4.3 Listen respectfully to corrective feedback from others (e.g., peers, adults).

Standard 4.4.4 Praise the movement performance of others both more and less skilled.

Standard 4.4.5 Accept students of all skill levels into the physical activity.

Standard 4.4.6 Exhibit etiquette and adherence to rules in a variety of physical activities.

Standard 4.4.7 Work safely with peers and equipment in physical activity settings.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

Standard 4.5.1 Examine the health benefits of participating in physical activity.

Standard 4.5.2 Rate the enjoyment of participating in challenging and mastered physical activities.

Standard 4.5.3 Critique the level of enjoyment after participating in various physical activities.

Standard 4.5.4 Describe/compare the positive social interactions when engaged in partner, small group and large group physical activities.

FIFTH GRADE PHYSICAL EDUCATION

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

Standard 5.1.1 Demonstrate a well-developed pattern of locomotor skills in small group practice tasks and dance.

Standard 5.1.2 Demonstrate a combination of locomotor and manipulative skills in a variety of small group activities.

Standard 5.1.3 Create a combination of moving and shooting skills to a scoring target.

Standard 5.1.4 Run various distances, demonstrating an understanding of pace for highest performance.

DRAFT

Standard 5.1.5 Use locomotor skills in cultural as well as creative dances with correct rhythm and pattern.

Standard 5.1.6 Participate in a small group activity or dance using curling, twisting, and stretching actions.

Standard 5.1.7 Catch a ball above the head, chest, at waist level, and along the ground using a well-developed pattern, with or without a partner.

Standard 5.1.8 Throw and catch a ball while both partners are moving.

Standard 5.1.9 Catch and throw a ball with accuracy in small group activities.

Standard 5.1.10 Combine foot dribbling with other skills in practice using one-on-one tasks.

Standard 5.1.11 Use feet to dribble and pass while moving with a partner.

Standard 5.1.12 Dribble with one hand or foot with accuracy in a small group activity.

Standard 5.1.13 Volley a ball using a two-hand overhead pattern, sending it upward to a target.

Standard 5.1.14 Combine manipulative skills while moving toward a target to execute a score.

Standard 5.1.15 Create a jump rope routine with a partner, using either a short or long rope.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting.

Standard 5.2.1 Combine spatial concepts with locomotor and non-locomotor movement in small group and dance activities.

Standard 5.2.2 Use movement strategies in small game situations.

Standard 5.2.3 Apply direction and force when striking an object with a long-handled implement, sending it toward a designated target.

Standard 5.2.4 Use basic offensive and defensive strategies and tactics in small group games.

Standard 5.2.5 Distinguish the type of throw, volley or striking action needed for different activities and sporting games.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

Standard 5.3.1 Chart and analyze physical activity outside physical education class identifying the fitness benefits.

DRAFT

Standard 5.3.2 Engage in a wide variety of physical activities.

Standard 5.3.3 Identify the components of skill-related fitness (e.g., agility, balance, coordination, power, reaction time, speed).

Standard 5.3.4 Recognize the need for warm-up and cool-down relative to various physical activities.

Standard 5.3.5 Chart results of fitness assessment (pre and post). Compare the results as they relate to good health.

Standard 5.3.6 Design a fitness plan to address ways to use physical activity to enhance fitness.

Standard 5.3.7 Analyze the impact of food choices and hydration relative to physical activity, sports, and personal health.

Standard 5.3.8 Select physical activities to reduce stress outside of class.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, understanding how rules and etiquette contribute to a safe and enjoyable environment.

Standard 5.4.1 Demonstrate interpersonal behavior with peers and teachers during physical activity.

Standard 5.4.2 Exhibit respect for self with appropriate behavior while engaging in physical activity.

Standard 5.4.3 Respectfully give feedback to peers.

Standard 5.4.4 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.

Standard 5.4.5 Apply safety principles while engaged in age-appropriate physical activities.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

Standard 5.5.1 Compare various physical activities and the benefits derived from participation.

Standard 5.5.2 Express (in a written essay, visual art, or creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.

DRAFT

Standard 5.5.3 Analyze different physical activities for enjoyment and challenge; identify reasons for positive or negative responses.

Standard 5.5.4 Describe the social benefits gained from participating in physical activity.

SIXTH GRADE (MIDDLE SCHOOL) PHYSICAL EDUCATION

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Students in sixth grade are working on skill development including locomotor and non-locomotor skills, mastering basic manipulative skills, and after practice engage in small group games or lead-up games. Competency progresses into manipulative skills such as catching, throwing, and dribbling with hands and feet. Students will apply skills in modified games. Instruction includes an introduction to training principles and activities that can enhance health-related fitness as students pursue personal fitness goals.

Standard G6.1.1 Throw with a mature pattern for distance or power (e.g., throw from outfield to home, or from second base to first base).

Standard G6.1.2 Catch with a mature pattern from a variety of trajectories using different equipment (e.g. softball, basketball, Frisbee, team handball).

Standard G6.1.3 Perform correct rhythm and pattern for dance (e.g., folk, social, creative, line, or original).

Standard G6.1.4 Create open space using pivots, fakes, and jab steps during a practice.

Standard G6.1.5 Dribble with dominant hand, changing speed and direction in practice.

Standard G6.1.6 Shoot using power in a dynamic setting to score a goal (e.g., basketball or soccer).

Standard G6.1.7 Serve underhand with control over a net (e.g., volleyball, badminton, pickleball)

Standard G6.1.8 Demonstrate the ready position for defense in a small game setting.

Standard G6.1.9 Demonstrate the mature forehand and backhand stoke using a short-handled implement in net games (e.g., paddle ball, pickleball, or short-handled tennis).

Standard G6.1.10 Demonstrate correct weight transfer for a striking pattern.

Standard G6.1.11 Perform a two-hand volley with control to a target in a variety of practice settings.

Standard G6.1.12 Execute a mature underhand pattern for target games succeeding 70% of the time (e.g., bowling, bocci, horseshoes).

Standard G6.1.13 Strike a stationary object with an implement (e.g., croquet, shuffleboard, golf).

Standard G6.1.14 Strike a pitched ball with force in a practice setting.

DRAFT

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use tactics utilizing space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting. Students will utilize defensive and offensive strategies to gain advantage in a game setting.

Standard G6.2.1 Create open space by using locomotor skills (e.g., walking, running, jumping and landing) in combination with movement skills (e.g., varying pathways, changing speed, direction or pace).

Standard G6.2.2 Reduce open space on defense by making the body larger or reducing passing angles.

Standard G6.2.3 Reduce open space by denying the catch or allowing the catch, but not the return pass.

Standard G6.2.4 Demonstrate transition from offense to defense, or defense to offense through quick recovery.

Standard G6.2.5 Recognize open space and attempt to strike an object into that space.

Standard G6.2.6 Identify the correct defensive play based on the situation (e.g., number of outs in softball).

Standard G6.2.6 Change force application during a dance or gymnastic activity.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support engagement in physical activity.

Students will identify the components of designing, monitoring, and evaluating physical fitness, understanding the importance of attention to minimal fitness needs and implementing essential components to maintaining a lifetime of fitness.

Standard G6.3.1 Describe how being physically active leads to a healthy body.

Standard G6.3.2 Participate in self-selected physical activity outside of physical education class.

Standard G6.3.3 Participate in a variety of aerobic fitness activities (e.g., cardio kick, step aerobics, aerobic dance).

Standard G6.3.4 Participate in fitness program using technology outside of physical education class.

Standard G6.3.5 Research a variety of recreational activities or sports.

Standard G6.3.6 Identify the components of skill-related fitness.

Standard G6.3.7 Record levels of activity per day, including levels of intensity, for at least 60 minutes per day.

Standard G6.3.8 Apply and demonstrate correct techniques and methods of stretching.

DRAFT

Standard G6.3.9 Differentiate between aerobic and anaerobic capacity, and between muscle strength and endurance.

Standard G6.3.10 Describe the importance of warm-up and cool-down for activity.

Standard G6.3.11 Define resting heart rate (RHR) and how aerobic fitness relates to low or high fitness levels.

Standard G6.3.12 Identify major muscles used in selected physical activities.

Standard G6.3.13 Design and implement a personal program to remediate any area of weakness based on health-related fitness test.

Standard G6.3.14 Maintain a physical activity log for at least two weeks that reflects activity levels and results.

Standard G6.3.15 Identify foods and appropriate servings for personal needs and a healthy body.

Standard G6.3.16 List positive and negative results of stress and ways to deal with each.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, understanding how rules and etiquette contribute to a safe and enjoyable environment. Students will review outdoor pursuits and understand how setting is an important factor to ensure a safe and enjoyable experience.

Standard G6.4.1 Show personal responsibility by using appropriate etiquette, respecting facilities and exhibiting safe behavior.

Standard G6.4.2 Accept differences among peers in regard to physical development, maturity, and varying skill levels by giving positive feedback and encourages classmates.

Standard G6.4.3 Cooperate with small group during game play or team-building activities.

Standard G6.4.4 Identify rules for activities, games, and dance activities.

Standard G6.4.5 Use activity equipment appropriately and safely under teacher guidance.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will understand that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

Standard G6.5.1 Describe how being physically active leads to a healthy body.

DRAFT

Standard G6.5.2 Identify components of physical activities that reduce stress and provide social interaction.

Standard G6.5.3 Recognize challenges and respond in a positive way (e.g., ask for help, extend effort, or modify the task).

Standard G6.5.4 Describe how skill competency increases enjoyment in activity settings.

Standard G6.5.5 Identify how self-expression and physical activity are related.

Standard G6.5.6 Participate in games or activities in the spirit of the game.

UTAH SECONDARY PHYSICAL EDUCATION CORE CURRICULUM

INTRODUCTION

The Physical Education Core for secondary students is a culmination of years spent developing interest and skill in a variety of physical activities. The goal of physical education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. Research tells us that students who are physically active for 60 minutes a day have higher self-confidence and more active synapsis in the brain, experience a decrease in chronic illnesses, and are less likely to be absent from school. Such students are ready for career and college success. Time given to physical activity in school must not only be incorporated, but of the highest quality. The Physical Education Core utilizes appropriate instructional practices to develop competence and confidence in a variety of lifetime activity and movement forms, including sports, dance, outdoor recreation, and physical fitness activities. The emphasis is on providing success and enjoyment for all students. Knowledge of the relationship between proper nutrition and a consistent fitness regimen is the common thread running through the core. Students develop Life Skills through cooperative and competitive activity participation, and learn the value of a physically active life.

SIXTH GRADE PHYSICAL EDUCATION

Strand 1: Students will achieve a level of **competency in motor skills and movement patterns.**

Skill development includes various locomotor and non-locomotor skills. Locomotor skills, which include walking, hopping, galloping, running, sliding, skipping, leaping, and jumping, are the foundation of movement. Non-locomotor skills using balance and weight transfer include curling, stretching, twisting, and bending. Competency progresses into manipulative skills such as catching, rope jumping, underhand and overhand throwing, dribbling, passing and receiving a ball with hands or feet.

Standard 6.1.1 Create an open space by using locomotor movement and change of speed and direction during activity.

Standard 6.1.2 Demonstrate competency in locomotor skills as applied to small group games (i.e., 3-5 players), such as basketball, flag football, and speedball.

Standard 6.1.3 Combine movement with manipulative skills to reach a target and score a goal (e.g., soccer, hockey, basketball).

Standard 6.1.4 Demonstrate correct rhythm and patterns for a dance form (e.g., folk, social, creative, line or world dance).

Standard 6.1.5 Perform a rhythmic dance using drumming, and incorporate complete movement using ropes, balls, or Lummi sticks.

Standard 6.1.6 Use locomotor and non-locomotor skills to teach a group dance or rhythmic activity.

Standard 6.1.7 Catch a variety of objects from different trajectories, using varying practice tasks.

Standard 6.1.8 Execute consistently (i.e., 70% of the time) a well-developed underhand pattern for target games such as bowling, bocci, or horseshoes.

Standard 6.1.9 Dribble with the dominant hand, using a change of speed and direction in a variety of practice tasks.

Standard 6.1.10 Pass and receive with the feet, using a well-developed pattern in a small group activity.

Standard 6.1.11 Demonstrate a complete skill by dribbling and shooting on goal with power in a game setting.

Standard 6.1.12 Demonstrate a well-developed form of the overhead volley through implementation in a game setting.

Standard 6.1.13 Create a jump rope routine with repeated patterns and combination of movement.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting.

Standard 6.2.1 Demonstrate individual strategies in a small group setting in both defensive and offensive situation to create or deny open space.

Standard 6.2.2 Apply speed, direction, and force using a long-handled implement sending it toward a specific target area while in motion.

Standard 6.2.3 Execute an offensive tactic, such as pivots, fakes, or change of direction away from the ball, to create open space.

DRAFT

Standard 6.2.4 Reduce open space on defense, by making the body larger and reducing the passing angles.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will understand how applied knowledge of physical activity and nutrition can result in overall wellness.

Standard 6.3.1 Record daily activity and identify benefits gained. Describe how being physically active leads to a healthy body.

Standard 6.3.2 Participate in self-selected physical activity outside of physical education class.

Standard 6.3.3 Differentiate between skill-related and health-related fitness.

Standard 6.3.4 Explain the role of warm-up and cool-down before and after physical activity.

Standard 6.3.5 Design and implement a program of remediation for any area of weakness based on results of health-related fitness assessment.

Standard 6.3.6 Select food within each of the basic food groups, and select appropriate servings and portions for age and physical activity level.

Standard 6.3.7 Identify positive and negative results from stress and appropriate ways of dealing with each.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students will exhibit personal responsibility in a group setting by working well with others, accepting feedback, understanding how rules and etiquette contribute to a safe and enjoyable environment.

Standard 6.4.1 Exhibits personal responsibility by using appropriate etiquette, demonstrates respect for facilities and exhibits safe behaviors.

Standard 6.4.2 Identify and use appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

Standard 6.4.3 Demonstrate understanding that there are differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback to peers.

Standard 6.4.4 Demonstrate understanding of rules and etiquette for physical activities, games, and dance.

Standard 6.4.5 Use physical activity and fitness equipment appropriately and safely, with minimal teacher guidance.

DRAFT

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students will identify activities that bring satisfaction and pleasure through participation and reflect how physical activity promotes a lifetime of wellness.

Standard 6.5.1 Describe how being physically active leads to a healthy body.

Standard 6.5.2 Identify why physical activity participation reduces stress and promotes positive social interaction.

Standard 6.5.3 Understand that personal challenges can be positive and reaction can build personal satisfaction through acceptance of feedback, extending effort and not being afraid to ask for help.

Standard 6.5.4 Describe how participation in a physical activity creates enjoyment.

Standard 6.5.5 Demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity.

SEVENTH GRADE BEGINNING TEAM SPORTS

Strand 1: Students will achieve a level of **competency in motor skills and movement patterns.**

Students in grade seven develop a solid foundation in skills and competencies. They are still mastering basic manipulative skills, and are ready to engage in lead-up games and drills that provide a progression toward participation in regulation or advanced play. Students will apply skills in modified games, and may be introduced to regulation rules and game play. Instruction includes an introduction to training principles and activities that can enhance health-related fitness as students pursue personal fitness goals.

Standard G7.1.1 Demonstrate the correct technique for a variety of locomotor skills (e.g., sliding, galloping and hoping in small group activities).

Standard G7.1.2 Demonstrate the correct technique for non-locomotor skills (e.g., stretching, bending, twisting during small group activity or dance).

Standard G7.1.3 Perform manipulative skills while working with a partner (e.g., dribbling a basketball, kicking a soccer ball, passing a volleyball overhead).

Standard G7.1.4 Identify which aspects of weight transfer are common in a variety of skills (e.g., throwing, batting, kicking).

Standard G7.1.5 Identify which aspects of opposition and follow-through are common in a variety of skills (e.g., throwing, tennis serve, soccer kick, volleyball spike, basketball lay-up).

Standard G7.1.6 Identify aspects of body and target alignment that are common for a variety of skills.

Standard G7.1.7 Perform a variety of dances, such as square, fold, aerobic, modern, ballroom and line.

Standard G7.1.8 Perform a variety of tumbling and dance activities that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use tactics utilizing space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting. Students will utilize defensive and offensive strategies to gain advantage in a game setting.

Standard G7.2.1 Link skills together (e.g., dribble and pass a basketball, receive and dribble a soccer ball, kick, receive a soccer pass, and kick a goal).

Standard G7.2.2 Perform skills in an increasingly complex environment (e.g., from dribbling to dribbling on the run, from throwing football to a stationary to a moving target, hitting a stationary hockey puck to hitting a moving puck).

Standard G7.2.3 Understand how moving to open space and gaining position can benefit performance in a variety of game situations.

Standard G7.2.4 Move to an open space to receive a pass while playing small group activities.

Standard G7.2.5 Cover a specific area of the court or field while playing small group activities.

Standard G7.2.6 Dribble, pass, and receive a ball while stationary.

Standard G7.2.7 Establish a ready position for skill performance (e.g., receiving a tennis serve or ground ball in softball).

Standard G7.2.8 Strike or throw a ball to a specific target.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support engagement in physical activity.

Students will identify the components of designing, monitoring, and evaluating physical fitness. They will recognize and apply fitness concepts of personal activities to maintain a lifetime of fitness.

Standard G7.3.1 Assess own fitness level and create personal fitness goals. (Assessment of strength, muscular endurance, cardiovascular endurance, flexibility).

Standard G7.3.2 Create personal goals based on fitness assessment results.

Standard G7.3.3 Monitor progress toward personal fitness goals using a checklist or journal.

Standard G7.3.4 Explain the components and principles of health-related fitness.

DRAFT

Standard G7.3.5 Identify activities that participation in can improve each component in health-related fitness (e.g., strength, muscular endurance, cardiovascular endurance, flexibility).

Standard G7.3.6 Explain the importance of warm-up and cool-down during exercise.

Standard G7.3.7 Explore a variety of new physical activities during physical education class that encourage personal interest outside of class.

Standard G7.3.8 Investigate the concept of energy balance as it relates to nutrition and exercise.

Standard G7.3.9 Identify poor food choices and healthy food alternatives.

Standard G7.3.10 Demonstrate proper posture while standing, sitting, and lifting.

Standard G7.3.11 Identify opposing muscle groups and how they relate to training.

Standard G7.3.12 Use technology to monitor and improve physical activity and wellness.

Standard G7.3.13 Evaluate technological resources as related to development of fitness and exercise programs. (e.g., heart rate monitors, pedometers, computer software and Internet resources).

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment. Students will review outdoor pursuits and understand how setting is an important factor in ensuring a safe and enjoyable experience.

Standard G7.4.1 Demonstrate an understanding of different skill levels among peers in physical activity settings.

Standard G7.4.2 Recognize the role of games, sports, and dance in getting to know and respect others of various cultural backgrounds.

Standard G7.4.3 Consider various strategies for resolving personal conflict with sensitivity to the rights and feeling of others.

Standard G7.4.4 Understand and apply inclusive rules to include less skilled players. Identify exclusionary behavior that purposely omits students from being included.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students understand that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

Standard G7.5.1 Identify the activities that bring personal enjoyment.

Standard G7.5.2 Celebrate the successes and achievements of self and others.

Standard G7.5.3 Identify the feelings resulting from meeting challenges.

Standard G7.5.4 Explain how physical activity can provide enjoyable social interaction.

Standard G7.5.5 Explain the social benefits that result from team and dual sport participation

Standard G7.5.6 Differentiate between appropriate and inappropriate risks.

Standard G7.5.7 Create a plan to include activity beyond school years.

EIGHTH GRADE INTERMEDIATE TEAM SPORTS

Strand 1: Students will achieve a level of **competency in motor skills and movement patterns.**

Students in grade eight will continue to participate in a variety of instructional physical activities. Experiences increase complexity in content, concept and skill development for a broad spectrum of activities. Students continue to practice skills in modified games, but increasingly participate in activities that are regulation games with more complex playing environments. This class incorporates more in-depth instruction training principles that can enhance health-related fitness as students progress in achieving personal fitness goals.

Standard G8.1.1 Demonstrate competency in a variety of movement forms and proficiency in some movement forms.

Standard G8.1.2 Apply manipulative skills in a variety of individual, dual, and team sport specific activities.

Standard G8.1.3 Demonstrate weight transfer that is common for a variety of skills (e.g., throwing, batting, and kicking).

Standard G8.1.4 Perform manipulative skills while working individually (e.g., throw, kick, and strike a variety of objects, demonstrating both accuracy and force).

Standard G8.1.5 Combine manipulative skills while working with a partner or within a small group (e.g., hit a ball and run to base, dribble and shoot a basketball while being guarded, catch and throw a Frisbee).

Standard G8.1.6 Demonstrate body and target alignment that are common for a variety of skills (e.g., receiving a serve, catching a ball, catching a Frisbee).

Standard G8.1.7 Demonstrate how opposition and follow-through are common for a variety of skills (e.g., throwing, tennis serve, soccer kick, volleyball spike, basketball lay-up).

Standard G8.1.8 Use correct technique in a variety of lead-up games.

DRAFT

Standard G8.1.9 Create and perform a variety of dances such as square, folk, aerobic, modern, ballroom, line, and cultural.

Standard G8.1.10 Create and perform a variety of activities that combine traveling, rolling, balancing, and weight transfer into a smooth-flowing sequence.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use tactics utilizing space, pathways, shapes, levels, speed, direction, force, and strategy for effective movement in an activity setting. Students will utilize defensive and offensive strategies to gain advantage in a game setting.

Standard G8.2.1 Demonstrate through participation, ways to link and transfer basic manipulative skills and concepts to specialized sports' skills.

Standard G8.2.2 Identify and demonstrate similarities and differences between motor skills (e.g., the badminton smash and volleyball spike, drop kick in soccer and punt in football).

Standard G82.3 List goals and monitor changes in the development of movement skills to improve performance.

Standard G8.2.4 In a game situation, move to open spaces to receive a pass while playing traditional or non-traditional sports or activities.

Standard G8.2.5 Cover a specific area of the court or field while playing traditional or non-traditional sports or activities.

Standard G8.2.6 Establish a ready position in preparation for skill performance (e.g., receiving a volleyball serve or ground ball in softball or lacrosse).

Standard G8.2.7 Strike or throw a ball to a specific target.

Standard G8.2.8 Throw and catch a Frisbee while running.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Students will identify the components of designing, monitoring, and evaluating physical fitness, understanding the importance of attention to minimal fitness needs and implementing essential components to maintaining a lifetime of fitness.

Standard G8.3.1 Assess personal level of fitness and maintain a basic exercise plan, including all components of health related fitness (e.g., assessment of strength, muscular endurance, cardiovascular endurance, flexibility).

Standard G8.3.2 Design and implement a personal exercise plan based on fitness assessment results.

Standard G8.3.3 Monitor progress by utilizing advanced techniques including computer programs.

DRAFT

Standard G8.3.4 Change activities or alter game rules to enhance fitness benefits (e.g., eliminate time outs, play soccer instead of volleyball to meet cardiovascular goals).

Standard G8.3.5 Explore a variety of nontraditional physical activities for personal interest inside and outside of class (e.g., orienteering, field hockey, hiking).

Standard G8.3.6 Define the components of health related fitness, describe application of the components, and create activities that are appropriate for improvement for each component.

Standard G8.3.7 Describe the relationship between physical activity and food intake.

Standard G8.3.8 Discuss the concept of energy balance.

Standard G8.3.9 Complete a two-day diet and activity log. Using log information identify poor food choices and healthy alternatives.

Standard G8.3.10 Describe a diet for optimal physical performance.

Standard G8.3.11 Demonstrate proper posture while performing selected activities and exercises.

Standard G8.3.12 Identify exercises that contribute to trunk stabilization and the importance of equal strength in opposing muscle groups.

Standard G8.3.13 Examine, monitor, and improve execution of motor skills using technological resources.

Standard G8.3.13 Using technology, provide skill feedback and analysis of movement (e.g., comparing the speed of approach and body position in the long jump, rotation of the trunk, and angle of release of the shot put).

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, understanding how rules and etiquette contribute to a safe and enjoyable environment. Students will review outdoor pursuits and understand how setting is an important factor to ensure a safe and enjoyable experience.

Standard G8.4.1 Demonstrate the ability to make responsible choices in activity settings.

Standard G8.4.2 Demonstrate while participating compliance with activity rules and procedures.

Standard G8.4.3 Practice safe behaviors relative to others.

Standard G8.4.4 Strive to keep the importance of winning and losing in perspective.

Standard G8.4.5 Accept and consider constructive criticism or feedback for teacher and peers.

Standard G8.4.6 Demonstrate the ability to work and support others with both teammates and opponent.

DRAFT

Standard G8.4.7 Develop a democratic plan to solve problems or make decisions in physical activity.

Standard G8.4.8 Seek out, participate with, and show respect for person of like and different genders, abilities, skills, and cultures.

Standard G8.4.9 Value the role of games, sports, and dance in getting to know and respect others of various cultural backgrounds.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students understand that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

Standard G8.5.1 Recognize that physical activity provides opportunities for enjoyment.

Standard G8.5.2 Celebrate the successes and achievements of self and others.

Standard G8.5.3 Recognize that physical activity provides opportunities for challenge.

Standard G8.5.4 Develop personal strategies for overcoming fear of participating in new activities.

Standard G8.5.5 Recognize that physical activity provides opportunities for self-expression.

Standard G8.5.6 Use creative means to express the aesthetic and creative aspects of performance (e.g., collages, poems, posters, slide show, video, song, and dance).

Standard G8.5.7 Participate in physical activities that provide enjoyable social interaction.

Standard G8.5.8 Describe the social benefits that result from team and individual sport participation.

Standard G8.5.9 Demonstrate group problem solving abilities.

PARTICIPATION SKILLS AND TECHNIQUES

By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Standard PST.1.1 Participate in and/or refine activity-specific movement skills in five or more lifetime activities (e.g., outdoor pursuits, individual-performance activities, non-traditional, aquatics, net/wall games, or target games) and/or in dance forms (e.g., cultural and social occasions, ballet, modern, hip hop, tap).

Standard PST.1.2 Demonstrate individual competency through testing and participation in five or more lifetime activities and/or in dance forms used in cultural and social occasions.

Standard PST.1.3 Participate in aerobic and anaerobic activities that will promote health-related fitness.

Standard PST.1.4 Demonstrate individual competency in one or more aerobic and anaerobic skills that promote health-related fitness.

Standard PST.1.5 Employing offensive maneuvers to receive a pass in a game setting.

Standard PST.1.6 Accomplish efficient defensive understanding in a game situation by denying passing zones, or deflecting ball.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Standard PST.2.1 Demonstrate appropriate use of terminology associated with exercise and participation in selected individual-performance activities (e.g., dance, net/wall games, target games, aquatics and/or outdoor pursuits).

Standard PST.2.2 Organize the stages of learning a motor skill or identify examples of social and technical dance forms.

Standard PST.2.3 Identify skill specific cues for a variety of physical activities.

Standard PST.2.4 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill or dance movement.

Standard PST.2.5 Participate in a number of individual and team activities, demonstrating strategies and rules.

Standard PST.2.6 Identify safeguards regarding warming up and cooling down, hydration, and potentially hazardous exercises.

Standard PST.2.7 Observe and improve movement skills, using videography and digital photography to provide feedback and self-analysis.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Standard PST.3.1 Discuss the benefits of a physically active lifestyle as it relates to college/career readiness.

Standard PST.3.2 Determine risks associated with exercising in heat, humidity, and cold.

Standard PST.3.3 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy lifestyle.

Standard PST.3.4 Balance the rate of exertion and pacing.

DRAFT

Standard PST.3.5 Create and maintain a journal of participation in outside self-selected activities, including duration, intensity, anticipated results, and final analysis.

Standard PST.3.6 Analyze and compare health and fitness benefits derived from a variety of activities.

Standard PST.3.7 Participate in visualization techniques to improve performance.

Standard PST.3.8 Correlate how physical activity affects body mass composition, including muscle and fat percentages and bone density.

Standard PST.3.9 Describe the elements of physical fitness and self-asses personal level.

Standard PST.3.10 Calculate target heart rate and apply information to a personal activity plan.

Standard PST.3.11 Adjust intensity levels of various activities through monitoring pulse rates manually, or by using heart-rate monitors or pulse sticks.

Standard PST.3.12 Review frequency, intensity, time, and type (FITT) guidelines as they apply to the development of physical fitness.

Standard PST.3.13 Evaluate levels of activity, and make adjustments to increase fitness benefits by increasing pace and adding time and/or repetitions.

Standard PST.3.14 Describe how both proper nutrition and exercise are necessary for a lifelong healthy lifestyle, and the consequences of poor nutrition and inactivity.

Standard PST.3.15 Create and implement a behavior modification plan that includes a healthy, active lifestyle.

Standard PST.3.20 Participate in activities that are personally rewarding and stress reducing.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Standard PST.4.1 Employ effective self-management skills and personal characteristics to analyze barriers and modify physical activity patterns appropriately.

Standard PST.4.2 Identify risks and safety factors that might affect activity preferences throughout the life cycle.

Standard PST.4.3 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

Standard PST.4.4 Assume a positive supportive role (e.g., spotter, providing feedback, analyzing technique, partnering, etc.).

Standard PST.4.5 Use communication skills and strategies that promote team/group dynamics.

DRAFT

Standard PST.4.6 Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).

Standard PST.4.7 Solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.

Standard PST.4.8 Walk away willingly to avoid verbal or physical confrontation in activity settings.

Standard PST.4.9 Demonstrate an understanding of how listening to all sides before taking action in solving conflict results in a more positive outcome.

Standard PST.4.10 Develop strategies to include others in activity participation.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Standard PST.5.1 Analyze the mental, social, and psychological health benefits of a self-selected physical activity.

Standard PST.5.2 Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Standard PST.5.3 Select and participate in physical activities or dance that meets the need for self-expression and enjoyment.

Standard PST.5.4 Identify the opportunity for social support in a self-selected physical activity or dance.

Standard PST.5.5 Research sports and activities of other cultures.

FITNESS FOR LIFE

By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Standard FFL1.1 Participate in two or more specialized lifetime activities that promote health-related fitness.

Standard FFL.1.2 Demonstrate competency in two or more specialized lifetime activities that promote health-related fitness.

DRAFT

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Standard FFL.2.1 Apply the terminology associated with exercise in selected fitness activities.

Standard FFL.2.2 Create a practice plan to improve performance in fitness activities.

Standard FFL.2.3 Identify concepts regarding the structure and function of the human body and unsafe exercises.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Standard FFL.3.1 Discuss the benefits of a physically active lifestyle as it relates to college/career productivity.

Standard FFL.3.2 Analyze and apply technology and social media as tools to support a healthy, active lifestyle.

Standard FFL.3.3 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.

Standard FFL.3.4 Apply rates of perceived exertion and pacing to assess and track activity readiness.

Standard FFL.3.5 List and evaluate activities that develop specific elements of physical fitness.

Standard FFL.3.6 Identify challenges and risk factors that change with the aging process.

Standard FFL.3.7 Demonstrate appropriate technique in resistance training (e.g., machines and/or free weights).

Standard FFL.3.8 Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide functional fitness benefits.

Standard FFL.3.9 Design and implement a strength and conditioning program that develops balance in opposing muscle groups (e.g., agonist/antagonist) and supports a healthy, active lifestyle.

Standard FFL.3.10 Identify the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic).

Standard FFL.3.11 Identify the structure of skeletal muscle and fiber types as they relate to muscle development.

Standard FFL.3.12 Adjust pacing to keep heart rate in the target zone using available technology to self-monitor aerobic intensity (e.g., pedometer, heart rate monitor).

Standard FFL.3.13 Explain concepts of cardiovascular endurance including: maximum volume of

DRAFT

oxygen uptake (i.e., VO2 Max), respiratory rate, cardiac output, stroke volume, and heart rate.

Standard FFL.3.14 Explain the principles of active vs. passive recovery and injury prevention and rehabilitation.

Standard FFL.3.15 Identify types of strength exercises (e.g., isometric, isotonic, isokinetic, concentric, eccentric, intervals, circuits) and stretching exercises (e.g., static, PNF, dynamic, ballistic) and overload principle and work/rest ratio for personal fitness development (e.g., strength, endurance, range of motion).

Standard FFL.3.16 Explain the concepts related to muscular endurance (e.g., repetitions, resistance, sport specificity, overload principle).

Standard FFL.3.17 Explain the concepts related to body composition (e.g., the difference between being overweight and obese, genetic influences, and various ways to measure body composition).

Standard FFL.3.18 Describe how health-related fitness is a lifelong process unique to each individual.

Standard FFL.3.19 Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss.

Standard FFL.3.20 Identify personal and family history for known health-risk factors, such as age, gender, body composition, heart rate, coronary heart disease, cancer, diabetes, cholesterol, blood pressure, and daily stress situations.

Standard FFL.3.21 Compare aerobic and anaerobic activities, showing examples of each.

Standard FFL.3.22 Define overload, progression, specificity, and reversibility.

Standard FFL.3.23 Explain the role of nutrition in overall health and fitness.

Standard FFL.3.24 Relate physiological responses to individual levels of fitness and nutritional balance.

Standard FFL.3.25 Investigate the relationships among physical activity, nutrition, and body composition.

Standard FFL.3.26 Explain the consequences of eating disorders at either end of the spectrum.

Standard FFL.3.27 Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.

Standard FFL.3.28 Use technology to develop and maintain a fitness portfolio (e.g., pre and post assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

DRAFT

Standard FFL.3.29 Use technology to design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.

Standard FFL.3.30 Use technology to track progress in fitness programs and to perform a nutritional analysis.

Standard FFL.3.31 Calculate blood pressure using digital monitors.

Standard FFL.3.32 Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.

Standard FFL.3.33 Review frequency, intensity, time, and type (FITT) guidelines to evaluate activities.

Standard FFL.3.35 Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation).

Standard FFL.3.32 Describe how exercise increases longevity and quality of life through stress reduction.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Standard FFL.4.1 Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.

Standard FFL.4.2 Compare the effects and/or dangers of weight loss and gain on body composition and personal health.

Standard FFL.4.3 Identify strategies for developing a healthy self-concept and acceptance of one's body make-up.

Standard FFL.4.4 Identify the benefits and dangers of various dietary supplements, such as vitamins, minerals, herbs, power drinks, steroids, performance-enhancing drugs, and substance abuse.

Standard FFL.4.5 Utilize time effectively to set personal goals, practice, and complete assigned tasks.

Standard FFL.4.6 Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance.

Standard FFL.4.7 Demonstrate safety precautions in training (e.g., over-training, altitude, pollution, and temperature extremes).

Standard FFL.4.8 Evaluate risks and safety factors that might affect fitness activity preferences throughout the life cycle.

Standard FFL.4.9 Identify appropriate risks and safety factors in the selection of fitness activities.

Standard FFL.4.10 Exhibit proper etiquette, respect for others, and teamwork while engaging in fitness activities.

Standard FFL.4.11 Assume a supportive role (e. g., spotter, providing feedback, analyzing technique, and partnering).

Standard FFL.4.12 Explain the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation.

Standard FFL.4.13 Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).

Standard FFL.4.14 Accept others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.

Standard FFL.4.15 Walk away willingly to avoid verbal or physical confrontation in activity settings.

Standard FFL.4.16 Listen to all sides before taking action in solving conflict.

Standard FFL.4.17 Develop strategies to include others in activity participation.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Standard PST.5.1 Analyze the mental, social, and psychological health benefits of a self-selected physical activity.

Standard PST.5.2 Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Standard PST.5.3 Select and participate in physical activities or dance that meets the need for self-expression and enjoyment.

Standard PST.5.4 Identify the opportunity for social support in a self-selected physical activity or dance.

Standard PST.5.5 Research sports and activities of other cultures.

INDIVIDUAL LIFETIME ACTIVITIES

Students by the end of high school will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Standard ILA.1.1 Participate in and refine skills in activity-specific movements, through various means such as rubrics, self and peer assessment, video and computer analyses, and teacher feedback, in (1) three or more lifetime activities (e.g., outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games), and/or (2) a form of dance.

Standard ILA.1.2 Demonstrate proficiency in three or more lifetime activities and/or in a form of dance by choreographing a dance or by giving a performance.

Standard ILA.1.3 Participate in specialized skills that will promote health-related fitness.

Standard ILA.1.4 Demonstrate proficiency in one or more specialized skills that will promote health-related fitness.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Standard ILA.2.1 Apply the terminology associated with exercise and participation in selected lifetime activities (e.g., dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately).

Standard ILA.2.2 Identify the stages of learning a motor skill.

Standard ILA.2.3 State skill specific cues for a variety of physical activities.

Standard ILA.2.4 Describe the speed/accuracy trade-off in throwing and striking skills.

Standard ILA.2.5 Create a practice plan to improve performance for a self-selected skill or dance form.

Standard ILA.2.6 Participate in a number of individual activities demonstrating advanced strategies and rules.

Standard ILA.2.7 Identify concepts regarding the influence of individual differences in activity settings.

Standard ILA.2.8 Identify concepts regarding the influence of individual differences in unsafe activities.

Standard ILA.2.9 Identify and discuss the historical and cultural roles of games, sports, and dance in society.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Standard ILA.3.1 Discuss the benefits of a physically active lifestyle as it relates to college/career

productivity.

Standard ILA.3.2 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.

Standard ILA.3.3 Use measures (e.g., rates of perceived exertion, pacing, heart-rate monitors, pulse sticks, blood pressure devices, body mass analyzers, and/or pedometers) to assess and track activity readiness.

Standard ILA.3.4 Evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.

Standard ILA.3.5 Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.

Standard ILA.3.6 Explain the effects of age on activity performance and choice in a lifelong fitness and activity plan.

Standard ILA.3.7 Identify visualization techniques used to improve performance.

Standard ILA.3.8 Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.

Standard ILA.3.9 Create a plan involving training for and participating in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).

Standard ILA.3.10 Design and implement a strength and conditioning program that develops balance in opposing muscle groups (e.g., agonist/antagonist) and supports a healthy, active life-style.

Standard ILA.3.11 Calculate target heart rate and apply HR information to a personal activity plan.

Standard ILA.3.12 Describe how physical activity influences health-related fitness and is a lifelong process unique to each individual.

Standard ILA.3.13 Identify physiological concepts as they relate to specific aerobic and anaerobic activities.

Standard ILA.3.14 List the benefits of activity and proper nutrition and the consequences of inactivity and poor nutritional choice.

Standard ILA.3.15 Explain the importance of the balance between food intake and energy expenditure in maintaining weight, developing fitness and preventing sedentary disease.

Standard ILA.3.16 Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.

DRAFT

Standard ILA.3.17 Create a menu plan reflecting sound nutritional concepts that support self-selected physical activities.

Standard ILA.3.18 Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation).

Standard ILA.3.19 Describe how physical activity increases longevity and quality of life through stress reduction.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Standard PST.4.1 Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.

Standard PST.4.2 Act independently of peer pressure in developing healthy choices in physical activity settings.

Standard PST.4.3 Utilize time effectively to include setting personal goals, practicing, completing assigned tasks, and including activity time.

Standard PST.4.4 Use readily available resources and materials to engage in home fitness activities.

Standard PST.4.5 Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance.

Standard PST.4.6 Identify and evaluate risks and safety factors that might affect activity preferences throughout the life cycle.

Standard PST.4.7 Examine moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).

Standard PST.4.8 Assume a leadership role (e.g., task or group leader, referee, coach) in a cooperative, adventure based and/or physical activity setting.

Standard PST.4.9 Self-officiate in recreational sports.

Standard PST.4.10 Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).

Standard PST.4.11 Accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

Standard PST.4.12 Walk away willingly to avoid verbal or physical confrontation in activity settings.

Standard PST.4.13 Listen to all sides before taking action in solving conflict.

DRAFT

Standard PST.4.14 Develop strategies to include others in activity participation.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Standard PST.5.1 Analyze the mental, social, and psychological health benefits of a self-selected physical activity.

Standard PST.5.2 Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Standard PST.5.3 Identify the uniqueness of physical activity or creative dance as a means of self-expression.

Standard PST.5.4 Participate in lifetime activities that are personally relevant.

Standard PST.5.5 Evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance.

Standard PST.5.6 Report on the historical roles and values of games, sports, and self-selected activities or dance in different cultures.

DRAFT

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Thalea Longhurst
Director, CTAE

DATE: October 8-9, 2015

ACTION: Updated General Financial Literacy Standards and Objectives

---

Background:
SB 40, passed by the Utah Legislature in 2014, mandated four broad requirements for the statewide personal finance course: update the standards and objectives, implement an online, end-of-course assessment, implement a teacher endorsement, and revise professional development. During Fall 2014, the Utah State Board of Education reviewed and approved the revised standards and objectives for the required financial literacy course. Some additional changes have become necessary.

Key Points:
The recommended changes in the standards and objectives for the General Financial Literacy (GFL) course became evident during the process of developing test items for the required online, end-of-course assessment and during the development of a GFL Boot Camp which is part of the endorsement requirement. All of the required elements for SB 40 are now in place and an update will be provided.

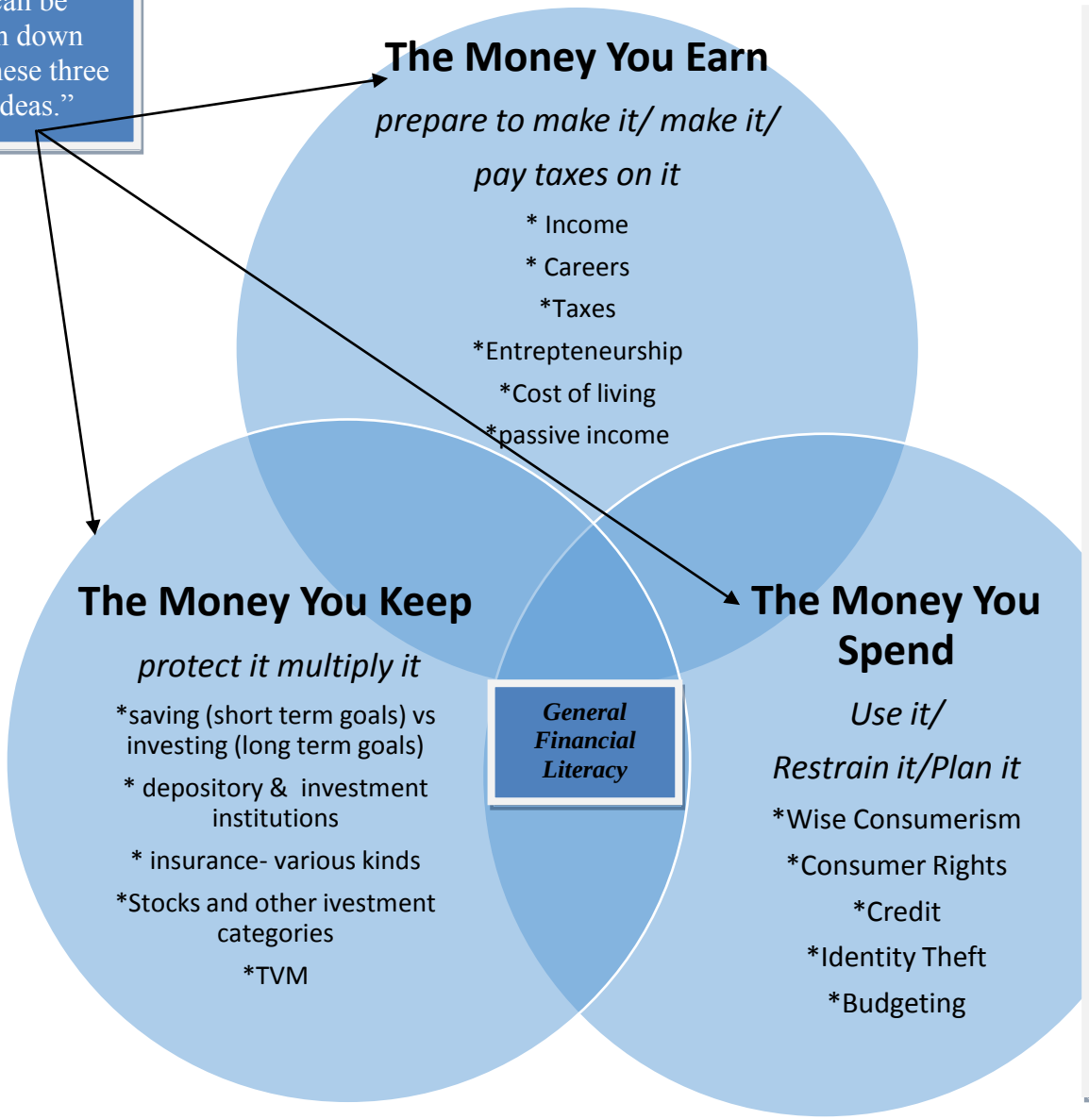
Anticipated Action:
The Committee will review the proposed revisions to the General Financial Literacy Standards and Objectives and make recommendations to the Board regarding approval.

Contact: Thalea Longhurst, 801-538-7889
Dawn Stevenson, 801-538-7851

GFL Big Ideas for Curriculum Mapping

Big Ideas: In Understanding by Design, the core concepts, principals, theories, and process that should serve as the focal point of curricula, instruction and assessment. By definition, big ideas are important and enduring.

GFL can be broken down into these three "Big Ideas."



However, there must also be consideration given to a fourth Big Idea: ***Economics, Values, and Goals***. Unlike the other three units this is the part of the curriculum that goes beyond the scope of Finance to provide perspective, background, and context. In this unit the concepts behind the big ideas include: :
*Scarcity
*Opportunity Cost
*Resources
*Values/Culture
*Needs/Wants
*Goals/Plans
*Effects of Marketing/Peer Pressure

Key Curriculum Vocabulary

General: Relating to or including nearly the entire category whole
Finance: A branch of Economics concerned with resource allocation as well as resource management. It is the science of management of money and assets.
Literacy: A person's knowledge of a particular subject or field.
Economics: The social science that studies the choices of people trying to satisfy their wants in a world of scarcity.

Updated General Financial Literacy Standards and Objectives

Prepared by the

Utah State Office of Education

Dawn Stevenson, CTAE Coordinator
dawn.stevenson@schools.utah.gov

Thalea Longhurst, CTAE Director
thalea.longhurst@schools.utah.gov

Sydnee Dickson, Deputy Superintendent
sydnee.dickson@schools.utah.gov

General Financial Literacy

Levels: Grades 11-12
Units of Credit: 0.50
Core Code: 01-00-00-00-100
Prerequisite: None

COURSE DESRIPTION
The General Financial Literacy course for juniors and seniors encompasses standards that are essential to the development of basic financial literacy. Students will gain the information and skills to implement a life-long plan for financial success.

CORE STANDARDS, OBJECTIVES AND INDICATORS

STANDARD 1: Students will understand how values, culture, and economic forces affect personal financial priorities and goals.

Objective 1.1: Analyze the role of cultural, social, and emotional influences on financial behavior.

1.1.1 Evaluate the role of emotions, attitudes, and behavior in making financial decisions.
1.1.2 Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences.
1.1.3 Relate instant satisfaction and delayed gratification to impulse buying and planned expenditures.
1.1.4 Describe the influence of social pressure and marketing strategies as related to purchasing decisions.
1.1.5 Explain how scarcity of financial resources affects wants and needs.
1.1.6 Understand the law of supply and demand as a major economic force.
1.1.7 Understand that the study of economics is a social science and personal finance is a subset of that social science.

Objective 1.2: Define a rational decision-making process and the steps of financial planning.

1.2.1 Define *opportunity costs* (tradeoffs) and their role in decision making.
1.2.2 Describe a rational decision-making process.
1.2.3 Identify short- and long-term financial decisions and the impact they have on financial planning.
1.2.4 Define the elements of a financial plan.

Objective 1.3: Explain how setting goals affects personal financial planning.

1.3.1 Identify spending habits and their connection to personal financial values.
1.3.2 Identify and create short- and long-term financial goals.

DRAFT

STANDARD 2: Students will understand sources of income and the relationship between career preparation and lifetime earning power.

Objective 2.1: Identify sources of income and specific employability skills.

2.1.1 Identify sources of income such as wages, commissions, investments, benefits, inheritance, and gifts.

2.1.2 Evaluate and compare career opportunities based on individual interests, skills, and educational requirements; the value of work to society; income potential; and the supply and demand of the workforce, including unemployment.

2.1.3 Compare the risks and rewards of entrepreneurship/self-employment.

2.1.4 Compare income to the cost-of-living in various geographical areas and the impact it has on purchasing power.

2.1.5 Understand the effects of state, local, and federal taxes and voluntary deductions on wages and income, the difference between gross and net income, and the similarities and differences between wages and income.

Objective 2.2: Understand and begin preparation for career and post-high school training.

2.2.1 Recognize and explore the correlation between education, training, and potential lifetime income.

2.2.2 Calculate the costs of post-high school training options and analyze the return on investment (ROI) based on career choices, including understanding the cost differences between public and private, and between nonprofit and for-profit education and training.

2.2.3 Identify sources of funding to assist in post-high school education opportunities and the cost of repayment.

2.2.4 Understand the use and advantages of 529 plans and the benefit of planning early for paying for the cost of post-secondary education and training.

2.2.5 Understand the process for and benefits of FAFSA completion.

2.2.6 Utilize the FAFSA4caster to explore the FAFSA process. Seek guidance from school counselors.

2.2.7 Identify components to be included on a resume and/or electronic professional profile, such as appropriate contact information; educational, work, and volunteer experience; skills; certificates obtained; accomplishments; interests; and references.

2.2.8 Identify sources and strategies for and benefits of networking for finding employment, whether for summer jobs or full-time career placement.

2.2.9 Understand basic employment forms and processes, including W-2, W-4, and I-9.

STANDARD 3: Students will evaluate saving methods and investment strategies.

Objective 3.1: Describe and discuss financial institutions, and demonstrate how to manage personal financial accounts.

- 3.1.1 Explain the role of the Federal Reserve, the Federal Deposit Insurance Corporation (FDIC), and the National Credit Union Association (NCUA).
- 3.1.2 Compare the roles of financial institutions and their services, such as banks, credit unions, investment or brokerage firms, insurance companies, and loan agencies.
- 3.1.3 Demonstrate how to manage checking/debit and saving accounts, both manually and/or electronically, including reconciliation.
- 3.1.4 Describe available consumer banking technologies.

Objective 3.2: Discuss the dynamics of saving and investing.

- 3.2.1 Explain how paying yourself first (PYF) early and often influences positive progress toward long-term financial goals.
- 3.2.2 Identify and understand basic saving options such as savings accounts and Certificates of Deposit. Understand that savings are designed to preserve principal.
- 3.2.3 Identify and understand investment options, including retirement planning, long- and short-term investments, and dividend re-investment plans. Understand that investments put principal at risk.
- 3.2.4 Identify types of long-term retirement investments, such as IRA, Roth IRA, 401(k), and 403(b), as well as reasons to invest.
- 3.2.5 Demonstrate time value of money (TVM) principles by using the rule of 72 and by manipulating the five variables used in basic TVM calculations.
- 3.2.6 Discuss the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk/reward, and investor behavior.
- 3.2.7 Identify and define the types of financial risks, including inflation, deflation, and recession.

Objective 3.3: Understand the role of risk management in asset protection.

- 3.3.1 Discuss the purposes of insurance/risk management.
- 3.3.2 Define common insurance options and their purposes, such as automobile, health, home owner/renter, whole/term life, long-term care and disability.
- 3.3.3 Define terms of a basic insurance policy, such as contract, limits of coverage, premium, deductible, grace period, and lifetime limit.
- 3.3.4 Discuss insurance needs at different stages of life.
- 3.3.5 Understand identification and designation of beneficiaries.

STANDARD 4: Students will understand principles of personal money management, including budgeting, managing accounts, and the role of credit and impacts on personal finance.

Objective 4.1: Identify and explain the process of budgeting based on calculated income.

- 4.1.1 Develop a budget.
- 4.1.2 Identify and prioritize fixed, variable, and periodic budget categories.
- 4.1.3 Emphasize the importance of proactive budget priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions.
- 4.1.4 Discuss the pros and cons of charitable giving.
- 4.1.5 List ways and examples of charitable giving.
- 4.1.6 Compare tools for tracking of a budget, income and expenditures, such as the envelope system, paper tracking, and online or software options.
- 4.1.7 Emphasize the importance of comparison shopping, buying strategies, negotiation, and sales and marketing strategies in purchasing.
- 4.1.8 Identify the process, rights, and responsibilities relating to renting, leasing, and purchasing a home.
- 4.1.9 Identify the process, rights, and responsibilities relating to renting, leasing, and purchasing a vehicle.
- 4.1.10 Understand the similarities and differences between principal and interest on an amortization schedule.
- 4.1.11 Explain the purpose of co-signers and collateral when applying for a loan.

Objective 4.2: Describe and discuss the impact of credit and debt on personal money management.

- 4.2.1 Discuss the purpose and role of credit and explain the value of building and maintaining a healthy credit rating, including elements of creditworthiness: character, capacity, capital, collateral, and conditions.
- 4.2.2 Explore and discuss the pros and cons of basic types of credit, such as unsecured vs. secured credit, credit cards, installment loans, revolving credit, student loans, and predatory lenders.
- 4.2.3 Describe the risks and responsibilities associated with using credit, such as APR, grace period, late fees, finance charges, default rates, interest, and closing costs.
- 4.2.4 Understand principal and interest calculations.
- 4.2.5 Calculate how long it takes to repay debt by making minimum payments on installment loans and revolving accounts.
- 4.2.6 Locate and use online calculators to determine how principal and interest aggregate monthly for long-term debt such as mortgages, vehicles, personal loans, and credit cards.
- 4.2.7 Evaluate the costs and risks of payday and predatory lending.
- 4.2.8 Describe the personal and societal effects of bankruptcy and identify circumstances that lead to bankruptcy, such as uninsured medical costs, family break-up, or loss of job.

STANDARD 4 (continued)

Objective 4.3: Explain and understand credit reports and scores.

4.3.1 Identify the three major credit bureaus.
4.3.2 Understand the legal right to a free annual credit report (AnnualCreditReport.com).
4.3.3 Evaluate and identify components of a credit report, including derogatory remarks, and the warning signs of credit abuse, such as late fees, missed payments, collection notices, and bounced checks.
4.3.4 Explain the potential consequences of checking account mismanagement, such as non-sufficient funds (NSF) handling, overdraft processing, and the role of ChexSystems.

Objective 4.4: Define rights and responsibilities of buyers and sellers under consumer protection laws.

4.4.1 Understand financial contracts tied to consumer purchases, such as cell phone, cable or satellite plans, and membership fees.
4.4.2 Discuss the negative impacts of predatory and payday lending practices.
4.4.3 Identify ways to avoid identity theft and fraud, such as securing sensitive financial data, using care when participating in online commerce, avoiding phishing and pharming, and properly disposing of sensitive documents.
4.4.4 Understand how to recover from fraud and identity theft.
4.4.5 Discuss ways to avoid financial schemes such Ponzi schemes and other questionable and illegal practices.
4.4.6 Describe the negative consequences of gambling and playing the lottery.
4.4.7 Identify the pros and cons of online commerce, including how to conduct transactions safely.

Objective 4.5: Students will understand the role of government in protecting the consumer.

4.5.1 Explain the purposes and features of consumer protection laws.
4.5.2 Identify federal and state entities that exist to protect consumers from forms of fraud and abuse.

GFL Comparison—SB 40, New Standards, Old Standards		
SB 40 Requirement	New Standards	Old Standards
	STANDARD 1: Students will understand how values, culture, and economic forces affect personal financial priorities and goals.	**STANDARD 1 Students will use a rational decision-making process to set and implement financial goals.**
	Objective 1.1: Analyze the role of cultural, social, and emotional influences on financial behavior	**Objective 1:** Explain how goals, decision-making, and planning affect personal financial choices and behaviors. a. Discuss personal values that affect financial choices (e.g., home ownership, work ethic, charity, civic virtue). b. Explain the components of a financial plan (e.g., goals, net worth statement, budget, income and expense record, an insurance plan, a saving and investing plan). c. Compare short-term and long-term financial goals. d. Design a plan to reach a specific financial goal. e. List advantages of designing and following a personal financial plan. **Objective 2:** Analyze the role of cultural, social, and emotional influences on financial behavior. a. Explain how limited financial resources affect the choices people make. b. Describe the influence of peer pressure as it relates to purchasing decisions (e.g., fashion, acceptance from others, and need for latest gadget). c. Explain how scarcity relates to needs and wants. d. Analyze the impact of marketing, advertising, and sales strategies/techniques on purchasing decisions (e.g., impulse buying, delayed payment). e. Evaluate the role of emotions when making financial decisions. **Objective 3:** Relate financial decisions to personal and societal consequences. a. Recognize that individuals are responsible for their finances. b. Describe consequences of excessive debt (e.g., increased consumer costs, inflation, and family
	1.1.1 Evaluate the role of emotions, attitudes and behavior in making financial decisions.	
	1.1.2 Recognize that individuals are responsible for their own financial decisions and subsequent positive and negative consequences.	
	1.1.3 Relate instant satisfaction and delayed gratification to impulse buying and planned expenditures.	
	1.1.4 Describe the influence of social pressure as related to purchasing decisions.	
SB 40 line 100, line 101, line 105	1.1.5 Explain how scarcity of financial resources affects wants and needs.	
SB 40 line 101, line 109	1.1.6 Understand the law of supply and demand as a major economic force.	
SB 40 line 109	1.1.7 Understand that the study of economics is a social science and personal finance is a subset of that social science.	
	Objective 1.2.1: Define a rational decision-making process and the steps of financial planning.	
SB 40 line 101, line 106	1.2.1 Define *opportunity cost* (tradeoffs) and their role in decision making.	
	1.2.2 Describe a rational decision-making process.	
	1.2.3 Identify short- and long-term financial decisions and the impact they have on financial planning.	
SB 40 line 8	1.2.4 Define the elements of a financial plan.	
	Objective 1.3.1: Explain how setting goals affects personal financial planning.	
	1.3.1 Identify spending habits and their connection to personal values.	
	1.3.2 Identify and create short and long term financial goals.	

		instability). c. Describe the social and economic consequences of bankruptcy.
	Standard 2: Students will understand sources of income and the relationship between career preparation and lifetime earning power.	**STANDARD 2 Students will understand sources of income and the relationship between income and career preparation.** **Objective 1:** Identify various forms of income and analyze factors that affect income. a. Identify sources of income (e.g., wages, investments, self-employment). b. Compare common employee benefits (e.g., insurance, leave, retirement). c. Compare income to the cost-of-living in various geographical areas. d. Analyze how economic conditions affect income. **Objective 2:** Identify and understand required income withholdings. a. List the reasons for taxation and uses of tax revenues. b. Describe the purposes of Social Security and Medicare. c. Calculate net income from an employee payroll record. d. Demonstrate how to complete personal state and federal income tax forms. **Objective 3:** Analyze criteria for selecting a career and the impact of career choices on income and financial stability. a. Describe the correlation between income and a worker's skills, education, the value of the work to society, condition of the economy, and the supply and demand for workers. b. Develop career plan(s) that include educational requirements, skill development, and income potential.
	Objective 2.1: Identify sources of income and specific employability skills.	
	2.1.1 Identify sources of income such as wages, commissions, investments, benefits, inheritance, and gifts.	
SB 40 line 88 SB 40 line 101	2.1.2 Evaluate and compare career opportunities based on individual interests, skills, and educational requirements; value of work to society; income potential; and the supply and demand of the workforce, including unemployment.	
SB 40 line 108	2.1.3 Compare risks and rewards of entrepreneurship/self-employment.	
	2.1.4 Compare income to the cost-of-living in various geographical areas and the impact it has on purchasing power.	
SB 40 line 94	2.1.5 Understand the effects of state, local, and federal taxes and voluntary deductions on income, the difference between gross and net income, and the similarities and differences between wages and income.	
	Objective 2.2: Understand and begin preparation for career and post high school training.	
SB 40 line 88	2.2.1 Recognize and explore the correlation between education and potential lifetime income.	
SB 40 lines 71-72	2.2.2 Calculate the costs of post high school training options and analyze the return on investment (ROI) based on career choices, including understanding the cost differences between public and private, and non-profit and for profit education and training.	
SB 40 line 91	2.2.3 Identify sources of funding to assist in post high school education opportunities	
SB 40 lines 71-72	2.2.4 Understand the use and advantages of 529 plans and the benefit of planning early for paying for the cost of post-secondary education and training.	
SB 40 lines 71-72	2.2.5 Understand the process for and benefits of FAFSA completion.	
SB 40 lines 71-72	2.2.6 Utilize the FAFSA 4caster to explore the FAFSA process. Seek guidance from school counselors.	
SB 40 line 97	2.2.7 Identify components to be included on a resume and/or electronic professional profile such as appropriate contact information; educational, work, and volunteer experience; skills; certificates obtained;	

	accomplishments; interests; and references.	c. Analyze the costs and benefits of developing new skills for the workplace. d. Identify the risks and rewards of entrepreneurship/self-employment.
	2.2.8 Identify sources and strategies for and benefits of networking for finding employment whether for summer jobs or full-time career placement.	
	2.2.9 Understand basic employment forms and processes, including W-2, W-4, and I-9	
	Standard 3–Students will evaluate saving methods and investment strategies.	**STANDARD 4** **Students will understand saving, investing, and retirement planning.** **Objective 1:** Describe the value of saving in the financial planning process. a. Identify ways to save (e.g., payroll deduction). b. Analyze reasons to save. c. Explain how government regulations protect savers. **Objective 2:** Describe the value of investing and types of investments in the financial planning process. a. Identify and explain types of investment vehicles (e.g., stocks, bonds, real estate, hard assets). b. Identify strategies for investing (e.g., diversification, dollar-cost averaging). c. Compare long-term and short-term investments. d. Explain how government regulations can protect investors. e. Compare various sources of investment information (e.g., prospectuses, annual reports, financial publications, online information) and ways to buy/sell investments (e.g., full service and discount brokers, investment advisors, online brokers). **Objective 3:** Compare savings and investments. a. Compare the risk, return, liquidity, and costs for savings and investments. b. Explain the effects of inflation on savings and investments. c. Describe the concept of the time value of money. d. Analyze the relationship between risk and return.
	Objective 3.1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.	
SB 40 line 102	3.1.1 Explain the role of the Federal Reserve, the Federal Deposit Insurance Corporation (FDIC) and the national Credit Union Administration (NCUA)	
SB 40 line 102	3.1.2 Compare the roles of financial institutions and their services such as banks, credit unions, investment or brokerage firms, insurance companies, loan agencies.	
SB 40 line 73, lines 86 - 87	3.1.3 Demonstrate how to manage checking/debit and saving accounts, both manually and/or electronically, including reconciliation.	
SB 40 line 73, lines 86 - 87	3.1.4 Describe available consumer banking technologies.	
	Objective 3.2: Discuss the dynamics of saving and investing.	
	3.2.1 Explain how Paying Yourself First (PYF) early and often influences positive progress towards long-term, financial goals.	
	3.2.2 Identify and understand basic saving options such as savings accounts and Certificates of Deposit. Understand that savings are designed to preserve principal.	
	3.2.3 Identify and understand investment options, including retirement planning, long and short term investments, and dividend re-investment plans. Understand that investment puts principal at risk.	
SB 40 line 90	3.2.4 Identify types of long-term retirement investments, such as IRA, Roth IRA, 401(k), and 403(b)).	
SB 40 lines 85, 90	3.2.5 Demonstrate the time value of money (TVM) principles by using the rule of 72 and by manipulating the five variables used in basic TVM calculations.	
SB 40 line 90	3.2.7 Discuss the long term investment potential associated with the stock market focusing on fundamentals such as diversification, risk/reward, and investor behavior.	
	3.2.8 Identify and define the types of financial risks, including inflation, deflation, and recession	

		e. Describe appropriate financial products for different financial goals (e.g., savings accounts, stocks). **Objective 4:** Analyze financial preparation for retirement. a. Relate financial resources needed for specific retirement activities and lifestyles. b. Compare the characteristics of retirement plans (e.g., individual, employer-sponsored, Social Security). c. Evaluate the role of individual responsibility in planning for retirement. d. Analyze the power of compound interest and the importance of starting early in implementing a financial plan for retirement.
SB 40 line 93	**Objective 3.3: Understand the role of risk management in asset protection.**	**STANDARD 3** **Objective 5:** Discuss the purposes of insurance and risk management. a. Identify common types of insurance (e.g., automobile, health, homeowner's, renter's, life, long-term disability) and their terminology (e.g., term, whole life, deductible, premium, grace period). b. Describe how insurance and other risk-management strategies protect against financial loss. c. Discuss insurance needs at various life stages. d. Identify the importance of estate planning (e.g., wills, trusts). e. Discuss the consequences of being under-insured.
	3.3.1 Discuss the purposes of insurance/risk management	
	3.3.2 Define common insurance options and their purposes such as automobile, health, home owner/renters, whole/term life, long-term care and disability.	
	3.3.3 Define terms of a basic insurance policy such as contract, limits of coverage, deductible, premium, grace period, and life time limit.	
	3.3.4 Discuss insurance needs at different stages of life.	
	3.3.5 Understand identification and designation of beneficiaries	
	Standard 4: Students will understand principles of personal money management, including budgeting, managing accounts, and the role of credit and impacts on personal finance.	**STANDARD 3** **Students will understand principles of money management.** **Objective 1:** Describe the role of planning and maintaining a balanced budget. a. Develop, monitor, and evaluate a personal budget. b. Discuss opportunity costs and trade-offs in budget implementation.
	Objective 4.1: Identify and explain the process of budgeting based on calculated income.	
SB 40 line 84	4.1.1 Develop a budget.	
	4.1.2 Identify and prioritize fixed, variable and periodic budget categories.	
SB 40 line 90, line 95	4.1.3 Emphasize the importance of proactive budget priorities such as pay yourself first, emergency/opportunity fund, and charitable or other	

	voluntary contributions.	c. Identify and discuss the social and personal consequences of not following a budget. d. Compare and evaluate various tools available for keeping track of budgets (e.g., envelope systems, computer programs, and paper tracking). e. Demonstrate knowledge of financial transactions, checking and savings accounts, and associated financial services. f. Demonstrate how to manage a checking account. g. Evaluate the impact of major purchases on budgeting (e.g., automobile, housing). **Objective 2:** Understand credit uses and costs. a. Discuss the history and role of credit. b. List basic types of credit (e.g., credit cards, installment loans, service credit, revolving credit, student loans). c. Describe the risks and responsibilities associated with using credit. d. Identify methods of establishing and maintaining a good credit rating. e. Explain the purpose of co-signers and collateral when applying for a loan. f. Identify warning signs of credit abuse (e.g., late fees, missed payments, collection notices, bounced checks) and ways to correct credit problems. g. Calculate and compare costs associated with the use of credit (e.g., finance charges, interest, late fees, default rates, closing costs). h. Calculate how long it takes to repay debt and the total costs when a borrower makes minimum payments. **Objective 3:** Describe the impact of credit on money management. a. Compare the advantages and disadvantages of different payment methods. b. Compare the services of various types of financial institution (e.g., banks, credit unions,
SB 40 line 95	4.1.4 Discuss the pros and cons of charitable giving	
SB 40 line 95	4.1.5 List ways and examples of charitable giving	
SB 40 line 84	4.1.6 Compare tools for tracking of a budget and expenditures such as envelope system, paper tracking, and online or software options	
	4.1.7 Emphasize the importance of comparison shopping, buying strategies, negotiation, and sales and marketing strategies in purchasing.	
SB 40 line 89	4.1.8 Identify the process, rights and responsibilities relating to renting, leasing, and purchasing a home.	
	4.1.9 Identify the process, rights and responsibilities relating to renting, leasing, and purchasing a vehicle.	
SB 40 lines 90 – 91	4.1.10 Understand the similarities and differences between "principal" and "interest" on an amortization schedule.	
	4.1.11 Explain the purpose of co-signers and collateral when applying for a loan.	
	Objective 4.2: Describe and discuss the impact of credit and debt on personal money management.	
	4.2.1 Discuss the purpose and role of credit and explain the value of building and maintaining a healthy credit rating, including elements of creditworthiness: character, capacity, capital, collateral, and conditions.	
SB 40 lines 91 – 92	4.2.2 Explore and discuss the pros and cons of basic types of credit such as secured vs. unsecured credit, credit cards, installment loans, revolving credit, student loans and predatory lenders.	
SB 40 line 91	4.2.3 Describe the risks and responsibilities associated with using credit such as late fees, finance charges, default rates, interest, and closing costs.	
	4.2.4 Understand principal and interest calculations	
SB 40 line 91	4.2.5 Calculate how long it takes to repay debt making minimum payments on installment loans and revolving accounts.	
SB 40 line 91	4.2.6 Locate and use on-line calculators to determine principal and interest aggregate monthly for long-term debt such as mortgages, vehicles, personal loans and credit cards.	
SB 40 line 91 – 92	4.2.7 Evaluate the costs and risks of payday and predatory lending.	
SB 40 line 99	4.2.8 Describe the personal and societal effects of bankruptcy and identify circumstances that lead to bankruptcy such as uninsured medical costs, family break-up, or loss of job.	
	Objective 4.3: Explain and understand credit reports and scores.	
	4.3.1 Identify the three major credit bureaus.	
SB 40 line 73	4.3.2 Understand the legal right to a free annual credit report (AnnualCreditReport.com).	

SB 40 line 73	4.3.3 Evaluate and identify components of a credit report; including derogatory remarks, and the warning signs of credit abuse such as late fees, missed payments, collection notices and bounced checks.	investment brokers, loan agencies) and identify advantages of comparison shopping before selecting financial services. c. Describe the relationship between a credit rating, the cost of credit, and factors that affect credit worthiness. d. Explain the value of credit reports and scores to borrowers and lenders. **Objective 4:** Describe the rights and responsibilities of buyers and sellers under consumer protection laws. a. Explain the purposes and features of consumer protection laws, agencies, and sources of assistance. b. Describe ways to avoid "identity theft" and fraud (e.g., keep Social Security numbers secure, properly dispose of outdated documents). c. Explain the importance of understanding financial contracts (e.g., disclosure information, grace period, payment penalties, method of interest calculation). d. List possible actions a consumer can take in response to excessive debt and collection practices (e.g., sell assets, negotiate a repayment schedule). e. Describe ways to avoid financial scams and schemes designed to defraud consumers (e.g., Ponzi and pyramid schemes, affinity fraud).
	4.3.4 Explain the potential consequences of checking account mismanagement, such as non-sufficient funds (NSF) handling, overdraft processing and the role of ChexSystems.	
SB 40 line 102	**Objective 4.4: Define rights and responsibilities of buyers and sellers under consumer protection laws**	
	4.4.1 Understand financial contracts tied to consumer purchases such as cell phone, cable or satellite plans and membership fees.	
SB 40 lines 91 – 92	4.4.2 Discuss the negative impacts of predatory and pay-day lending practices.	
SB 40 line 97	4.4.3 Identify ways to avoid "identity theft" and fraud such as securing sensitive financial data, using care when participating in online commerce, avoiding phishing and pharming, and properly disposing of sensitive documents.	
	4.4.4 Understand how to recover from Fraud and Identity theft	
SB 40 line 97	4.4.5 Discuss ways to avoid financial schemes such ponzi schemes and other questionable and illegal practices.	
SB 40 line 98	4.4.6 Describe the negative consequences of gambling and playing the lottery.	
	4.4.7 Identify the pros and cons of online commerce, including how to conduct transactions safely.	
	Objective 4.5: Understand the role of government in protecting the consumer	
	4.5.1 Explain the purposes and features of consumer protection laws.	
	4.5.2 Identify federal and state entities that exist to protect consumers from forms of fraud and abuse.	

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Sydnee Dickson
Deputy Superintendent

DATE: October 8-9, 2015

ACTION: Child Sexual Abuse Prevention Instructional Materials

---

Background: House Bill 286 *Child Sexual Abuse Prevention* was passed in the 2014 Legislative Session and is scheduled to be fully implemented in elementary schools in 2016-17. The law:

- Requires that the Board, in partnership with the Department of Human Services, approve instructional materials for child sexual abuse prevention.
- Requires local education agencies (LEAs) to use the instructional materials approved by the Board to provide child sexual abuse prevention and awareness training and instruction of school personnel and the parents/guardians of elementary school students.
- Provides that a school district or charter school may provide child sexual abuse prevention and awareness instruction to elementary school students, subject to certain requirements.

In June, the Board approved minimum guidelines for instructional materials for child sexual abuse prevention. Those guidelines were developed with help from multiple state agencies, prevention advocates, and other experts in the field.

Key Points: Staff will provide updates from the workgroup around potential providers of instructional material on child sexual abuse prevention and recommend a list of potential providers for approval.

Anticipated Action: The Standards and Assessment Committee will consider approving the list of potential providers for child sexual abuse prevention instructional materials and forward a recommendation to the Board for approval.

Contact: Sydnee Dickson, 801-538-7515
Lillian Tsosie-Jensen, 801-538-7962
Carol Anderson, 801-538-7727
Emilie Wheeler, 801-707-8421

Utah STATE OFFICE of Education

Report to Utah State Board of Education

Update on Implementation of HB286,
Child Sexual Abuse Prevention
(2014 Legislative Session)

October 2015

Report prepared by:

Sydnee Dickson, Deputy Superintendent
Lillian Tsosie-Jensen, Specialist
Carol Anderson, Specialist
Emilie Wheeler, Communications

Background:

House Bill 286, scheduled to be fully implemented in schools in 2016, requires the following actions:

- Requires that the Board, in partnership with the Department of Human Services, approve instructional materials for child sexual abuse prevention.
- Requires local education agencies (LEAs) to use the instructional materials approved by the Board to provide child sexual abuse prevention and awareness training and instruction of school personnel and the parents/guardians of elementary school students.
- Provides that a school district or charter school may provide child sexual abuse prevention and awareness instruction to elementary school students, subject to certain requirements.

Updated Timeline:

- June 2015, Utah State Board of Education approved the guidelines for instructional materials for child sexual abuse prevention.
- September 2015, an instructional material review committee heard presentations from 8 potential providers of instruction materials. Potential providers of instructional gave a 1-hour presentation on any or all of the child sexual abuse prevention curriculum areas: 1) elementary students; 2) school personnel; and 3) parents/guardians of elementary students. Seven committee members utilized a scoring rubric to evaluate each potential provider applying the board of education approved minimums. Scores were then averaged and converted into a percentage.
- Spring 2016, the review committee will reconvene for evaluation of instructional materials from providers not seen prior, and/or providers with updates to programs.
- Fall 2016, LEAs implement HB286 using approved providers.

Recommendations and Considerations from the Review Committee:

- **Youth**: Four of the 8 providers had instructional materials ready to evaluate applying the board approved minimums. Two of the 8 providers have plans to update materials for future use of their own instructional materials.
  - The committee found one provider, Lauren's Kids, meets 90% of the board approved minimums. The instructional materials are quality evidence-base materials for grades K-6, middle school, and high school students. The review committee recommends this program and instructional materials without reservation for LEA use to fulfill HB286 requirements for youth curriculum.
  - Other findings from the committee's evaluation are as follows: Prevent Child Abuse Utah have quality, free, instructional materials but only meet 67% of the board approved minimums. The recommendation of the committee is to have Prevent Child Abuse Utah work towards meeting the board approved minimums for LEAs to use in FY16.
  - ChildHelp meets 61% of the board approved minimums. The committee recommends to LEAs to supplement this curriculum to meet the minimums.
  - RADKids is an excellent one time use program for physical protection. However, the program only meets 51% of the board approved minimums. The recommendation of the committee for LEAs using this program is to use the program as an add-on to other instructional materials that meet the board approved minimums.
  - Last, the committee would suggest for the 2 providers with projected instructional materials for youth is to have the providers work on the instructional material and be re-evaluated in spring 2016 applying the board approved minimums.

- **Youth Serving Adults**: Two of the 8 providers had instructional materials ready to evaluate applying the board approved minimums.
  - Darkness to Light meets 95% of the board approved minimums. The review committee recommends this program and instructional materials without reservation for LEA use to fulfill HB286 requirements for youth serving adults.
  - Prevent Child Abuse Utah have quality, free, instructional materials but only meet 74% of the board approved minimums in this area. The recommendation of the committee is to have Prevent Child Abuse Utah work towards meeting the board approved minimums for LEAs to use in FY16.

- **Parents & Guardians:** Two of the 8 providers had instructional materials ready to evaluate applying the board approved minimums.
  - Darkness to Light meets 96% of the board approved minimums. The review committee recommends this program and instructional materials without reservation for LEA use to fulfill HB286 requirements for parents and guardians.
  - Prevent Child Abuse Utah have quality, free, instructional materials but only meet 67% of the board approved minimums. The recommendation of the committee is to have Prevent Child Abuse Utah work towards meeting the board approved minimums for LEAs to use in FY16.

- **Other Considerations:**
  - The Family Place, and the Family Support and Treatment Center and nonprofit groups currently operating in Cache County and Utah County. While their presentations were informative, the review committee feels both groups need more feedback prior to being able to score and potentially approve them as providers. It is anticipated they will return in spring 2016 for evaluation and possibly be approved for 1 to 3 areas of training. Last, Brigham Young University professor, Lane Fischer presented informed research and on the option of developing a curriculum.

<u>List of Committee Approved Providers based on State School Board of Education Approved Minimums:</u>

- **Youth:**
  - Lauren's Kids,
  - Prevent Child Abuse Utah with addendums
- **Youth Serving Adults:**
  - Darkness to Light
  - Prevent Child Abuse Utah with addendums
- **Parents & Guardians:**
  - Darkness to Light
  - Prevent Child Abuse Utah with addendums

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Marty Kelly
Alternative and Adult Education Coordinator

DATE: October 8-9, 2015

INFORMATION: Suicide Prevention Report

Background: H.B. 154 (2013) and H.B. 23 (2014) require an annual report from the USOE to the Education Interim Committee regarding the progress of school district and charter school suicide prevention programs and the Board's coordination efforts with the Department of Health and state suicide prevention coordinator.

Key Points: Through coordinated collaboration efforts between the USOE, the Department of Health and Human Services and the state suicide prevention coordinator, LEAs shall jointly implement a youth suicide prevention program in the secondary grades. Suicide prevention programs shall include three components: 1) Prevention of youth suicides; 2) youth suicide intervention; and 3) postvention for families, students and faculty.

Further, in collaboration, the agencies shall establish and provided the LEAs model youth program information, program training and resources supporting the three required components. Additionally, LEAs under certain circumstances are allowed to ask students questions regarding the student's suicidal thoughts, physical self-harming behavior or thoughts of harming others for purposes of referring the student to appropriate prevention services and informing the student's parents.

Finally, each LEA shall develop a policy related to school employee intervention measures. The report will outline progress underway in implementing the required components and the Board's coordinated efforts with the Department of Health and the State Suicide Coordinator.

Anticipated Action: The Standards and Assessment Committee will receive the 2015 updated legislative report on Suicide Prevention Programs.

Contact: Marty Kelly, 801-538-7824
Thalea Longhurst, 801-538-7889
Sydnee Dickson, 801-538-7515

Suicide Prevention Amendments

H.B. 364 (2015)

Report of FY15

Prepared by the

Utah State Office of Education
Career and Technical Education

October 8-9, 2015

Cathy Davis, Specialist, Suicide Prevention
Cathy.davis@schools.utah.gov

Thalea Longhurst, Director, Career and Technical Education
Thalea.longhurst@schools.utah.gov

Sydnee Dickson, Deputy Superintendent
Sydnee.dickson@schools.utah.gov

Utah Suicide Prevention Program Report

Minimum School Program Title: Utah Suicide Prevention Program
USOE Section Reporting: Career and Technical Education
Authorization: 53A-15-1301

Introduction and Incidence

Youth suicide is a serious public health issue and it has increased in recent years. On average, 37 youth in Utah die by suicide and 942 youth are treated for a suicide attempt each year. Two youth, ages 10-17, are treated for suicide attempts every day in Utah. According to the 2015 Utah Youth Risk Behavior Survey, during the past 12 months before the survey, 22.7% of youth grades 6-12 reported feeling sad or hopeless for 2 weeks or more, 14.4% of youth grades 6-12 reported seriously considering suicide, 6.7% of youth grades 6-12 attempted suicide one or more times and 13.9% of youth surveyed report harming themselves without the intention of dying. The suicide rate for youth ages 10-17 was significantly higher than the national rate in 2012 and 2013. In 2013, Utah ranked 3rd in the nation for suicides ages 10-17. Suicide was the leading cause of death for Utah youth, ages 10-17, in 2013. Efforts are underway to reverse this alarming trend.

During the 2015 legislative session, H.B. 364, *Suicide Prevention* amended provisions related to suicide prevention. The Utah State Board of Education and Utah Division of Substance Abuse and Mental Health have been tasked to collaborate on suicide prevention efforts and report to the Education Interim Committee. Amendments are as follows:

Utah Code Section 53A-15-1301

"(7) (a) The board shall provide a written report, and shall orally report to the Legislature's Education Interim Committee, by the October 2015 meeting, jointly with the State Office of Education suicide prevention coordinator and the state suicide prevention coordinator, on:

- *(i) the progress of school district and charter school youth suicide prevention programs, including rates of participation by school districts, charter schools, and students;*
- *(ii) the board's coordination efforts with the Department of Health and the state suicide prevention coordinator[-]*
- *(iii) the State Office of Education suicide prevention coordinator's model program for training and resources related to youth suicide prevention, intervention, and postvention;*
- *(iv) data measuring the effectiveness of youth suicide programs;*
- *(v) funds appropriated to each school district and charter school for youth suicide prevention programs; and*
- *(vi) five-year trends of youth suicides per school, school district, and charter school."*

Risk and Protective Factors

- In one Utah school, higher rates of suicide ideation (thinking about suicide, having suicidal thoughts, or considering attempting suicide) were reported among students who were tenth graders, living with adults who had not graduated from high school, bullied more than once in the past year, and heavy electronics users.
- Students who have been bullied both at school and electronically were at especially high risk, being 5.8 times more likely to consider suicide.
- The leading cause (means) of suicide death among 10-17 year olds is suffocation (generally hanging), followed closely by firearms. In fact, firearm deaths exceeded the suffocation deaths in 2012 and 2013, but not by a statistically significant degree.
- Suicide ideation-thinking about suicide, having suicidal thoughts, or considering attempting suicide—is a risk factor for suicide. Compilation of the Utah Prevention Needs Assessment data for 2011, 2013, and 2015 reveals an increase in youth suicide ideation across all grades surveyed (6th, 8th, 10th, and 12th).
- Males are significantly more likely to die by suicide compared to females in this age group, and the rate is significantly higher among the 15-17 age group compared to 10-14 age group.
- A lower risk of suicide ideation was found among students who regularly ate meals with their family.
- Even among those who had experienced an episode of depressive symptoms in the previous year, students reporting regular family mealtimes were still less likely to have considered suicide in the past year.
- Students who had a positive family environment were less likely to report suicide ideation. Positive family factors include: feeling their parents considered their input in making family decisions, that they had opportunities to do fun things together as a family, and that they felt they could ask their parents for help when they had a personal problem.

Additional Data:

- In the calendar year 2014, 34 Utah youth ages 10-17 died by suicide.
- In FY15, (July 1, 2014-June 30, 2015), 50 youth ages 10-18 died by suicide.
- 14 LEAs and 4 Charter Schools were impacted by youth suicide in FY15.

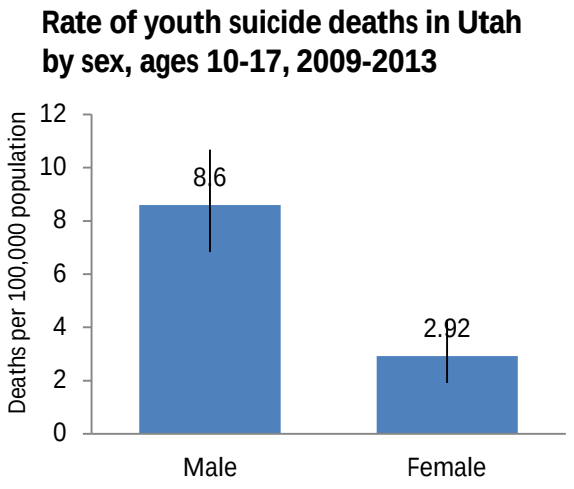
Sources:

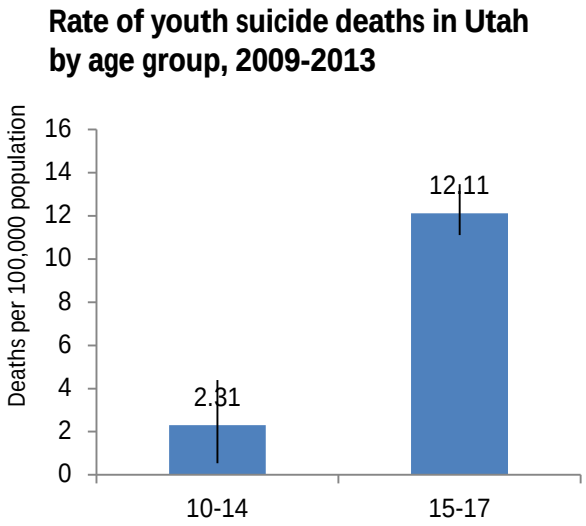
Utah Death Certificate Database, Office of Vital Records and Statistics, Utah Department of Health. Query date: 4 September 2015.

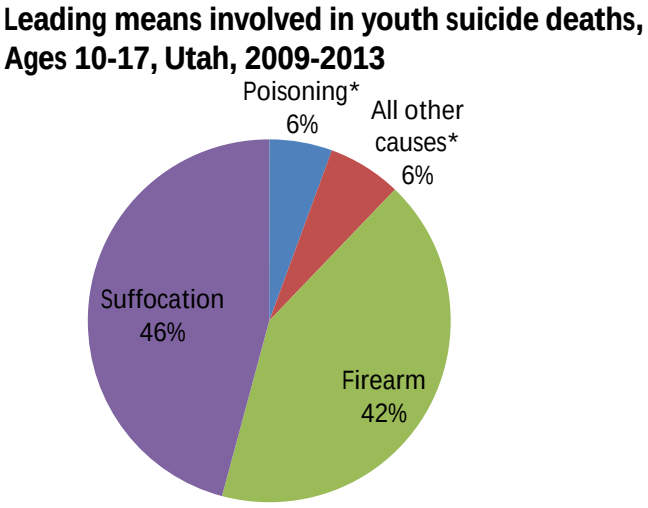
CDC WISQARS: Web-based Injury Statistics Query and Reporting System

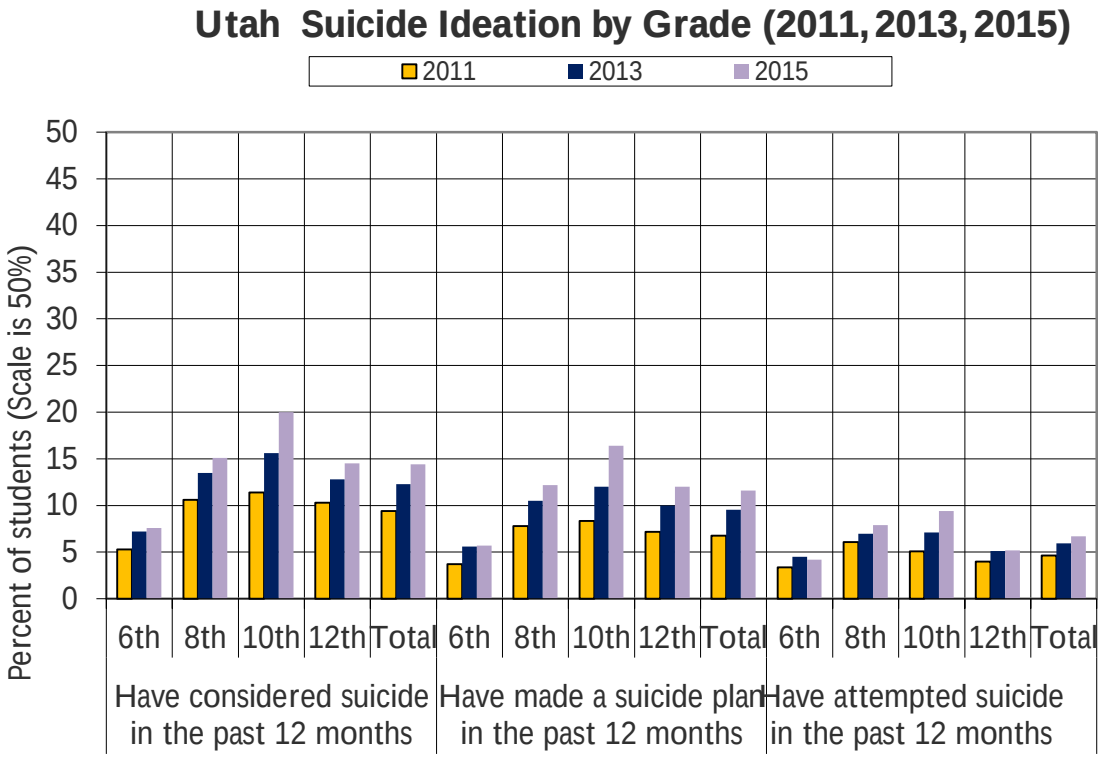
Utah Department of Health. Utah Health Status Update: Risk and Protective Factors for Youth Suicide. February 2015. Link: http://health.utah.gov/opha/publications/hsu/1502_Suicide.pdf

2015 Prevention Needs Assessment Survey Results. Link:
http://dsamh.utah.gov/pdf/sharp/2015/2015%20State%20of%20Utah%20Profile%20Report.pdf








Utah Suicide Ideation by Grade (2011, 2013, 2015)
2011
2013
2015
Percent of students (Scale is 50%)
50
45
40
35
30
25
20
15
10
5
0
6th
8th
10th
12th
Total
Have considered suicide in the past 12 months
Have made a suicide plan in the past 12 months
Have attempted suicide in the past 12 months

Utah State Office of Education Key Deliverables

FY15

- **Administered funding allocations** outlined in H.B. 329, Programs for Youth Protection. $140,550 of the $159,000 was awarded to 54 LEAs.
- **Established baseline data collection** for effectiveness of school based youth suicide prevention programs.
- **Provided technical support** to 54 grantees during the 2014-2015 school year.
- **Provided practical guidance** to LEAs through book study (purchased 500 books) on developing and implementing effective suicide prevention, intervention and postvention strategies. Books to be distributed to 41 LEAs and Charters during FY16.
- **Participated in statewide collaborative suicide prevention coalitions** including, the Utah Suicide Prevention Executive Committee, Utah Community Suicide Prevention Coalition, Utah Child Fatality Review Committee, Utah School Counselors Association, and Utah Prevention Advisory Committee.
- **Provided School Safety and Crisis Team Training** on PREPaRE; an evidenced based professional development model for school safety and crisis teams. Statewide trainings were provided during the course of the year for following personnel:
    - Statewide prevention specialists, student services directors, and counselors
    - Trainer of Trainers (16) to build capacity in ongoing model throughout state
    - School staff members from various schools trained in level 1 curriculum
    - Canyons School District counselors, school psychologists, and social workers trained in advanced program.
- **Provided ongoing and as-needed technical support** to 24 LEAs and 10 Charter Schools on site specific issues.
- **Provided on-site professional development** to 10 LEAs (Beaver, Box Elder, Canyons, Davis, Granite, North SanPete, Ogden, Salt Lake, South SanPete and Tooele) in suicide prevention practices.
- **Created Youth Suicide Prevention blog**, http://my.uen.org/279614 to provide resources, legislative updates, calendar of events, and research in the field of youth suicide prevention, intervention and postvention.
- **Assisted in evaluating the Utah Parent Seminar Policy** with technical support provided by the (Centers for Disease Control and Prevention) CDC and the Safe States Alliance during FY15. (The Parent Seminar on Youth Protections Utah Evaluation Plan is included in this legislative report).

FY16

- **Co-facilitated *Preventing and Responding to Student Suicide: Promising Strategies for Schools Conference***, September 10, 2015, Red Lion Hotel. Collaborative effort between Regional Education Laboratories West (REL West)/West Ed. and the Utah State Office of Education. Participants included 246 Utah counselors, school-based mental health providers, administrators, and prevention specialists. The goals of the conference were to increase awareness about youth suicide and self-injury, learn from experts about suicide prevention, intervention, and postvention best practices; and promote safety and well-being for all students.

- **Providing nine regional seminars for student supports** throughout the year to provide training to mental health agencies, special education teachers, school counselors, student services directors, adult education, youth in custody leaders, administrators, and substance abuse coordinators.

Parent Seminars on Youth Protection

H.B. 298 Parent Seminar on Youth Protection (2013) requires the State Board of Education and school districts to implement a parent seminar on issues related to youth protection with the following stipulations:

- *Requires school districts to offer an annual seminar to parents with information on substance abuse, bullying, mental health, and Internet safety;*
- *Requires the State board of Education to:*
    - *Develop a curriculum and provide it to requesting school districts; and*
    - *Report on the program to the Education Interim Committee*
- *Requires a school district to notify charter schools located within the schools district's boundaries of the parent seminar; and*
- *Allows a school district to opt out of providing the parent seminar if the local school board determines the seminar is not needed in its district*.

An evaluation is being conducted to determine if the parent seminars are effective in increasing a parent's awareness and knowledge of youth protections in order to reduce suicide, bullying (including digital bullying), substance abuse, and internet safety habits.

Procedures are in place to track the number of parent seminars and attendees. In addition, there is a concerted effort to work on parent and community engagement to increase awareness and participation at seminars. Getting the community engaged in this issue and then assessing impact based on improvement in participant knowledge, attitudes, and beliefs surrounding mental health and suicide through are intended outcomes of this initiative.

Deliverables to date:

- Parent seminar curriculum and training to implement the parent seminars developed for school district personnel.
- August, 2013, a statewide training was held for representatives from each district and charter school on the Parent Seminar on Youth Protection.
- To date, no school districts have opted out of the provision to provide the parent seminars.
- Preliminary evaluation has been conducted to assess the effectiveness of the parent seminars.
- Co-facilitated a workforce pre-seminar survey to measure readiness of school personnel in responding to suicide or mental illness. This survey showed that school personnel were not comfortable providing prevention services or interventions to youth experiencing suicidal ideation or other mental health crises.

- Suicide prevention trainings, such as Question, Persuade, and Refer (QPR), were offered to school personnel throughout Utah to assist them in responding to suicide and mental health related crises.
- Survey data indicated a count of 57 parent seminars held by LEAs with a total of 6,200 parents attending. (According to the 2014-2015 USOE Comprehensive Prevention Program Survey).

Two surveys were administered during FY15 to make a recommendation of whether to continue the parent seminar program as mandated. The **2014-15 USOE Comprehensive Prevention Program Survey** was conducted Spring, 2015. **The Parent Seminars on Youth Protection Survey** was conducted June 11, 2015 at the Comprehensive Counseling and Guidance: K-12 Programs/Alternative Services/Adult Education CTAE Summer Conference.

2014-2015 USOE Comprehensive Prevention Program Survey

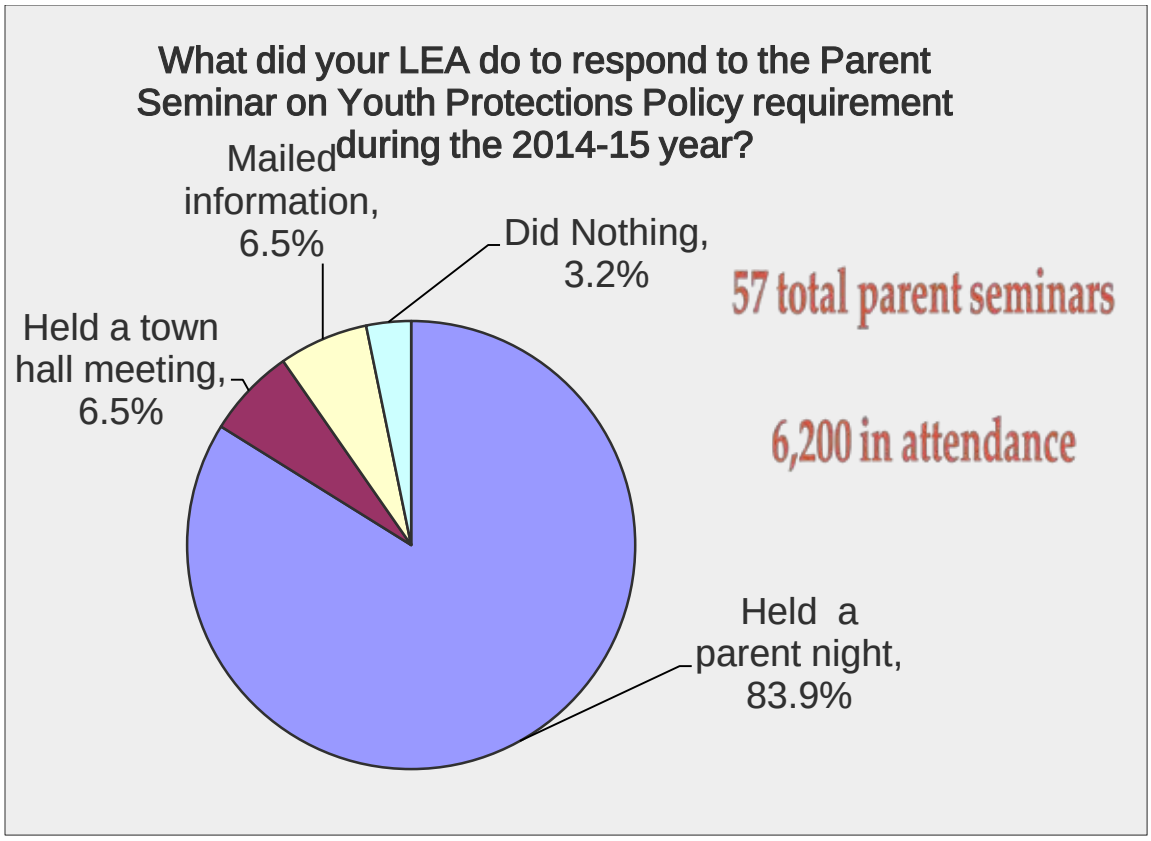
1. A Comprehensive Prevention Plan Survey was administered by the Utah State Office of Education to each school district or charter school in the state. The survey was designed to be completed by an individual in the district who knows the most about the district or charter school's prevention programs and how they were implemented during the 2014-2015 school year. 31 out of 41 LEAs were represented by the survey.

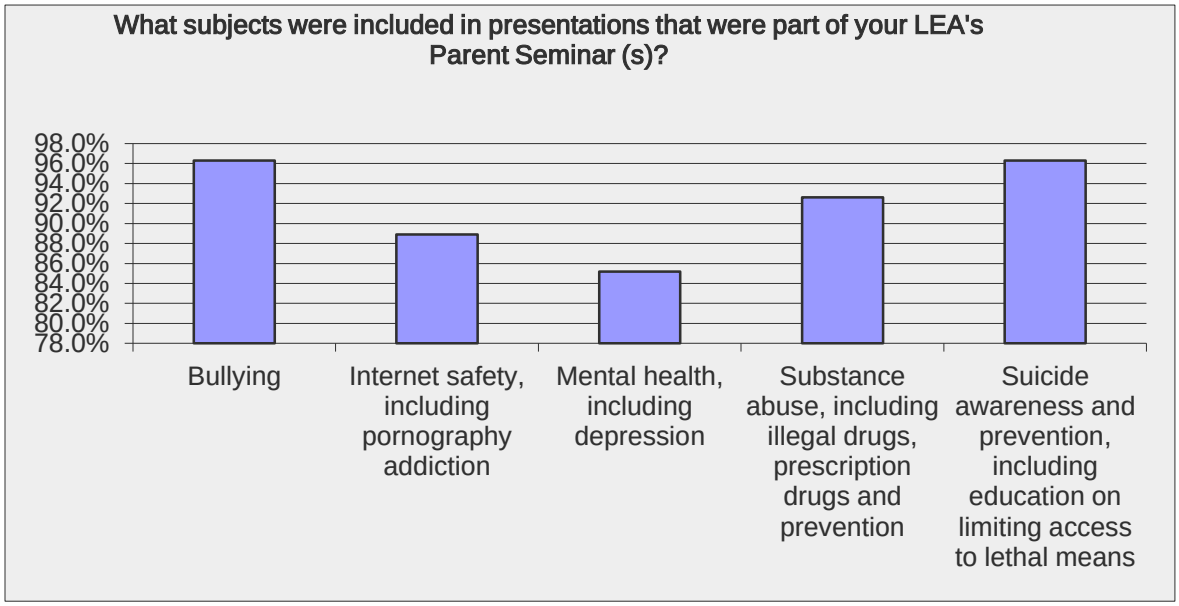
Survey Results

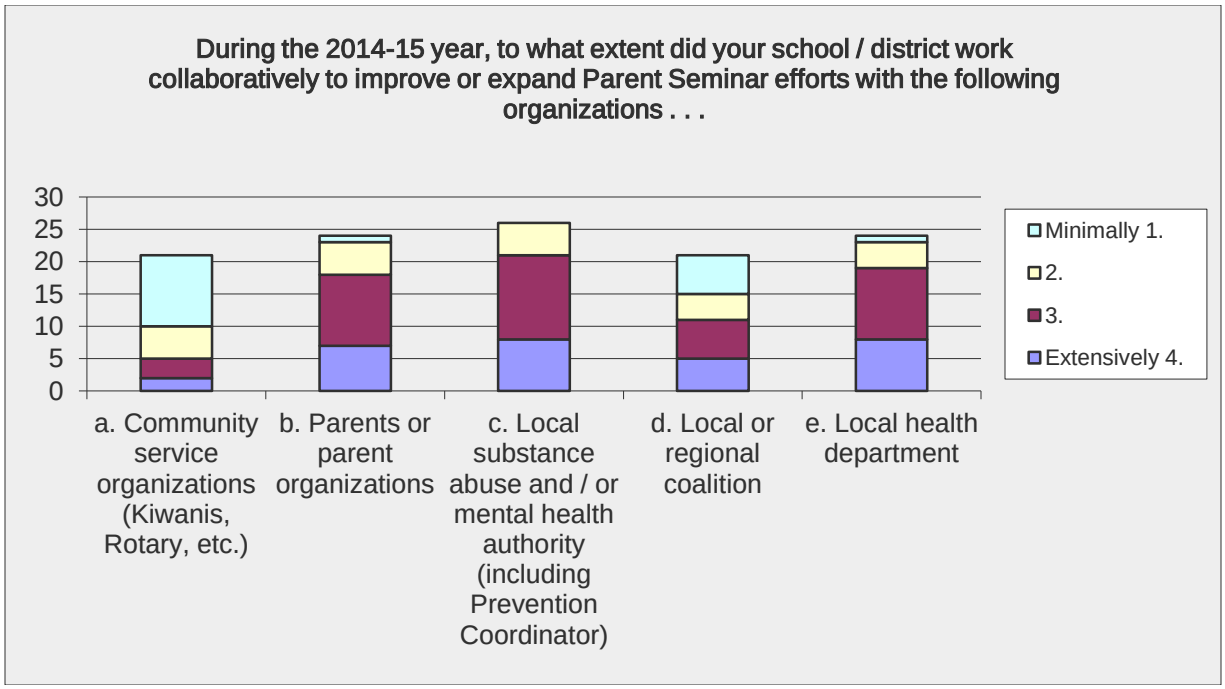
2014-15 USOE Comprehensive Prevention Program Survey

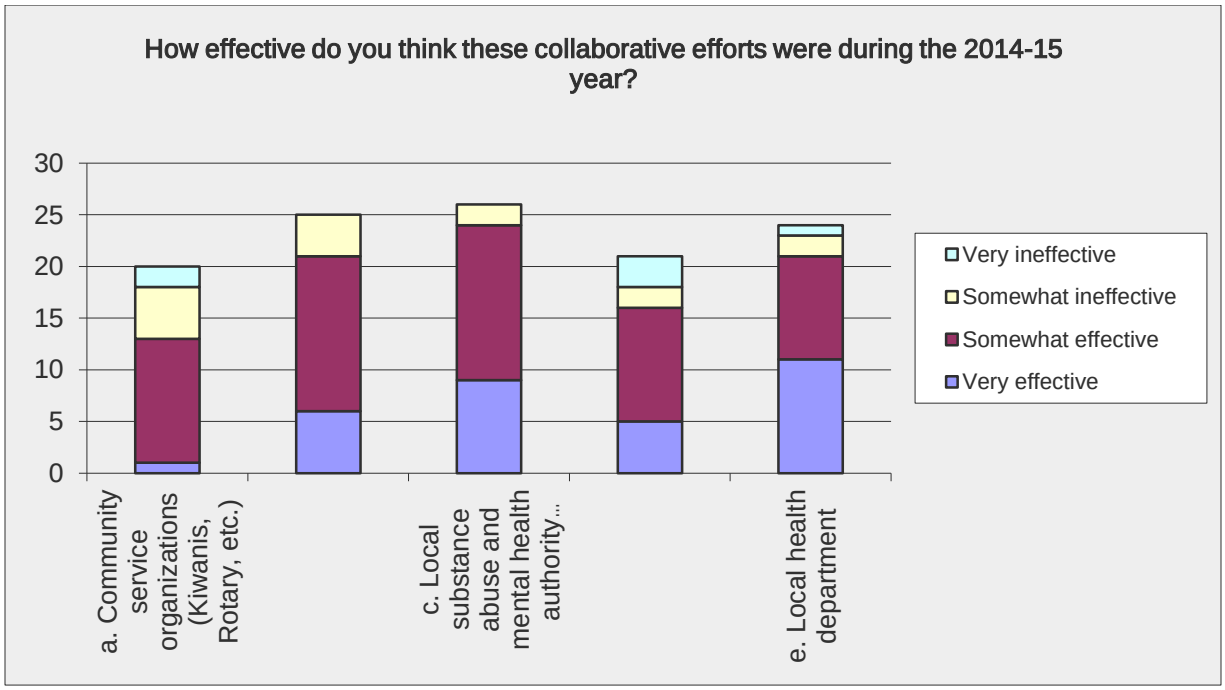
During the 2014 legislative session, H.B. 329, "Programs For Youth Protection" passed. This legislation requires that "a school district shall annually offer one parent seminar for each 11,000 students enrolled in the district that includes information on: substance abuse, including illegal drugs and prescription drugs and prevention; bullying; mental health, depression, suicide awareness and suicide prevention, including education on limiting access to fatal means and internet safety, including pornography addiction." What did your LEA do to respond to this new requirement during the 2014-15 year?

Answer Options	Response Percent	Response Count
Did nothing	3.6%	1
Held a parent night	85.7%	24
Held a town hall meeting	3.6%	1
Mailed information to each student's home	7.1%	2
Opted out	0.0%	0
Other (please specify)		4
	answered question	**28**
	skipped question	**17**


What did your LEA do to respond to the Parent Seminar on Youth Protections Policy requirement during the 2014-15 year?
Mailed information, 6.5%
Did Nothing, 3.2%
Held a town hall meeting, 6.5%
Held a parent night, 83.9%
57 total parent seminars
6,200 in attendance


What subjects were included in presentations that were part of your LEA's Parent Seminar (s)?
98.0%
96.0%
94.0%
92.0%
90.0%
88.0%
86.0%
84.0%
82.0%
80.0%
78.0%
Bullying
Internet safety, including pornography addiction
Mental health, including depression
Substance abuse, including illegal drugs, prescription drugs and prevention
Suicide awareness and prevention, including education on limiting access to lethal means


During the 2014-15 year, to what extent did your school / district work collaboratively to improve or expand Parent Seminar efforts with the following organizations . . .
30
25
20
15
10
5
0
a. Community service organizations (Kiwanis, Rotary, etc.)
b. Parents or parent organizations
c. Local substance abuse and / or mental health authority (including Prevention Coordinator)
d. Local or regional coalition
e. Local health department
Minimally 1.
2.
3.
Extensively 4.


How effective do you think these collaborative efforts were during the 2014-15 year?
30
25
20
15
10
5
0
a. Community service organizations (Kiwanis, Rotary, etc.)
c. Local substance abuse and mental health authority...
e. Local health department
Very ineffective
Somewhat ineffective
Somewhat effective
Very effective

Parent Seminars on Youth Protection Survey
The Comprehensive Counseling and Guidance: K-12 Programs/Alternative Services/Adult Education CTAE Summer Conference June 10-11, 2015

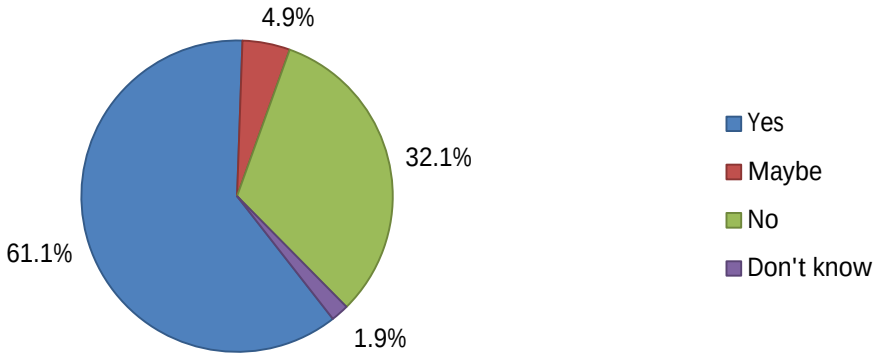
2. The Comprehensive Counseling and Guidance: K-12 Programs/Alternative Services/Adult Education CTAE Summer Conference was held June 10-11, 2015 at Wasatch High School. Approximately 1000 surveys were distributed with 174 responses to assess the respondents' understanding of the Parent Seminars on Youth Protection policy and to identify recommendations for improvement.

Survey Results

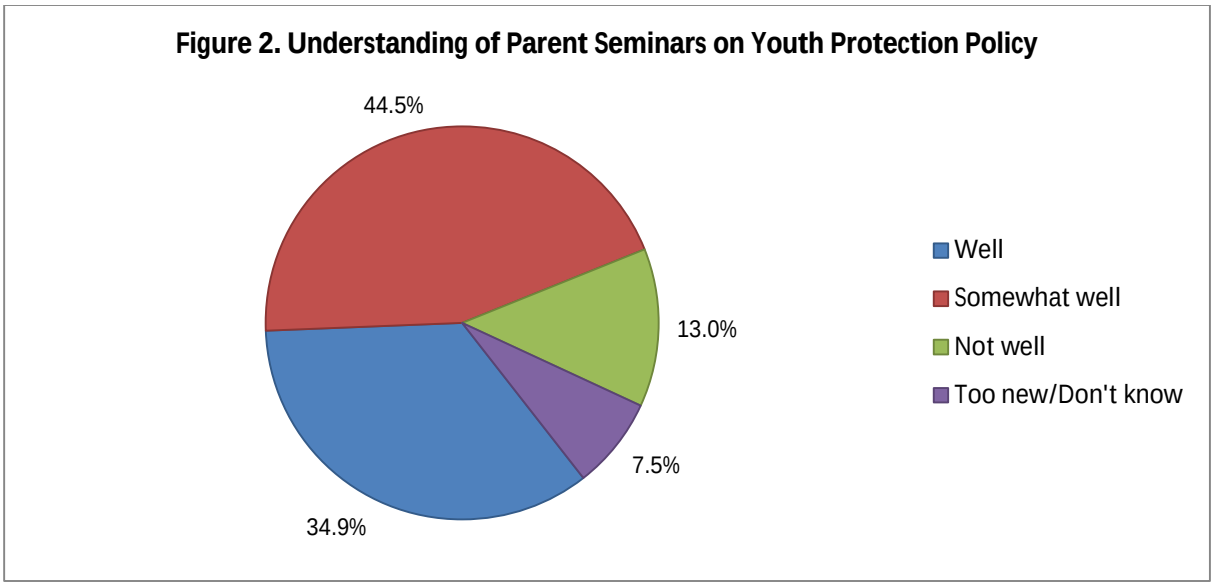
- A total of 174 surveys were completed, providing a response rate of 17.4%. The majority of respondents were counselors (67.9%). Others surveys reported their positions as administrators, adult educators, student services, teachers, etc.

- When asked if they felt that Parent Seminars on Youth Protection are effective, the majority said yes (61.1%), while nearly one-third said no (32.1%)

Figure 1. Effectiveness of Parent Seminars on Youth Protection Policy



- When asked how well respondents understood the Parent Seminars on Youth Protection Policy, the majority reported that they "knew it somewhat well" (44.5%), while more than one-third (34.9%) reported that they "knew it well."



Respondents had the opportunity to explain their roles in parent seminars. The majority were:

- Communication – awareness, advertising, promotion of seminars;
- Administrative Support – planning and organizing, inviting presenters, scheduling,
- Lead – key players in implementation.

- While the majority (61.1%) of respondents believe Parent Seminars on Youth Protection are effective, their understanding of the policy mandating these seminars is lacking. Over 20% of respondents ranked their understanding at "not well" or "too new/don't know".

Qualitative Data

The following qualitative data was collected with the surveys:

- *"The information was great, but parents were not interested in coming. We offered attendance credit and kids came."*
- *"Our parents are not supportive until sadly we have an issue. I love the 'prevention vs. reaction' approach, though."*
- *"It would be great as an online module for some parents who cannot attend."*
- *"Huge commitment required by district. No commitment from general public."*

Recommendations for Improvement

- Increase and improve advertising – social media blasts, public awareness, public service announcements on radio and television;
- Increase training – among new counselors, teachers, students, and parents;
- New channels for delivery – online videos, podcasts, web-based modules, view recording after the fact;

- Provide incentives – provide attendance credits for students, refreshments during seminars, scholarships, attach to graduation, childcare for parents who attend;

FY16 Goals

- Draft Utah Youth Suicide Prevention Strategic Plan in alignment with Utah's Suicide Prevention Plan 2013 and the 2012 National Strategy for Suicide Prevention: Goals and Objectives for Action.
- Conduct regional trainings for student supports.
- On-going development of resources and materials to support Parent Seminars for Youth Protection based on recommendations from the Parent Seminar policy review.
- Update teacher training curriculum for educator re-licensure suicide prevention training requirement.

Conclusion

Although the rate of youth suicides in Utah has increased among our student populations ages 10-17, efforts are underway to address this alarming issue. Schools have the ability to increase suicide awareness, increase protective factors and build resiliency in students to prevent youth suicide. The Utah State Office of Education in collaboration with The Utah Division of Substance Abuse and Mental Health and other community partners is committed to reducing Utah's rate of youth suicide through sustaining and increasing suicide prevention efforts in Utah schools.

utah department of
human services
SUBSTANCE ABUSE AND MENTAL HEALTH

State Suicide Prevention Programs

FY 2015 Report

Prepared by the

Utah Department of Human Services

Division of Substance Abuse and Mental Health

October, 2015

Doug Thomas, Director DSAMH

dothomas@utah.gov

Kimberly Myers, Suicide Prevention Coordinator

kmyers@utah.gov

Utah Suicide Prevention Program Report

Suicide is a major public health problem in Utah and a leading cause of preventable death. From 2009 to 2013, Utah's age-adjusted suicide rate was 19.4 per 100,000 persons. This is an average of 503 suicides per year. Utah has one of the highest age-adjusted suicide rates in the U.S. It was the second-leading cause of death for Utahans ages 10 to 39 years old in 2013 and the number one cause of death for youth ages 10-17. More people attempt suicide than are fatally injured. The most recent data show that 2,743 Utahans were seen in emergency departments (2012) and 1,605 Utahans were hospitalized for self-inflicted injuries (2012). One in fifteen Utah adults have had serious thoughts of suicide. According to the 2015 Student Health and Risk Prevention Survey, during the past 12 months before the survey, 14.4 % of youth grades 6-12 report seriously considering suicide, 6.7% of Utah youth grades 6-12 students attempted suicide one or more times and 13.9% of these students report harming themselves without the intention of dying.

HB 154 (2013)/HB 364 (2015) require the Utah Division of Substance Abuse and Mental Health to designate a state suicide prevention coordinator to organize suicide prevention programs and efforts statewide. It also provides $210,000 in suicide prevention program funding for FY 2015 and $191,000 in ongoing funding. The following is a brief summary of related activities.

DSAMH

The Utah Division of Substance Abuse and Mental Health(DSAMH) was created as Utah's substance abuse and mental health authority by Utah statute §62A-15-103. DSAMH is charged with ensuring a comprehensive continuum of mental health and substance use disorder services are available throughout the state. DSAMH contracts with local county governments who are statutorily designated as local substance abuse authorities (LSAAs) and local mental health authorities (LMHAs) to provide prevention, treatment, and recovery services. DSAMH provides policy direction, monitoring, and oversight to local authorities and their contracted service providers. As a state we have identified five focused state strategies one of which is reducing the rate of suicide in Utah. We are committed to becoming a Zero Suicide system of care. The following division directive indicates the commitment of zero suicide within the public mental health and substance use treatment and prevention system as overseen by the state suicide prevention coordinator:

- During FY 2015 Local Mental Health Authorities statewide will conduct a suicide prevention behavioral healthcare assessment including a comprehensive evaluation of related policies and practices related to suicide prevention, intervention, and postvention. Conduct an assessment of staff knowledge, skills, and training related to suicide prevention, intervention, and postvention. A model tool will be provided by DSAMH or another assessment tool selected by the Local Authority may be used. Complete the above and submit a written report to DSAMH by June 30, 2015.
- During FY 2016, based on assessment results, Local Authorities will develop a policy and implementation plan to establish, implement and monitor comprehensive suicide prevention

plan. A copy of the policy and implementation time line will be submitted to the DSAMH by March 1, 2016.

All of the Local Mental Health Authorities have undergone a suicide prevention behavioral healthcare assessment and submitted them to DSAMH and the state suicide prevention coordinator for review. DSAMH will provide ongoing technical assistance to help all LMHA's use the assessment to form a local strategic plan for care quality improvement.

DSAMH and all Local Mental Health Authorities have partnered to implement a statewide Medicaid Performance Improvement Project for suicide safer care within the public behavioral health care system. 2015 is a baseline data collection year with a goal of learning where the system is at in terms of screening and assessing for suicide risk and providing comprehensive safety planning interventions when someone is at risk. In 2016 targeted interventions will be implemented in order to improve quality of care over the year.

Utah Suicide Prevention Coalition:

The Utah Suicide Prevention Coalition is a partnership of community members, suicide survivors, service providers, researchers, and others dedicated to saving lives and advancing suicide prevention efforts in Utah. DSAMH has provided ongoing leadership and coordination for the coalition. This group has met monthly over the past three years and has accomplished a great deal including the revision and ongoing implementation of the Utah Suicide Prevention Plan. (see attached plan)

The Utah Suicide Prevention Coalition hosts a handful of additional committees who are dedicated to implementation of the State Suicide Prevention Plan. DSAMH provides leadership and coordination to all of the committees. Committees include the Executive Committee, Community Awareness Committee, Training and Education Committee, Epidemiology/Data Committee, Policy Committee, and the First Responder Committee.

- Executive Committee
  - Includes representation from the Division of Substance Abuse and Mental Health (DSAMH), Department of Health (DOH), State Office of Education (USOE), Division of Child and Family Services, Juvenile Justice Services, Department of Public Safety, University of Utah Healthcare, Intermountain Healthcare, National Alliance on Mental Illness-Utah, Wasatch Mental Health, Hope4Utah, Utah Navajo Health Services, and ESI Management Group.

A representation of key DSAMH/Coalition Outcomes are listed below.

- Utah Suicide Prevention Plan - revision and implementation - monthly reviews ensuring compliance and progression towards full implementation (http://utahsuicideprevention.org/images/pdf/Suicide_State_Plan_goals_obj_2.pdf)
- Regular monthly meetings since 2012
- Launched Suicide Prevention Coalition website www.utahsuicideprevention.org
- Governor Herbert Declaration of Suicide Prevention Day in Utah, May 22, 2014
- Suicide Prevention Town Hall Tool Kit
- Workforce Survey on Suicide Prevention Preparedness
- Multiple and ongoing suicide prevention, intervention, and postvention training

- Adoption of universal screening tool for assessing suicide risk
- 2014 Legislative passing of the UT Fire Arms Safety bill
- Establishment of the Suicide Fatality Review Board
- Implemented the Workforce Needs Assessment Survey - the results of the survey helped drive strategic planning and a Public Health Approach to meeting workforce needs
- Assisted IHC to identify and implement the C-SSRS into their system of care as a public/private partnership. Working with other key health care providers on care quality improvement suicide
- 2015 support and education of 5 pieces of legislation related to suicide prevention.
- Ongoing meetings of key work groups including Community Awareness, Training and Education, Epidemiology/Data, and Policy.
- 2015 launch of a first responder initiative for suicide prevention including a kick off summit with first responder leadership and the launch of a suicide prevention coalition workgroup focused on first responder suicide prevention. Each year, more law enforcement officers and fire fighters die because of suicide than are killed in the line of duty. Individuals in public safety are also often the first on scene for suicide deaths, attempts, and ideation in the community. The coalition feels strongly about finding ways to provide ongoing support to these individuals and agencies in the community.

Utah Prevention By Design

In 2012 DSAMH contracted with NAMI Utah and launched the Utah Prevention by Design Project which partners with local community partners and coalitions for suicide prevention and mental health promotion efforts. Key 2012-2014 Prevention by Design outcomes have primarily been in engaging communities, capacity building, and process outcomes. Key outcomes include:

2014 Outcomes Summary; NAMI Utah Prevention by Design

January 1 through December 31, 2014

	QPR*	QPR Instructors Trained	MHFA Instructors Trained	MHFA*	YMHFA*	ASIST*	Hope Squad	Guiding Good Choices	Town Hall*	Community Meetings**	School/Other***	Area Totals
Bear River	397	3	0	0	0	0	0	0	120	2,176	0	2696
Central	121	2	2	66	0	0	0	65	0	0	0	256
Davis	1,134	0	0	0	0	0	232	0	530	0	4,921	6,817
Four Corners	30	14	0	0	0	0	0	0	0	0	0	44
Northeastern	0	0	3	58	44	0	0	0	50	5,550	0	5705
SJCC	58	17	0	0	0	0	0	0	0	0	0	75
UNHS	0	0	0	0	0	209	0	0	0	0	0	209
South Salt Lake	19	2	3	19	0	0	0	0	250	391	159	843
Southwest	97	17	0	60	0	0	0	0	0	0	0	174
Summit	258	2	0	0	0	0	12	0	56	69	54	451
Tooele	1,100	14	0	0	0	0	56	0	0	100	0	1,270
Utah County	204	0	0	0	0	0	0	0	0	98	142	444
Wasatch	274	7	0	0	0	0	0	0	450	250	1,019	2000
Weber	516	5	0	32	0	0	340	0	724	0	3,321	4938
TOTALS	4208	83	8	235	44	209	640	65	2180	8,634	9616	**25922**

* Attendee numbers

** Events held in the community, separate from town hall meetings, in which suicide prevention was a topic and suicide prevention materials were distributed

*** Prevention education events/classes for parents and students held outside of school hours at which suicide prevention was a part

For 2015 the outcome focus will change from engagement and process driven to effectiveness of strategies. Pre/Post data collection will be a core priority and that data will be collected and reported out semi-annually.

The Prevention and Promotion contract was released for bid in 2014 and was again awarded to NAMI Utah. With support of the DSAMH, NAMI Utah completed a statewide Mental Health Needs Assessment and Community Action Plan to ensure a data-driven approach to mental health promotion, mental illness prevention and suicide prevention. This Needs Assessment and Action Plan will drive prevention and promotion efforts of NAMI Utah, DSAMH, and local stakeholders over the next several years. Over the past several years this project has provided sub-contracting opportunities for up to 13 coalitions statewide. This represents one sub-contract in each of the defined Local Health Authority regions. Through legislatively approved state funding awarded for FY15 in March of 2015 the number of sub-contractors has expanded to over 20 local groups who are receiving funding for suicide prevention efforts beginning June 30, 2015. This greatly expands the capacity of our state to engage in meaningful prevention strategies.

FUNDS

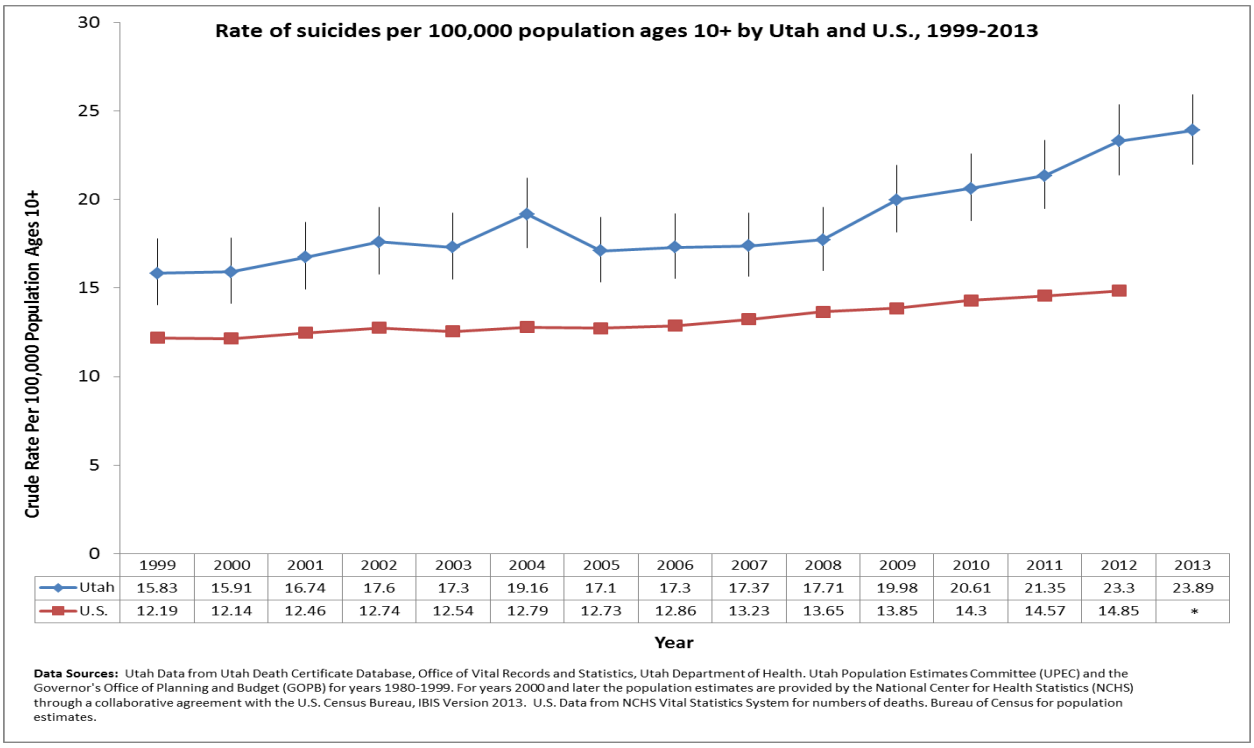
March 2015, via HB 364, the Utah State Legislature approved $210,000 one-time funding for FY15 and $191,000 funding for FY16 ongoing. The funding is to be used to support the administration of a state suicide prevention program composed of suicide prevention, intervention, and postvention programs, services, and efforts include the following components: (a) delivery of resources, tools, and training to community-based coalitions; (b) evidence-based suicide risk assessment tools and training; (c) town hall meetings for building community-based suicide prevention strategies; (d) suicide prevention gatekeeper training; (e) training to identify warning signs and to manage an at-risk individual's crisis; (f) evidence-based intervention training; (g) intervention skills training; and (h) postvention training.
FY15 funding has been allotted as follows:

PREVENTION	Funding	Programming Component/ Statute Addressed
Prevention and Promotion Contract- Local Coalition Sub-Contracts & Community Awareness Campaign (NAMI Utah)	$125,000	a) delivery of resources, tools, and training to community-based coalitions;
QPR T4T	$4,157.00	(d) suicide prevention gatekeeper training
Harvard/Means Matters	$1,166.48	(a) delivery of resources, tools, and training to community-based coalitions
MHFA Training Manuals	$3,949.80	(d) suicide prevention gatekeeper training
QPR Manuals	$5,448.95	(d) suicide prevention gatekeeper training
INTERVENTION		
Empathos- CAMS	$11,175	(f) evidence-based intervention training (g) intervention skills training

UNI- Lifeline	$15,000	(e.) training to identify warning signs and to manage an at-risk individual's crisis (g) intervention skills training;
CIT	$12,000	(e.) training to identify warning signs and to manage an at-risk individual's crisis (g) intervention skills training;
POSTVENTION		
Connect Postvention T4T	$29,916	(h) postvention training
OTHER		
Coordinator Administration and Training	$1,901.42	(a) delivery of resources, tools, and training to community-based coalitions (b) (f) evidence-based intervention training
TOTAL	**$209,714.65**	

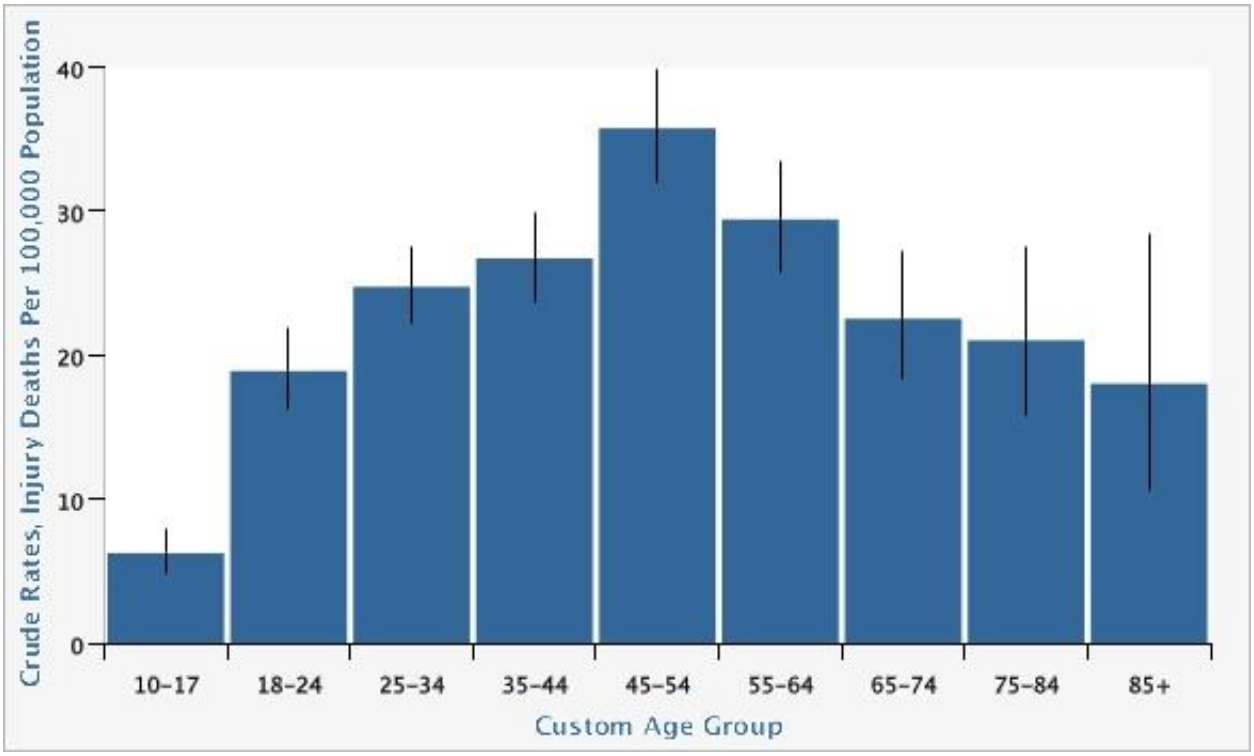
Five Year Suicide Trends

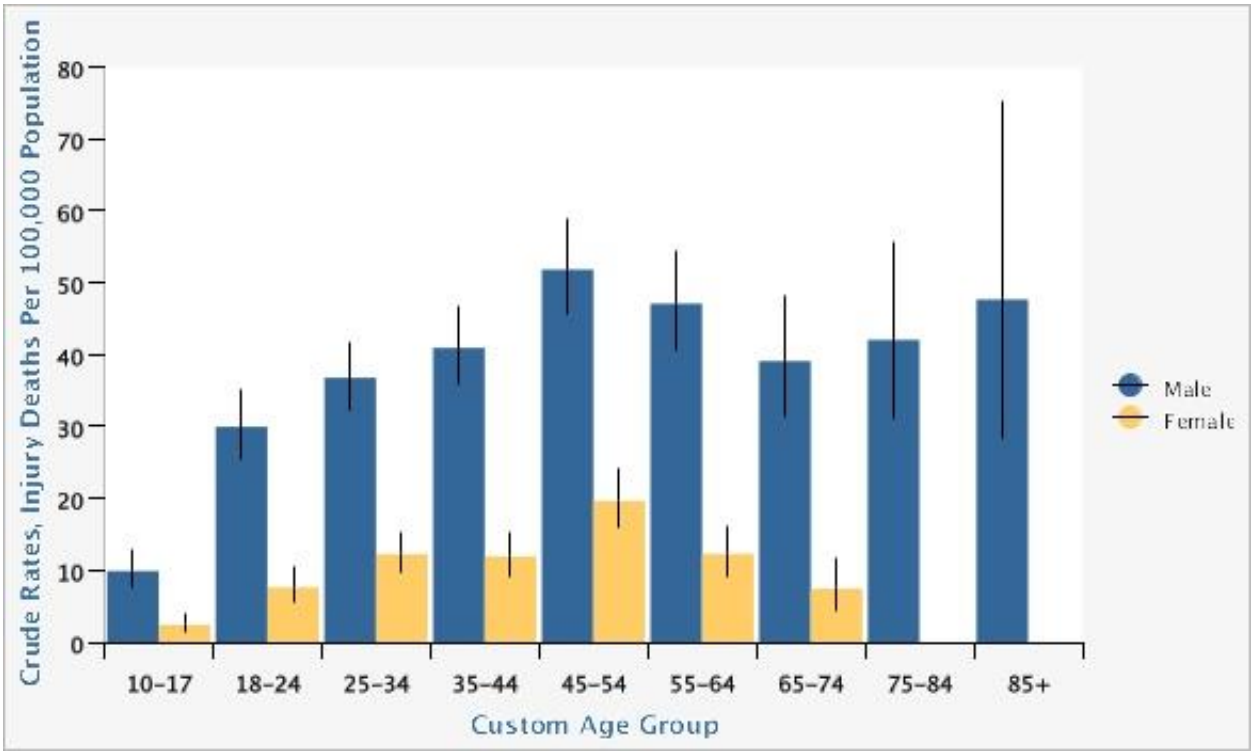
As previously discusses, suicide is a major public health problem in Utah. Utah is consistently ranks above the national average for suicide deaths. The following tables represent data collected by the Utah Department of Health to help us better understand and respond to the problem of suicide in Utah.

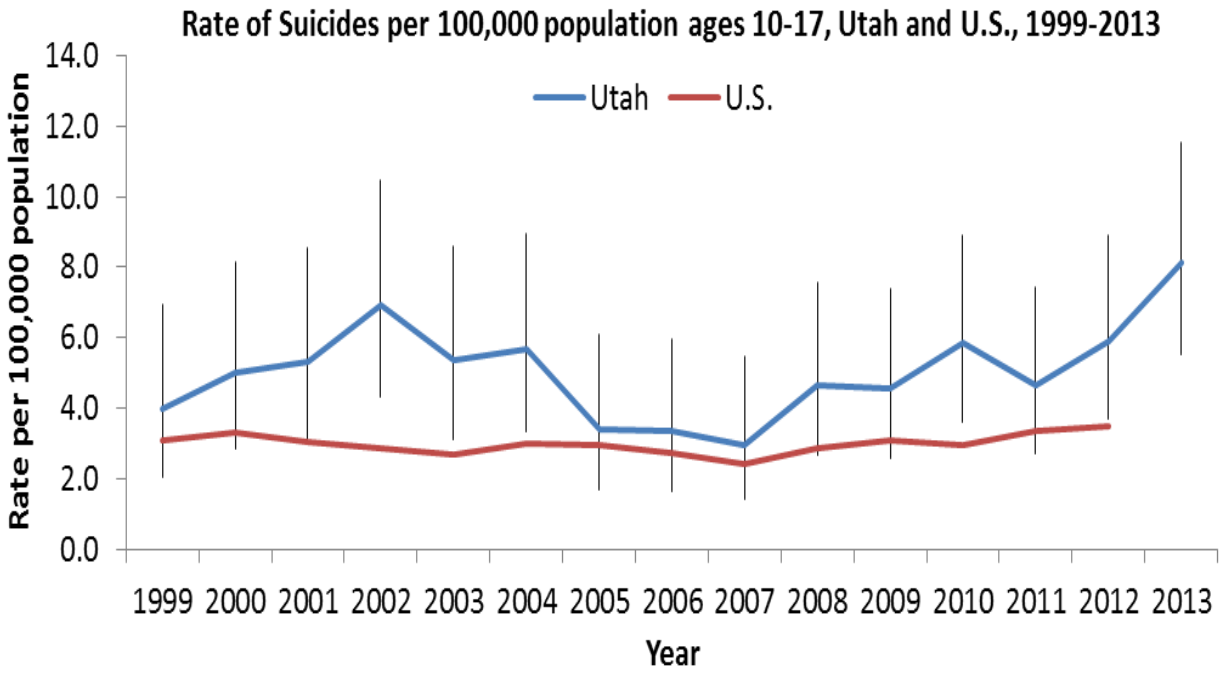


	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Utah	15.83	15.91	16.74	17.6	17.3	19.16	17.1	17.3	17.37	17.71	19.98	20.61	21.35	23.3	23.89
U.S.	12.19	12.14	12.46	12.74	12.54	12.79	12.73	12.86	13.23	13.65	13.85	14.3	14.57	14.85	*

Data Sources: Utah Data from Utah Death Certificate Database, Office of Vital Records and Statistics, Utah Department of Health. Utah Population Estimates Committee (UPEC) and the Governor's Office of Planning and Budget (GOPB) for years 1980-1999. For years 2000 and later the population estimates are provided by the National Center for Health Statistics (NCHS) through a collaborative agreement with the U.S. Census Bureau, IBIS Version 2013. U.S. Data from NCHS Vital Statistics System for numbers of deaths. Bureau of Census for population estimates.


Crude Rates, Injury Deaths Per 100,000 Population
40
30
20
10
0
10-17
18-24
25-34
35-44
45-54
55-64
65-74
75-84
85+
Custom Age Group


Crude Rates, Injury Deaths Per 100,000 Population
80
70
60
50
40
30
20
10
0
10-17
18-24
25-34
35-44
45-54
55-64
65-74
75-84
85+
Custom Age Group
Male
Female


Rate of Suicides per 100,000 population ages 10-17, Utah and U.S., 1999-2013
Utah
U.S.
Rate per 100,000 population
14.0
12.0
10.0
8.0
6.0
4.0
2.0
0.0
1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013
Year

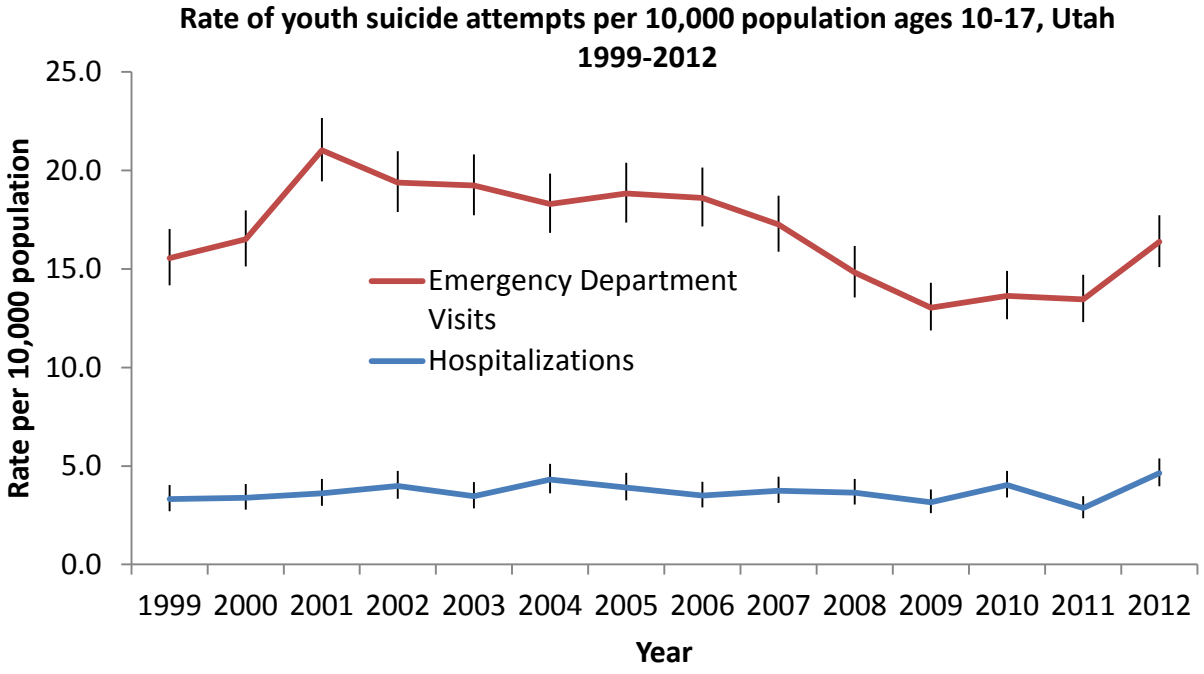

Rate of youth suicide attempts per 10,000 population ages 10-17, Utah 1999-2012
Emergency Department Visits
Hospitalizations
Rate per 10,000 population
25.0
20.0
15.0
10.0
5.0
0.0
1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012
Year

Figure 14.1: Number of Self-inflicted Injury Emergency Department Visits per 10,000 Population Ages 10+ by Health District, Utah Small Area, Utah, and U.S., 2009-2011 (Age-adjusted)

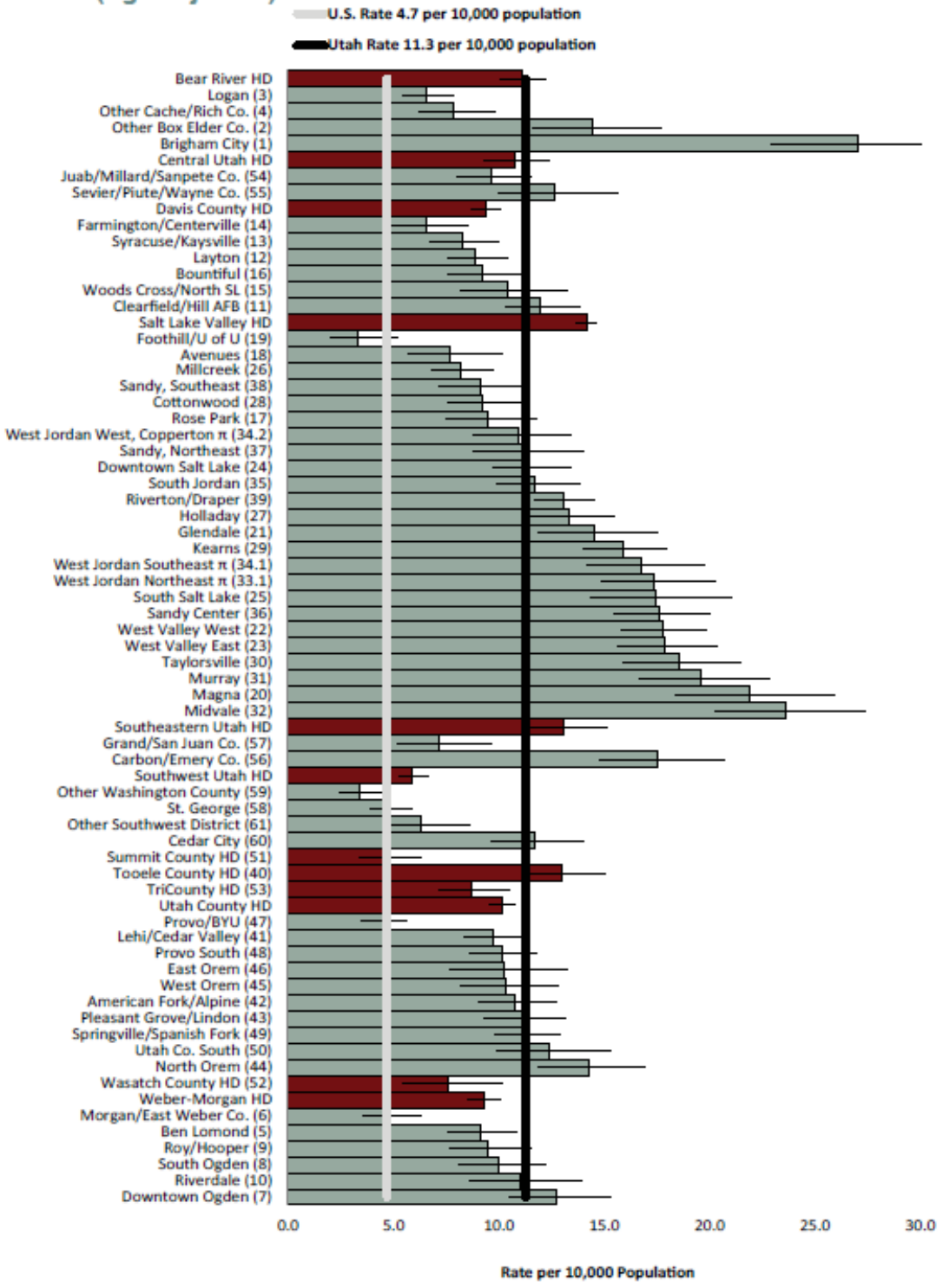


Figure 15.1: Number of Self-inflicted Injury Hospitalizations per 10,000 Population Ages 10 and Up by Health District, Utah Small Area, Utah, and U.S., 2009-2011 (Age-adjusted)

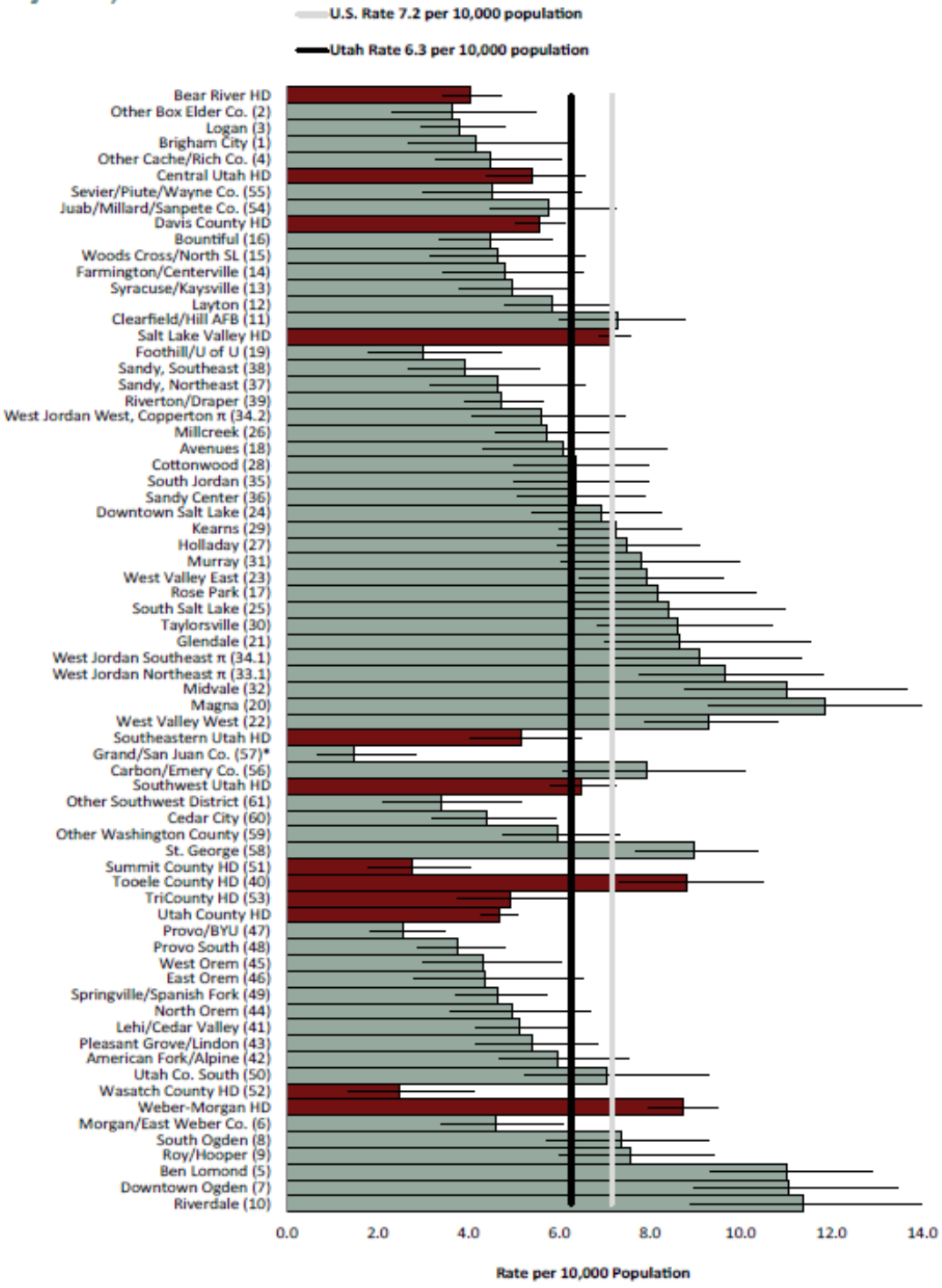
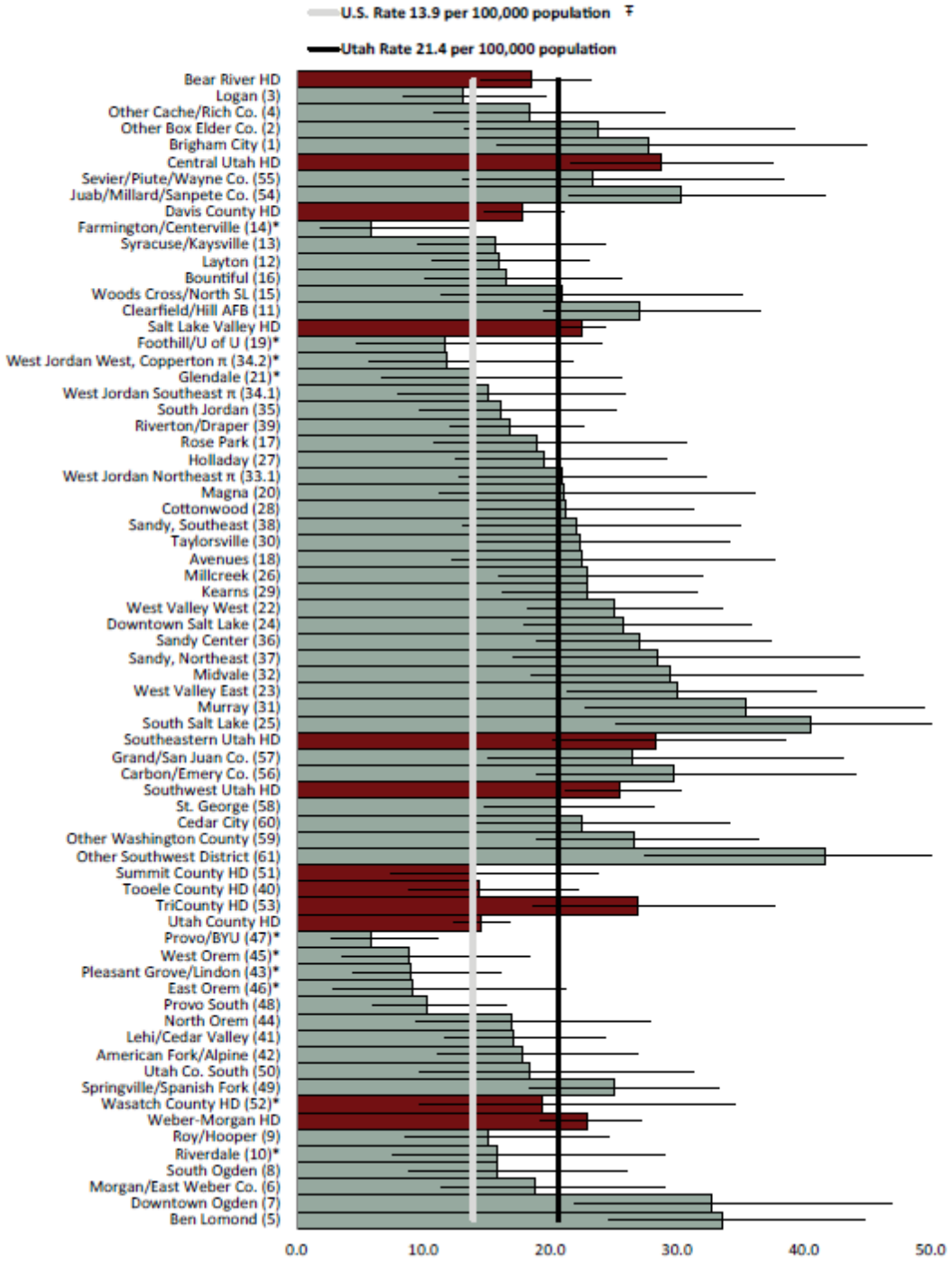


Figure 16.1: Number of Suicide Fatalities per 100,000 Population Ages 10+ by Health District, Utah Small Area, Utah, and U.S., 2009-2011 (Age-adjusted)



CONCLUSION

In summary, suicide is a major public health problem that takes a comprehensive approach. The Utah Division of Substance Abuse and Mental Health, the Utah State Office of Education, the Department of Health and other dedicated public and private partners are dedicated to sustaining and growing suicide prevention efforts and reducing Utah's rate of suicide.

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Jennifer Throndsen
Literacy Coordinator

DATE: October 8-9, 2015

INFORMATION: Status Update on Secondary Social Studies Standards Revision

---

Background:
The draft Secondary Social Studies Standards are nearing completion.

Key Points:
The writing committee has been revising the standards for Social Studies. The writers will share an update on the revision and the plans for soliciting stakeholder feedback.

Anticipated Action:
Information will be provided to the Standards and Assessment Committee regarding the status of the revision of the Secondary Social Studies Standards.

Contact: Robert Austin, 801-538-7575
Jennifer Throndsen, 801-538-7893
Diana Suddreth, 801-538-7739

Update on Social Studies Core Performance Standards Revision

Prepared by the

Utah State Office of Education

Robert Austin, Social Studies Specialist
robert.austin@schools.utah.gov

Diana Suddreth, Director Teaching and Learning
diana.suddreth@schools.utah.gov

Sydnee Dickson, Deputy Superintendent
sydnee.dickson@schools.utah.gov

Update on Social Studies Core Performance Standards Revision **September 23, 2015**

Robert Austin, K-12 Social Studies Specialist

The social studies core standards revision writing team has developed initial working drafts in all six of the core courses required of Utah students: Utah Studies, US History 1 and 2, Geography, World Civilizations, and U.S. Government and Citizenship.

The writing teams are working with the goal of the completion of drafts for the November, 2015 board meeting. Those drafts will be presented to the board for consideration. If approved, the revision will be open for public comment and further revision, as necessary, before final board approval in March, 2016.

The beginning of the revision process for social studies overlapped with the creation of the Standards Review Committee. The Standards Review Committee met in October, 2014 and March, 2015. This committee made recommendations that were submitted in April of 2015. Those recommendations have been taken into account in the core drafts. In addition, the writing team has and will continue to solicit feedback from stakeholders.

Constants

There are six courses required of secondary students. Much of the course content has not been changed during this revision. Students will still take a foundational social studies course in Utah Studies that provides rich content about Utah as well as essential social studies skills in history, geography, economics, and civics. Students will receive additional instruction in U.S. History, Geography, World Civilizations, and U.S. Government and Citizenship.

There are also specific content expectations in social studies instruction that will not change. Many of them are codified in statute, for they represent ideas and aspirations central to the mission of public education. These include patriotic education, civic knowledge and competencies, and economic knowledge such as understanding the free market system and the role of entrepreneurs. The writing team has referred to all statutory requirements regarding social studies education.

Proposed Revisions

The writing team has emphasized the four disciplines of history, geography, economics, and civics throughout each course. Utah Studies is the course where these discipline-specific ways of thinking are introduced, and the writing team is intent on continuing to develop those discipline-specific skills in each subsequent course. Economic concepts, for example, are relevant in history and geography courses, and geography is relevant in a course which may focus mainly on history.

The writing team is also emphasizing depth of knowledge and vibrant cognitive rigor. This will support the learning of the content and the development of the skills necessary for success in college, career, and civic life. Students need to be able to read, write, and speak with clarity, make sound analyses based on reliable data, and conduct independent research.

DRAFT

One significant change is the distilling of the standards into strands and standards. The strand introduces the essential ideas that are worthy of study, and the standards clearly state the student proficiencies required for successful mastery of the strand. Removing some standards, elevating objectives to standards when appropriate, and removing indicators has made for a cleaner, clearer document.

This emphasis on proficiency is an essential change in the current drafts. Each standard has a direct expectation of rigorous student performance. The standards emphasize the clear demonstrations of competency that are the hallmark of an effective classroom.

Performance standards complement the concept of Student Learning Objectives, a centerpiece of the Educator Effectiveness initiative spearheaded by the USOE. For teachers of non-tested subjects and grades, performance standards should prove useful in helping set clear benchmarks for student learning.

A Sample Standard

Here is a sample standard as an example of these changes:

World Civilizations:

Current Standard (Objective): Students will explore man's domestication of plants and animals.

New Standard: Students will compare life before and after the Neolithic Revolution and cite the most significant effects of the revolution on the development of civilization(s).

- The new standard is *assessable*, replacing the verb "explore" with "compare."
- The new standard is *historical*, using "compare life before and after."
- The new standard addresses *significant social studies themes* of "cause-and-effect" and "continuity and change."
- The new standard asks for *higher order thinking* with a more cognitively-rigorous depth of knowledge level. When students "compare" and "cite the most significant effects" they conduct analysis and evaluation.
- Finally, the new standard requires *interpretive skills* on the part of students when they have to "cite the most significant effect."

Stakeholder Feedback

A survey has been created to allow for specific feedback about any core standards as well as to gather general comments. The standards review committee as well as LEA social studies leaders have been given access to the core drafts so the writers can move forward with the best feedback possible. The writers hope to garner more constructive feedback from as many stakeholders as possible in an effort to produce the best standards possible for Utah students.

DRAFT

UTAH STATE BOARD OF EDUCATION MEETING
Friday, October 9, 2015

8:00 a.m. to 8:15 a.m.

5. **Opening Business**
    - Pledge of Allegiance
    - Board Member Message
    - Introduction of New Employees
    - Acknowledgment of Student Artwork

8:15 a.m. to 8:45 a.m.

6. **Public Participation/Comment** (Priority shall be given to those individuals or groups, who, prior to the day of the meeting, have submitted a request to address the Board. Sign up is available the day of the meeting before 8:00 a.m.)

8:45 a.m. to 8:55 a.m.

7. **ACTION:** General Consent Calendar (backup furnished electronically at http://www.schools.utah.gov/board/Meetings/Agenda/Current.aspx.

8:55 a.m. to 9:05 a.m.

8. **ACTION**: SAGE License Agreement Tab 8

9:05 a.m. to 9:15 a.m.

9. **ACTION:** Monthly Budget Report

9:15 a.m. to 10:15 a.m.

10. **ACTION:** Digital Teaching and Learning Task Force Report and State Master Plan Tab 10
https://docs.google.com/document/d/1TUdnrGYOYQdiMdTKNAFP8HdOVTiHZQz7m7nxCSH3_D8/edit?usp=sharing

10:15 a.m. to 10:30 a.m. - **BREAK**

10:30 a.m. to 11:30 a.m.

11. **ACTION:** Grades 6-8 Science with Engineering Education (SEEd) Standards - 30-day Review Approval Tab 11

11:30 a.m. to 12:00 p.m.

12. **ACTION:** SFY 2017 Legislative Priorities Tab 12

12:00 p.m. to 12:45 p.m.

LUNCH

12:45 p.m. to 1:00 p.m.

13. **Audit Committee Report**

ACTION: SFY 2016 Internal Audit Plan Tab 13

1:00 p.m. to 2:15 p.m.

14. **ACTION:** Standing Committee Reports
    - Law and Licensing Committee
    - Standards and Assessment Committee
    - Finance Committee

2:15 p.m. to 2:25 p.m.

BREAK

2:25 p.m. to 2:45 p.m.

15. **ACTION:** Board Strategic Plan

2:45 p.m. to 3:00 p.m.

16. **INFORMATION/ACTION:** Superintendent's Report
    - Report from the Utah State Office of Rehabilitation Executive Director
    - Items from the Superintendent

3:00 p.m. to 3:10 p.m.

17. **INFORMATION/ACTION:** Board Chair's Report

3:10 p.m. to 3:20 p.m.

18. **Board Member Comments**

3:20 p.m. to 4:35 p.m.

19. **EXECUTIVE SESSION**

4:35 p.m. to 4:45 p.m.

20. **ACTION:** Executive Session Items
    - UPPAC Consent Calendar and Licensing Actions Tab 20
    - Appointments

4:45 p.m.

21. **ADJOURNMENT**

General Consent Calendar
October 9, 2015

Backup furnished electronically at http://www.schools.utah.gov/board/Meetings/Agenda.aspx

A. Minutes of Previous Meeting Tab A

Minutes of the Utah State Board of Education meeting held September 17-18, 2015 are presented for approval.

B. Contracts Tab B

1. Receivable from the Utah Department of Human Services, $500,000, 7/01/2015 to 6/30/2020

   To provide funding or inservice training, curriculum development, materials for substance abuse prevention programs and other expenses associated with the substance abuse prevention specialist.

C. Contract Reports Tab C

It is proposed that the Board receive the report: *Contracts approved by State Superintendent or USOR Director (less than $100,000)*.

D. R277-438 *Dual Enrollment* Tab D

In its September 18, 2015 meeting, the Board approved R277-438, as amended, on second reading. The rule was amended to alleviate confusion about dual enrollment requirements. No substantive changes have been made since that time.

It is proposed the Board approve R277-438 *Dual Enrollment* on third and final reading.

E. R277-477 *Distribution of Funds from the Interest and Dividends Account and Administration of the School LAND Trust Program* Tab E

In its September 18, 2015 meeting, the Board approved R277-477, as amended, on second reading. The rule was amended to include establishment of a timeline and deadlines for School LAND Trust Program plans and revise the list

of approved/unapproved expenditures. No substantive changes have been made since that time.

It is proposed the Board approve R277-477 *Distribution of Funds from the Interest and Dividends Account and Administration of the School LAND Trust Program* on third and final reading.

F. R277-494 *Charter School and Online Student Participation in Extracurricular or Co-curricular School Activities* Tab F

In its September 18, 2015 meeting, the Board approved amendment to and continuation of R277-494 on second reading R277-494. The rule was amended include provisions related to home and private school student participation in extracurricular or co-curricular activities. No substantive changes have been made since that time.

It is proposed the Board approved R277-494 *Charter School and Online Student Participation in Extracurricular or Co-curricular School Activities* on third and final reading.

G. R277-611*Certified Volunteer Instructors and Material Improvement Requirements and Process for Firearm Safety in the Public Schools* Tab G

In its September 18, 2015 meeting, the Board approved amendment to and continuation of R277-611. The rule was amended to provide substantive changes related to the passage of H.B. 124 *Education Background Check Amendments* (2015 Legislative Session).

It is proposed the Board approve R277-611*Certified Volunteer Instructors and Material Improvement Requirements and Process for Firearm Safety in the Public Schools* on third and final reading.

H. R277-921 *Strengthening College and Career Readiness Pilot Program* Tab H

In its September 18, 2015 meeting, the Board approved new rule R277-921 on second reading. The rule provides procedures and criteria for applying for and awarding college and career readiness grants, and provides reporting requirements for grantees. No substantive changes have been made since that time.

It is proposed the Board approve R277-921 *Strengthening College and Career Readiness Pilot Program* on third and final reading.

I. Requests for Temporary Authorizations Tab I

It is proposed that the Board approve temporary authorizations for licenses as submitted by school districts and charter schools.

J. List of Educator Licenses Processed Tab J

A summary of the total number of educator licenses and license areas processed in September 2015 is provided for Board information. It is proposed that the Board receive the report.

DRAFT

UTAH STATE BOARD OF EDUCATION
MEETING MINUTES

September 17-18, 2015

STUDY SESSION - September 17, 2015

A study session of the Utah State Board of Education was held September 17, 2015 at the Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah.

Chair David Crandall called the meeting to order at 3:08 p.m.

Members attending included Chair David Crandall, First Vice Chair David Thomas, Second Vice Chair Jennifer Johnson, and Members Dixie Allen, Laura Belnap, Leslie Castle, Barbara Corry, Brittney Cummins, Linda Hansen, Mark Huntsman, Stan Lockhart (by phone), Jefferson Moss, Spencer Stokes, Terryl Warner and Joel Wright.

Others attending included Brad Smith, Sydnee Dickson, Scott Jones, Thalea Longhurst, Jerry Record - USOE; Lorraine Austin, Emilie Wheeler - USBE; Debbie Davis, Nate Johansen, Vonda Parriott, Dawn Benke, Barbie Faust - USBE Internal Audit; Joylin Lincoln; Jay Blain, Lisa Nentl-Bloom - UEA; John Dougall, State Auditor; Ben Leishman, Legislative Fiscal Analyst; Freddie Cooper, Edie Park, Jo-Ann Wong, Hiram Alba - CMAC; Jeremy Franklin, UEPC; Blake Hunsaker, Pluralsight; Chet Clinton, SINET/UTC; Jan Ferre, LCPD; Patti Harrington, USSA/USBA; Craig Frank, UCN/ECA

Finance Workshop

Associate Superintendent Scott Jones conducted a finance workshop on carryover and discretionary funds.

Education Technology—Moving Beyond Devices

Richard Culatta, Senior Advisor to the Secretary of Education on education technology, U.S. Department of Education, was welcomed to the meeting. He introduced Joseph South, Deputy Director for the Office of Technology, U.S. Department of Education. They gave a presentation on work in which the Office of Technology is engaging with state education

DRAFT

offices and school districts throughout the country.

Mr. Culatta explained that E-rate funding provides funding for schools to purchase internet services. In Utah, E-rate services are done through the Utah Education and Telehealth Network, and that is a great model. A major shift in the Office of Technology is to advocate for increased E-rate funding to allow entire schools to become connected.

Another focus of the Office of Technology is to get ahead of technology and develop a vision for how technology can empower students and change the role of parents. The Office is participating in an initiative to engage school leaders and states in a Future Ready Pledge. Information about the program can be found at http://www.futurereadyschools.org. The Office has also collected stories of educational technology innovation that can be found at www.Tech.ed.gov. Mr. Culatta invited the Board to review the Pledge program and encourage school district leaders to become engaged.

Adjourn to USDB Meeting

This portion of the meeting adjourned at 5:03 p.m. The Board reconvened as the governing Board of the Utah Schools for the Deaf and the Blind. Minutes of that meeting are under separate cover.

Public Education Needed Financial Improvements

Following the USDB Board meeting, the Board reconvened in study session and Vice Chair Jennifer Johnson made a presentation on needed financial improvements, particularly in two categories—financial grants management and state public education accounting.

Chair Crandall invited State Auditor John Dougall to provide an audit perspective. Mr. Dougall reported that the private sector is moving to managerial accounting, looking at key measures and how those principles are applied within the organization. He applauded the Board for its focus on resolving its financial issues.

Adjournment

The meeting adjourned at 6:50 p.m.

Following the meeting, the Finance, Law and Licensing, and Standards and Assessment Standing Committees met.

DRAFT

UTAH STATE BOARD OF EDUCATION MEETING - Friday, September 18, 2015

A regular meeting of the Utah State Board of Education was held September 18, 2015 at the Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah. Chair David Crandall conducted. The meeting commenced at 8:00 a.m.

Board Members Present:

Chair David L. Crandall
1st Vice Chair David L. Thomas
2nd Vice Chair Jennifer A. Johnson
Member Dixie L. Allen
Member Laura Belnap
Member Leslie B. Castle
Member Barbara W. Corry
Member Brittney Cummins
Member Linda B. Hansen
Member Mark Huntsman
Member Stan Lockhart
Member Jefferson Moss
Member Spencer F. Stokes
Member Terryl Warner
Member Joel Wright

Executive and Board Staff Present:

Brad Smith, State Superintendent
Sydnee Dickson, Deputy Supt.
Scott Jones, Associate Supt.
Angela Stallings, Associate Supt.
Rich Nye, Associate Supt.
Joel Coleman, USDB Superintendent
Darin Brush, USOR Executive Director
Lorraine Austin, Board Secretary
Emilie Wheeler, Board Communications Specialist
Debbie Davis, Board Internal Audit Director
Chris Lacombe, Assistant Attorney General
Nicole Call, Assistant Attorney General

Others Present:

Lisa Nentl-Bloom, Jay Blain, Utah Education Association; Andy Curry, Roads to Independence; Jo-Ann Wong, Coalition of Minorities Advisory Committee; Cindy Davis; Justin Jones, Prosperity 2020; Kris Fawson, Utah Statewide Independent Living Centers and LCPD; Leah Blevins, OLAG; Jan Ferre, LCPD; Karen Peterson, Governor's Office; Marilyn Call, USOR Division of Services for the Deaf and Hard of Hearing; Fawn Morgan, Jim Morgan, Gwen Knight - PALS; Ann Millner, Utah Senate

Opening Business

Chair David Crandall called the meeting to order at 8:00 a.m. Member Brittney Cummins led those present in the Pledge of Allegiance.

DRAFT

Board Member Welcome Message

Member Spencer Stokes welcomed the Board. He informed that yesterday was Constitution Day. He referenced a letter written to William T. Barry from the father of the U.S. Constitution, James Madison, and shared the following quote from Madison: "The liberal appropriations made by the legislature of Kentucky for a general system of education cannot be too much applauded. A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or perhaps, both. Knowledge will forever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

Introduction of New Employees

H.R. Director David Rodemack introduce new employees Dom Blanc and Daphne Price. Deputy Superintendent Sydnee Dickson's new assistant and secretary to the Law and Licensing Committee, Cheri Rieben, was also introduced.

Student Artwork

David Smith, Education Coordinator, acknowledged the student art work hung in the Board Room from Riverton High School.

Public Participation/Comment

Andy Curry, Executive Director for Roads to Independence - spoke regarding the request to renew RTI's contract coming before the Board today. He also asked for a reimbursement of the balance of the FY 2015 request and that reimbursements during the 90-day extension period be made as well. He indicated that allegations against the organization were presented in January and February, and those have been found to false and unsubstantiated, damaging the entity's reputation. He reported that RTI has conducted several audits and adhered to any request for information. He indicated RTI is ready to move forward and put the focus back on consumers.

Lisa Nentl-Bloom, UEA Executive Director - requested that the Board remove rules

DRAFT

R277-207 and R277-920 from the General Consent Calendar, as UEA feels there are still details that need to be determined. She expressed appreciation for the opportunity to provide comment.

General Consent Calendar

MOTION was made by Vice Chair Johnson and seconded by Member Stokes that the Board approve the General Consent Calendar. Member Wright absent.

MOTION TO AMEND was made by Vice Chair Johnson and seconded by Member Stokes that item C–R277-207 *Utah Professional Practices Advisory Commission (UPPAC) Disciplinary Presumptions*, and item F–R277-920 *Implementation of the School Turnaround and Leadership Development Act*, be removed from the Consent Calendar. Without objection those items were removed.
Motion carried; Member Wright absent.

Item F - R277-920

Vice Chair Johnson indicated that the Utah Education Association has raised an issue regarding the RFP for school turnaround being run at the state level. Superintendent Brad Smith responded that the statute provides that the Board is to select a group of potential turnaround experts and that is the RFP process in which the office is engaged. Once that grouping of experts is selected, then the school turnaround committees, as is outlined in statute, will select from that predetermined menu. What is outlined in statute is reflected in the rule.

Motion was made by Vice Chair Thomas that the Board approve R277-207 and R277-920 on third and final reading. The motion did not move forward for lack of a second.

Member Moss questioned whether there is still some question if legislative intent is being followed in these rules. He suggested approving the rules contingent on clearing up any discrepancy in statute.

MOTION was made by Vice Chair Johnson and seconded by Member Stokes that the Board approve R277-920 *Implementation of the School Turnaround and Leadership*

DRAFT

Development Act on third and final reading.

Vice Chair Johnson asked for clarification about whether the administration of the program is done by a third party or the State Office of Education. Superintendent Smith responded that the program as a whole is lodged at the State Office of Education under the Board's control. There is no direction in the statute that there is to be only one vendor. He reported that Senator Niederhauser agreed to the hiring of a manager for the school turnaround program as a whole; the RFP sets up a group of qualified vendors from whom individual school committees will choose a turnaround expert. There is also a leadership piece in the statute that has not yet been implemented; this is a piece that could be with a separate vendor, wholly independent of the turnaround experts. Superintendent Smith informed that the program is directly under his office and he is the employee responsible for the program.

Motion carried; Member Wright absent.

Item C - R277-207

MOTION was made by Vice Chair Johnson and seconded by Member Moss that the Board send R277-207 *Utah Professional Practices Advisory Commission (UPPAC) Disciplinary Presumptions* back to committee for further work.

Member Warner reported that the Board voted last month to form a task force to review the rule and suggest revisions. Vice Chair Johnson suggested that the task force do its work prior to the Board finalizing the rule. Chair Crandall directed that the Law and Licensing Committee will act as the task force and could meet prior to the October Board meeting if it wishes. Member Castle expressed hope that the work could be done quickly.

Motion carried. Member Wright absent.

American Institutes for Research (AIR) Contract Novation

This item was referred to the Executive Session for discussion.

Monthly Budget Report

Associate Superintendent Scott Jones reviewed the monthly budget report. He

DRAFT

reported that in the past in the Administration section, several units have been included. In the future Administration will be broken out into the particular units. There will be many other changes throughout the year that will be reflected in an automated dashboard.

Superintendent Jones reported that another focus is aligning the FTE counts with the individual budgets.

Legislative Audit of the Utah State Office of Rehabilitation and USOR Agency Plan Approval

During the 2015 Legislative Session, and as a result of the budget issues at the Utah State Office of Rehabilitation (USOR), the Social Services Appropriations Committee of the Legislature requested an audit of USOR. The scope of the audit includes: USOR's budget and financial management process, USOE and USOR oversight efforts, inadequacies, whether USOR belongs elsewhere in state government, and use of the money from the Visually Impaired Trust Fund. The audit was released September 8, 2015 and the presentation of the audit to the Social Services Appropriations Subcommittee took place on September 11.

A copy of the audit, *A Performance Audit of USOR's Budget and Governance*, was distributed to the Board.

Darin Brush, USOR Executive Director, gave a presentation including a summary of the audit and USOR's response. He expressed appreciation to Leah Blevins who led the team from the Legislative Auditor General's office. He acknowledged that a fundamental failure in the system was that USOR was not modeling its caseload well and understanding what the expenses associated with those caseloads were. He reported that a projection model is now being built. He also reported on actions the agency has already taken to address the problems.

Executive Director Brush presented USOR's Agency Plan, which is a work plan. He also presented a proposed organizational chart and recommendations for additional positions.

Member Lockhart stated that he has not heard one compelling reason why USOR would be governed by the Board of Education. He asked where Mr. Brush felt it would be optimal for USOR to move. Mr. Brush responded with his concern that the higher touch needed for serving individuals with disabilities may not be as strong with a move to the Division of Workforce Services, and indicated Human Services might be a better match. Member Lockhart

DRAFT

suggested looking at where the best outcomes with the lowest cost will take place, and stated that he doesn't feel USOR fits with the core mission of the Board for general control and supervision of public education. Executive Director Brush expressed concern about the burden of transition during a time when the problems are being fixed.

Superintendent Smith expressed that he, Darin Brush, and staff are committed to being faithful stewards for this Board, and are very sensitive to not get out in front of the Board when asked to supply a personal opinion or to take positions that may be contrary to positions taken by the Board. He also expressed that as long as USOR is under the Board he and Director Brush will do everything they can to make sure the agency runs appropriately. He also stated that he would not want the mission of fixing the USOR problems derailed by a transition.

Member Hansen noted that there has always been someone on the Board that understands the work of the USOR. She reported that the Board's Advisory Committee Review Task Force has been looking at the USOR advisory committees and will facilitate reports from those committees to the Board. She expressed hope for the best services for disability communities. She commended Executive Director Brush for the job he is doing.

MOTION was made by Member Allen and seconded by Member Hansen that the Board approve USOR's Agency Plan as presented.

Motion carried unanimously.

Risk Mitigation Progress Report

A risk mitigation progress report was distributed and reviewed. Superintendent Smith noted that the report summarizes a great deal of action that has been taken by the Board this year. He indicated at this point there are things that have to happen to have accurate and appropriate financial data that will allow staff to compare and contrast it with performance data in order to direct appropriate attention to the cost benefit of what is being done. He emphasized that most of the work that has been done in the response to risk mitigation has fallen on Associate Superintendent Jones and his team, and the amount of work in which they are engaged is immense. The superintendency is working to spread the work throughout the

DRAFT

agency.

Vice Chair Thomas asked about the progress of organizing written policies and procedures. Superintendent Smith responded that progress is being made, but recognized that it is very nuanced and will be a multi-year process.

Associate Superintendent Angela Stallings gave a report on changes that have been made to the rule writing process. She mentioned that there isn't currently a robust way for the Board to create policies, and indicated she will work on creating Board directed policies as part of the Bylaws.

Superintendent Stallings introduced Emily Skene, a contract attorney who has been drafting rules. In addition, Ben Rasmussen and Travis Rawlings from the State Office of Education are also assisting with rule writing. She also acknowledged the work of Kathy Akin, who does all the rule filing and was instrumental in making changes to the rules section of the website. Superintendent Stallings showed the changes that have been made to the website.

Superintendent Smith concluded by recognizing that the intent is to substantively address the risks identified, but secondly to recognize that risk allocation is another way of talking about policy decision making. He acknowledged that he has hired really good people and asked the Board to empower them to be their good stewards.

Member Castle commented that the Board has made all of these interventions in the last couple of years and has worked hard to get things on the right path. She suggested that this might be a time for the Board to allow equilibrium in the process and to relax and watch the trajectory by letting staff do their work.

Visually Impaired Trust Fund Grants

Stacey Cummings, USOR Deputy Director, and Steve Winn, Director of the Division of Services for the Blind and Visually Impaired (DSBVI) were welcomed to the meeting. Mr. Winn reviewed the grants from the Visually Impaired Trust Fund coming before the Board for approval. He explained that in 2013-2014 the grant applications were submitted, but for some reason did not come to the Board for approval. He has contacted the applying organizations and they still want the grants. Ms. Cummings noted that the activities for which the grants are

DRAFT

given are not things the State Office of Rehabilitation is able to do, and the organizations are not asking for the grant to reimburse any services they are currently performing.

MOTION was made by Member Stokes and seconded by Member Hansen that the Board approve the grants from the Visually Impaired Trust Fund as presented: Braille Resource and Literacy Center - $744; NFB, Braille Enrichment Through Literacy and Training - $744; Red Rock Center for Independence - $744; OAB, Transportation Services - $744; and UCB - $3,723.

Motion carried; Members Cummins and Lockhart absent.

Board Strategic Plan

Superintendent Smith distributed and reviewed a draft strategic plan based on feedback he received through several meetings held throughout the summer. He reported that the criteria of success will be embedded in each item. His expectation is that the plan will have a three- to four-year life span with the express understanding that it will be revisited in three years.

Member Hansen suggested that the wording “make good on” in the first sentence be changed to “fulfill.”

Member Moss asked that the action steps be determined from a research-based approach, using what’s working. Superintendent Smith concurred, indicating that it is the plan. He also noted that many items are designed to foster local control. Member Moss also asked for an analysis as specific items in the plan are reviewed.

Member Cummins suggested that the action steps be better connected to the strategic priorities and overall goal. Superintendent Smith responded that the has deliberately pulled back from a larger document in order to allow the Board to determine its priorities and what outcomes they are anticipating.

Vice Chair Johnson and Member Cummins suggested changing “promise of educational achievement” to “offer of educational achievement” in the first sentence of the purpose.

Member Cummins asked for clarification of what the desired outcome is in the plan when grants are offered and suggested the grants need to be under a specific priority or goal.

Vice Chair Thomas suggested that the goal of having college and career ready students

DRAFT

needs to be in the plan. Member Lockhart concurred, and asked for a profile of the high school graduate the Board wants. He expressed that the plan is a good start.

SFY 17 Budget Requests Prioritization

Associate Superintendent Jones informed the Board that the Governor's Office of Management and Budget's (GOMB) timeline for submitting agency budget priorities is October 14. He reviewed with the Board increased funding requests from the Board and staff.

USOE Ongoing Funding Requests

MOTION was made by Vice Chair Thomas and seconded by Member Stokes that the Board approve the following ongoing funding priorities:

Expectation - Full funding for growth

Expectation - WPU increase

1. Risk Mitigation FTE Increases - $580,000
2. Structural Imbalance Fix (move costs currently paid from the discretionary fund to ongoing funds) - School Finance and FTE costs - $155,000; Internal Audit budget - $450,000
3. Technology Grant Program - $70 million
4. Internal Staffing: board attorney - $175,000; Internal Audit administrative secretary - $85,000; Student Services Section director - $120,000; contract attorney - $35,000
5. Professional Development Grants - $10 million
6. Optional Extended-day Kindergarten (OEK) Statewide - $10 million

MOTION TO AMEND was made by Vice Chair Thomas that professional development be increased to $30 million. Without objection the amendment was made.

MOTION TO AMEND was made by Member Stokes and seconded by Vice Chair Thomas that the Board add as #7 Increased Capacity of UCA and IDEA license (School Finance) - $50,000

MOTION TO AMEND THE AMENDMENT was made by Vice Chair Johnson

DRAFT

that Increased Capacity of UCA and IDEA license be added to #1 Risk Mitigation.

Without objection, the amendment was made.

Motion to amend carried unanimously.

Vice Chair Thomas clarified that his intention for the WPU increase is 1.5 percent.

MOTION TO AMEND was made by Vice Chair Thomas and seconded by Member Hansen that all other items on the list of proposed legislative funding requests, with the exception of the Carson Smith Scholarship and Professional Development (Teaching and Learning) be combined and added as #7 on the list.

MOTION TO AMEND THE AMENDMENT was made by Vice Chair Johnson and seconded by Member Corry to combine the following as priority #8: Carson Smith Scholarship - $70,000; Special Education Intensive Services Fund - $2, 000,000; Special Education Add on WPU Value - $5,328,871.

Motion to amend the amendment carried.

MOTION TO AMEND THE AMENDMENT was made by Member Belnap and seconded that the $400,000 for Administrative Funding increase be moved from #7 and added to #5 Professional Development grants, and that $500,000 for Professional Development (Teaching and Learning) be added to #5 for a total of $31,000,000.

Motion to amend the amendment carried.

Motion to amend carried.

MOTION TO AMEND was made by Vice Chair Johnson and seconded by Member Corry that the Board move $100,000 for Internal Audit out of Other to #1 Risk Mitigation.

Motion to amend carried.

MOTION TO AMEND was made by Member Huntsman and seconded by Member Castle that #6 OEK be moved to #3 on the list.

Motion to amend the amendment was made by Vice Chair Thomas to move #6 OEK to #5 on the list. Motion did not move forward for lack of a second.

DRAFT

Motion to amend carried with Members Allen, Belnap, Castle, Crandall, Cummins, Hansen, Huntsman, Stokes and Wright in favor and Members Corry, Johnson, Lockhart, Moss, Thomas, and Warner opposed.

MOTION TO AMEND was made by Member Stokes and seconded by Member Hansen that #8 Special Education be moved to #5 on the list.

Motion to amend carried with Members Allen, Castle, Cummins, Crandall, Hansen, Huntsman, Johnson, Moss and Stokes in favor and Members Belnap, Corry, Lockhart, Thomas, Warner and Wright opposed.

Motion to approve the priorities carried.

USOE One-time Funding Priorities

MOTION was made by Vice Chair Thomas and seconded by Vice Chair Johnson that the Board prioritize requests for one-time funding as:

1. Technology Grant Program - $30 million
2. Enterprise Accounting System $30 million
3. Feasability Study for a New USBE/USOE building - $1 million

MOTION TO AMEND was made by Vice Chair Johnson and seconded by Vice Chair Thomas that the #2 priority—enterprise accounting system—be moved to #1.

Without objection the motion was amended.

Motion carried.

USDB/USOR Funding Priorities

MOTION was made by Vice Chair Thomas and seconded by Member Huntsman that the Board prioritize requests for ongoing funds for the Utah Schools for the Deaf and the Blind as:

1. Teacher steps and lanes - $460,000
2. Compensation increase for ASL interpreters and teachers' aides - $300,000
3. USIMAC sustainability- $600,000

Motion carried.

MOTION was made by Vice Chair Thomas and seconded by Member Stokes that Board

DRAFT

prioritize requests for ongoing funding for the Utah State Office of Rehabilation as:

1. Compliance Officer - $150,000
2. Older Blind Specialist and Care Travel Instructor (2 FTE) - $225,000
3. Increased Facility Expenses - $60,000
4. Independent Living Assistive Technology Program - $200,000
5. Hard of hearing Rural Outreach Program
6. Independent Living Center Services - $300,000
7. Client Service Policy Coordinator - $130,000
8. Direct Client Services - $1,500,000

USOR Executive Director Darin Brush suggested the following order:

1. Increased Facility Expenses - $60,000
2. Compliance Officer/Client Service Policy Coordinator - $280,000
3. Independent Living Center Services - $300,000
4. Older Blind Specialist and Care Travel Instructor - $225,000
5. Hard of Hearing Rural Outreach Program
6. Independent Living Assistive Technology Program - $200,000
7. Direct Client Services - $1,500,000

MOTION TO AMEND was made by Vice Chair Thomas and seconded by Vice Chair Johnson that the order be amended as Executive Director Brush suggested.

Without objection the motion was amended.

Motion carried.

MOTION was made by Member Lockhart and seconded by Member Moss that any discrepancy between the Board's request and the Uniform School Fund (above what is estimated) be added into the Board's WPU request in addition to the Consumer Price Index (CPI) increase that the Board has listed.

Motion carried.

MOTION was made by Vice Chair Thomas and seconded by Vice Chair Johnson that the Board prioritize requests for one-time funding for USOR as:

1. Independent Living and Assistive Technology - $500,000

DRAFT

2. Blind Business Opportunity Funding - $240,000
3. Interpreter Filming Certification Requests - $60,000
4. Public Relations - $30,000

Motion carried.

MOTION was made by Vice Chair Thomas and seconded by Vice Chair Johnson that the Board move the USDB ongoing funding priority for teacher steps and lanes to an "expected" designation and move the other ongoing priorities up on the list; and to prioritize as the #1 request for one-time funding for USDB $320,000 to upgrade USDB cottages and STEP building.

Motion carried; Member Lockhart absent.

Associate Superintendent Jones asked if the Board would like him to break out the priorities showing those for LEAs and those internal to the USOE. He was directed to do so.

Constitutional Change Concerning Redistribution of the State School Fund

Tim Donaldson, School Children's Trust Director, reported that Senator Ann Millner and Representative Mel Brown have agreed to sponsor legislation for the Board concerning the Permanent State School Fund distribution policy. He distributed a copy of the Board's Resolution No. 2015-2 *A Resolution Establishing the Official Position of the Utah State Board of Education Regarding an Amendment to the Utah Enabling Act Allowing Utah to Set the Distribution Policy for its Permanent School Fund*, and a summary of issues for a proposed Permanent State School Fund constitutional amendment. The proposal is that the language in the Utah Constitution should be amended to place a cap on the amount of money that can come out of the fund in any given year, equal to four percent of a rolling 12-quarter average of the fund's balance, and that the formula establishing exactly how the distribution will be calculated below that threshold would be put in statute. The results would provide a more stable and predictable amount of money each year, and increase the amount of funds available to schools.

Senator Ann Millner was welcomed to the meeting. She indicated that having come from higher education and understanding endowments and how they work it makes sense to her to have the Permanent State School Fund under the umbrella of an endowment and

DRAFT

endowment policy. It will require a constitutional amendment to make the change. She and representative Brown will be running a constitutional resolution, and if passed by 2/3 majority in both the House and Senate, the amendment would be placed on the 2016 ballot.

Member Wright asked whether there is any opposition to the amendment. Senator Millner responded that it is more a matter of people understanding how its works, and noted that when she can explain it to people it makes sense. There is concern that the corpus of the Fund is not invaded. The intent is not to do that, but to allow greater growth in the Fund.

Member Moss asked what kind of flexibility the change will afford and what the parameters will be in terms of looking at alternate asset classes. Senator Millner responded that colleges and universities have been able, either through the Money Management Act or getting their own investment approaches approved, to take a much longer term horizon and be able to use more diversified investment options.

Peter Madsen, Chief Investment Officer for the Trust Fund office, was asked to respond. Mr. Madsen concurred that diversification is important in portfolio management. The current policy that allows only dividends and interest to be distributed means a significant influence on the portfolio management with interest rates and dividends being one of the drivers; whereas, the best practice is to diversify and distribute a long-term, sustainable amount. In terms of a rational argument against this, it is more likely that people are resistant to changing the state constitution. He summarized that instead of having to decide between growth and income or be constricted in the way that tension is managed, those two concepts would be able to be brought together so they're not in conflict with one another.

Member Belnap questioned what the impact would be on funds being distributed to school community councils. Mr. Donaldson responded that currently distribution is approximately $45 million a year. If the constitutional amendment were to pass, it is estimated that $80 million would be distributed.

Vice Chair Thomas mentioned that another issue being discussed is whether Utah needs to have Congress amend the Enabling Act itself. Mr. Donaldson reported that at the time the Enabling Act was passed in 1894 it was the gold standard at the time for interest only to be distributed. The state constitution was amended in 1994 to allow both interest and dividends

DRAFT

to be distributed, and the Attorney General determined at that time that the Enabling Act did not need to be changed because dividends did not exist at the time of the Enabling Act. If it is found that a change is needed, Senator Orrin Hatch and Representative Mia Love are prepared to run federal legislation.

Audit Committee Report

Committee Chair David Thomas reported on the following items from the Committee.

Release of Completed Audit Reports

USBE Internal Audit Director Debbie Davis and Internal Auditor Kevin John gave a presentation of the three audits requested for release by the Audit Committee: 1) *Utah State Board of Education Audit Brief 15-11 - Review of the Monthly Budget Report and Discretionary Funds Report*; 2) *Utah State Board of Education Audit Brief 15-12 - Utah State Board's Office of Education State Fleet Report*; 3) *Report No. 2015-01 - Review of USOE and USOR Accrual Process, Fiscal Year 2014*.

MOTION was made by Vice Chair Thomas and seconded by Member Wright that the Board approve the release of the audits listed above.

Motion carried unanimously.

Internal Audit Charter

With the revision of rule R277-116 *Audit Procedure*, the Internal Audit Charter was also revised. To ensure efficiency when updates are required, because R277-116 and the Internal Audit Department Policy and Procedures Manual contain detailed information, the charter was scaled back and contains more summary and reference material.

Motion from Committee that the Board approve the Internal Audit Charter.

Motion carried unanimously.

Internal Audit Budget

Internal Audit Director Davis informed the Board about specific areas in the Internal

DRAFT

Audit budget that need adjustment.

MOTION from Committee that the Board approve the revised Internal Audit budget for SFY 2016.

Motion carried unanimously.

Standing Committee Reports

STANDARDS AND ASSESSMENT COMMITTEE

Committee Chair Laura Belnap reported on the following items from the Committee.

Approval of Previous Meeting Minutes

The Committee approved the minutes of the August 6, 2015 Law and Licensing Committee.

R277-444 *Distribution of Money to Arts and Science Organizations*

The Committee reviewed additional amendments to R277-444 since the Board gave final approval to the rule in August 2015. The amendments include language that allows an organization to designate a city as the organization's fiscal agent under certain circumstances. The Committee approved amendments to R277-444 on second reading.

MOTION from Committee that the Board approve R277-444 *Distribution of Money to Arts and Science Organizations* on third and final reading.

Motion carried unanimously.

Elementary Mathematics Standards 90-day Review

The Committee reviewed the Elementary Mathematics Standards that have been revised based on the input of the Standards Review Committee, the Elementary Mathematics Steering Committee, and the Utah State Board of Education. After review, the Standards and Assessment Committee requested additional changes to remove the "shapes" portion from the standards.

DRAFT

MOTION from Committee that the Board approve the release of the draft Elementary Mathematics Standards, with the changes requested, for a 90-day public review.

Motion carried; Vice Chair Johnson absent.

Secondary Mathematics Standards 90-day Review Feedback

The draft Secondary Mathematics Standards were approved for 90-day public review in the Board's May 2015 meeting. The review period has concluded, and feedback from the public was provided to the Standards and Assessment Committee for review.

MOTION from Committee that the Board approve the Secondary Math Steering Committee moving forward to finalize revisions to the Secondary Mathematics Standards based on the public feedback and recommendations from the Standards and Assessment Committee.

MOTION TO AMEND was made by Member Stokes that the Executive Summary of the Standards include a comparison of changes made from the current standards to the revised standards.

Without objection, the change was made.

Motion carried; Vice Chair Johnson absent.

Elementary Library Media Standards

The draft Elementary Library Media Standards were available for public comment April-July 2015. Public feedback was provided to the Committee for review. The Committee requested an additional change that on page 2, paragraph 1 all reference to a person be removed.

MOTION from Committee that the Board approve the Elementary Library Media Standards, as amended, and with the additional change requested.

Motion carried. Vice Chair Johnson absent.

R277-497 *School Grading System*

The Committee did not discuss the rule, pending discussion on a related issue in

DRAFT

Executive Session.

R277-404 *Requirements for Assessments of Student Achievement*

Amendment to R477-404 were presented to provide opt out provisions consistent with legislation passed in the 2015 Legislative Session. The Committee made additional changes and directed that the updated rule be brought to the Board for discussion. An updated rule and Parental Exclusion from State Assessment Form were distributed to the Board.

Member Hansen asked whether students are opting out of graduation if they opt out of the state-required civics exam. Committee Chair Belnap replied that is the case.

Vice Chair Thomas noted that the online writing assessments for grades 3-11 referenced in line 122 are not required by statute, but are required by the Board. He questioned whether that clarification needs to be made. Committee Chair Belnap responded that the writing assessments are within the criteria for assessments for which students can opt out: a federally-mandated test; a state-mandated test; a test on a server at the State Office of Education or on a server provided through the State Office of Education. Because the writing tests are on the SAGE platform, they fit the criteria.

MOTION from Committee that the Board approve on second reading R277-404 *Requirements for Assessments of Student Achievement*, as amended, and that the Board approve the 2015-2016 Parental Exclusion from State Assessment Form.

Motion carried unanimously.

R277-921 *Strengthening College and Career Readiness Pilot Program*

An updated copy of R277-9212 was distributed that includes changes from the Committee. The rule provides procedures and criteria for applying for and awarding college and career readiness grants and provides reporting requirements for grantees.

MOTION from Committee that the Board approve R277-921 *Strengthening College and Career Readiness Pilot Program*, as amended, on second reading.

Motion carried unanimously.

DRAFT

UPSTART Pilot Program Annual Report

The Committee reviewed the UPSTART Pilot Program Annual Report, which will be presented to the Education Interim Committee in October. The Committee directed staff to include a chart showing the costs.

Early Intervention Reading Software Annual Report

The Committee reviewed the Early Intervention Reading Software Report, which will be presented to the Education Interim Committee in October. There has been a request from a vendor for a rerun of the data. The Committee agreed to the rerun and directed that if the data changes the report, the report should be brought back to the Committee.

K-3 Reading Improvement Program Report

The Committee reviewed the K-3 Reading Improvement Program Report, which will be presented to the Education Interim Committee in October.

LAW AND LICENSING COMMITTEE

Committee Chair Leslie Castle reported on the following items from the Committee. Cybil Prideaux, the new assistant to Associate Superintendents Stallings and Nye, and secretary to the Law and Licensing Committee, was introduced.

Approval of Previous Meeting Minutes

The Committee approved the minutes of the August 6, 2015 meeting.

New School Approval - Athlos Academy of Utah

A recommendation from the State Charter School Board (SCSB) for the Board to approve the application of new school Athlos Academy came to the Board in April 2015. The Board identified specific concerns with the application and sent it back to the SCSB for further consideration. Staff has researched and reviewed data and addressed the concerns with the governing board members of Athlos, and the Athlos application has been forwarded to the

DRAFT

Board for approval. The Committee heard information about changes and corrections that have been made.

MOTION from Committee that the Board approve the application for new charter school Athlos Academy, to open in the 2016-2017 school year.

Member Belnap asked for more information about concerns the committee discussed. Member Warner reported there were concerns in the last Board meeting about the school using pictures of a different school on its website, its governing board, and the financial company the school would be using.

Member Belnap indicated she still has real concerns about this charter.

Member Hansen reported that Marlies Burns, Executive Director for the State Charter School Board, conducted a thorough investigation of the proposed charter and indicated its website has been changed. Ms. Burns was invited to provide information about her investigation to the Board. She reported she and her staff reviewed many documents of the parent company, Athlos Academies, Inc., and schools with which they have had dealings in the areas of curriculum, facilities and financing. There was another company called the Charter School Fund where the principals involved were the same as those that started Athlos Academies, Inc., and business was done under that name. When the parent company was created, that caused much of the confusion. Her staff reviewed every contract to make sure that either Athlos Academies, Inc. or Charter School Fund was mentioned in the contract, and the representation of what services they provided was an accurate reflection of the information they provided.

Member Warner mentioned that in the April meeting the Board received information that some schools for which Athlos purported they ran indicated they had no involvement with Athlos. Ms. Burns responded that in each instance staff was able to track that services were provided by Athlos, although they did always rise to the level of running the school.

Motion carried, with Members Allen, Corry, Crandall, Cummins, Hansen, Lockhart, Johnson, Thomas, and Stokes in favor, and Members Belnap, Castle, Huntsman, Moss, and Warner opposed. Member Wright abstained.

DRAFT

R277-533 *District Educator Evaluation Systems*

Rule R277-533 received final approval by the Board in August 2015. Since that time, additional concerns have been expressed and amendments were proposed that require school districts to report educator evaluation results in the aggregate as opposed to reporting individual educator results. An updated rule with Committee changes was distributed to the Board.

MOTION from Committee that the Board approve R277-533 on third and final reading. Motion carried unanimously.

R277-100 *Rulemaking Policy*

Emily Skene, a contractor assisting with Board rule writing, distributed information about the Utah Administrative Rulemaking Process and made a presentation to the Board about rulemaking and policymaking procedures, reviewing what belongs in a rule as opposed to a policy.

Vice Chair Johnson requested that an estimate of the cost of implementing a rule be included with the rule before it is approved. Superintendent Stallings responded that generally the cost doesn't include costs for LEAs. A broad statement is included when the rule is filed that the rule may affect costs for other entities. She indicated that if a hard number is available, that will be included when the rule comes before the Board.

Vice Chair Thomas mentioned that the fiscal notes on legislative bills pertain to the state budget, and asked if would be possible for a fiscal note to be similarly added to each Board rule on what the impact is for the Board. Even if there isn't funding attached, there is always a fiscal impact, such as staff time. Superintendent Stallings suggested the Board may not have clearly articulated in the past that when a new program is put in place by the legislature the agency involved will most likely need a person to manage that program. In thaq case an additional FTE should be requested. The Board needs to ask for an administrative cost on top of the money for the program. Perhaps a formula could be developed that would help the legislature understand what is needed to implement new programs. Vice Chair Thomas indicated that would be very helpful.

DRAFT

Member Lockhart suggested that whenever a rule is submitted for review, staff ask LEAs what they think it will cost them and provide the estimates with the rule.

MOTION from Committee that the Board direct staff to propose amendments to the Board Bylaws that would establish a policymaking procedure.

Motion carried; Member Wright absent.

The Committee approved on second reading R277-100, as amended in Version 2, and continuation of the rule.

MOTION from Committee that the Board approve on third and final reading R277-100 *Rulemaking Policy,* as amended in Version 2, and continuation of the rule.

Vice Chair Johnson noted that lines 62 and 63 are written to say "An LEA shall have electronic access," but they are not able to control access. Superintendent Stallings suggested the language could be amended to state that the Superintendent shall provide electronic access to LEAs and the public to the policy manuals.

Vice Chair Johnson noted that quite a bit of Section 6–Hearings gives direction to the Board, and wondered if this was necessary given the previous discussion of what should be included in a rule. Ms. Skene responded that everything having to do just with the Board was taken out of the section; what remains are things that affect an outside party.

Motion carried; Members Lockhart and Wright absent.

R277-611 *Certified Volunteer Instructors and Material Approval Requirements and Process for Firearm Safety in the Public Schools*

The Committee reviewed R277-611 in accordance with the five-year review requirement in the Utah Administrative Rulemaking Act. Amendments were proposed to make the rule consistent with H.B. 124 *Education Background Check Amendments* (2015 Legislative Session). The Committee approved amendment to and continuation of R277-611 on first reading.

MOTION from Committee that the Board approve on second reading R77-611 *Certified Volunteer Instructors and Material Approval Requirements and Process for Firearm Safety in the Public Schools*, as amended, and continuation of the rule.

Motion carried; Members Lockhart and Wright absent.

DRAFT

R280-203 *Certification Requirements for Interpreters/Transliterators for the Hearing Impaired*

The Committee reviewed proposed amendments to R280-203 to make the rule consistent with the Policies and Procedures Governing Certification of Interpreters and Transliterators Manual and make other technical and conforming changes. The Committee approve R280-203 on second reading. An updated rule was distributed to Board.

MOTION from Committee that the Board approve R280-203 *Certification Requirements for Interpreters/Transliterators for the Hearing Impaired*, as amended, on third and final reading.

Motion carried unanimously.

Least Restrictive Behavior Interventions (LRBI) Technical Assistance Manual

The Committee was presented with an updated version of the LRBI Manual that references statute and Board rule and provides LEA staff with the information to use research-based best practices to improve student discipline and conduct for all students.

MOTION from Committee that the Board approve the *Least Restrictive Behavior Interventions (LRBI) Technical Assistance Manual*.

Motion carried; Members Lockhart and Wright absent.

R277-477 *Distribution of Funds from the Interest and Dividends Account and Administration of the School LAND Trust Program*

Rule R277-477 was approved for repeal/reenactment by the Board in its August 2015 meeting. Since that time, several Board members requested that further amendments to the rule be considered. The Committee reviewed amendments to the rule that require a School LAND Trust program approving entity to establish a timeline, including deadlines, for a school's council to submit a School LAND Trust plan to the approving entity. The changes also delete the majority of the current approved/unapproved expenditures list and replace the list with more general guidelines and requirements.

The Committee approved amendments to R277-477 on first reading. An updated rule was distributed to the Board.

DRAFT

MOTION from Committee that the Board approve R277-477 *Distribution of Funds from the Interest and Dividends Account and Administration of the School LAND Trust Program*, as amended, on second reading.

MOTION TO AMEND was made by Vice Chair Johnson and seconded by Member Moss that the date on line 135 be changed from May 1 to May 15.

Motion to amend carried.

Motion carried; Member Lockhart absent.

R277-606 *Public School Student Dropout Recovery*

Rule R277-606 was drafted in response to S.B. 116 *Public School Dropout Recovery* (2015 Legislative Session). The rule provides procedures and requirements for LEAs to develop a dropout recovery program. The rule was approved by the Board on second reading in its June 7, 2015 meeting, but needs further revision to amend the procedures for calculating membership for eligible students participating in a dropout recovery program to exclude the option of counting a student in a charter school's October 1 count, among other changes.

The Committee reviewed the rule, including a Proposed Amendment #1, and failed to approve the amendments. The Committee recommended that the full Board review the rule.

Superintendent Stallings reviewed Proposed Amendment #1 and outlined options for the Board's approval of the rule. She noted that the problem the rule is trying to solve won't occur until fall of next year.

MOTION was made by Member Castle and seconded by Member Stokes that the Board approve R277-606 on third and final reading, and bring the rule back to a future meeting to discuss Proposed Amendment #1.

It was noted that this would allow for further discussion with the sponsor of the legislation.

MOTION TO AMEND was made by Vice Chair Thomas and seconded by Member Moss that the Board approve R277-606, with Proposed Amendment #1, on third and final reading.

Superintendent Stallings reported that there are parts of the rule that need to

DRAFT

be implemented now and direction is needed as soon as possible.

Motion to amend failed, with Members Allen, Johnson, Moss and Thomas in favor, and Members Belnap, Castle, Corry, Cummins, Crandall, Hansen, Huntsman, Lockhart, Stokes, Warner and Wright opposed.

Motion carried unanimously.

R277-438 *Dual Enrollment*

The Committee reviewed proposed amendments to clarify a student's right to dual enroll simultaneously in a private or home school and a public school, and to distinguish "dual enrollment" from the statutory requirement to allow a home, private, charter, or online school student to participate in activities at another public school. The Committee approved amendments to R277-438 on first reading. An updated rule was distributed to the Board.

MOTION from Committee that the Board approve R277-438 *Dual Enrollment* on second reading.

Motion carried unanimously.

R277-494 *Charter School and Online Student Participation in Extracurricular or Co-curricular School Activities*

The Committee reviewed proposed amendments to R277-494 to include provisions related to home and private school student participation in extracurricular or co-curricular activities. The Committee approved amendment to and continuation of R277-494 on first reading. An updated rule was distributed to the Board.

MOTION from Committee that the Board approve R277-494 *Charter School and Online Student Participation in Extracurricular or Co-curricular School Activities*, as amended, and continuation of the rule, on second reading.

Motion carried unanimously.

FINANCE COMMITTEE

Committee Chair Jennifer Johnson reported on the following items from the

DRAFT

Committee.

Approval of Previous Meeting Minutes

Minutes of the August 6, 2015 Committee meeting were approved.

Taxing Entity Committee (TEC) to the Community Development and Renewal Agency of the City of Washington Terrace for the Southeast Urban Renewal Project Area - Plan Extension

The Washington Terrace Redevelopment Agency presented the Southeast Urban Renewal Project to the Committee. The Redevelopment Agency is seeking to extend the Project for an additional ten years.

MOTION from Committee that the Board instruct its Taxing Entity Committee representative to vote with the school district on the project extension.

Member Wright stated that though the area needs the development, he doesn't feel as a Board member he represents the RDA, and sees it as reshuffling the debt and increasing taxes.

Member Stokes reported that he has toured the area and believes it fits into the code for blight. Member Huntsman also stated that he is very much in favor, and expressed confidence that the project will stimulate significant gains over time.

Motion carried, with Members Allen, Belnap, Castle, Corry, Crandall, Cummins, Hansen, Huntsman, Lockhart, Stokes and Thomas in favor, and Members Johnson, Moss and Wright opposed; Member Warner absent.

Section Budget Reports

The Committee heard budget reports from the USOE Information Technology Section, USOE ESEA and Special Programs Section, Agency Contracts, USOE School Law Section, and the Internal Audit Department. It was reported that a library of the information will be created for all Board members to view.

The Committee also reviewed the agency contract information form and suggestions for changes were made.

DRAFT

SFY 15 Carry Forward Amounts for SFY 16 Use

The Committee reviewed requests for the use of SFY 15 carry forward funds.

MOTION from Committee that the Board approve for the use of carryover funds all items on the SFY 16 discretionary request report excluding the National Repository of Online Courses and adding an item to cover the UCA grant for School Finance.

Motion carried; Member Warner absent.

MOTION was made by Vice Chair Johnson and seconded that the Board approve the use of carryover funds for the Internal Audit Department of $16,000.

Motion carried; Member Warner absent.

The Board reviewed a request from Superintendent Smith for use of $250,000 from the SFY 16 discretionary fund and $400,000 in mineral lease funds.

MOTION was made by Member Corry and seconded by Member Allen that the Board approve for use by the State Superintendent $250,000 from the discretionary fund and $400,000 from the mineral lease fund.

Superintendent Smith clarified that there isn't a current plan for use of those funds, but that has been roughly the amount of expenditures that have been needed in the past. He suggested an alternative would be to approve the discretionary amount with the requirement for Board leadership approval.

MOTION TO AMEND was made by Vice Chair Johnson and seconded that the Board approve $100,000 discretionary funds for the use of the State Superintendent and none from the mineral lease fund.

Vice Chair Thomas indicated that it is difficult to use the mineral lease funds because of the strings attached to them, and wondered why none would be made available up front.

Motion to amend carried, with Members Belnap, Crandall, Cummins, Huntsman, Johnson, Lockhart, Moss, Stokes and Wright in favor, and Members Allen, Corry, Hansen, and Thomas opposed; Members Castle and Warner absent.

Motion as amended carried; Members Castle and Warner absent.

DRAFT

R277-119 *Budgetary Procedures*

The Committee postponed the discussion to a future meeting.

State Fiscal Year End Close Out Report

Jennifer Roth, USOR Financial Director, reported to the Committee that when the USOR closing package was submitted to State Finance, she received a copy of the email, but the package was not attached. Upon obtaining a copy of the closing package, she identified $4.9 million of the $6.3 million supplemental fund that was posted to the lapsing column, essentially giving that money back. She made the correction with State Finance.

Managerial Accountants and Federal Grants Compliance Officer Positions

The Committee received an update on the progress of hiring three managerial accountants and one federal grants compliance officer.

It was reported that direction was given in the July and August Committee meetings for staff to find permanent funding for those positions. The action has been to use the AIR funding which is not permanent funding.

Legislative Intent Language Progress Report

The Committee reviewed the Concurrent Enrollment Quality Standards Report prepared for presentation to the legislative Education Interim Committee in October. The Committee also received an update on the progress of items identified in legislative intent language in H.B. 2 *Public Education Budget Amendments*.

Minimum School Program (MSP) Automation Project

The Committee received an update on the status of the MSP automation.

Finance Committee Requests for Data/Information

The Finance Committee reviewed information on FY 16 Title IIA formula allocations for LEAs. Information was distributed to the Board.

DRAFT

Superintendent's Report

Superintendent Brad Smith reported on the following.

- USOE staff has received and analyzed the data needed to designate schools as outlined in S.B. 235 *Education Modifications*. A list of those schools will be circulated to the Board and a copy of the letters that will be sent to those schools and school governing bodies. In the middle school and elementary categories there are 23 schools included in the bottom three percent, including six charter schools; of the charter schools one is a school serving a special population of students. It seems perhaps inappropriate to include that particular school in this grouping, so his proposal to the Board is to exclude them, which will allow for inclusion of two additional schools. The largest grouping of schools is from the Granite School District. Four high schools are also on the list. A couple of virtual schools have been identified, which also seem inappropriate for this program. Under the statute, local boards are required to constitute school turnaround teams by October 1. That team is then required to select a turnaround expert from a group of approved providers.
- The USOE executive team, excepting Scott Jones, along with Ann White, ESEA and Special Programs Director and Glenna Gallo, Special Education Director, recently participated in the University of Virginia's school turnaround state education agency training.
- The USOE superintendency has been meeting with various stakeholder groups, and met earlier in the week with the Utah Schools Superintendents Association and reviewed education effectiveness programs, rulemaking, and other processes. Superintendent Smith also met with the Utah School Board's Association this week. In both instances, representatives from the Governor's office presented their view of the budget process and good discussions were had with them.
- Superintendent Smith explained that as the managerial accountants and compliance officer need to be in place as quickly as possible, money is being used for those hires

DRAFT

from the sale or leasing of test of questions generated by SAGE. He recognized that it is not a wise practice to fund ongoing positions from one-time money, but it is being done intentionally and knowingly due to the urgency of the need. Those positions could be funded by identifying positions in the organization that could be eliminated. After discussion, it was deemed undesirable to fund the positions in that manner, but he was clear that should the legislature not fund those positions, his team will need to look at freeing up other positions in order to accommodate the managerial accountants and compliance officer. Those are high priority positions that will be viewed as permanent positions.

- Executive Director Brush provided notice yesterday that the USOR Disability Determination Services Division has been recognized by the national Social Security Administration for excellence in the performance of carrying out its duties.

Board Chair's Report

Board Chair David Crandall reported on the following:

- The Board has several task forces in progress, including the Digital Teaching and Learning Task Force and the Advisory Committee Review Task Force. The Advisory Committee Review Task Force has tasked USOE Teaching and Learning Director Diana Suddreth with bringing a rule to the Standards and Assessment Committee incorporating guidelines for the standards review committees.
- A Board task force on school grading has been newly formed, with Brittany Cummins as chair. She is working with Rich Nye, committee staff, to get some dates for a first meeting.
- Over the past couple of months Board leadership, the USOE superintendency, USDB Superintendent and USOR Executive Director have been meeting for reviews of section budgets. There has been some inconsistency in the reporting and transparency, and those issues are being resolved. A report will be produced for a more consistent review of the sections. Staff were thanked for their work on the budget.

DRAFT

Board Member Comments

Member Huntsman expressed appreciation to Superintendent Smith and his staff for all the work produced for the Board's benefit.

EXECUTIVE SESSION

MOTION was made by Vice Chair Johnson and seconded by Member Lockhart that the Board move into Executive Session for the purpose of discussing the character, professional competence, or mental or physical health of individuals and pending or reasonably imminent litigation.

Upon voice vote of the Members present, the Board moved into Executive Session at 4:10 p.m.

Those present included Members Allen, Belnap, Corry, Cummins, Crandall, Hansen, Huntsman, Johnson, Lockhart, Moss, Stokes, Thomas and Wright; and Brad Smith, Sydnee Dickson, Rich Nye, Scott Jones, Darin Brush, Stacey Cummings, Nicole Call, Chris Lacombe, Emilie Wheeler and Lorraine Austin.

MOTION was made by Member Allen and seconded by Member Corry that the Board come of out Executive Session.

Motion carried. The Board reconvened in open meeting at 5:35 p.m.

Executive Session Items

Utah Statewide Independent Living Council Appointments

This item was deferred to the next meeting.

Governor's Committee on Employment of People with Disabilities Appointment

MOTION was made by Member Stokes and seconded by Vice Chair Johnson that the Board appoint Randy Beddes to the Governor's Committee on Employment of People with Disabilities, representing business and industry, for a term ending August 2016.

Motion carried; Members Castle, Warner and Wright absent.

DRAFT

Roads to Independence (RTI) Contract

MOTION was made by Vice Chair Johnson and seconded by Vice Chair Thomas that the Board direct USOR staff to enter into a contract with Roads to Independence beginning October 1, 2015 through June 30, 2016 with the following stipulations:

1. The proposed contract includes $4,093 in federal carryover money from the 2015 federal grant which ends September 30, 2015.
2. RTI agrees to only invoice USOR for RTI expenses incurred from the first day of the new contract extension, as outlined above, until the state fiscal year ends.
3. RTI will continue to work with USOR staff to improve its policies.
4. RTI will submit all required reports by assigned deadlines and submit monthly reimbursement requests to USOR.

Motion carried; Members Castle, Warner and Wright absent.

Public Educator Evaluation Requirements Committee Appointment

This item was deferred to the next meeting.

Licensing Actions and UPPAC Recommendations

No action was taken. The UPPAC Consent Calendar was deferred to the next meeting.

Adjournment

MOTION was made by Member Corry and seconded by Vice Chair Johnson that the meeting adjourn.

Motion carried. The meeting adjourned at 5:37 p.m.

Lorraine Austin, Board Secretary
Approval of minutes pending

C-3
OCT 03

RECEIVABLE CONTRACT

UTAH STATE OFFICE OF EDUCATIION/UTAH STATE OFFICE OF REHABILITATION

Contract Information

State No. N/A MOA

Agency No. For Office Use Only

Contractor and Address

Utah Department of Human Services
Division of Substance Abuse and Mental Health
195 North 1950 West
Salt Lake City, UT 84116

Vendor No

Commodity Code
91838

Agency Monitor Verne Larsen Amount $ 500,000 From 7/01/2015 To 06/30/2020

Schedule of Payments
Funds will be drawn on a monthly basis

Purpose of Contract
To provide funding or in-service training, curriculum development, materials for substance abuse prevention programs and other expenses associated with the substance abuse prevention specialist.

Correlation with Board Goals

		Yes	No
Greater than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed)		X
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		X
Less than $5,000	This contract was entered into as a result of the state-level bidding process (RX was processed).		
	The proposals were reviewed by an in-agency committee and the least-costly and best-performance proposal was selected.		
General Information	The contract was awarded using appropriate policy and procedures.	X	
	The employment goals of the affirmative action program were followed.	N/A	
	A conflict of interest involving USOE/USOR staff exists.		X
	The contract uses federal funds.		X

Agency approval certifies that all parties herein receiving fees, stipends or other payment in excess of approved travel and perfume reimbursement will receive no remuneration from another state agency, state institution, school district, or other political sub-division (unless so stated in the parties' annual employment contract) for the time and service that they claim payment from the USOE in relation to this request.

Fund	Agency	Organ	Approp	Object	Activity	Rep Code	Project
2480	400	0662	PAM	6137	T826	F	66263000

Upon final approval by State Finance:
Original: attach to documents
Duplicate: division accountant
Triplicate: division/unit
Quadruplicate: Board agenda

Associate Superintendent or Designee Date

Accounting Date

Associate Supt. Admin./Exec. Director Date

Contracts approved by State Superintendent or USOR Director (less than $100,000)							
Agency Contract #	**Section**	**Vendor**	**Current Amendment Amount**	**Original plus amendments to date**	**Total Contract Amount**	**Expiration Date**	**Contract Purpose**
146259	T & L	Evaluation & Training Institute	$21,000.00	$373,750.00	$394,750.00	02/28/19	amendment to cover cost of additional analyses and reporting tasks for Imagine Learning data
146116	T & L	Imagine Station Inc	$0.00	$45,000,000.00	$45,000,000.00	06/30/18	clarify professional development for Early literacy

R277. Education, Administration.
R277-438. Dual Enrollment.
R277-438-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision of the public school system under the Board;

(b) Subsection 53A-1-402(1)(b), which directs the Board to establish rules and minimum standards for access to programs;

(c) Subsection 53A-1-401(3), which allows the Board to adopt rules in accordance with its responsibilities; and

(d) Section 53A-11-102.5, which governs dual enrollment.

(2) The purpose of this rule is to provide consistent statewide procedures and criteria for a home school and private school student's participation in a public school course, co-curricular activity, or program.

R277-438-2. Definitions.

(1) "Co-curricular activity" means a school district or school activity, course, or experience that includes a required regular school day component and an after school component, including a special program or activity such as a program for a gifted and talented student, a summer program, and a science or history fair.

(2) "Dual enrollment student" means a student who is enrolled simultaneously in:

(a) a private school or home school; and

(b) a public school.

(3) "Eligibility" means a student's fitness and availability to participate in a school course, activity, or program governed by this rule that is determined by a number of factors, including:

(a) residency;

(b) scholarship;

(c) age; and

(d) the number of semesters of participation in a particular course, activity, or program.

(4) "Full-time student" means a student earning the school district designated number and type of credits required for participation in a course, activity, or program in the school district in which the student's parent resides.

(5) "Home school" means a school in the state comprised of one or more students officially excused from compulsory public school attendance under Section 53A-11-102.

(6) "Private school" means a school in the state that:

(a) is maintained by a private individual or corporation;

(b) is maintained and operated not at public expense;

(c) is generally supported, in part at least, by tuition fees or charges;

(d) operates as a substitute for, and gives the equivalent of, instruction required in a public school;

(e) employs a teacher able to provide the same quality of education as a public school teacher;

(f) is established to operate indefinitely and independently, not dependent upon age of the students available or upon individual family situations; and

(g) is licensed as a business by the Department of Commerce.

(7)(a) “Resident school” means a public school:

(i) that is under the control of a local school board elected under Title 20A, Chapter 14, Nomination and Election of State and Local School Boards; and

(ii) within whose boundaries a student’s custodial parent resides.

(b) “Resident school” does not mean a charter school or online school.

(8) “Student participation fee” means a fee charged to all participating students by the resident school for enrollment in a course, program, or co-curricular school activity consistent with Rule R277-407.

R277-438-3. Private and Home School Student Participation in a Public School Course, Co-curricular Activity, or Program.

(1) A student who is exempt from compulsory public school education by a local school board for instruction in a private or home school may enroll in the student’s resident school as a dual enrollment student and participate in a course, co-curricular activity, or program at the student’s resident school if the student takes courses comparable to resident school courses or earns credit under options outlined in Section R277-700-6 in at least as many of the designated courses as required by the local school board of a student for participation in the course, co-curricular activity, or program.

(2) A public school that is not the student's resident school may allow a private or home school student to enroll in the public school, including in a single course or program, as a dual enrollment student, at the discretion of the public school.

(3) A dual enrollment student is eligible to participate in a course, co-curricular activity, or program:

(a) consistent with the eligibility standards for a full-time student, including providing a report card and citizenship information to the resident school or other school described in Subsection (2) upon request;

(b) in accordance with Section 53A-11-102.5; and

(c) in accordance with the provisions of Subsection 53A-11-102.6(2)(d).

R277-438-4. Fees for Private and Home School Students.

A school or school district shall waive a student participation fee for a dual enrollment private or home school student if:

(1) the student is eligible; and

(2) the parent provides required documentation under Section 53A-12-103 and Rule R277-407, School Fees.

R277-438-5. Miscellaneous Issues.

(1) A dual enrollment student attending an activity or a portion of a school day under Section 53A-11-102.5 is subject to the same behavior and discipline rights and requirements of a full-time student.

(2) A dual enrollment student who attends an activity or a portion of the school day is subject to the administrative scheduling and teacher discretion of the public school.

(3)(a) A dual enrollment student with a disability may participate as a dual enrollment student consistent with law, this rule and 34 CFR 300.450 through 300.455.

(b) A public school that enrolls a dual enrollment student shall prepare an IEP for a student described in Subsection (3)(a) prior to the student’s participation in dual enrollment using comparable procedures to those required for identifying and evaluating

public school students.

(c) A student with a disability seeking dual enrollment is entitled to services for the time, or for the number of courses, the student is enrolled in the public school, based on the decision of the student's IEP team.

(d) Decisions about the scheduling and manner of services provided is the responsibility of the enrolling public school and school district personnel.

(e) A school or a school district is not prohibited from providing a service to a student who is not enrolled full time in excess of those required by this section.

KEY: public education, dual enrollment
Date of Enactment or Last Substantive Amendment: 2015
Notice of Continuation: March 14, 2014
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(b); 53A-11-102.5

R277. Education, Administration.
R277-477. Distributions of Funds from the Interest and Dividends Account and Administration of the School LAND Trust Program.
R277-477-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which places general control and supervision of the public school system under the Board;

(b) Subsection 53A-16-101.5(4), which allows the Board to adopt rules regarding the time and manner in which a student count shall be made for allocation of funds; and

(c) Subsection 53A-1-401(3), which allows the Board to adopt rules in accordance with its responsibilities.

(2) The Board is the primary beneficiary representative and advocate for the beneficiaries of the School Trust corpus and the School LAND Trust Program.

(3) The purpose of this rule is to:

(a) provide financial resources to a public school to implement a component of a school's improvement plan or charter document in order to enhance and improve student academic achievement;

(b) provide a means to involve a parent of a school's student in decision-making regarding the expenditure of School LAND Trust Program funds allocated to the school;

(c) provide direction in the distribution of funds from the Interest and Dividends Account, as funded in Subsection 53A-16-101.5(3);

(d) provide for appropriate and adequate oversight of the expenditure and use of funds by a designated local board of education, an approving entity, and the Board;

(e) provide for proper allocation of funds as stated in Subsections 53A-16-101.5(3) and (4), and the appropriate and timely distribution of the funds;

(f) enforce compliance with statutory and rule requirements, including the responsibility for a school community council to notify school community members regarding the use of funds; and

(g) define the roles, duties, and responsibilities of the School Children's Trust Director within the USOE.

R277-477-2. Definitions.

(1) "Approving entity" means an LEA governing board, university, or other legally authorized entity that may approve or reject a plan for a district or charter school.

(2)(a) "Charter trust land council" means a council comprised of a two person majority of elected parents of students attending the charter school convened to act in lieu of the school community council for the charter school.

(b) "Charter trust land council" includes a charter school governing board if:

(i) the council meets the two-parent majority requirement; and

(ii) the charter school governing board chooses to serve as the charter trust land council.

(3) "Council" means a school community council or a charter trust land council.

(4) "Digital citizenship" means the same as that term is defined in Section 53A-1a-108.

(5) "Fall enrollment report" means the audited census of students registered in Utah public schools as reported in the audited October 1 Fall Enrollment Report of the previous year.

(6) “Funds” means interest and dividends income as defined in Subsection 53A-16-101.5(3).

(7) “Interest and Dividends Account” means the restricted account within the Uniform School Fund created under Subsection 53A-16-101(2).

(8) “Most critical academic need” means an academic need identified in a school's improvement plan or school’s charter.

(9)(a) “Principal” means an administrator licensed as a principal in the state and employed in that capacity at a school.

(b) “Principal” includes the director of a charter school.

(10) “School Children's Trust Director” means the Director appointed by the Board under Section 53A-16-101.6.

(11) “Student” means a child in public school grades kindergarten through 12 counted on the fall enrollment report of a school district, charter school, or USDB.

R277-477-3. Distribution of Funds - Local Board or Local Charter Board Approval of School LAND Trust Plans.

(1) A public school receiving School LAND Trust Program funds shall have:

(a) a school community council as required by Section 53A-1a-108 and Rule R277-491;

(b) a charter school trust land council as required by Subsection 53A-16-101.5(9); or

(c) an approved exemption under this rule.

(2) A public school receiving School LAND Trust Program funds shall submit a principal assurance form, as described in Section R277-491-5 and Subsection 53A-16-101.5(5)(c), prior to the public school receiving a distribution of School LAND Trust Program funds.

(3) A charter school that elects to receive School LAND Trust funds shall:

(a) have a charter trust land council;

(b) be subject to Section 53A-1a-108.1 if the charter trust land council is not a charter school governing board; and

(c) receive training about Section 53A-1a-108.1.

(4) A charter school that is a small or special school may receive an exemption from the charter land trust council composition requirements contained in Subsection 53A-16-101.5(9) upon application to the Board if the small or special school demonstrates and documents a good faith effort to recruit members to the charter trust land council.

(5) The principal of a charter school that elects to receive School LAND Trust funds shall submit a plan to the School Children’s Trust Section on the School LAND Trust website:

(a) no later than April 1; or

(b) for a newly opening charter school, no later than November 1 in the school's first year in order to receive funding in the year the newly opening charter school opens.

(6)(a) An approving entity:

(i) shall consider a plan annually; and

(ii) may approve or disapprove a school plan.

(b) If an approving entity does not approve a plan, the approving entity shall:

(i) provide a written explanation why the approving entity did not approve the plan; and

(ii) request that the school revise the plan, consistent with Section 53A-16-101.5.

(7)(a) To receive funds, the principal of a public school shall submit a School LAND Trust plan to the School Children's Trust Section annually through the School LAND Trust website using the form provided.

(b) The Board may grant an exemption from a school using the USOE-provided form, described in Subsection (7)(a), on a case-by-case basis.

(8) In addition to the requirements of Subsection (6), the School LAND Trust plan described in Subsection (7)(a) shall include the date the council voted to approve the plan.

(9)(a) A council member shall have the opportunity to provide a digital signature indicating the member's involvement in implementing the current School LAND Trust plan and developing the school plan for the upcoming year.

(b) Entering the council member's name and email address into the Council Membership and Signature Form page on the School LAND Trust website and using that system to collect the digital signature shall suffice to meet the requirements of this Subsection (9).

(c) An LEA or district school, upon the permission of the LEA's governing board, may design the LEA or district school's own form to collect the information required by this Subsection (9).

(10)(a) An approving entity shall establish a timeline, including a deadline, for a school to submit a school's School LAND Trust plan.

(b) A timeline described in Subsection (10)(a) shall:

(i) require a school's School LAND Trust plan to be submitted to the approving entity with sufficient time so that the approving entity may approve the school's School LAND Trust plan no later than May 15 of each year; and

(ii) allow sufficient time for a council to reconsider and amend the council's School LAND Trust plan if the approving entity rejects the school's plan and still allow the school to meet the May 15 approving entity's approval deadline.

(c) After an approving entity has completed the approving entity's review, the approving entity shall notify the School Children's Trust Section that the review is complete.

(11)(a) Prior to approving a plan, an approving entity shall review a School LAND Trust plan under the approving entity's purview to confirm that a School LAND Trust plan contains:

(i) academic goals;

(ii) specific steps to meet the academic goals described in Subsection (11)(a)(i);

(iii) measurements to assess improvement; and

(iv) specific expenditures focused on student academic improvement.

(b) The approving entity shall determine whether a School LAND Trust plan is consistent with the approving entity's pedagogy, programs, and curriculum.

(c) Prior to approving a School LAND Trust plan, the president or chair of the approving entity shall provide training annually on the requirements of Section 53A-16-101.5 to the members of the approving entity.

(12)(a) After receiving the notice described in Subsection (10)(c), the School Children's Trust Section shall review each School LAND Trust plan for compliance with the law governing School LAND Trust plans.

(b) The School Children's Trust Section shall report back to the approving entity concerning which School LAND Trust plans were found to be out of compliance with the law.

(c) An approving entity shall ensure that a School LAND Trust plan that is found to be out of compliance with the law by the School Children's Trust Section is amended or revised by the council to bring the school's School LAND Trust plan into compliance with the law.

(13) If an approving entity fails to comply with Subsection (12)(c), the School Children's Trust Director shall report the failure to the Audit Committee of the Board as described in Section R277-477-9.

R277-477-4. Appropriate Use of School LAND Trust Program Funds.

(1) Parents, teachers, and the principal, in collaboration with an approving entity, shall use School LAND Trust Program funds in data-driven and evidence-based ways to improve educational outcomes.

(2) School LAND Trust Program expenditures are required to have a direct impact on the instruction of students in the particular school's areas of most critical academic need.

(3) A school may not use School LAND Trust Program funds for the following:

(a) to cover the fixed costs of doing business;

(b) for construction, maintenance, facilities, overhead, security, or athletics; or

(c) to pay for non-academic in-school, co-curricular, or extracurricular activities.

(4) A school district or local school board may not require a council or school to spend the school's School LAND Trust Program funds on a specific use or set of uses.

(5)(a) A council may budget and spend no more than the lesser of the following for in-school civic and character education, including student leadership skills training and positive behavior intervention:

(i) $5,000; or

(ii) 20% of the school's annual allocation of School LAND Trust Program funds.

(b) A school may designate School LAND Trust Program funds for an in-school civic or character education program or activity only if the plan clearly describes how the program or activity has a direct impact of the instruction of students in school's areas of most critical academic need.

(6) A school may use a portion of the school's School LAND Trust Program funds to provide digital citizenship training as described in Section 53A-1a-108.

(7) Notwithstanding other provisions in this rule, a school may use funds as needed to implement a student's Individualized Education Plan.

R277-477-5. Distribution of Funds - Determination of Proportionate Share.

(1) A local school board shall report the prior year expenditure of distributions for each school and adjust the current year distribution of funds received from the School LAND Trust Program as described in Section 53A-16-101.5, as necessary to maintain an equal per student distribution within a school district based on school openings and closings, boundary changes, and other enrollment changes occurring after the fall enrollment report.

(2)(a) For purposes of this Subsection (2) and Subsection (3), "qualifying charter school" means a charter school that:

(i) would receive more funds from a per pupil distribution than the charter school receives from the base payment described in Subsection (2)(c); and

(ii) is not a newly opening charter school as described in Subsection (3).

(b) The Superintendent shall distribute the funds allocated to charter schools as described in this Subsection (2).

(c) The Superintendent shall first distribute a base payment to each charter school that is equal to the product of:

(i) an amount equal to the total funds available for all charter schools; and

(ii) at least 0.4%.

(d) After the Superintendent distributes the amount described in Subsection (2)(c), the Superintendent shall distribute the remaining funds to qualifying charter schools on a per pupil basis.

(3)(a) The Superintendent shall distribute an amount of funds to a newly opening charter school that is equal to the greater of:

(i) the base payment described in Subsection (2)(c); or

(ii) a per pupil amount based on the newly opened charter school's projected October 1 enrollment count.

(b) The Superintendent shall increase or decrease a newly opening charter school's first year distribution of funds in the school's second year to reflect the newly opening charter school's actual first year October 1 enrollment.

(4) If a school chooses not to apply for funds or does not meet the requirements for receiving funds, the USOE shall retain the funds allocated for that school and include those funds in the statewide distribution for the following school year.

R277-477-6. School LAND Trust Program - Implementation of Plans and Required Reporting.

(1) A school shall implement a plan as approved.

(2)(a) The principal shall submit a plan amendment authorized by Subsection 53A-16-101.5(6)(d)(iii) through the School LAND Trust website for approval, including the date the council approved the amendment and the number of votes for, against, and absent.

(b) The approving entity shall:

(i) consider the amendment for approval; and

(ii) approve an amendment before the school uses funds according to the amendment.

(c) The School Children's Trust Section shall review an amendment for compliance with statute and rule before the school uses funds according to the amendment.

(3)(a) A school shall provide an explanation for any carryover that exceeds one-tenth of the school's allocation in a given year in the School LAND Trust Plan or final report.

(b) The USOE shall consider a district or school with a consistently large carryover balance over multiple years as not making adequate and appropriate progress on an approved plan.

(c) The Board may take corrective action to remedy excessive carryover balances as outlined in Section R277-477-9.

(4) By approving a plan on the School LAND Trust website, the approving entity affirms that:

(a) the entity has reviewed the plan; and

(b) the plan meets the requirements of statute and rule.

(5)(a) A district or charter school business official shall enter prior year audited expenditures by specific category on the School LAND Trust website on or before October 1.

(b) The expenditure data shall appear in the final report submitted online by a principal, as required by Section 53A-16-101.5.

(6) A principal shall submit a final report on the School LAND Trust website by October 20 annually.

R277-477-7. School LAND Trust Program - School Children's Trust Section to Review Compliance.

(1)(a) The School Children's Trust Section shall review each school's final report for consistency with the approved school plan.

(b) The School Children's Trust Section shall create a list of all schools whose final reports indicate that funds from the School LAND Trust Program were expended inconsistent with the statute, rule, or the school's approved plan.

(c) The School Children's Trust Section shall annually report a school described in Subsection (1)(b) to the school district contact person, district superintendent, and president of the local board of education or charter board, as applicable.

(2) The School Children's Trust Section may visit a school receiving funds from the School LAND Trust Program to discuss the program, receive information and suggestions, provide training, and answer questions.

(3)(a) The School Children's Trust Director shall supervise annual compliance reviews to review expenditure of funds consistent with the approved plan, allowable expenses, and the law.

(b) The School Children's Trust Director shall report annually to the Board Audit Committee on compliance review findings and other compliance issues.

(c) After receiving the report described in Subsection (3)(b) and any other relevant information requested by the committee, the Board Audit Committee may make a determination regarding questioned expenditures and corrective action as outlined in Section R277-477-9.

R277-477-8. School Children's Trust Director - Other Provisions.

(1)(a) The School Children's Trust Director is an employee of the Board, pursuant to Section 53A-16-101.6 and Board bylaws.

(b) The School Children's Trust Director shall report to the Board Audit Committee monthly.

(c) The School Children's Trust Director shall report day-to-day to the Superintendent or the Superintendent's designee.

(2)(a) The School Children's Trust Director shall submit a draft section budget to the Board Audit Committee annually, consistent with Subsection 53A-16-101.6(5)(a).

(b) The School Children's Trust Director shall include in the draft budget a proposed School LAND Trust Program and training schedule, as described in Subsection 53A-16-101.6(13).

(3) In addition to the duties established in Section 53A-16-101.6, the School Children's Trust Director shall:

(a) assist the Board as needed as its designee in fulfilling its duties as primary beneficiary representative for school trust lands and funds;

(b) provide independent oversight of an agency managing school trust lands and the permanent State School Fund to ensure the trust assets are managed prudently, profitably, and in the best interest of the beneficiaries;

(c) review and approve a charter school plan on behalf of the State Charter School Board;

(d) provide notice as necessary to the State Charter School Board of changes required of charter schools for compliance with state statute and rule;

(e) review and approve a plan submitted by the USDB governing board as necessary; and

(f) carry out the policy direction of the Board under law and faithfully adhere to the Board-approved budget.

(4) The employees of the School Children's Trust Section report to the School Children's Trust Director.

R277-477-9. Failure to Comply with Rule.

(1) If a local school board, school district, district or charter school, or council fails to comply with the provisions of this rule, the School Children's Trust Director may report the failure to the Audit Committee of the Board.

(2) If the Audit Committee of the Board finds that any local school board, school district, district or charter school, or council failed to comply with statute or rule, the Audit Committee may recommend that the Board take any or all of the following actions:

(a) in cooperation with the local school board or charter school governing board, develop a corrective action plan for the school district, district or charter school, or council;

(b) require the school to reimburse the School LAND Trust Program for any inappropriate expenditures;

(c) reduce, eliminate, or withhold future funding; or

(d) any other necessary and appropriate corrective action.

(3) The Board may, by majority vote, take any of the actions outlined in Subsection (2) to correct or remedy a violation of statute or rule by a local school board, school district, district or charter school, or council.

KEY: schools, trust lands funds
Date of Enactment or Last Substantive Amendment: 2015
Notice of Continuation: August 13, 2015
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-16-101.5(3)(c); 53A-1-401(3)

R277. Education, Administration.
R277-494. Charter, Online, Home, and Private School Student Participation in Extracurricular or Co-curricular School Activities.
R277-494-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision of public education in the Board;

(b) Subsection 53A-1-401(3), which permits the Board to adopt rules in accordance with its responsibilities;

(c) Subsection 53A-1a-519(6)(a), which directs the Board to make rules establishing fees for a charter school student's participation in extracurricular or co-curricular activities at certain public schools; and

(d) Subsection 53A-2-214(6), which directs the Board to make rules establishing fees for an online student's participation in extracurricular or co-curricular activities at certain public schools.

(2) The purpose of this rule is to inform school districts, charter and online schools, and parents of:

(a) school participation fees; and

(b) state-determined requirements for a charter school or a public online school student to participate in an extracurricular activity at a student's boundary school.

R277-494-2. Definitions.

(1) "Activity fee" means a fee that:

(a) is approved by a local school board or public school;

(b) is charged to all students to participate in an activity sponsored by or through the public school; and

(c) entitles a public school student to:

(i) participate in a school activity;

(ii) try out for an extracurricular or co-curricular school activity;

(iii) receive transportation to an activity; and

(iv) attend a regularly scheduled public school activity.

(2) "Co-curricular activity" means a school district or school activity, course, or experience that includes a required regular school day component and an after school component, including a special program or activity such as a program for a gifted and talented student, a summer program, and a science or history fair.

(3) "Extracurricular activity" means an athletic program or activity sponsored by a public school and offered, competitively or otherwise, to a public school student outside of the regular school day or program.

(4) "Online school" means a formally constituted public school that offers full-time education delivered primarily over the internet.

(5) "Qualifying school" means:

(a) for purposes of a charter school student, a school described in Subsection 53A-1a-519(1);

(b) for purposes of an online school student, a school described in Subsection 53A-2-214(2); and

(c) for purposes of a private or home school student, a school described in Subsection 53A-11-102.6(2)(c).

(6) “School of enrollment” means the public school that maintains the student's cumulative file, enrollment information and transcript for purposes of high school graduation.

(7) “School participation fee” means the fee paid by the charter or online school to a qualifying school consistent with Subsections R277-494-3(2) or R277-494-4(2) for student participation in an extracurricular or co-curricular activity.

(8) “Student participation fee” means the fee charged to all participating students by a qualifying school for a designated extracurricular or co-curricular activity consistent with Rule R277-407.

R277-494-3. Charter and Online School Student Participation in Extracurricular Activities at Another Public School.

(1) A charter or online school student may participate in an extracurricular activity at a qualifying school if:

(a) the extracurricular activity is not offered by the student’s charter or online school;

(b) the student satisfies:

(i) for a charter school student, the requirements of Subsection 53A-1a-519(3);

(ii) for an online school student, the requirements of Subsection 53A-2- 214(3); and

(iii) the requirements of this rule;

(c) the student meets the qualifying school’s standards and requirements; and

(d) the student's parent agrees to provide the student transportation to the qualifying school for the extracurricular activity.

(2)(a) A charter or online school of enrollment shall determine if the charter or online school will allow students to participate in extracurricular school activities at qualifying schools.

(b) If a charter or online school allows one student to participate in an extracurricular activity at a qualifying school, the charter or online school shall allow all interested students to participate.

(c) A charter or online school student’s school of enrollment shall pay a school participation fee of $75.00 per student to the qualifying school at which the charter or online school student desires to participate.

(d) Upon annual payment of the school participation fee, the student may participate in all extracurricular school activities at the school during the school year for which the student is qualified and eligible.

(e) A charter or online school of enrollment shall cooperate fully with all qualifying schools:

(i) regarding students' participation in try-outs, practices, pep rallies, team fund raising efforts, scheduled games, and required travel; and

(ii) by providing complete and prompt reports of student academic and citizenship progress or grades, upon request.

(3)(a) The school participation fee described in Subsection (2)(c) is in addition to:

(i) a student participation fee for a specific extracurricular activity; and

(ii) the activity fee charged to all students in a qualifying school to supplement a school activity as assessed by the school consistent with this rule.

(4) Except as provided in Subsection (6), a charter or online school student who participates in an extracurricular activity at a qualifying school shall pay a student participation fee or required activity fee to the qualifying school in accordance with

deadlines set by the qualifying school.

(5) All fees, including school participation fees, student participation fees, and activity fees shall be paid prior to a charter or online school student's participation in an activity at the qualifying school.

(6) If a participating charter or online school student qualifies for a fee waiver, in accordance with Rule R277-470, the charter or online student's school of enrollment shall pay all waived student participation fees to the qualifying school prior to the student's participation in an activity at the qualifying school.

R277-494-4. Charter or Online School Student Participation in Co-Curricular Activities.

(1)(a) A charter or online school student may participate in a co-curricular activity at a qualifying school if:

(i) the co-curricular activity is not offered by the student's charter or online school;

(ii) the student satisfies:

(A) for a charter school student, the requirements of Subsection 53A-1a-519(3);

(B) for an online school student, the requirements of Subsection 53A-2-214(3); and

(C) the requirements of this rule;

(iii) the student meets the qualifying school's standards and requirements; and

(iv) the student's parent agrees to provide the student transportation to the qualifying school for the co-curricular activity.

(1)(b) A charter or online school may negotiate with a public school other than a school described in Subsection (1) to participate in a co-curricular activity at the other public school, including:

(i) a debate, drama, or choral program;

(ii) a specialized course or program offered during the regular school day; and

(iii) a school's sponsored enrichment program or activity.

(b) A student who participates in a co-curricular activity described in Subsection (1)(a) shall meet:

(i) the same attendance, discipline, and course requirements expected of the public school's full-time students;

(ii) for a charter school student, the requirements of Subsection 53A-1a-519(3); and

(iii) for an online school student, the requirements of Subsection 53A-2-214(3).

(2)(a) A charter or online school of enrollment shall determine if the school will allow students to participate in co-curricular school activities at qualifying schools.

(b) If a charter or online school allows one student to participate in a co-curricular activity at a qualifying school, the charter or online school shall allow all interested students to participate.

(c) A charter or online school student's school of enrollment shall pay a school participation fee of $75.00 per student to the qualifying school at which the charter or online school student desires to participate.

(3) A charter or online school student participating under this rule shall meet all eligibility requirements and timelines of the public school.

R277-494-5. Private or Home School Student Participation in Extracurricular Activities.

(1) In accordance with Section 53A-11-102.6, a private or home school student may

participate in an extracurricular activity at a qualifying school if:

(a) for a private school student, the extracurricular activity is not offered by the student's private school;

(b) the student satisfies the requirements of:

(i) Section 53A-11-102.6; and

(ii) this rule; and

(c) the student meets the qualifying school's standards and requirements.

(2) Except as provided in Subsection (3), a private or home school student shall pay a student participation fee or required activity fee to the qualifying school:

(a) before the student may participate in the extracurricular activity at the qualifying school; and

(b) in accordance with deadlines set by the qualifying school.

(3) If a private or home school student qualifies for a fee waiver in accordance with Rule R277-407, the qualifying school shall waive the student participation fee or required activity fee in accordance with the requirements of Rule R277-407, School Fees.

R277-494-6. Private or Home School Student Participation in Co-curricular Activities.

A private or home school student may participate in a co-curricular activity at a public school in accordance with the dual enrollment provisions of rule R277-438.

KEY: extracurricular, co-curricular, activities, student participation
Date of Enactment or Last Substantive Amendment: 2015
Notice of Continuation: 2015
Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-401(3); 53A-1a-519(6)(a); 53A-2-214(6)

R277. Education, Administration.
R277-611. Certified Volunteer Instructors and Material Approval Requirements and Process for Firearm Safety in the Public Schools.
R277-611-1. 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) Subsection 53A-13-106(5), which directs the Board to make rules specific to limited areas of firearm safety instruction in the public schools; and

(c) Subsection 53A-1-401(3), which allows the Board to adopt rules in accordance with its responsibilities.

(2) The purpose of this rule is to:

(a) provide a definition of certified volunteer for purposes of providing firearm safety training in a public school;

(b) direct LEAs to designate public school areas that may be used for firearm safety training for adults or students or both;

(c) direct a local board to review materials that may be used under the LEA's authority to teach firearm safety; and

(d) provide for voluntary firearm safety training of public school district employees or school community members or both on public school property at times determined by the local school board or local governing board.

R277-611-(2). Definitions.

(1) "Certified volunteer" means an individual who:

(a) volunteers to teach an LEA employee or student in a public school about firearm safety; and

(b) is certified as required by Section R277-611-3.

(2) "Public school classroom or auditorium" means a classroom or auditorium in a public school:

(a) identified as available and appropriate; and

(b) designated by an LEA, superintendent, or director as available for firearm safety instruction.

R277-611-3. Certified Volunteers and Proof of Certification of Instructors.

(1)(a) An LEA may allow a volunteer who is certified by the Utah Bureau of Criminal Identification to teach firearm safety on public school property consistent with LEA policy and direction.

(b) A list of certified firearms instructors by county is available through the Utah Department of Public Safety.

(2) A certified volunteer shall provide documentation of required training to the designated school administrator prior to the advertisement or notice of available training.

(3) An individual who provides or participates in training to a public school age child on public school property shall:

(a) complete a fingerprint background check and submit to ongoing monitoring consistent with the requirements of Title 53A, Chapter 15, Part 15, Background Checks; and

(b) have the background check reviewed by an LEA administrator prior to instructing

a public school age student.

(4) A volunteer is not certified under Subsection 53A-13-106(5)(d) by the LEA until the background check process is completed.

R277-611-4. School District Review of Firearm Safety Materials Used in Public Schools.

(1) A certified volunteer who is approved to provide instruction to a public school-age student or a public school employee shall submit material that the certified volunteer proposes to use in the instruction or training for review by the local school board or local governing board prior to the training.

(2) An LEA shall have adequate time to review the submitted material and approve or disapprove the material in a timely manner.

(3) An LEA shall use standards for review of materials that include:

(a) age-appropriateness of material for the LEA's audience;

((b)) neither a bias against firearms nor a bias in favor of firearms;

(c) the selection and approval of material that would not personally enrich or benefit the certified volunteer; and

(d) other reasonable and objective standards that apply to the review of similar instructional material.

R277-611-5. Voluntary Training of Adults and Public Education Employees on Public School Property.

(1) An LEA may allow a community group to use public school property for voluntary firearm safety training for a public school employee or interested community member under conditions used to approve public school buildings for non-curriculum uses.

(2) An LEA shall give the greatest consideration to availability of space and the safety of school age children and school employees in the approval of a request to use public education property for voluntary firearm safety training and instruction.

R277-611-6. Use of Public School Property for Firearm Safety Instruction.

(1) An LEA may designate which classroom or auditorium or other appropriate public school area may be used for firearm safety training or instruction or both.

(2) An LEA shall give first priority to curriculum-related groups in allowing firearm safety instruction to be held on public school property.

(3) An LEA shall give the safety of all students and community patrons the greatest consideration in allowing for firearm safety instruction or training on public school property.

(4) If appropriate or necessary, at the LEA's discretion, the LEA may post notice in and around a public school area designated for firearm instruction and training.

(5) Live ammunition may not be brought on public school property as a part of firearm safety instruction.

KEY: firearms, instruction
Date of Enactment or Last Substantive Amendment: 2015
Notice of Continuation: 2015
Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53A-13-106(5); 53A-1-401(3)

R277. Education, Administration.
R277-921. Strengthening College and Career Readiness Program.
R277-921-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests the general control and supervision of the public education system in the Board;

(b) Subsection 53A-1-401(3), which authorizes the Board to adopt rules in accordance with its responsibilities; and

(c) Section 53A-15-1601, which requires the Board to make rules regarding the program.

(2) The purpose of this rule is to establish:

(a) procedures and criteria for applying for and awarding a grant; and

(b) reporting requirements for a grantee.

R277-921-2. Definitions.

(1) "Certificate" means the certificate described in Subsection 53A-15-1601(3)(a) that a school counselor may receive through participation in the program.

(2) "Grant" means payment of a course fee for a course required to earn the certificate.

(3) "Program" means the Strengthening College and Career Readiness Program created in Section 53A-15-1601.

(4) "School counselor" means a person who:

(a) holds a Utah School Counselor License;

(b) has a master's degree or higher from an accredited institution;

(c) is an employee of an LEA who provides counseling and information to a student about an educational or career choice;

(d) has received an evaluation as effective or higher through the LEA's evaluation system; and

(e) is recommended to participate in the program by a supervisor.

R277-921-3. Grant Application.

(1) An LEA may apply for a grant on behalf of a school counselor by submitting an application:

(a) provided on USOE's website;

(b) to the Superintendent; and

(c) except as provided in Subsection (2), on or before June 30.

(2) If the annual appropriation for the program exceeds the grant requests, the Superintendent may extend the deadline specified in Subsection (1)(c) by posting a new deadline on USOE's website.

R277-921-4. Procedure and Criteria for Awarding Grant.

(1) If the grant applications exceed the annual appropriation for the program, the Superintendent shall give preference in awarding a grant to an applicant if:

(a) the school where the school counselor works has a[~~n~~] state approved Comprehensive Counseling and Guidance Program;

(b) the school where the school counselor works meets the school counselor-to-student ratio of 1:350, according to Rule R277-462; and

(c) the school counselor is licensed as a school counselor according to Rule R277-506.

(2) A school counselor who fails to complete a course that is paid for by a grant shall repay the course fee to the Superintendent.

R277-921-5. Reporting Requirements for Grantee.

After completing the course work necessary to receive the certificate, the school counselor shall submit to the Superintendent:

(1) an action plan to implement the skills developed through earning the certificate to improve students' college and career readiness; and

(2) an application that is provided on USOE's website to add the certificate to the school counselor's license.

KEY: counseling, grant program, college and career readiness
Date of Enactment or Last Substantive Amendment: 2015
Authorizing, and Implemented or Interpreted Law: Art X, Sec 3; 53A-1-401(3); 53A-15-1601

Utah STATE OFFICE of Education

Leadership...Service...Accountability

REPORT TO THE UTAH STATE BOARD OF EDUCATION

October 8, 2015

REQUEST FOR TEMPORARY AUTHORIZATIONS AS SUBMITTED BY THE SCHOOL DISTRICTS/CHARTER SCHOOLS:

Authorization Summary: Pages 1-3

1. Bear River Charter
2. Carbon District
3. Merit Prep
4. Mountainville Academy
5. Noah Webster Academy
6. North Sanpete District
7. Open Classroom
8. Tooele District

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7500 Fax: (801) 538-7769
Brad C. Smith, State Superintendent of Public Instruction

Authorizations Requested

DISTRICT REQUESTS FOR AUTHORIZATION:

DISTRICT	ENDORSEMENTS HELD	LICENSE AREAS HELD	ASSIGNMENTS FOR WHICH ENDORSEMENTS ARE NEEDED:	
BEAR RIVER CHARTER SCHOOL				
BEAR RIVER CHARTER SCHOOL				
ELIZABETH DESJARDINS			Grade 5	100% of FTE
			FY15 Alternative Routes to Licensure	
MATTHEW MCBRIDE			College & Career Awareness 7th Grac	10% of FTE
			FY15 Underqualified; not enrolled in a program	
			Physical Education (K-8)	50% of FTE
			FY15 Underqualified; not enrolled in a program	
			U.S. History I	20% of FTE
			FY15 Underqualified; not enrolled in a program	
MICAH SEPULVEDA		Elementary Education (1-8	7th Grade Mathematics	25% of FTE
			FY15 Underqualified; enrolled in a program (specify	
			Integrated Science (Grade 7)	25% of FTE
			FY15 Underqualified; enrolled in a program (specify	
CARBON DISTRICT				
CARBON HIGH				
JAMES MONTGOMERY	Drafting / CAD	Career and Technical Edu	Secondary Mathematics I	50% of FTE
			FY15 Expired license and not qualified for assignme	
CASTLE HEIGHTS SCHOOL				
BLAKE ALLEN		Elementary Education (1-8	Grade 5	100% of FTE
		Title I Paraprofessional	FY15 Expired license; pending paperwork	
BETTY WILLEY	English	Elementary Education (1-8	Grade 4	100% of FTE
	Psychology	Secondary Education (6-1	FY15 Expired license; pending paperwork	
HELPER MIDDLE				
KELBY CLYDE			7th Grade Mathematics	33% of FTE
			FY15 Pending university paperwork	
ALISA KRANENDONK	Severe Disabilities	Special Education (K-12+)	Basic Skills	50% of FTE
			FY15 Expired license; pending paperwork	
LIGHTHOUSE HIGH				
LEVAN HALL	Cabinet Making & Millwork	Career and Technical Edu	Introduction to Manufacturing Technol	17% of FTE
	Commercial Photography	Secondary Education (6-1	FY15 Expired license; pending paperwork	
	Drafting / CAD		Photography	17% of FTE
	Mathematics Endorsement 2		FY15 Expired license; pending paperwork	
	Technology and Engineering			
JOSEPH RHOADES II			Chemistry (9-12)	17% of FTE
			FY15 Underqualified; not enrolled in a program	
			Natural Resource Science I	33% of FTE
			FY15 Underqualified; not enrolled in a program	
KYLE WILLSON			Participation Skills & Techniques	33% of FTE
			FY15 Alternative Routes to Licensure	

DISTRICT REQUESTS FOR AUTHORIZATION:

DISTRICT	ENDORSEMENTS HELD	LICENSE AREAS HELD	ASSIGNMENTS FOR WHICH ENDORSEMENTS ARE NEEDED:	
CARBON DISTRICT				
MONT HARMON MIDDLE				
LEVAN HALL	Cabinet Making & Millwork	Career and Technical Edu	Introduction to Manufacturing Technol	17% of FTE
	Commercial Photography	Secondary Education (6-1	FY15 Expired license; pending paperwork	
	Drafting / CAD		Photography	17% of FTE
	Mathematics Endorsement 2		FY15 Expired license; pending paperwork	
	Technology and Engineering			
WELLINGTON SCHOOL				
SANDRA MONTGOMERY			Grade 3	100% of FTE
			FY15 Out of state applicant; pending paperwork	
MERIT COLLEGE PREPARATORY ACAD				
MERIT COLLEGE PREPARATORY ACADEMY				
PENNY ARGYLE			Health Education I	20% of FTE
			FY15 Underqualified; enrolled in a program (specify	
			Participation Skills & Techniques	20% of FTE
			FY15 Underqualified; enrolled in a program (specify	
DANA BROWER			ASL - First year	50% of FTE
			FY15 Eminence; eminently qualified	
JONATHAN PAXMAN			Investigation Science	100% of FTE
			FY15 Underqualified; not enrolled in a program	
DEBORAH SLIK			Language Arts 10	12% of FTE
			FY15 Out of state applicant; pending paperwork	
ERIKA WHITMER		School Counselor (K-12)	German - First year	22% of FTE
			FY15 Underqualified; not enrolled in a program	
MOUNTAINVILLE ACADEMY				
MOUNTAINVILLE ACADEMY				
DAWN MCNIEL			Grade 5	100% of FTE
			FY15 Out of state applicant; pending paperwork	
NOAH WEBSTER ACADEMY				
NOAH WEBSTER ACADEMY				
KATIE HOSLER			Kindergarten	100% of FTE
			FY15 Pending university paperwork	
KATHLEEN RIGBY			Mild / Moderate Disabilities -Elementa	100% of FTE
			FY15 Underqualified; enrolled in a program (specify	
NORTH SANPETE DISTRICT				
FOUNTAIN GREEN SCHOOL				
KALI BLACKHAM		Elementary Education (1-8	Kindergarten	100% of FTE
			FY15 Underqualified; enrolled in a program (specify	
NORTH SANPETE DISTRICT				
SARAH ALLAN			Art 6	100% of FTE
			FY15 Underqualified; enrolled in a program (specify	
JANE DE GROFF	Visual Art		Art 6	100% of FTE
			FY15 Expired license; needs renewal credit	
NORTH SANPETE HIGH				
DESIREE DYCHES			Learning Strategies - Special Ed	50% of FTE
			FY15 Underqualified; enrolled in a program (specify	

Authorizations Requested

DISTRICT REQUESTS FOR AUTHORIZATION:

DISTRICT	ENDORSEMENTS HELD	LICENSE AREAS HELD	ASSIGNMENTS FOR WHICH ENDORSEMENTS ARE NEEDED:	
NORTH SANPETE DISTRICT				
NORTH SANPETE MIDDLE				
ROSS CHRISTENSEN			Band I - Brass	33% of FTE
			FY15 Underqualified; enrolled in a program (specify	
OPEN CLASSROOM				
OPEN CLASSROOM				
PAIGE BEALS		Elementary Education (K-(	Grade 7	50% of FTE
			FY15 Underqualified; not enrolled in a program	
TOOELE DISTRICT				
TOOELE HIGH				
GINA JACKSON			Accounting I	17% of FTE
			FY15 Alternative Routes to Licensure	

DISTRICT: BEAR RIVER CHARTER SCHOOL

PERSON ID: **571293** *NAME:* **Elizabeth Desjardins**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 185 Authorization Requested: 08/27/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Grade 5 100% of FTE

FY15 Alternative Routes to Licensure

YEARS TEACHING EXPERIENCE

5

ASSIGNMENT: **Grade 5**

JUSTIFICATION: FY 2015

We are asking for this letter of authorization pending approval of eligibility for an alternate route to licensure for Anne.

DEFICIENCY:

Anne does not have a Utah teaching license.

PERSON ID: **682005** *NAME:* **Matthew McBride**

Current FTE: 1.000 Current Contact Hours: 1152 Current Contract Days: 185 Authorization Requested: 08/24/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

College & Career Awareness 7th Grac 10% of FTE

FY15 Underqualified; not enrolled in a program

Physical Education (K-8) 50% of FTE

FY15 Underqualified; not enrolled in a program

U.S. History I 20% of FTE

FY15 Underqualified; not enrolled in a program

YEARS TEACHING EXPERIENCE

1.313

ASSIGNMENT: **Physical Education (K-8)**

JUSTIFICATION: FY 2015

We are asking for this letter of authorization for Mr. McBride because the position does not meet the requirements for ARL half-time teaching.

DEFICIENCY:

Does not have license.

ASSIGNMENT: **U.S. History I**

JUSTIFICATION: FY 2015

Pending ARL eligibility.

DEFICIENCY:

Does not have license

ASSIGNMENT: **College & Career Awareness 7th Grade**

JUSTIFICATION: FY 2015

We are requesting a letter of authorization for Mr. McBride to teach CTE during the coming school year. The teacher who previously taught this class has left the school. We have only one CTE class at our school.

DEFICIENCY:

This candidate does not have a CTE endorsement at this time.

DISTRICT: BEAR RIVER CHARTER SCHOOL

PERSON ID: **682005** *NAME:* **Matthew McBride**

Current FTE: 1.000 Current Contact Hours: 1152 Current Contract Days: 185 Authorization Requested: 07/17/2015

LICENSE AREAS/ENDORSEMENTS HELD:

YEARS TEACHING EXPERIENCE

1.313

ASSIGNMENTS:

College & Career Awareness 7th Grac 10% of FTE

FY15 Underqualified; not enrolled in a program

Physical Education (K-8) 50% of FTE

FY15 Underqualified; not enrolled in a program

U.S. History I 20% of FTE

FY15 Underqualified; not enrolled in a program

ASSIGNMENT: **Physical Education (K-8)**

JUSTIFICATION: FY 2015

We are asking for this letter of authorization for Mr. McBride because the position does not meet the requirements for ARL half-time teaching.

DEFICIENCY:

Does not have license.

ASSIGNMENT: **U.S. History I**

JUSTIFICATION: FY 2015

Pending ARL eligibility.

DEFICIENCY:

Does not have license

ASSIGNMENT: **College & Career Awareness 7th Grade**

JUSTIFICATION: FY 2015

We are requesting a letter of authorization for Mr. McBride to teach CTE during the coming school year. The teacher who previously taught this class has left the school. We have only one CTE class at our school.

DEFICIENCY:

This candidate does not have a CTE endorsement at this time.

PERSON ID: **581040** *NAME:* **Micah Sepulveda**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 185 Authorization Requested: 08/27/2015

LICENSE AREAS/ENDORSEMENTS HELD:

LA 15 Elementary Education (1-8) New

YEARS TEACHING EXPERIENCE

1

DEGREES HELD: *MAJOR(S)*

BS 2014 Elementary Education (1-8)

ASSIGNMENTS:

7th Grade Mathematics 25% of FTE

FY15 Underqualified; enrolled in a program (specify

Integrated Science (Grade 7) 25% of FTE

FY15 Underqualified; enrolled in a program (specify

ASSIGNMENT: **7th Grade Mathematics**

JUSTIFICATION: FY 2015

We are requesting this letter of authorization for Mr. Sepulveda pending completion of a usoe math endorsement to teach middle school.

DEFICIENCY:

Mr. Sepulveda has not yet completed the math endorsement requirements.

ASSIGNMENT: **Integrated Science (Grade 7)**

JUSTIFICATION: FY 2015

We are requesting this letter of authorization for Mr. Sepulveda pending completion of a usoe science endorsement for middle school.

DEFICIENCY:

Mr. Sepulveda does not have a science endorsement.

DISTRICT TOTAL: 4

DISTRICT: CARBON DISTRICT

PERSON ID: **554642** *NAME:* **Blake Allen**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 182 Authorization Requested: 09/01/2015

LICENSE AREAS/ENDORSEMENTS HELD:

LA 08	Title I Paraprofessional	New	
LA 11	Elementary Education (1-8)	New	

ASSIGNMENTS:

Grade 5	100% of FTE
FY15 Expired license; pending paperwork	

YEARS TEACHING EXPERIENCE

2.817

DEGREES HELD: *MAJOR(S)*

BS 2010 Elementary Education (1-8)

ASSIGNMENT: **Grade 5**

JUSTIFICATION: FY 2015

We are requesting an authorization for Blake while he completes the renewal process for his expired Level 1 license.

DEFICIENCY:

Expired Utah license

PERSON ID: **578951** *NAME:* **Kelby Clyde**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 182 Authorization Requested: 09/01/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

7th Grade Mathematics	33% of FTE
FY15 Pending university paperwork	

ASSIGNMENT: **7th Grade Mathematics**

JUSTIFICATION: FY 2015

We are requesting an authorization for Kelby while the paperwork from the university is processed to obtain his level 1 license.

DEFICIENCY:

No Utah license

DISTRICT: CARBON DISTRICT

PERSON ID: **76025** *NAME:* **Levan Hall**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 182 Authorization Requested: 09/01/2015

LICENSE AREAS/ENDORSEMENTS HELD:					*ASSIGNMENTS:*	
LA	99		Secondary Education (6-12)	Renewed	Introduction to Manufacturing Technol	17% of FTE
LA	99		Career and Technical Education	New	FY15 Expired license; pending paperwork	
E	99		Technology and Engineering		Photography	17% of FTE
E	99		Cabinet Making & Millwork		FY15 Expired license; pending paperwork	
E	99		Cabinet Making & Millwork			
E	99		Commercial Photography			
EA	99	12	Commercial Photography			
EA	99	06	Cabinet Making & Millwork			
E	99		Mathematics Endorsement 2			
E	99		Drafting / CAD			

YEARS TEACHING EXPERIENCE

33

DEGREES HELD:		*MAJOR(S)*
BS	1979	Technology and Engineering

ASSIGNMENT: **Photography**

JUSTIFICATION: FY 2015

Levan has an expired Utah license. We are requesting an authorization while he completes the paperwork to renew his license.

DEFICIENCY:

Expired Utah license

ASSIGNMENT: **Introduction to Manufacturing Technology**

JUSTIFICATION: FY 2015

Levan has an expired Utah license. We are requesting an authorization while he completes the paperwork to renew his license.

DEFICIENCY:

Expired Utah license

LA	99		Secondary Education (6-12)	Renewed	Introduction to Manufacturing Technol	17% of FTE
LA	99		Career and Technical Education	New	FY15 Expired license; pending paperwork	
E	99		Technology and Engineering		Photography	17% of FTE
E	99		Cabinet Making & Millwork		FY15 Expired license; pending paperwork	
E	99		Cabinet Making & Millwork			
E	99		Commercial Photography			
EA	99	12	Commercial Photography			
EA	99	06	Cabinet Making & Millwork			
E	99		Mathematics Endorsement 2			
E	99		Drafting / CAD			

YEARS TEACHING EXPERIENCE

33

DEGREES HELD:		*MAJOR(S)*
BS	1979	Technology and Engineering

ASSIGNMENT: **Photography**

JUSTIFICATION: FY 2015

Levan has an expired Utah license. We are requesting an authorization while he completes the paperwork to renew his license.

DEFICIENCY:

Expired Utah license

ASSIGNMENT: **Introduction to Manufacturing Technology**

JUSTIFICATION: FY 2015

Levan has an expired Utah license. We are requesting an authorization while he completes the paperwork to renew his license.

DEFICIENCY:

Expired Utah license

DISTRICT: CARBON DISTRICT

PERSON ID: **37373** *NAME:* **Alisa Kranendonk**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 182 Authorization Requested: 08/28/2015

LICENSE AREAS/ENDORSEMENTS HELD:

LA 03 Special Education (K-12+) New

E 03 Severe Disabilities

ASSIGNMENTS:

Basic Skills 50% of FTE

FY15 Expired license; pending paperwork

YEARS TEACHING EXPERIENCE

7.694

DEGREES HELD: *MAJOR(S)*

BS 2000 Severe Disabilities

ASSIGNMENT: **Basic Skills**

JUSTIFICATION: FY 2015

Alisa has an expired Utah license. We are asking for this authorization to give her time to complete the paperwork.

DEFICIENCY:

Expired Utah license

PERSON ID: **689419** *NAME:* **Sandra Montgomery**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 182 Authorization Requested: 08/28/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Grade 3 100% of FTE

FY15 Out of state applicant; pending paperwork

ASSIGNMENT: **Grade 3**

JUSTIFICATION: FY 2015

Sandra has an out-of-state teaching license. We are asking for an authorization to give her time to complete the necessary paperwork for a Utah license.

DEFICIENCY:

No Utah license

PERSON ID: **177709** *NAME:* **James Montgomery**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 182 Authorization Requested: 09/01/2015

LICENSE AREAS/ENDORSEMENTS HELD:

LA 03 Career and Technical Education New

E 03 Drafting / CAD

ASSIGNMENTS:

Secondary Mathematics I 50% of FTE

FY15 Expired license and not qualified for assignme

YEARS TEACHING EXPERIENCE

1

ASSIGNMENT: **Secondary Mathematics I**

JUSTIFICATION: FY 2015

We are requesting an authorization while James completes the paperwork to renew his expired level 1 Utah license.

DEFICIENCY:

Expired level 1 Utah license

DISTRICT: CARBON DISTRICT

PERSON ID: **679002** *NAME:* **Joseph Rhoades II**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 182 Authorization Requested: 08/28/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Chemistry (9-12) 17% of FTE

FY15 Underqualified; not enrolled in a program

Natural Resource Science I 33% of FTE

FY15 Underqualified; not enrolled in a program

ASSIGNMENT: **Chemistry (9-12)**

JUSTIFICATION: FY 2015

We are requesting an authorization for Joe while he completes the paperwork for an ARL.

DEFICIENCY:

No Utah license

ASSIGNMENT: **Natural Resource Science I**

JUSTIFICATION: FY 2015

We are requesting an authorization for Joe while he completes the paperwork for an ARL.

DEFICIENCY:

No Utah license

PERSON ID: **76196** *NAME:* **Betty Willey**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 182 Authorization Requested: 09/01/2015

LICENSE AREAS/ENDORSEMENTS HELD:

LA	97	Secondary Education (6-12)	Renewed
LA	97	Elementary Education (1-8)	Renewed
E	97	English	
E	97	Psychology	

ASSIGNMENTS:

Grade 4 100% of FTE

FY15 Expired license; pending paperwork

YEARS TEACHING EXPERIENCE

17.317

DEGREES HELD:		*MAJOR(S)*
BS	1983	Elementary Education (1-8)
MS	1994	English

ASSIGNMENT: **Grade 4**

JUSTIFICATION: FY 2015

We are requesting an authorization while Betty Jo completes the paperwork to renew her level 2 Utah license.

DEFICIENCY:

Expired Level 2 Utah license

DISTRICT: CARBON DISTRICT

PERSON ID: **682512** *NAME:* **Kyle Willson**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 182 Authorization Requested: 08/28/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Participation Skills & Techniques 33% of FTE

FY15 Alternative Routes to Licensure

ASSIGNMENT: **Participation Skills & Techniques**

JUSTIFICATION: FY 2015

Kyle has finished the required courses needed for an ARL. We are asking for an authorization while he completes the necessary paperwork.

DEFICIENCY:

No Utah license

DISTRICT TOTAL: 10

DISTRICT: MERIT COLLEGE PREPARATORY ACADEMY

PERSON ID: **690128** *NAME:* **Penny Argyle**

Current FTE: 0.560 Current Contact Hours: 807 Current Contract Days: 180 Authorization Requested: 08/28/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Health Education I 20% of FTE

FY15 Underqualified; enrolled in a program (specify

Participation Skills & Techniques 20% of FTE

FY15 Underqualified; enrolled in a program (specify

ASSIGNMENT: **Health Education I**

JUSTIFICATION: FY 2015

Educator has a degree in Health and Wellness and has submitted the paperwork to have it added to Cactus. She is currently enrolled in a program at Weber state to complete coursework for health and PE.

DEFICIENCY:

Educator doesn't have certification

ASSIGNMENT: **Participation Skills & Techniques**

JUSTIFICATION: FY 2015

Educator has a degree in Health and Wellness and has submitted the paperwork to have it added to Cactus. She is currently enrolled in a program at Weber state to complete coursework for health and PE.

DEFICIENCY:

Educator doesn't have certification

PERSON ID: **684136** *NAME:* **Dana Brower**

Current FTE: 0.222 Current Contact Hours: 320 Current Contract Days: 180 Authorization Requested: 09/15/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

ASL - First year 50% of FTE

FY15 Eminence; eminently qualified

ASSIGNMENT: **ASL - First year**

JUSTIFICATION: FY 2015

Teacher is a native speaker

DEFICIENCY:

Teacher does not have a college degree

PERSON ID: **585176** *NAME:* **Jonathan Paxman**

Current FTE: 0.500 Current Contact Hours: 792 Current Contract Days: 99 Authorization Requested: 09/15/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Investigation Science 100% of FTE

FY15 Underqualified; not enrolled in a program

YEARS TEACHING EXPERIENCE

1.5

DEGREES HELD: *MAJOR(S)*

BA 2001 English

ASSIGNMENT: **Investigation Science**

JUSTIFICATION: FY 2015

Educator has many years experience in the private sector

DEFICIENCY:

Educator does not have endorsement

DISTRICT: MERIT COLLEGE PREPARATORY ACADEMY

PERSON ID: **658199** *NAME:* **Deborah Slik**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 180 Authorization Requested: 08/28/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Language Arts 10 12% of FTE

FY15 Out of state applicant; pending paperwork

YEARS TEACHING EXPERIENCE

1

ASSIGNMENT: **Language Arts 10**

JUSTIFICATION: FY 2015

Educator has a B.S. in Special Education and Elementary Education. She has turned in her paperwork to receive her certificate and endorsement in Sped.

DEFICIENCY:

Paperwork hasn't been documented yet at USOE.

PERSON ID: **551353** *NAME:* **Erika Whitmer**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 180 Authorization Requested: 08/27/2015

LICENSE AREAS/ENDORSEMENTS HELD:

LA 10 School Counselor (K-12) New

ASSIGNMENTS:

German - First year 22% of FTE

FY15 Underqualified; not enrolled in a program

YEARS TEACHING EXPERIENCE

5.428

DEGREES HELD:		*MAJOR(S)*
BA	1985	German
MS	2009	Counselor (K-12)

MINOR(S):		
MS	2009	History

ASSIGNMENT: **German - First year**

JUSTIFICATION: FY 2015

Educator has a B.A. in German for BYU. We don't have enough classes for her to qualify for an ARL in Greman.

DEFICIENCY:

Educator does not have endorsement

DISTRICT TOTAL: 5

DISTRICT: MOUNTAINVILLE ACADEMY

PERSON ID: **568015** *NAME:* **Dawn McNiel**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 188 Authorization Requested: 07/30/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Grade 5 100% of FTE

FY15 Out of state applicant; pending paperwork

YEARS TEACHING EXPERIENCE

1

ASSIGNMENT: **Grade 5**

JUSTIFICATION: FY 2015

Dawn has been teaching at a Private school in Utah for the past couple of years. She wanted more collaboration opportunities and was a good fit for our school.

DEFICIENCY:

Waiting for out of state evaluation.

DISTRICT TOTAL: 1

DISTRICT: NOAH WEBSTER ACADEMY

PERSON ID: **690021** *NAME:* **Katie Hosler**

Current FTE: 0.500 Current Contact Hours: 720 Current Contract Days: 180 Authorization Requested: 08/24/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Kindergarten 100% of FTE

FY15 Pending university paperwork

ASSIGNMENT: **Kindergarten**

JUSTIFICATION: FY 2015

We interviewed many candidates for the position. Ms. Hosley has the positive personality and love needed for our kindergarten.

DEFICIENCY:

Ms. Hosler has completed all of her coursework at BYU. She will be officially graduating in December. After she graduates, she will be able to participate in the ARL program. Her bachelors degree is in English Lit.

PERSON ID: **560261** *NAME:* **Kathleen Rigby**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 180 Authorization Requested: 08/27/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Mild / Moderate Disabilities -Elementa 100% of FTE

FY15 Underqualified; enrolled in a program (specify

ASSIGNMENT: **Mild / Moderate Disabilities -Elementary**

JUSTIFICATION: FY 2015

Ms. Rigby was recommended to us by a Special Education consulting company. We interviewed many candidates for the position and felt her personality and ailities would best meet the needs of our teachers and scholars.

DEFICIENCY:

She is currently in the PRIDE program through Weber State to get her special ed teaching endorsement.

DISTRICT TOTAL: 2

DISTRICT: NORTH SANPETE DISTRICT

PERSON ID: **686310** *NAME:* **Sarah Allan**

Current FTE: 0.500 Current Contact Hours: 720 Current Contract Days: 183 Authorization Requested: 09/09/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Art 6 100% of FTE

FY15 Underqualified; enrolled in a program (specify

ASSIGNMENT: **Art 6**

JUSTIFICATION: FY 2015

Miss Allen was the only application for this position. She is enrolled at BYU in Art Education and will complete her course work in 2016.

DEFICIENCY:

MIss Allan is working on her Art Education Degree and will finish in the Fall of 2016..

PERSON ID: **555165** *NAME:* **Kali Blackham**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 183 Authorization Requested: 09/10/2015

LICENSE AREAS/ENDORSEMENTS HELD:

LA 11 Elementary Education (1-8) New

ASSIGNMENTS:

Kindergarten 100% of FTE

FY15 Underqualified; enrolled in a program (specify

YEARS TEACHING EXPERIENCE

5

DEGREES HELD: *MAJOR(S)*

BS 2011 Elementary Education (1-8)

ASSIGNMENT: **Kindergarten**

JUSTIFICATION: FY 2015

Kali Blackham taught in our district last year and is enrolled at SUU to obtain her degree. She is the best person for the position.

DEFICIENCY:

Mrs. Blacham is enrolled in SUU and will compete her course work in the Spring.

PERSON ID: **689760** *NAME:* **Ross Christensen**

Current FTE: 0.500 Current Contact Hours: 720 Current Contract Days: 183 Authorization Requested: 07/15/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Band I - Brass 33% of FTE

FY15 Underqualified; enrolled in a program (specify

ASSIGNMENT: **Band I - Brass**

JUSTIFICATION: FY 2015

This position was advertised and Mr. Christensen was the only one that applied. He has been working in the district as a teacher assistant in Music. He is enrolled SUU and will complete his degree in June 2016

DEFICIENCY:

Mr. Christensen is enrolled at SUU and will complete his degree in June 2016.

DISTRICT: NORTH SANPETE DISTRICT

PERSON ID: **55071** *NAME:* **Jane De Groff**

Current FTE: 1.000 Current Contact Hours: 720 Current Contract Days: 183 Authorization Requested: 09/10/2015

LICENSE AREAS/ENDORSEMENTS HELD:

E 92 Visual Art

ASSIGNMENTS:

Art 6 100% of FTE

FY15 Expired license; needs renewal credit

YEARS TEACHING EXPERIENCE

1

DEGREES HELD: *MAJOR(S)*

BA 1990 Visual Art

ASSIGNMENT: **Art 6**

JUSTIFICATION: FY 2015

Mrs. DeGroff is working with the USOE on renewing her License. She was the only applicant for this position.

DEFICIENCY:

Mrs. DeGroff is working with USOE in renewing her License.

PERSON ID: **690902** *NAME:* **Desiree Dyches**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 183 Authorization Requested: 09/21/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Learning Strategies - Special Ed 50% of FTE

FY15 Underqualified; enrolled in a program (specify

ASSIGNMENT: **Learning Strategies - Special Ed**

JUSTIFICATION: FY 2015

This position was advertised and there were no applications. Mrs. Dyches worked for the North Sanpete School District as a Teacher Assistant. She was enrolled at SUU in this subject area.

DEFICIENCY:

Mrs. Dyches is enrolled at SUU in Special Education and is in her fourth year. She will receive her license in 2016.

ASSIGNMENT: **Basic Academic Skills**

JUSTIFICATION: FY 2015

There were no applications for this position. Mrs. Dyches worked for the North Sanpete School District and is attending SUU in this subject area.

DEFICIENCY:

Mrs. Dyches is enrolled at SUU in this subject area and will receive her license in 2016.

DISTRICT TOTAL: 5

DISTRICT: OPEN CLASSROOM

PERSON ID: **582463** *NAME:* **Paige Beals**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 182 Authorization Requested: 08/21/2015

LICENSE AREAS/ENDORSEMENTS HELD:

LA 14 Elementary Education (K-6) New

ASSIGNMENTS:

Grade 7 50% of FTE

FY15 Underqualified; not enrolled in a program

YEARS TEACHING EXPERIENCE

2

DEGREES HELD:		*MAJOR(S)*
BA	1989	Political Science
MA	2014	Elementary Education (K-6)

ASSIGNMENT: **Grade 7**

JUSTIFICATION: FY 2015

This teacher is the best fit for this position. She will be starting an ARL program next year.

DEFICIENCY:

She will complete the ARL program for a 1st-8th grade license

DISTRICT TOTAL: 1

DISTRICT: TOOELE DISTRICT

PERSON ID: **686931** *NAME:* **Gina Jackson**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 187 Authorization Requested: 08/13/2015

LICENSE AREAS/ENDORSEMENTS HELD:

ASSIGNMENTS:

Accounting I 17% of FTE

FY15 Alternative Routes to Licensure

YEARS TEACHING EXPERIENCE

2

ASSIGNMENT: **Accounting I**

JUSTIFICATION: FY 2015

Gina will be enrolling in the ARL Program. She is the best qualified candidate for the positon. We are requesting an authorization for the 2015-2016 school year

DEFICIENCY:

Gina will be enrolling in the ARL Program. She is the best qualified candidate for the position. We are requesting an authorization for the 2015-2016 school year.

DISTRICT TOTAL: 1

State-Approved Endorsement Program

DISTRICT REQUESTS FOR AUTHORIZATION:

DISTRICT	ENDORSEMENTS HELD	LICENSE AREAS HELD	ASSIGNMENTS FOR WHICH ENDORSEMENTS ARE NEEDED:		
NORTH SANPETE DISTRICT					
NORTH SANPETE HIGH					
RICHARD WILSON	Driver & Safety Education	Secondary Education (6-1	Fitness for Life		17% of FTE
	Health Education		FY15	Pending university paperwork	
NORTH SANPETE MIDDLE					
MELANIE JENSEN	Science, Earth	Secondary Education (6-1	7th Grade Mathematics		100% of FTE
			FY15	Underqualified; enrolled in a program (specify	

DISTRICT: NORTH SANPETE DISTRICT

PERSON ID: **171452** *NAME:* **Melanie Jensen**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 183 Authorization Requested: 09/10/2015

LICENSE AREAS/ENDORSEMENTS HELD:

LA 01 Secondary Education (6-12) New

E 01 Science, Earth

ASSIGNMENTS:

7th Grade Mathematics 100% of FTE

FY15 Underqualified; enrolled in a program (specify

YEARS TEACHING EXPERIENCE

2

DEGREES HELD: *MAJOR(S)*

BA 2001 Science, Earth

ASSIGNMENT: **7th Grade Mathematics**

JUSTIFICATION: FY 2015

Melanie Jensen was the only applicant that applied for this position. She is enrolled at UMEP and will finish her course work in three years.

DEFICIENCY:

Mrs. Jensen is currently taking coruses at UMEP for her Math endorsement. She will finish in three years.

PERSON ID: **70389** *NAME:* **Richard Wilson**

Current FTE: 1.000 Current Contact Hours: 1440 Current Contract Days: 183 Authorization Requested: 09/10/2015

LICENSE AREAS/ENDORSEMENTS HELD:

LA 93 Secondary Education (6-12) New

E 93 Health Education

E 93 Driver & Safety Education

ASSIGNMENTS:

Fitness for Life 17% of FTE

FY15 Pending university paperwork

YEARS TEACHING EXPERIENCE

4

DEGREES HELD: *MAJOR(S)*

BS 1991 Health Education

MINOR(S):

BS 1991 Driver & Safety Education

ASSIGNMENT: **Fitness for Life**

JUSTIFICATION: FY 2015

Mr. Wilson has completed his course work through SUU and will take the Praxis test for his endorsement

DEFICIENCY:

Mr. Willson has completed his course work and will take the Praxis test for his endorsement.

DISTRICT TOTAL: 2

Oct. 2015

Letter of Authorization Requests
Temporary License Summary Sheet

Code	Category	Oct. Count	Nov. Count	Dec. Count	Jan. Count	Feb. Count	March Count	April Count	May Count	Year To Date
(P)	Pending University Paperwork Completion:	1								1
(PATE)	Pending CTE	0								0
(ARL)	Pending Alternative Routes to Licensing	3								3
(POS)	Out of State Applicant Pending Paperwork Completion	3								3
(E)	Eminence - Eminently Qualified	1								1
(ER)	Expired License Needs to Renew with Coursework	1								1
(ERP)	Expired License Pending Paperwork Completion	5								5
(ERU)	Expired License Unqualified for Assignment	1								1
(UE)	Underqualified - Enrolled in Appropriate Program	9								9
(U)	Underqualified - Not Enrolled in Program	8								8
(U/NESS)	Underqualified - Restricted Necessarily Existing Small School	0								0
	Total: 4 District, 4 Charter	**32**								**32**

SAEP	Licensed educators with assignments outside of their endorsement area. They need to be on a State Approved Endorsement Plan with a USOE specialist.	2								**2**

10/05/2015

Utah State Office of Education
Monthly Board Report

TOTAL NUMBER OF EDUCATOR LICENSES AND LICENSE AREAS PROCESSED BETWEEN 9/1/2015 and 9/30/2015

Licenses Processed

License Level	Expired	Incomplete Renewed	New	Pending Payment	Renewed	Revoked	Student	Suspended	Grand Total
1			223		34				257
2			58		45				103
3			3						3
Level 1 LEA-Specific			5						5
Alt. Route to Licensure			74						74
1 - Returning			57						57
Student							443		443
Temporary			2						2
University Recommend				20					20
Intl. Guest Teacher			16						16
Grand Total	**0**	**0**	**438**	**20**	**79**	**0**	**443**	**0**	**980**

10/05/2015

Utah State Office of Education
Monthly Board Report

TOTAL NUMBER OF EDUCATOR LICENSES AND LICENSE AREAS PROCESSED BETWEEN 9/1/2015 and 9/30/2015

License Areas Processed																							
USOE Qualified by Code / License Area	?	A	B	C	D	E	F	G	I	K	L	M	N	P	Q	R	S	T	U	V	X	Y	Total
Early Childhood Education (K-3)				4								7							1				12
Elementary Education (K-6)											9	58							3				70
Elementary Education (1-8)							15				27	19							6				67
Secondary Education (6-12)				1			4				57	26				4		2	37				131
School Counselor (K-12)												4							1				5
School Psychologist (K-12)												2											2
School Social Worker (K-12)																			4				4
Administrative/Supervisory (K-12)																			24				24
Special Education (K-12+)											11	11							13				35
Preschool Special Education (Birth - age 5)												1							3				4
Speech - Language Pathologist												2							6				8
Grand Total	0	0	0	5	0	0	19	0	0	0	104	130	0	0	0	4	0	2	98	0	0	0	362

Qualified By Codes:

? Not Known
A Authorization
B Portfolio
C Demonstrated Competency
D Major Equivalent
E Exam
F Foreign Credentials
G Local Acad Assessment
I Troops to Teachers
K Alt Route University
L Alt Route to Licensure
M Major
N Minor
P Special Program
Q Certificate Program
R Restricted
S Associate Degree
T Alt Preparation
U University Program
V Transition to Teaching
W SUSPENDED
X Experience
Y Two Years College
Z Exemption

UTAH STATE BOARD OF EDUCATION

David L. Crandall, Chair
David L. Thomas, First Vice Chair
Jennifer A. Johnson, Second Vice Chair

Dixie L. Allen
Laura Belnap
Leslie B. Castle
Barbara W. Corry
Brittney Cummins
Linda B. Hansen
Mark Huntsman
Stan Lockhart
Jefferson Moss
Spencer F. Stokes
Terryl Warner
Joel Wright

Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
State Superintendent of Public Instruction

DATE: October 9, 2015

ACTION: SAGE Licensing Agreement

Background:
The State of Ohio Department of Education desires to enter into an agreement with the Utah State Board of Education for a license to use Utah's English Language Arts/Literacy and Math SAGE Assessment items.

Key Points:
The license agreement is currently under legal review. The agreement will ensure that payment from Ohio will be made directly to the State Board of Education, and will not flow through the American Institutes for Research (AIR) or be used as an offset for the AIR contract.

Anticipated Action:
The Board will consider giving approval for entering into the licensing agreement.

Contact: Rich Nye, Associate Superintendent, 801-538-7550
Brad Smith, State Superintendent, 801-538-7510

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

LICENSE AGREEMENT

This Agreement is dated September ___, 2015 between the State of Utah ("State") and American Institutes for Research ("Contractor").

Background

A. State and Contractor are parties to Contract No. 136199 (the "Contract") whereby State engaged Contractor to provide State with a Utah Statewide Computer Adaptive Assessment System and related services (the "Services") for the period beginning February 1, 2013, and ending January 31, 2018.

B. In connection with its provision of the Services, Contractor has developed or has the right to access certain materials in the Student Assessment of Growth and Excellence item banks (the "SAGE Assessment Items").

C. Contractor and the State of Ohio Department of Education ("ODE") are parties to a written agreement whereby Contractor will administer the Ohio Standards Tests (the "Ohio Test") to Ohio students in grades 3 through 11 during the period beginning July 1, 2016 and ending June 30, 2019.

D. Contractor has requested a license from State to include SAGE Assessment Items in the Ohio Test.

E. State is willing to grant Contractor a limited, non-exclusive, non-assignable, non-transferable license to include two subject areas from the SAGE Assessment Items in the Ohio Test, subject to the terms and conditions contained in this Agreement.

The parties therefore agree as follows:

Agreement

1. License.

1.1 State hereby grants Contractor a limited, non-exclusive, non-assignable, non-transferable license (the "License") to include some or all of the existing and future English Language Arts/Literacy and Mathematics subject areas of the SAGE Assessment Items (individually, a "Subject Area" and collectively, the "Licensed Materials") in the Ohio Test and for no other use or purpose whatsoever except as provided in Section 1.2 below.

1.2 Except as may be necessary to lawfully exercise the License, Contractor may not sublicense or resell the Licensed Materials or any portion thereof. Contractor may (a) make minor, non-substantive wording changes, such as changing the writing instructions, (b) modify some of the Licensed Materials in order to satisfy certain ODE content or statistical requirements (the "Modified Licensed Materials"), or (c) subject the Licensed Materials to fairness reviews and associated testing-related activities.

1.3 As between Contractor and State, Contractor will be responsible for all costs associated with the License, including, without limitation, delivering and incorporating the Licensed Materials into the Ohio Test and collecting any fees due Contractor from ODE.

2. Term.

2.1 The term of the License (the "Term") begins January 1, 2016 and ends June 30 2019. Notwithstanding the preceding sentence or any provision of this Agreement to the contrary, in no event will Contractor (a) include any of the Licensed Materials or the Modified Licensed Materials in the Ohio Test for more than three consecutive Ohio school years, or (b) permit any portion of the Ohio Test which includes any of the Licensed Materials or the Modified Licensed Materials to be administered to students outside grades 3 through 11.

2.2 Immediately on termination of this Agreement for any reason, the License will expire and be of no further force or effect and Contractor will cause ODE to remove all of the Licensed Materials and the Modified Licensed Materials from the Ohio Test.

3. Ownership. Except for the License, as between State and Contractor, State retains all rights in and to the Licensed Materials and the Modified Licensed Materials, including, without limitation, all copyright rights, and may exploit its rights in the Licensed Materials and the Modified Licensed Materials in any manner it desires, including, without limitation, granting licenses to third parties that are similar or identical to the License. State acknowledges that ODE may affix a copyright notice to the Ohio Test in which some or all of the Licensed Materials are contained, but in no event will Contractor or ODE claim any ownership interest of any type, including, without limitation any copyright rights, in the Licensed Materials or the Modified Licensed Materials other than the limited, non-exclusive, non-assignable, non-transferable rights granted by the License.

4. License Fee.

4.1 In exchange for the License, Contractor will pay State an annual license fee (the "Fee") calculated by multiplying the number of students to whom the Ohio Test is actually administered during the relevant school year by the number of Subject Areas included in the Tennessee Test by $1.50 (*i.e.*, number of students × number of Subject Areas × $1.50).

4.2 For the 2015-2016 school year, Contractor expects (but does not guarantee) that ODE will include one Subject Area in the Ohio Test that will be administered to substantially all students in grades 9 through 11. For the 2016-2017 school years and beyond, Contractor expects (but does not guarantee) that ODE will include the Licensed Materials or the Modified Licensed Materials or both in the Ohio Test on a more selective basis, such as including only one Subject Area or administering the Ohio Test containing the Licensed Materials or the Modified Licensed Materials or both only to certain grades, thereby reducing the Fee owed by Contractor for those years.

4.3 Contractor will pay the Fee to State according to the following schedule:

(a) The Fee for the 2015-2016 school year is due and payable on or before June 30, 2016; and

(c) The Fee for the 2016-2017 school year is due and payable on or before June 30, 2017.

4.4 The Fee is due regardless of whether or when Contractor receives payment from ODE.

4.5 Contractor will include with each payment documentation reasonably necessary for State to verify the accuracy of the Fee. At a minimum, the documentation will include (a) the number of students to whom the Ohio Test containing some or all of the Licensed Materials or the Modified Licensed Materials or both was administered during the relevant school year, (b) which Subject Areas were included in the Ohio Test, and (c) which grades were tested.

4.6 Late payments (*i.e.*, any payment not received by State on or before June 30 of the relevant year) will accrue interest at a rate per annum equal to the prime rate as of the due date (as published in the Money Rates column of *The Wall Street Journal*) plus 3.0%.

4.7 Contractor may offset the Fee on a dollar-per-dollar basis against amounts owed by State to Contractor under the Contract.

4.8 During the Term, and for a period of 180 days following the termination of this Agreement for any reason, State may periodically audit the books and records of Contractor to verify compliance with the terms and conditions of this Agreement. Each audit will be performed with at least 10 days' advance notice and during normal business hours. State will be responsible for the cost of the audits, unless an audit reveals a material breach of the terms and conditions of this Agreement, in which case Contractor will be responsible for the cost of that audit.

5. Public Release. If at any time during the Term or within the one-year period immediately following the expiration of the Term ODE or any third party makes a public release of any portion of the Licensed Materials in connection with the Ohio Test, regardless of whether the release is accidental, intentional or required by law, Contractor will notify State as soon as Contractor learns of the release and will immediately pay State a one-time fee of $5,000 per each released item.

6. Withdrawal. If State becomes aware that any portion of the Licensed Materials may violate the intellectual property rights or other rights of any third party or may violate any applicable law or may contain objectionable material (as determined by State in the exercise of its discretion), State will notify Contractor. Immediately on receipt of notice, Contractor will (a) take commercially reasonable action to remove the offending portion of the Licensed Materials from the Ohio Test, or (b) modify the content of the Licensed Materials as instructed by State.

7. Disclaimer of Warranties and Limitation of Liability.

7.1 STATE MAKES NO WARRANTIES, CONDITIONS, GUARANTEES OR REPRESENTATIONS WITH RESPECT TO THE LICENSED MATERIALS. STATE HEREBY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, IN LAW OR IN FACT,

ORAL OR IN WRITING, INCLUDING, WITHOUT LIMITATION, THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. CONTRACTOR HEREBY ACKNOWLEDGES THAT IT HAS NOT RELIED ON ANY REPRESENTATION OR WARRANTY MADE BY STATE IN CONNECTION WITH THIS AGREEMENT.

7.2 IN NO EVENT WILL STATE BE LIABLE TO CONTRACTOR FOR ANY INCIDENTAL, SPECIAL, INDIRECT, PUNITIVE, EXEMPLARY OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, LOSS OF PROFITS, REVENUE, BUSINESS OR GOODWILL, WHETHER IN AN ACTION IN CONTRACT, TORT (INCLUDING NEGLIGENCE AND STRICT LIABILITY) OR OTHERWISE, EVEN IF STATE HAS BEEN ADVISED OF OR KNEW OF THE POSSIBILITY OF THE DAMAGES. THE FOREGOING LIMITATION APPLIES EVEN IF ANY REMEDY UNDER THIS AGREEMENT FAILS OF ITS ESSENTIAL PURPOSE.

8. Indemnification. Contractor will indemnify, save harmless and release State and all its officers, agents, volunteers and employees from and against any and all losses, damages, injuries, liabilities, suits and proceedings arising out of the performance of this Agreement which are caused in whole or in part by the acts or negligence of Contractor or any of its officers, agents, volunteers or employees, but not for claims arising from State's sole negligence.

9. Miscellaneous.

9.1 All notices must be in writing and sent to the other party at the address identified in the Contract. Notices must be delivered by hand, sent by registered mail, return receipt requested, or by national overnight delivery service.

9.2 Neither party may assign or transfer any part of this Agreement without the prior written consent of the other party.

9.3 Neither party will be liable to the other party for any delay or failure in performance caused by acts beyond the party's reasonable control, including, without limitation, acts of God, war, riot, acts of public enemy, terrorism or threats of terrorism, vandalism, sabotage, accidents, fires, floods, severe weather conditions, civil commotions, insurrection, strikes, labor disputes, mechanical breakdowns, shortages or delays in obtaining suitable parts, equipment, materials, labor or transportation, interruption of utility services, acts of any governmental authority or any similar or dissimilar cause.

9.4 If either party fails at any time to require performance by the other party of any provision of this Agreement, the failure will not affect the right of the party thereafter to enforce the same provision, nor will the waiver of any provision of this Agreement constitute a waiver of any succeeding breach or as a waiver of the provision itself.

9.5 If any provision of this Agreement is declared to be invalid or unenforceable by a court of competent jurisdiction, the invalidity or unenforceability will not affect the validity or enforceability of the remaining provisions of this Agreement and the invalid or unenforceable

provision will be modified or replaced in such a manner as to give effect as closely as possibly to the parties' original intent.

9.6 State and Contractor are separate, independent entities and this Agreement does not create any employment relationship or an agency, partnership or joint venture between the parties.

9.7 This Agreement will be governed by and construed in accordance with the laws of the State of Utah. FOR ANY DISPUTE RELATING TO THIS AGREEMENT, THE PARTIES HEREBY CONSENT TO PERSONAL JURISDICTION IN, AND THE EXCLUSIVE VENUE OF, THE COURTS IN SALT LAKE COUNTY, UTAH. THE PARTIES FURTHER HEREBY WAIVE THE RIGHT TO TRIAL BY JURY.

9.8 Any amendments to this Agreement must be agreed on in writing.

9.9 The parties may execute this Agreement in counterparts, including facsimile, PDF or other electronic copies, which taken together will constitute one and the same instrument.

9.10 This Agreement is the parties' entire agreement relating to its subject and supersedes any prior or contemporaneous agreements on that subject.

9.11 Any term or condition of this Agreement which by its meaning is so intended will survive the termination of this Agreement, regardless of the reason for termination.

[signature page follows]

The parties have signed this Agreement as of the date first written above.

STATE OF UTAH

_____

Chair, State Board of Education Date

_____

State Superintendent of Public Instruction Date

_____

State Office of Education Accounting Date

AMERICAN INSTITUTES FOR RESEARCH

By:_____
Thomas Jesulaitis

Title: Chief Contracts Officer

Date:_____

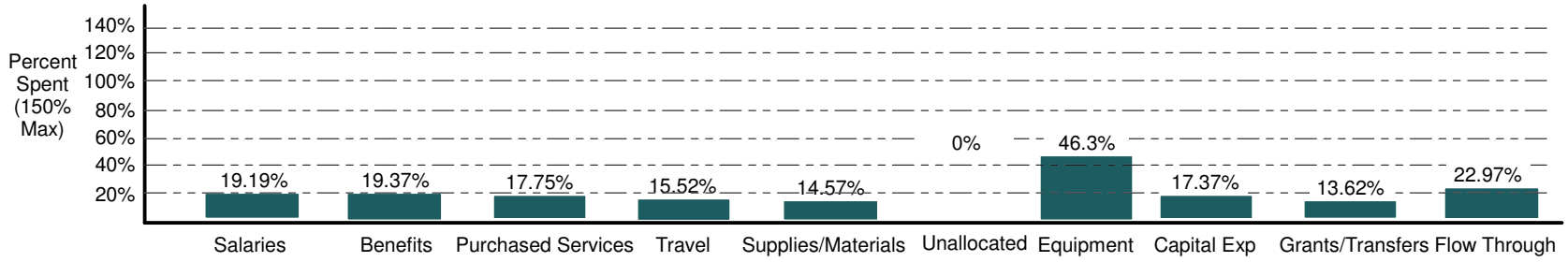
Utah State Board of Education Financial Report (Agency Total)
Fiscal Year 2016
Month Ending Sep 30, 2015

% of FY Complete - 25% **# of FTE Staff -1165.50**

Description	Budget	Current Month Expenditures	YTD Expenditures	Encumbrances	Budget Balance	Last Year Exp	% of Budget Spent
Expenditures							
Salaries	59,368,614	4,362,301	11,396,788	0	47,971,826	11,195,091	19.2%
Benefits	33,290,032	2,451,738	6,450,194	0	26,839,838	6,332,099	19.4%
Purchased Services	61,517,997	1,053,342	10,547,256	376,130	50,594,611	6,138,193	17.8%
Travel	1,427,201	52,907	209,437	12,150	1,205,613	208,822	15.5%
Supplies and Materials	20,971,827	1,117,732	2,708,622	347,295	17,915,910	2,422,513	14.6%
Unallocated Expenses	8,093,608	90	220	0	8,093,388	7,459	0.0%
Equipment	2,690,698	46,148	422,290	823,643	1,444,765	603,832	46.3%
Capital Expenditures	1,524,015	0	0	264,748	1,259,267	146	17.4%
Total Expenditures	188,883,991	9,084,258	31,734,807	1,823,966	155,325,219	26,908,156	17.8%
Grants and Transfers to Other Agencies	108,437,579	8,224,161	14,777,380	0	93,660,198	16,459,886	13.6%
Flow Through Funds to LEAs	3,536,548,078	264,630,131	812,356,887	0	2,724,191,191	759,750,189	23.0%
Total Flow Through	3,644,985,657	272,854,292	827,134,268	0	2,817,851,389	776,210,075	22.7%
Total Exp. and Flow Through	3,833,869,648	281,938,550	858,869,075	1,823,966	2,973,176,608	803,118,231	22.4%

Revenues	Budget	Current Month	YTD Revenues	Encumbrances	Balance	Last Year Exp	% Received
State Sources	3,145,007,059	246,735,365	785,789,189	1,034,410	2,358,183,461	727,835,235	25.0%
Federal Sources	585,233,690	28,521,208	61,097,707	299,989	523,835,994	63,566,372	10.5%
Other Sources	103,628,899	6,681,977	11,982,179	489,567	91,157,153	11,716,624	12.0%
Total Revenues and Sources	3,833,869,648	281,938,550	858,869,075	1,823,966	2,973,176,608	803,118,231	22.4%

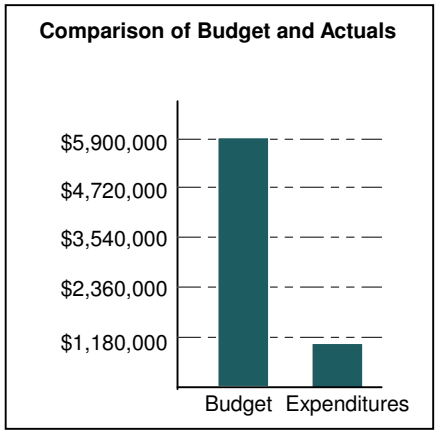
YTD Percentage of Budget Spent



Administration

# of FTE Staff -36.67

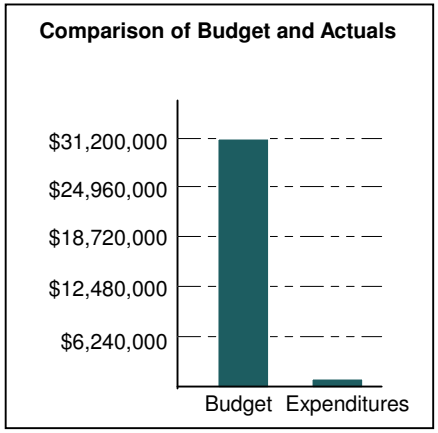
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	3,524,209	589,596	0	2,934,613	587,220	16.73%
Benefits	1,535,181	309,030	0	1,226,151	299,802	20.13%
Purchased Services	274,687	36,740	5,496	232,451	37,610	15.38%
Travel	15,850	2,572	0	13,278	1,562	16.22%
Supplies and Materials	430,583	157,332	87,098	186,153	416,531	56.77%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	144,900	28,574	8,264	108,062	18,551	25.42%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	5,925,410	1,123,844	100,859	4,700,708	1,361,275	20.67%
Flow Through	0	(20,204)	0	20,204	120,000	0.00%
Total Exp & Flow Through	5,925,410	1,103,640	100,859	4,720,912	1,481,275	20.33%



Assessment and Accountability

# of FTE Staff -15.00

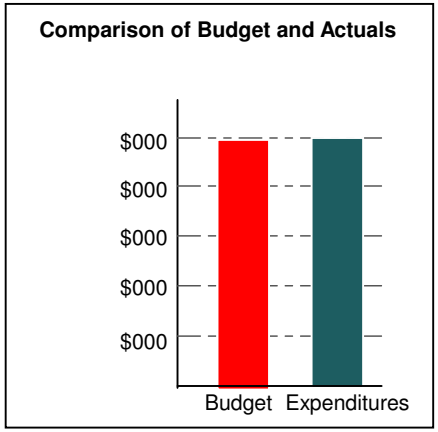
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	2,191,835	413,715	0	1,778,120	360,826	18.88%
Benefits	1,197,968	229,941	0	968,028	192,604	19.19%
Purchased Services	19,045,879	43,365	0	19,002,514	38,912	0.23%
Travel	97,271	3,411	0	93,860	3,450	3.51%
Supplies and Materials	2,266,351	102,457	580	2,163,314	6,796	4.55%
Unallocated Expenses	3,503,400	0	0	3,503,400	0	0.00%
Equipment	76,438	14,261	975	61,202	7,892	19.93%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	28,379,143	807,149	1,555	27,570,438	610,481	2.85%
Flow Through	2,789,425	449,956	0	2,339,469	4,233	16.13%
Total Exp & Flow Through	31,168,567	1,257,105	1,555	29,909,907	614,714	4.04%



Board Aux Functions

# of FTE Staff -0

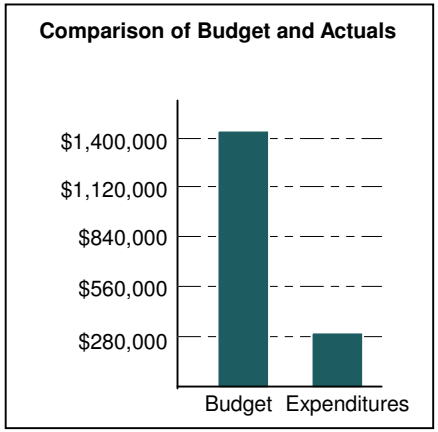
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0.00%
Purchased Services	0	50	0	(50)	0	0.00%
Travel	0	0	0	0	0	0.00%
Supplies and Materials	0	0	0	0	0	0.00%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	0	0	0	0	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	0	50	0	(50)	0	0.00%
Flow Through	0	0	0	0	0	0.00%
Total Exp & Flow Through	0	50	0	(50)	0	0.00%



Board of Education

# of FTE Staff -2.00

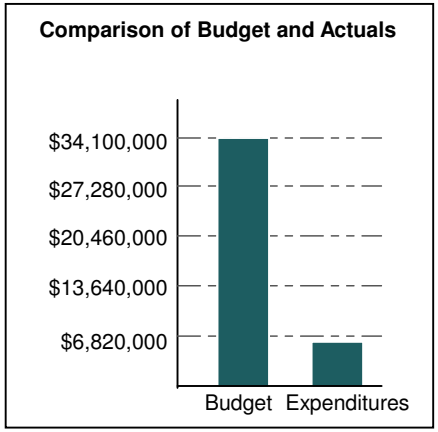
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	683,054	128,672	0	554,382	86,202	18.84%
Benefits	546,194	81,561	0	464,633	66,221	14.93%
Purchased Services	21,700	8,990	331	12,379	51,637	42.95%
Travel	6,938	53,481	0	(46,543)	51,233	770.84%
Supplies and Materials	30,621	50,137	0	(19,516)	20,089	163.73%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	3,836	824	0	3,012	126	21.48%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	1,292,342	323,664	331	968,347	275,508	25.07%
Flow Through	150,165	0	0	150,165	0	0.00%
Total Exp & Flow Through	1,442,507	323,664	331	1,118,512	275,508	22.46%



Career and Technology Education

# of FTE Staff -13.00

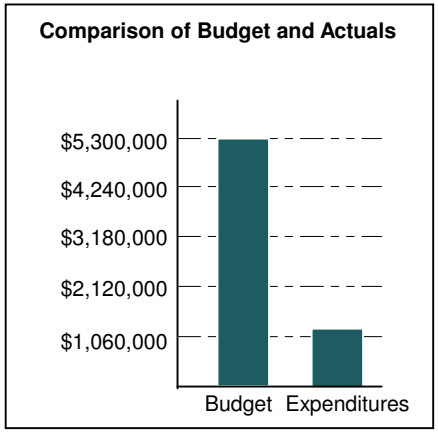
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	2,657,231	502,887	0	2,154,344	497,974	18.93%
Benefits	1,457,040	279,863	0	1,177,177	271,632	19.21%
Purchased Services	218,576	51,074	1,074	166,428	67,882	23.86%
Travel	100,704	6,962	0	93,742	12,722	6.91%
Supplies and Materials	2,340,553	71,838	21,932	2,246,783	56,703	4.01%
Unallocated Expenses	0	34	0	(34)	0	0.00%
Equipment	42,300	1,800	0	40,500	80	4.26%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	6,816,403	914,458	23,006	5,878,940	906,993	13.75%
Flow Through	27,332,855	5,355,247	0	21,977,608	4,631,047	19.59%
Total Exp & Flow Through	34,149,259	6,269,705	23,006	27,856,548	5,538,040	18.43%



Charter School Board

# of FTE Staff -4.00

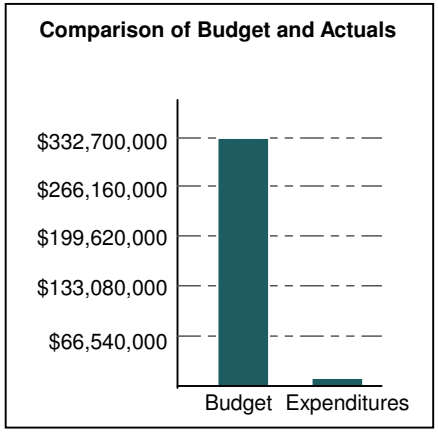
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	556,932	75,561	0	481,371	81,223	13.57%
Benefits	317,082	41,074	0	276,008	43,070	12.95%
Purchased Services	1,018,630	36,485	95	982,051	1,187	3.59%
Travel	23,725	4,571	0	19,154	746	19.27%
Supplies and Materials	502,683	12,512	523	489,648	10,140	2.59%
Unallocated Expenses	15,908	0	0	15,908	0	0.00%
Equipment	12,600	48	4,461	8,091	306	35.79%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	2,447,560	170,251	5,078	2,272,230	136,672	7.16%
Flow Through	2,835,300	1,092,380	0	1,742,920	1,291,950	38.53%
Total Exp & Flow Through	5,282,860	1,262,631	5,078	4,015,151	1,428,622	24.00%



Child Nutrition Programs

# of FTE Staff -1.00

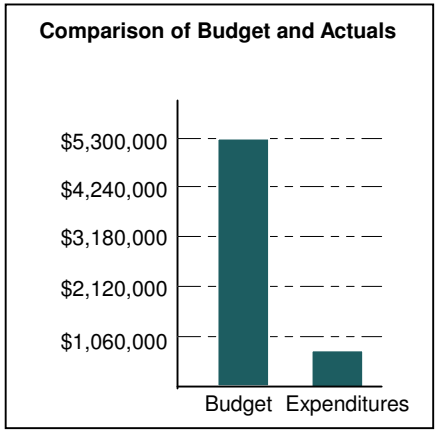
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	1,451,955	267,475	0	1,184,480	234,062	18.42%
Benefits	862,956	158,444	0	704,513	134,433	18.36%
Purchased Services	524,540	17,867	0	506,673	4,374	3.41%
Travel	86,814	881	0	85,933	10,664	1.01%
Supplies and Materials	430,819	42,482	713	387,624	104,488	10.03%
Unallocated Expenses	11,447	0	0	11,447	0	0.00%
Equipment	80,553	6,052	28,053	46,449	2,361	42.34%
Capital Expenditures	0	0	4,132	(4,132)	0	0.00%
Total Expenditures	3,449,084	493,199	32,898	2,922,987	490,381	15.25%
Flow Through	329,246,313	13,021,075	0	316,225,238	11,840,771	3.95%
Total Exp & Flow Through	332,695,397	13,514,274	32,898	319,148,225	12,331,152	4.07%



District Computer Services

# of FTE Staff -29.33

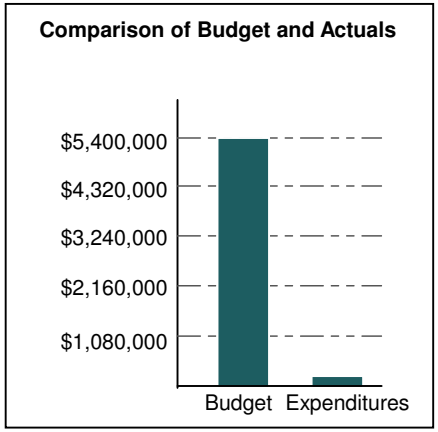
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	2,565,801	486,447	0	2,079,353	474,454	18.96%
Benefits	1,380,581	271,295	0	1,109,286	259,332	19.65%
Purchased Services	56,212	1,028	689	54,496	1,047	3.05%
Travel	3,950	757	0	3,193	155	19.17%
Supplies and Materials	539,527	30,625	4,556	504,345	29,293	6.52%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	75,350	2,955	0	72,395	0	3.92%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	4,621,421	793,107	5,245	3,823,069	764,281	17.28%
Flow Through	664,587	0	0	664,587	0	0.00%
Total Exp & Flow Through	5,286,008	793,107	5,245	4,487,656	764,281	15.10%



Educational Contracts

# of FTE Staff -0

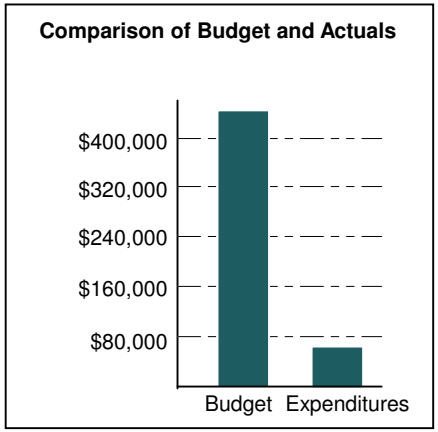
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0.00%
Purchased Services	0	0	0	0	0	0.00%
Travel	0	0	0	0	0	0.00%
Supplies and Materials	0	0	0	0	0	0.00%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	0	0	0	0	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	0	0	0	0	0	0.00%
Flow Through	5,394,204	245,486	0	5,148,718	302,323	4.55%
Total Exp & Flow Through	5,394,204	245,486	0	5,148,718	302,323	4.55%



Educational Equity

# of FTE Staff -0

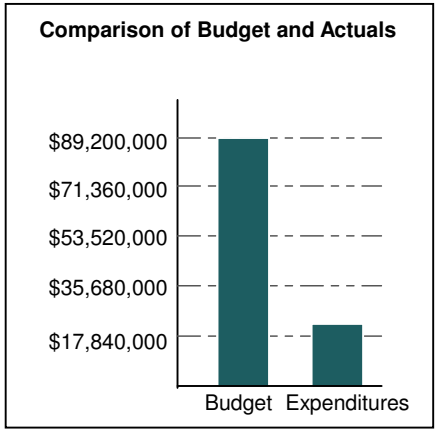
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	201,593	40,745	0	160,848	39,396	20.21%
Benefits	122,364	22,693	0	99,671	22,922	18.55%
Purchased Services	13,073	1,061	0	12,012	85	8.12%
Travel	4,400	0	0	4,400	0	0.00%
Supplies and Materials	42,897	9,581	0	33,316	3,788	22.33%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	2,200	0	0	2,200	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	386,528	74,080	0	312,448	66,191	19.17%
Flow Through	58,312	0	0	58,312	0	0.00%
Total Exp & Flow Through	444,840	74,080	0	370,760	66,191	16.65%



ESEA and Special Programs

# of FTE Staff -9.00

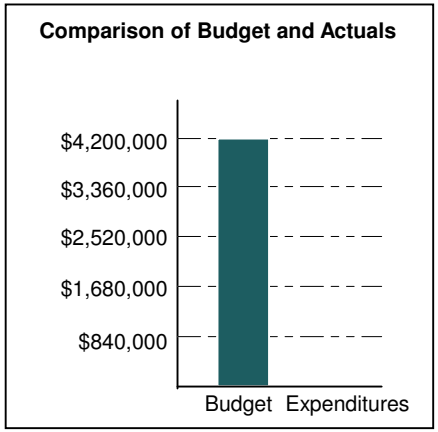
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	562,391	204,503	0	357,889	210,879	36.36%
Benefits	337,264	115,625	0	221,639	120,885	34.28%
Purchased Services	227,232	47,711	378	179,144	48,009	21.16%
Travel	35,404	7,500	0	27,904	1,834	21.18%
Supplies and Materials	763,894	14,683	0	749,211	63,952	1.92%
Unallocated Expenses	1,239,449	0	0	1,239,449	0	0.00%
Equipment	36,907	3,652	0	33,254	5,324	9.90%
Capital Expenditures	0	0	0	0	146	0.00%
Total Expenditures	3,202,541	393,673	378	2,808,490	451,030	12.30%
Flow Through	85,996,648	22,573,647	0	63,423,001	25,001,581	26.25%
Total Exp & Flow Through	89,199,189	22,967,320	378	66,231,491	25,452,611	25.75%



Fine Arts (POPS)

# of FTE Staff -0

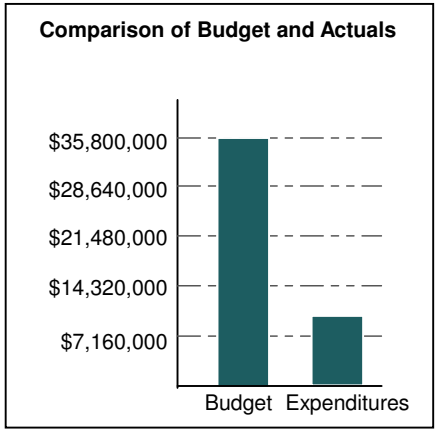
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0.00%
Purchased Services	0	0	0	0	0	0.00%
Travel	0	0	0	0	0	0.00%
Supplies and Materials	0	0	0	0	0	0.00%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	0	0	0	0	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	0	0	0	0	0	0.00%
Flow Through	4,190,380	0	0	4,190,380	126,765	0.00%
Total Exp & Flow Through	4,190,380	0	0	4,190,380	126,765	0.00%



Grants and Contracts

# of FTE Staff -0.67

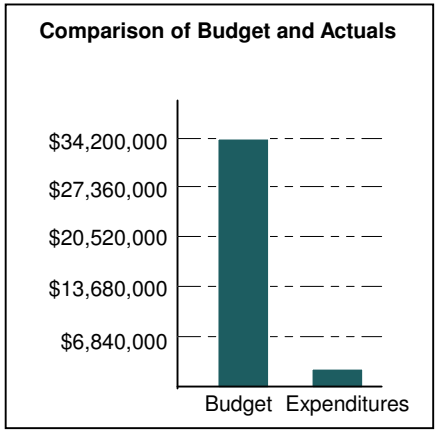
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	153,076	31,415	0	121,661	34,546	20.52%
Benefits	66,817	15,192	0	51,625	15,501	22.74%
Purchased Services	25,836,927	8,289,978	157,635	17,389,314	4,108,142	32.70%
Travel	0	1,703	0	(1,703)	0	0.00%
Supplies and Materials	6,079,339	996,056	0	5,083,284	742,219	16.38%
Unallocated Expenses	101,717	0	0	101,717	2,500	0.00%
Equipment	300,000	300,079	0	(79)	299,828	100.03%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	32,537,876	9,634,421	157,635	22,745,819	5,202,736	30.09%
Flow Through	3,276,381	556,183	0	2,720,198	370,904	16.98%
Total Exp & Flow Through	35,814,256	10,190,604	157,635	25,466,017	5,573,640	28.89%



Instructional Services-Teaching and Learning

# of FTE Staff -13.00

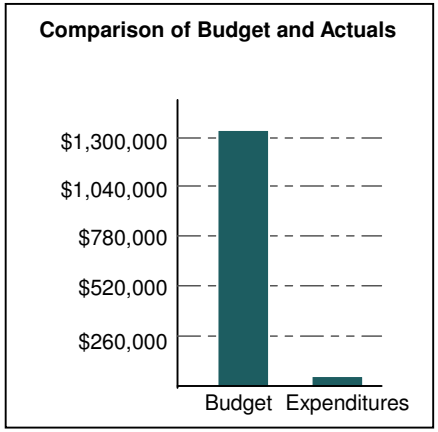
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	1,744,740	346,216	0	1,398,524	357,028	19.84%
Benefits	964,304	183,055	0	781,250	187,759	18.98%
Purchased Services	941,148	58,470	254	882,425	49,718	6.24%
Travel	107,142	10,621	0	96,521	4,347	9.91%
Supplies and Materials	1,696,218	108,875	574	1,586,769	58,688	6.45%
Unallocated Expenses	367,319	0	0	367,319	0	0.00%
Equipment	13,500	78	9,476	3,947	158	70.76%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	5,834,371	707,314	10,304	5,116,754	657,697	12.30%
Flow Through	28,343,095	1,973,924	0	26,369,171	4,038,610	6.96%
Total Exp & Flow Through	34,177,466	2,681,237	10,304	31,485,925	4,696,307	7.88%



Law and Legislation

# of FTE Staff -1.00

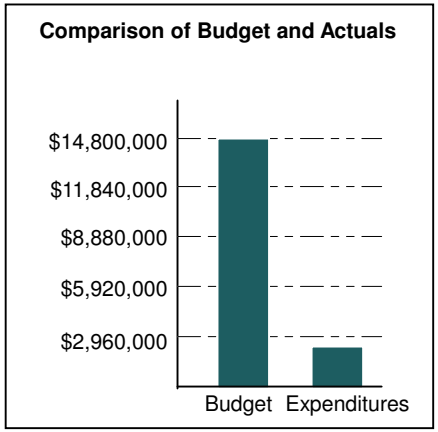
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	180,424	41,656	0	138,768	30,969	23.09%
Benefits	91,129	20,880	0	70,249	16,480	22.91%
Purchased Services	1,004,300	256	0	1,004,044	324	0.03%
Travel	6,223	22	0	6,201	0	0.36%
Supplies and Materials	8,146	463	290	7,393	869	9.24%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	0	421	0	(421)	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	1,290,221	63,698	290	1,226,233	48,643	4.96%
Flow Through	48,879	0	0	48,879	0	0.00%
Total Exp & Flow Through	1,339,100	63,698	290	1,275,112	48,643	4.78%



Licensing and UPPAC

# of FTE Staff -7.00

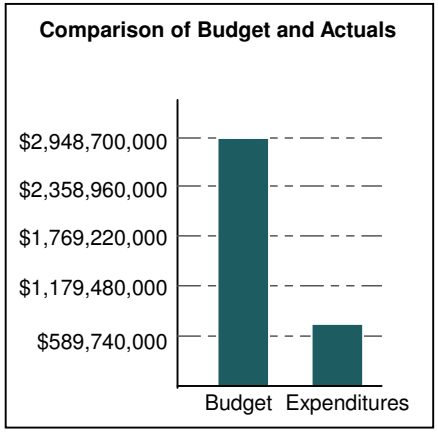
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	948,233	164,968	0	783,265	165,992	17.40%
Benefits	551,157	94,172	0	456,985	94,959	17.09%
Purchased Services	783,757	53,702	67,746	662,310	44,872	15.50%
Travel	12,950	1,789	0	11,161	408	13.81%
Supplies and Materials	267,892	60,772	225	206,895	82,701	22.77%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	3,000	201	0	2,799	0	6.70%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	2,566,989	375,603	67,971	2,123,415	388,932	17.28%
Flow Through	12,234,183	2,114,509	0	10,119,674	2,589,285	17.28%
Total Exp & Flow Through	14,801,172	2,490,112	67,971	12,243,090	2,978,217	17.28%



Minimum School Program

# of FTE Staff -0

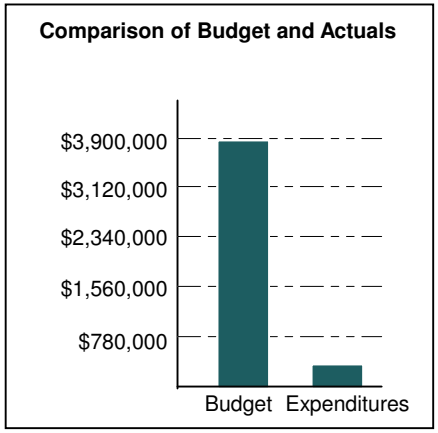
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0.00%
Purchased Services	0	0	0	0	0	0.00%
Travel	0	0	0	0	0	0.00%
Supplies and Materials	0	0	0	0	0	0.00%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	0	0	0	0	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	0	0	0	0	0	0.00%
Flow Through	2,948,700,392	747,320,483	0	2,201,379,909	707,256,430	25.34%
Total Exp & Flow Through	2,948,700,392	747,320,483	0	2,201,379,909	707,256,430	25.34%



School Finance

# of FTE Staff -11.00

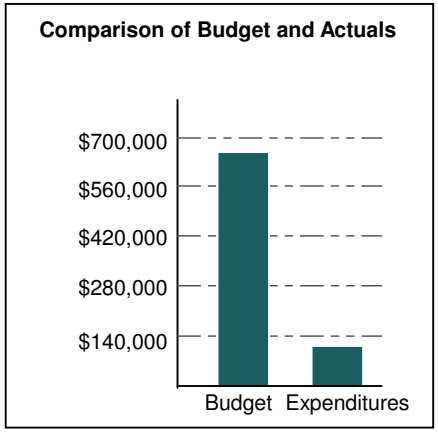
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	1,612,283	210,639	0	1,401,643	207,957	13.06%
Benefits	640,424	122,631	0	517,793	116,883	19.15%
Purchased Services	286,135	1,363	262	284,511	1,372	0.57%
Travel	45,314	9,062	0	36,253	8,945	20.00%
Supplies and Materials	74,320	3,506	19	70,795	6,827	4.74%
Unallocated Expenses	23,605	0	0	23,605	0	0.00%
Equipment	20,700	83	226	20,391	1,154	1.49%
Capital Expenditures	4,132	0	4,132	0	0	100.00%
Total Expenditures	2,706,913	347,283	4,638	2,354,991	343,138	13.00%
Flow Through	1,155,487	20,730	0	1,134,757	91,054	1.79%
Total Exp & Flow Through	3,862,400	368,013	4,638	3,489,748	434,192	9.65%



School Trust Lands

# of FTE Staff -4.00

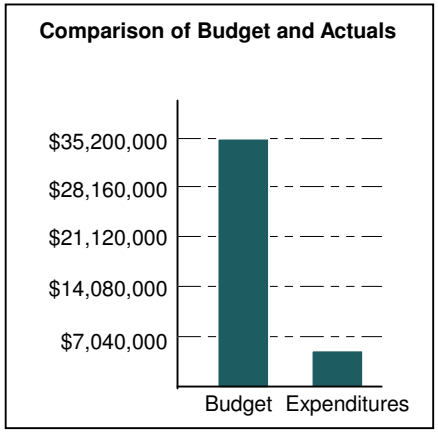
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	312,975	62,549	0	250,426	56,730	19.99%
Benefits	171,911	33,041	0	138,870	31,465	19.22%
Purchased Services	62,713	9,689	477	52,546	9,694	16.21%
Travel	10,000	2,375	0	7,625	8,563	23.75%
Supplies and Materials	13,605	2,272	0	11,333	3,285	16.70%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	1,000	0	0	1,000	74	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	572,203	109,925	477	461,801	109,811	19.29%
Flow Through	87,279	0	0	87,279	74,530	0.00%
Total Exp & Flow Through	659,483	109,925	477	549,081	184,341	16.74%



Schools for Deaf and Blind

# of FTE Staff -1085.

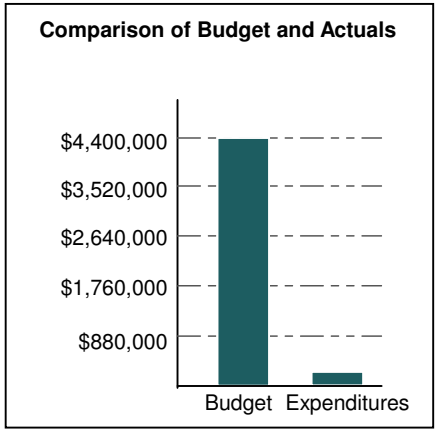
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	16,046,257	2,966,976	0	13,079,281	2,864,171	18.49%
Benefits	9,221,069	1,747,678	0	7,473,391	1,692,969	18.95%
Purchased Services	5,609,512	335,157	39,317	5,235,038	374,289	6.68%
Travel	428,530	68,247	0	360,283	57,977	15.93%
Supplies and Materials	2,305,755	255,147	38,305	2,012,304	339,486	12.73%
Unallocated Expenses	0	131	0	(131)	0	0.00%
Equipment	221,800	48,032	48,504	125,264	218,355	43.52%
Capital Expenditures	1,355,250	0	256,485	1,098,765	0	18.93%
Total Expenditures	35,188,173	5,421,367	382,611	29,384,195	5,547,248	16.49%
Flow Through	0	0	0	0	0	0.00%
Total Exp & Flow Through	35,188,173	5,421,367	382,611	29,384,195	5,547,248	16.49%



Science (Isee)

# of FTE Staff -0

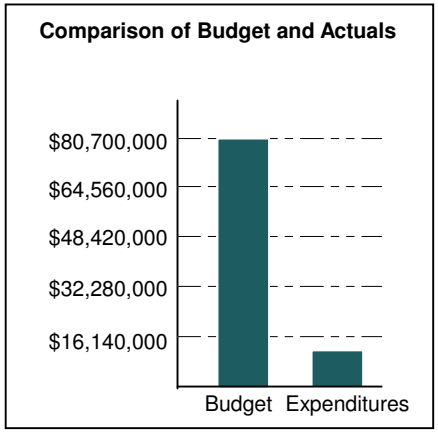
Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	0	0	0	0	0	0.00%
Benefits	0	0	0	0	0	0.00%
Purchased Services	0	0	0	0	0	0.00%
Travel	0	0	0	0	0	0.00%
Supplies and Materials	0	0	0	0	0	0.00%
Unallocated Expenses	0	0	0	0	0	0.00%
Equipment	0	0	0	0	0	0.00%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	0	0	0	0	0	0.00%
Flow Through	4,390,000	256,888	0	4,133,112	67,065	5.85%
Total Exp & Flow Through	4,390,000	256,888	0	4,133,112	67,065	5.85%



Special Education

# of FTE Staff -12.33

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	347,053	289,701	0	57,352	278,451	83.47%
Benefits	520,426	158,795	0	361,631	149,182	30.51%
Purchased Services	2,216,212	506,442	12,355	1,697,415	42,177	23.41%
Travel	41,864	8,997	0	32,867	13,560	21.49%
Supplies and Materials	219,356	314	2,954	216,087	94,665	1.49%
Unallocated Expenses	2,336,274	0	0	2,336,274	0	0.00%
Equipment	54,014	2,430	925	50,659	7,745	6.21%
Capital Expenditures	0	0	0	0	0	0.00%
Total Expenditures	5,735,199	966,679	16,235	4,752,285	585,780	17.14%
Flow Through	75,006,911	11,057,631	0	63,949,281	14,623,832	14.74%
Total Exp & Flow Through	80,742,110	12,024,310	16,235	68,701,566	15,209,612	14.91%

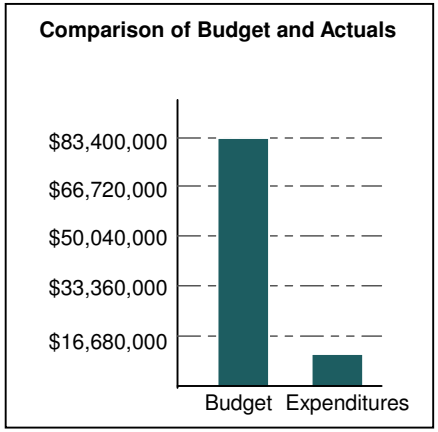


Department Budget & Expenditures Breakdown
Fiscal Year 2016
Month Ending Sep 30, 2015

State Office of Rehabilitation

# of FTE Staff -1184.

Description	Budget	Year-To-Date Expenditures	Encumbrances	Budget Balance	Last Year Expenditures	% Spent
Salaries	23,628,573	4,573,067	0	19,055,506	4,627,010	19.35%
Benefits	13,306,166	2,565,227	0	10,740,938	2,616,000	19.28%
Purchased Services	3,376,763	1,047,832	90,021	2,238,910	1,256,861	33.70%
Travel	400,121	26,488	12,150	361,483	32,656	9.66%
Supplies and Materials	2,959,269	789,572	189,525	1,980,172	381,994	33.09%
Unallocated Expenses	494,488	55	0	494,433	4,959	0.01%
Equipment	1,601,601	12,800	722,759	866,041	41,878	45.93%
Capital Expenditures	164,633	0	0	164,633	0	0.00%
Total Expenditures	45,931,615	9,015,042	1,014,455	35,902,118	8,961,358	21.84%
Flow Through	37,464,430	2,218,262	0	35,246,168	3,779,696	5.92%
Total Exp & Flow Through	83,396,045	11,233,304	1,014,455	71,148,286	12,741,054	14.69%



Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Angie Stallings
Associate Superintendent, Policy and Communication

DATE: October 9, 2015

ACTION: Digital Teaching and Learning Task Force Report and the State Master Plan for Digital Learning

---

Background:
During the 2015 General Session, the Legislature passed SB 222 *Digital Teaching and Learning Proposal*. The bill required the State Board of Education and Utah Education and Telehealth Network (UETN) to develop a Digital Teaching and Learning Program proposal. The Board formed the Digital Teaching and Learning Task Force (Task Force) with three members representing the Board: Dave Thomas (Chair), Laura Belnap, and Stan Lockhart. The Task Force also consisted of district superintendents, UETN Board members, charter school representatives, technology directors, a representative of the Governor's Education Excellence Commission, and two legislators.

Key Points:
The Digital Task Force met fourteen times from June to October 2015 and contracted with three outside consultants to develop a proposed master plan for a digital learning program which would serve as the basis for the statewide technology program. The plan addresses program metrics for success, leadership and change management, professional learning, a communication plan, infrastructure, digital devices, content and software, technical support, procurement, a cost forecast, the LEA qualifying grant program and timeline for implementation. The plan can be accessed at:
https://docs.google.com/document/d/1TUdnrGYOYQdiMdTKNAFP8HdOVTiHZQz7m7nxCSH3_D8/edit?usp=sharing

Anticipated Action:
The Board will review the statewide master plan and consider approval of the plan in concept.

Contact: Angie Stallings, Associate Superintendent, 801-538-7656
Rick Gaisford, Education Technology Specialist, 801-538-7798

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: David Smith
STEM Coordinator

DATE: October 8-9, 2015

ACTION: Approval of Grade 6-8 Science with Engineering Education (SEEd) Standards for Additional 30-day Public Review

---

Background:
Following a 90-day public review SEEd writing teams met, reviewed, and responded to all feedback and prepared suggestions for how they would like to improve the standards in preparation of draft progression. The Utah State Board of Education approved the suggestions made and gave permission to move forward in revising the draft 6-8 SEEd Standards in the August 2015 Board meeting. Writing teams made the adjustments that were approved by the board in August to improve clarity, age appropriateness, and learning progressions.

Key Points:
1. Updated draft SEEd Standards (Grades 6-8) will be presented.
2. Supplemental information about standards will be provided to answer Board member questions.

Anticipated Action:
The Board will consider approving the release of the Utah Science with Engineering Education (SEEd) Standards (Grades 6-8) for an additional 30-day public review.

Contact: Richard Scott, 801-538-7808
David Smith, 801-538-7766
Diana Suddreth, 801-538-7739

Utah Science with Engineering Education (UT SEEd) Standards Release for 30-day Review

Prepared by the

Utah State Office of Education

Richard Scott, Science Specialist
richard.scott@schools.utah.gov

David Smith, STEM Coordinator
david.smith@schools.utah.gov

Diana Suddreth, Director Teaching and Learning
diana.suddreth@schools.utah.gov

Utah Science with Engineering Education Standards - Grades 6-8

UT SEEd Standards -Draft for 30-day Public Review – October 2015

Overview

This document is available as a draft for public feedback. Please utilize the survey tool available online to provide feedback on this document found at:

https://www.surveymonkey.com/r/SEEdReview.

Once the 30-Day Public Review has concluded, the teacher writing teams for science grades 6-8 will reconvene to respond to comments and revise the draft accordingly. Thank you for taking time to provide your feedback and supporting the process of developing science standards that prepare Utah students to be college and career ready.

DRAFT

Crosswalk comparing current standards, SEEd standards, and NGSS

A crosswalk comparing the current 6-8 grade science standards, the draft 6-8 Grade SEEd Standards, and the Next Generation Science Standards (NGSS) is available online at:

http://tinyurl.com/SEEdCrosswalk.

The online spreadsheet has a tab for each grade, six through eight, and is sortable by clicking on the down arrow to the right of each column header/title. A simplified crosswalk comparing content and a comparison of standards formatting between current and SEEd standards are attached on the following pages.

DRAFT

Crosswalk comparing science content of current standards with the SEEd standards

This table provides a crosswalk of the science content found in each grade 6-8 for the current Utah Science standards and the draft Utah SEEd standards. It is meant to help give an overview of how content has shifted. Italicized content in the SEEd Standards show content that is new to that grade level.

	Current Utah Science Standards	**Draft Utah SEEd Standards**
6th Grade	**Earth & Space Science** · Moon phases · Solar system (objects, observation technology, forces, scale and size) · Seasons **Physical Science** · Heat, light, and sound energy **Life Science** · Microorganisms	**Earth & Space Science** · Moon phases · Solar system (objects, observation technology, forces, scale and size) · Seasons · *Weather and climate* **Physical Science** · *Atoms and molecules* · Heat energy and states of matter **Life Science** · *Matter and energy flow in ecosystems* · *Change and effects on ecosystems* ***Engineering*** · *Identify problems, test solution models* · *Analyze data from tests to make an optimal design*
7th Grade	**Earth & Space Science** · Structure of Earth · Classification (also Life Science) **Physical Science** · Structure of Matter · Density of Matter **Life Science** · Cells to systems – life organization · Heredity · Organisms and adaptations · Classification (also E&S Science)	**Earth & Space Science** · Earth's history, structure, and plates · *Rock cycle and fossil formation* **Physical Science** · *Forces interact with matter* **Life Science** · Cells to systems – life organization · Heredity and mutations · Organisms and adaptations · *Evidence of change in species* ***Engineering*** · *Identify problems, test solution models* · *Analyze data from tests to make an optimal design*
8th Grade	**Earth & Space Science** · Rock cycle and fossil formation · Earth's History **Physical Science** · Properties/changes in matter · Chemical reactions · Energy, force, motion, and waves **Life Science** · Flow of matter and energy in ecosystems · Organisms respond to energy	**Earth & Space Science** · Earth's resources and their uses · *Change in climate* · *Natural hazards* **Physical Science** · *Atoms and molecules* · Properties/changes in matter · Chemical reactions · Energy, force, motion, and waves **Life Science** · *Factors and maintenance of life* · Flow of matter and energy in ecosystems ***Engineering*** · *Identify problems, test solution models* · *Analyze data from tests to make an optimal design*

DRAFT

Comparison of Current Science Standards with the draft SEEd Standards

This table provides a comparison of the current science standards for grades 6-8 with the draft Utah SEEd standards for grades 6-8. It is meant to compare the expectations expressed in the current standards with the comprehensive integration of science practices, crosscutting concepts, and science core ideas into each standards.

Current Utah Science Standards	Draft Utah SEEd Standards
6.2.2 Explain how the relationship between the tilt of Earth's axis and its yearly orbit around the sun produces the seasons.	6.1.1 **Develop and use a model** of the sun-Earth-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. Examples of models could be physical, graphical, or conceptual.
8.2.2 Generalize the dependent relationships between organisms.	6.4.2 **Construct an explanation** that predicts patterns of interactions among organisms across multiple ecosystems. Emphasize consistent interactions in different environments such as competition, predation, and mutualism.
7.3.1 Observe and describe cellular structures and functions.	7.3.1 **Plan and carry out an investigation** that provides evidence that the basic structures of living things are cells. Emphasize that cells can form single-celled or multicellular organisms and that multicellular organisms are made of different types of cells.
7.4.2 Relate the adaptability of organisms in an environment to their inherited traits and structures.	7.4.2 **Obtain, evaluate, and communicate information** about specific animal and plant adaptations and structures that affect the probability of successful reproduction. Examples of adaptations could include nest building to protect young from cold, herding of animals to protect young from predators, vocalization of animals and colorful plumage to attract mates for breeding, bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.
8.2.3 Analyze human influence on the capacity of an environment to sustain living things	8.4.2 **Engage in argument** supported by evidence about the effect of per-capita consumption of natural resources on Earth's systems. Emphasize that these resources are limited and may be non-renewable. Examples of evidence include rates of consumption of food and natural resources such as freshwater, minerals, and energy sources.
8.4.4 Analyze various forms of energy and how living organisms sense and respond to energy.	8.2.2 **Ask questions** about how the amount of potential energy varies as distance within the system changes. **Plan and conduct an investigation** to answer a question about potential energy. Emphasize comparing relative amounts of energy. Examples could include a roller coaster cart at varying positions on a hill or objects being dropped from different heights. Calculations of kinetic and potential energy will be learned at the high school level.

DRAFT

Cost and Budget Analysis for New 6-8 SEEd Standards

A cost and budget analysis for the new 6-8 SEEd Standards was prepared to show the funding spent on standard preparation and the estimated costs of assessment adjustments and state-wide professional development by USOE. There is also an estimate cost and budget analysis for LEAs based on the data collected from Utah districts.

Cost and Budget Analysis for New 6-8 SEEd Standards (USOE)

Standards Development	Cost	#mtngs	Total Cost	Total 6-8 Cost	Budgeted
Original Standard Writing Team Meetings (per grade per meeting) (substitutes, meals, travel, lodging, and materials)	$1,300	3	$3,900	$11,700	
State Standards Review Committee Meeting (per meeting) (meals, travel, lodging, and materials)	$685	2	$1,370	$4,110	
Standards Writing Team Revision Meetings (per grade per meeting) (substitutes, meals, travel, lodging, and materials)	$1,200	5	$6,000	$18,000	
Public Hearing Meetings on the Standards (per meeting) (meals, travel, lodging, and materials)	$50	5	$250	$750	
Total Development Costs			$11,520	$34,560	
Science Development Budget Standards development makes up 20% of the FY16 Science budget*.					$40,000

Assessment	Cost	#items	Total Cost	Total 6-8 Cost	Budgeted
Avg. Cost of a new item on the SAGE Test (per grade per item) (item development, graphics, review, storage, etc.)	$1,150	144	$165,600	$496,800	
Yearly Assessment New Item Development Budget SAGE tests requires a bank of at least 400 questions (items). It is estimated that more than 65% of the current science items can be realigned or slightly adjusted and reused with new tests for the SEEd standards. The yearly budgeted funding to improve all nine science SAGE tests was about $500,000. Science will focus on writing items for the new 6-8 SEEd tests with the FY16 funding which will account for more than the 35% that may be lost to realignment. FY17 funding will help to cover additional item needs.					$500,000

State Professional Development	Total Cost	Total 6-8 Cost	Budgeted
LEA Leader Professional Development (substitutes, meals, travel, lodging, and materials)	$25,000	$75,000	
Science Professional Development Budget Professional Development makes up about 42% of the FY16 Science budget*. USOE intends to work with writing teams and professional learning experts in Utah higher education to train LEA teacher leaders that will increase the capacity of LEAs to train their teachers. USOE is also working with online programs funded through the STEM Action Center and Professional Learning Series budget to further increase capacity without additional costs.			$83,000

Total USOE Costs and Allotted Budget	Cost/Grade	Total 6-8 Cost	Budgeted
	$202,120	**$606,360**	**$623,000**

DRAFT

*The FY16 budget for Science includes funding for standards, materials, professional development, online courses, etc. and totals $200,000. This is an increase from previous years to help prepare for new science standards, however extra funding was reallocated from other areas of the USOE Teaching and Learning Department budget.

Cost and Budget Analysis for New 6-8 SEEd Standards (LEAs)

Avg. LEA Professional Development and Materials Cost	**Cost/teacher**	**Total 6-8 Cost**	**Budgeted**
Avg. LEA Teacher Professional Development (substitutes and meals)	$270	$28,400	
Avg. LEA Teacher Materials/Equipment (Text, materials, curriculum, equipment)	$112	$8,750	
Total	$382	$37,150	
The average cost of per-teacher and total spending was determined by surveying ten districts on how much they estimated they will spend on professional development and materials for their 6-8 grade science teachers for the SEEd standards. Eight districts responded and gave varying answers of estimated spending per-teacher (from $0 - $1200 for P.D. and from $0 - $333 for materials) and estimated total spending (from $0 to $70,000 for PD and from $0 to $20,000 for materials).			
Avg. LEA Professional Development and Materials Budget The average estimated district budgets were also determined through surveys. All districts agreed that more spending needed to happen to prepare 6-8 grade science teachers for eventual implementation of the SEEd standards, however most districts noted that they were not going to adjust their PD and materials funding and would simply focus most of the funding that they have towards 6-8 grade science. Many mentioned that, to prepare for the change and make up the difference, they have applied for outside grant funding to help train and prepare their teachers.			$38,500

Additional funding/training options for LEAs:

- Utah Science Technology and Research (USTAR) Programs - Legislative funding for LEAs, 20% can be used for teacher professional development
- Informal Science Education Enhancement (iSEE) - Legislative funding where part of their focus is in teacher professional development
- Utah Science Open Educational Resource (OER) Textbooks - A USOE program that helps Utah teachers write textbooks for Utah standards (accounts for 13% of the science budget. New books will be made for grades 6-8 before the pilot year begins)
- Online Endorsement Courses - A USOE program that trains teachers and improves content and pedagogy knowledge (24% of the science budget)

DRAFT

Draft Science with Engineering Education (SEEd) Standards-Grades 6-8

DESCRIPTION OF REVISION: The draft Utah SEEd standards have been revised and improved based on the 90-day public review feedback. Four main areas were addressed by the writing teams as was approved by the State Board of Education in the August Board Meeting:

- Clarity –
  - A robust introduction was added that describes the nature of science, importance of students doing science, explanation of the three dimensions of science, description of how to read and understand the document, and a specific description of the grade's learning progression
  - Clarity was improved with the addition of emphasis and example statements being added to most standards that give clear expectations for what students should be able to do
  - Science content was added specifically to engineering standards to give better direction and understanding
- Shifts in Content and Sequence of Standards –
  - Content was shifted in the current draft to more closely align with current 6-8 science standards allowing teachers to continue using some of their current materials and resources. There is still a shift in some content to allow for better horizontal progressions between grades 6 through 8 and vertical progressions within a single grade. Examples of shifted content include space returning to 6th grade and cells returning to 7th grade.
- Political Motivations –
  - Most SEEd standards remain based on the Next Generation Science Standards. Some changes were made to provide a clearer identification of the science & engineering practices and the crosscutting concepts. Furthermore, some adjustments and additional standards were added based on the expertise of the writing teams to improve learning progressions and clarity using other resources such as other state science standards and the Fordham Report on NGSS.
- Age Appropriateness -
  - Standards suggesting that students debate with evidence about climate change and human effects on the environment were removed from 6th grade
  - Content in the 6th grade standards cover more concrete science topics (e.g. solar system, moon, seasons, atoms, heat energy, and ecosystems)

Utah Science with Engineering Education Standards begin on the following page.

Utah Science with Engineering Education (SEEd) Standards - Grade Six

Science Literacy for All Students

Science is a way of knowing, a process for gaining knowledge and understanding of the natural world. By the very nature of scientific inquiry, it has little to do with popular consensus and requires evidence, there are infinite possibilities for further refinement, and it is the constant questioning and refinement that advances scientific knowledge and understanding. Since progress in the modern world is tied so closely to this way of knowing, scientific literacy is essential for a society to be competitively engaged in a global economy. Students should be active learners who demonstrate their scientific understanding by using it. It is not enough for students to read about science; they must participate in the three dimensions of science. They should observe, inquire, question, formulate and test hypotheses, analyze data, report, and evaluate findings. The students, as scientists, should have hands–on, active experiences throughout the instruction of the science curriculum. The standards help students find value in developing scientific literacy as they grapple with complex problems and create solutions to real world puzzles.

Three Dimensions of Science[1]

Science education includes three dimensions of science understanding: science and engineering practices, crosscutting concepts, and disciplinary core ideas. Every standard includes each of the three dimensions, **Science and Engineering Practices are bolded**, Crosscutting Concepts are underlined, and Disciplinary core ideas are in normal font. Standards with *specific engineering expectations are italicized*.

Scientific and Engineering Practices	Crosscutting Concepts	Disciplinary Core Ideas
· Asking questions or defining problems · Developing and using models · Planning and carrying out investigations · Analyzing and interpreting data · Using mathematics and computational thinking · Constructing explanations and designing solutions · Engaging in argument from evidence · Obtaining, evaluating, and communicating information	· Patterns · Cause and effect: Mechanism and explanation · Scale, proportion and quantity · Systems and system models · Energy and matter: flows, cycles and conservation · Structure and function · Stability and change	· Earth and Space Science · Life Science · Physical Science · Engineering

Organization of Standards

The Utah SEEd standards[2] are organized into **strands**, which represent significant areas of learning within content areas. Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

[1] NRC Framework K-12 Science Education: http://www.nap.edu/catalog.php?record_id=13165
[2] Most SEEd Standards are based on the Next Generation Science Standards: http://www.nextgenscience.org

Sixth Grade SEEd Overview

The 6th Grade SEEd standards provide a framework for student understanding of the cycling of matter and the flow of energy through the study of observable phenomena on Earth. Students will explore the role of energy and gravity in the solar system as they compare the scale and properties of celestial objects and model the sun-Earth-moon system. These strands also emphasize heat energy as it affects some properties of matter - including states of matter and density. The relationship between heat energy and matter is observable in many phenomena on Earth such as seasons, the water cycle, weather, and climates. Types of ecosystems on Earth are dependent upon the interaction of organisms with each other and with the physical environment. By researching interactions between the living and nonliving components of ecosystems, students will understand how the flow of energy and cycling of matter affects stability and change within their environment.

DRAFT

Strand 6.1: Structure and Motion within the Solar System

The solar system consists of the sun and other celestial objects within its gravitational influence. Gravity is the force of attraction between masses. The sun-Earth-moon system provides an opportunity to study interactions between objects in the solar system that influence phenomena observed from Earth. Scientists use data from many sources to determine the scale and properties of objects in our solar system.

6.1.1 **Develop and use a model** of the sun-Earth-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. Examples of models could be physical, graphical, or conceptual.

6.1.2 **Develop and use a model** to describe the role of gravity and inertia in orbital motions of objects in our solar system.

6.1.3 Use **computational thinking** to **analyze data** and determine the scale and properties of objects in the solar system. Examples of scale could include size and distance. Examples of properties could include layers, temperature, surface features, and orbital radius. Data sources could include Earth and space-based instruments such as telescopes and satellites. Types of data could include graphs, data tables, drawings, photographs, and models.

DRAFT

Strand 6.2: Energy Affects Matter

Matter and energy are fundamental components of the universe. Matter is anything that has mass and takes up space. Transfer of energy creates change in matter. Changes between general states of matter can occur through the transfer of energy. Density describes how closely matter is packed together. Substances with a higher density have more molecules in a given space than substances with a lower density. Changes in heat energy can alter the density of a material. Insulators resist the transfer of heat energy, while conductors easily transfer heat energy. These differences in energy flow can be used to design products to meet the needs of society.

6.2.1 **Develop models** to show that molecules are made of different kinds, proportions, and quantities of atoms. Emphasize understanding that there are differences between atoms and molecules, and that certain combinations of atoms form specific molecules. Examples of simple molecules could include water (H_2O), atmospheric oxygen (O_2), and carbon dioxide (CO_2).

6.2.2 **Develop a model** to predict the effect of heat energy on states of matter and density. Emphasize the arrangement of particles in states of matter (solid, liquid or gas) and during phase changes (melting, freezing, condensing, and evaporating).

6.2.3 **Plan and carry out an investigation** to determine the relationship between temperature changes and varying types or amounts of matter. Emphasize recording and evaluating data, and communicating the results of the investigation.

6.2.4 ***Design*** *an object, tool, or process* that minimizes or maximizes heat energy transfer. *Identify criteria and constraints, develop a prototype for iterative testing, analyze data from testing, and propose modifications for optimizing the* ***design solution****.* Emphasize demonstrating how the structure of differing materials allows them to function as either conductors or insulators.

DRAFT

Strand 6.3: Earth's Weather Patterns and Climate

All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. Heat energy from the sun, transmitted by radiation, is the primary source of energy that affects Earth's weather and drives the water cycle. Uneven heating across Earth's surface causes changes in density, which result in convection currents in water and air, creating patterns of atmospheric and oceanic circulation that determine regional and global climates.

6.3.1 **Develop a model** to describe how the cycling of water through Earth's systems is driven by energy from the sun, gravitational forces, and density.

6.3.2 **Investigate** the interactions between air masses that cause changes in weather conditions. Collect and analyze weather data to provide evidence for how air masses flow from regions of high pressure to low pressure causing a change in weather. Examples of data collection could include field observations, laboratory experiments, weather maps, or diagrams.

6.3.3 **Develop and use a model** to show how unequal heating of Earth's systems cause patterns of atmospheric and oceanic circulation that determine regional climates. Emphasize how warm water and air move from the equator toward the poles. Examples of models could include Utah regional patterns such as lake-effect and inversion.

6.3.4 **Construct an explanation supported by evidence** for how the natural greenhouse effect maintains Earth's energy balance and a relatively constant temperature. Emphasize how the natural greenhouse effect is necessary for maintaining life on Earth. Examples could include comparisons between Earth and the moon or other planets.

DRAFT

Strand 6.4: Stability and Change in Ecosystems

The study of ecosystems includes the interaction of organisms with each other and with the physical environment. Consistent interactions occur within and between species in various ecosystems as organisms obtain resources, change the environment, and are affected by the environment. This influences the flow of energy through an ecosystem resulting in system variations. Additionally, ecosystems benefit humans through processes and resources such as the production of food, water and air purification, and recreation opportunities. Scientists and engineers investigate interactions among organisms and evaluate design solutions to preserve biodiversity and ecosystem resources.

6.4.1 **Analyze data** to provide evidence for the effects of resource availability on organisms and populations in an ecosystem. **Ask questions** to predict how changes in resource availability affects organisms in those ecosystems. Examples could include water, food, and living space in Utah environments.

6.4.2 **Construct an explanation** that predicts patterns of interactions among organisms across multiple ecosystems. Emphasize consistent interactions in different environments such as competition, predation, and mutualism.

6.4.3 **Develop a model** to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Emphasize food webs and the role of producers, consumers, and decomposers in various ecosystems. Examples could include Utah ecosystems.

6.4.4 **Construct an argument supported by evidence** that changes to an ecosystem affect the stability of populations. Emphasize how changes to living and nonliving components in an ecosystem affect populations in that ecosystem. Examples could include Utah ecosystems such as mountains, Great Salt Lake, wetlands, and deserts.

6.4.5 *Evaluate competing design solutions* for preserving ecosystem resources and biodiversity based on how well the solutions maintain stability within the ecosystem. Emphasize **obtaining, evaluating and communicating** information of differing design solutions. Examples could include policies affecting ecosystems or solutions for the preservation of ecosystem resources specific to Utah such as air and water quality, prevention of soil erosion, and invasive species.

DRAFT

Utah Science with Engineering Education (SEEd) Standards - Grade Seven

Science Literacy for All Students

Science is a way of knowing, a process for gaining knowledge and understanding of the natural world. By the very nature of scientific inquiry, it has little to do with popular consensus and requires evidence, there are infinite possibilities for further refinement, and it is the constant questioning and refinement that advances scientific knowledge and understanding. Since progress in the modern world is tied so closely to this way of knowing, scientific literacy is essential for a society to be competitively engaged in a global economy. Students should be active learners who demonstrate their scientific understanding by using it. It is not enough for students to read about science; they must participate in the three dimensions of science. They should observe, inquire, question, formulate and test hypotheses, analyze data, report, and evaluate findings. The students, as scientists, should have hands–on, active experiences throughout the instruction of the science curriculum. The standards help students find value in developing scientific literacy as they grapple with complex problems and create solutions to real world puzzles.

Three Dimensions of Science[1]

Science education includes three dimensions of science understanding: science and engineering practices, crosscutting concepts, and disciplinary core ideas. Every standard includes each of the three dimensions, **Science and Engineering Practices are bolded**, Crosscutting Concepts are underlined, and Disciplinary core ideas are in normal font. Standards with *specific engineering expectations are italicized*.

Scientific and Engineering Practices	Crosscutting Concepts	Disciplinary Core Ideas
· Asking questions or defining problems · Developing and using models · Planning and carrying out investigations · Analyzing and interpreting data · Using mathematics and computational thinking · Constructing explanations and designing solutions · Engaging in argument from evidence · Obtaining, evaluating, and communicating information	· Patterns · Cause and effect: Mechanism and explanation · Scale, proportion and quantity · Systems and system models · Energy and matter: flows, cycles and conservation · Structure and function · Stability and change	· Earth and Space Science · Life Science · Physical Science · Engineering

Organization of Standards

The Utah SEEd standards[2] are organized into **strands**, which represent significant areas of learning within content areas. Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

[1] NRC Framework K-12 Science Education: http://www.nap.edu/catalog.php?record_id=13165
[2] Most SEEd Standards are based on the Next Generation Science Standards: http://www.nextgenscience.org

Seventh Grade SEEd Overview

The 7th Grade SEEd Overview: standards look for relationships of cause and effect which enable students to pinpoint mechanisms of nature and allow them to make predictions. Students will explore how forces can cause changes in motion and are responsible for the transfer of energy and the cycling of matter. This takes place within and between a wide variety of systems, from simple, short term forces on individual objects to the deep, long term forces that shape our planet. In turn, Earth's environments provide the conditions for life as we know it. Organisms survive and reproduce only to the extent that their own mechanisms and adaptations allow. Evidence for the evolutionary histories of life on Earth is provided in Earth itself through the fossil record and organism development. Additionally, mechanisms shaping Earth are understood as forces affecting the cycling of Earth's materials. Questions about cause and effect and the ongoing search for evidence in science drive this storyline.

DRAFT

Strand 7.1: Forces interact with matter

Forces are push or pull interactions between two objects. Changes in motion, balance and stability, and transfers of energy are all facilitated by forces on matter. Forces, including electric, magnetic, and gravitational forces, can act on objects that are not in contact with each other. Scientists use data from many sources to examine the cause and effect relationships determined by different forces.

7.1.1 **Carry out an investigation** which provides evidence that a change in an object's motion is dependent on the mass of the object and the sum of the forces acting on it. *Various experimental designs should be evaluated to determine how well the investigation measures an object's motion.* Emphasize conceptual understanding of Newton's First and Second Laws. Calculations will only focus along one dimensional movement; the use of vectors will be introduced in high school.

7.1.2 Apply Newton's Third Law **to *design a solution*** *to a problem involving the motion of two colliding objects in a system.* Examples could include collisions between two moving objects or between a moving object and a stationary object.

7.1.3 **Construct a model** using observational evidence to describe the nature of fields that exist between objects that exert forces on each other even though the objects are not in contact. Emphasize the cause and effect relationship between properties of objects (such as magnets or electrically-charged objects) and the forces they exert.

7.1.4 **Collect and analyze data** to determine the factors that affect the strength of electric and magnetic forces. Examples could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or of increasing the number or strength of magnets on the speed of an electric motor.

7.1.5 **Engage in argument from evidence** to support the claim that gravitational interactions within a system are attractive and dependent upon the masses of interacting objects. Examples of evidence for arguments could include **mathematical** data generated from simulations or digital tools.

DRAFT

Strand 7.2: Changes to Earth over time

Earth's processes are dynamic and interactive and are the result of energy flowing and matter cycling within and among Earth's systems. Energy from the sun and Earth's internal heat are the main sources driving these processes. Plate tectonics is a unifying theory that explains crustal movements of Earth's surface, how and where different rocks form, the occurrence of earthquakes and volcanoes, and the distribution of fossil plants and animals.

7.2.1 **Develop a model** of the rock cycle to describe the relationship between energy flow and matter cycling that create igneous, sedimentary, and metamorphic rocks. Emphasize the processes of melting, crystallization, weathering, deposition, sedimentation, and deformation, which act together to form minerals and rocks.

7.2.2 **Construct an explanation** based on evidence for how processes have changed Earth's surface at varying time and spatial scales. Examples of processes that occur at varying time scales could include slow plate motions or rapid landslides. Examples of processes that occur at varying spatial scales could include uplift of a mountain range or deposition of fine sediments.

7.2.3 **Ask questions** to *identify constraints* of specific geologic hazards and *evaluate competing design solutions* for maintaining the stability of human engineered structures such as homes, roads and bridges. Examples of geologic hazards could include earthquakes, landslides, or floods.

7.2.4 **Develop and use a scale model** of the matter in Earth's interior to demonstrate how differences in density and chemical composition (silicon, oxygen, iron, and magnesium) cause the formation of the crust, mantle, and core.

7.2.5 **Ask questions** and **analyze and interpret data** about patterns between plate tectonics and (1) the occurrence of earthquakes and volcanoes, (2) continental and ocean floor features, and (3) the distribution of rocks and fossils. Examples could include identifying patterns on maps of earthquakes and volcanoes relative to plate boundaries, the shapes of the continents, the locations of ocean structures (including mountains, volcanoes, faults, and trenches), and similarities of rock and fossil types on different continents.

7.2.6 **Make an argument from evidence** for how the geologic time scale shows the age and history of Earth. Emphasize scientific evidence from rock strata, the fossil record, and the principles of relative dating such as superposition, uniformitarianism and recognizing unconformities.

DRAFT

Strand 7.3: Structure and Function of Life

Living things are made of smaller structures which function to meet the needs of survival. The basic structural unit of all living things is the cell. Parts of a cell work together to function as a system. Cells work together and form tissues, organs, and organ systems. Organ systems interact to meet the needs of the organism.

7.3.1 **Plan and carry out an investigation** that provides evidence that the basic structures of living things are cells. Emphasize that cells can form single-celled or multicellular organisms and that multicellular organisms are made of different types of cells.

7.3.2 **Develop and use a model** to describe the function of a cell in living systems and the way parts of cells contribute to cell function. Emphasize the cell as a system, including the interrelating roles of the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.

7.3.3 **Construct an explanation** using evidence to explain how body systems have various levels of organization. Emphasize understanding that cells form tissues, tissues form organs, and organs form systems specialized for particular body functions. Examples could include relationships between the circulatory, excretory, digestive, respiratory, muscular, skeletal, and nervous systems. Specific organ functions will be taught at the high school level.

DRAFT

7.4 Strand: Reproduction and Inheritance

The great diversity of species on Earth is a result of genetic variation. Genetic traits are passed from parent to offspring. These traits affect the structure and behavior of organisms, which affect the organism's ability to survive and reproduce. Mutations can cause changes in traits that may affect an organism. As technology has developed, humans have been able to change the inherited traits in organisms which may impact society.

7.4.1 **Develop and use a model** to explain the effect that different types of reproduction have on genetic variation, including asexual and sexual reproduction.

7.4.2 **Obtain, evaluate, and communicate** information about specific animal and plant adaptations and structures that affect the probability of successful reproduction. Examples of adaptations could include nest building to protect young from cold, herding of animals to protect young from predators, vocalization of animals and colorful plumage to attract mates for breeding, bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.

7.4.3 **Develop and use a model** to describe why genetic mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism. Emphasize the conceptual idea that changes to traits can happen. Specific changes of genes at the molecular level, mechanisms for protein synthesis or specific types of mutations will be introduced at the high school level.

7.4.4 **Obtain, evaluate, and communicate** information about the technologies that have changed the way humans affect the inheritance of desired traits in organisms. *Analyze data from tests or simulations to determine the best solution to achieve success* in cultivating selected desired traits in organisms. Examples could include artificial selection, genetic modification, animal husbandry, and gene therapy.

DRAFT

7.5 Strand: Changes in Species Over Time

Genetic variation and the proportion of traits within a population can change over time. Additional evidence of change over time can be found in the fossil record, anatomical similarities and differences between modern and ancient organisms and in embryological development.

7.5.1 **Construct an explanation** that describes how the genetic variation of traits in a population can affect some individuals' probability of surviving and reproducing in a specific environment. Over time, specific traits may increase or decrease in populations. Emphasize the use of proportional reasoning to support explanations of trends in changes to populations over time. Examples could include camouflage, variation of body shape, speed and agility, or drought tolerance.

7.5.2 **Analyze** and interpret **data** for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

7.5.3 **Construct explanations** that describe the patterns of body structure similarities and differences between modern organisms and between ancient and modern organisms to infer possible evolutionary relationships.

7.5.4 **Analyze** displays of pictorial **data** to compare patterns in the embryological development across multiple species to identify similarities and differences not evident in the fully formed anatomy.

DRAFT

Utah Science with Engineering Education (SEEd) Standards - Grade Eight

Science Literacy for All Students

Science is a way of knowing, a process for gaining knowledge and understanding of the natural world. By the very nature of scientific inquiry, it has little to do with popular consensus and requires evidence, there are infinite possibilities for further refinement, and it is the constant questioning and refinement that advances scientific knowledge and understanding. Since progress in the modern world is tied so closely to this way of knowing, scientific literacy is essential for a society to be competitively engaged in a global economy. Students should be active learners who demonstrate their scientific understanding by using it. It is not enough for students to read about science; they must participate in the three dimensions of science. They should observe, inquire, question, formulate and test hypotheses, analyze data, report, and evaluate findings. The students, as scientists, should have hands–on, active experiences throughout the instruction of the science curriculum. The standards help students find value in developing scientific literacy as they grapple with complex problems and create solutions to real world puzzles.

Three Dimensions of Science[1]

Science education includes three dimensions of science understanding: science and engineering practices, crosscutting concepts, and disciplinary core ideas. Every standard includes each of the three dimensions, **Science and Engineering Practices are bolded**, Crosscutting Concepts are underlined, and Disciplinary core ideas are in normal font. Standards with *specific engineering expectations are italicized*.

Scientific and Engineering Practices	Crosscutting Concepts	Disciplinary Core Ideas
· Asking questions or defining problems · Developing and using models · Planning and carrying out investigations · Analyzing and interpreting data · Using mathematics and computational thinking · Constructing explanations and designing solutions · Engaging in argument from evidence · Obtaining, evaluating, and communicating information	· Patterns · Cause and effect: Mechanism and explanation · Scale, proportion and quantity · Systems and system models · Energy and matter: flows, cycles and conservation · Structure and function · Stability and change	· Earth and Space Science · Life Science · Physical Science · Engineering

Organization of Standards

The Utah SEEd standards[2] are organized into **strands**, which represent significant areas of learning within content areas. Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

[1] NRC Framework K-12 Science Education: http://www.nap.edu/catalog.php?record_id=13165
[2] Most SEEd Standards are based on the Next Generation Science Standards: http://www.nextgenscience.org

Eighth Grade SEEd Overview

The 8th Grade SEEd standards describe the constant interaction of matter and energy in nature. Students will explore how matter is arranged into either simple or complex substances. The strands emphasize how substances store and transfer energy which can cause them to interact physically and chemically, provide energy to living organisms, or can be harnessed and used by humans. Matter and energy cycle and change form in ecosystems through processes that occur during photosynthesis and cellular respiration. Additionally, substances that provide a benefit to organisms, including humans, are unevenly distributed on Earth due to geologic and atmospheric systems. Some resources form quickly allowing them to be renewable while other resources are nonrenewable. Evidences reveal that Earth systems change and affect ecosystems and organisms in both positive and negative ways.

DRAFT

Strand 8.1: Matter and energy interact in the physical world

The physical world is made of atoms and molecules. Even large objects can be viewed as a combination of small particles. Energy causes particles to move and interact physically or chemically. Those interactions create a variety of substances. As molecules undergo a chemical or physical change, the number of atoms in that system remains constant. Humans use energy to refine natural resources into synthetic materials.

8.1.1 **Develop a model** to describe the scale and proportion of atoms and molecules. Emphasize developing atomic models of elements and their number of protons, neutrons, and electrons as well as models of simple molecules. Topics like valence electrons, bond energy, ionic complexes, ions, and isotopes will be discussed at the high school level.

8.1.2 **Obtain** information about various properties of matter, **evaluate** how different materials' properties allow them to be used for particular functions in society **and communicate** your findings. Emphasize general properties of matter. Examples could include color, density, flammability, hardness, malleability, odor, ability to rust, solubility, state, or the ability to react with water.

8.1.3 **Plan and conduct an investigation** and then **analyze and interpret the data** to identify patterns in changes in a substance's properties to determine if a chemical reaction has occurred. Examples could include changes in properties such as color, density, flammability, odor, solubility, or state.

8.1.4 **Obtain and evaluate information** to describe how synthetic materials come from natural resources, what their functions are, and how society uses these new materials. Examples of new materials could include medicine, foods, building materials, plastics, and alternative fuels.

8.1.5 **Develop a model** that uses **computational thinking** to illustrate the cause and effect relationships in particle motion, temperature, density, and state of a pure substance when heat energy is added or removed. Emphasize molecular-level models of solids, liquids, and gases to show how adding or removing heat energy can result in phase changes and on calculating density of a substance's state.

8.1.6 **Develop a model** to describe how the total number of atoms does not change in a chemical reaction, indicating that matter is conserved. Emphasize demonstrations of an understanding of the law of conservation of matter. Balancing equations and stoichiometry will be learned at the high school level.

8.1.7 **Design, construct,** and **test** a device that can affect the rate of a phase change. *Compare and identify the best characteristics of competing devices, based on **data analysis**, and modify them to improve the device to better meet the criteria for success.*

DRAFT

Strand 8.2: Energy is stored and transferred in physical systems

Objects can store and transfer energy within systems. Energy can be transferred between objects, which involves changes in the object's energy. There is a direct relationship between an object's energy, mass, and velocity. Energy can travel in waves and may be harnessed to transmit information.

8.2.1 **Use computational thinking** to **analyze data** about the relationship between the mass and speed of objects to the relative amount of kinetic energy of the objects. Emphasis should be on the quantity of mass and relative speed to the observable effects of the kinetic energy. Examples could include a full cart vs. an empty cart or rolling spheres with different masses down a ramp to measure the effects on stationary masses. Calculations of kinetic and potential energy will be learned at the high school level.

8.2.2 **Ask questions** about how the amount of potential energy varies as distance within the system changes. **Plan and conduct an investigation** to answer a question about potential energy. Emphasize comparing relative amounts of energy. Examples could include a roller coaster cart at varying positions on a hill or objects being dropped from different heights. Calculations of kinetic and potential energy will be learned at the high school level.

8.2.3 **Engage in argument** to identify the strongest evidence that supports the claim that the kinetic energy of an object changes as energy is transferred to or from the object. Examples could include observing temperature changes as a result of friction, applying force to an object, or releasing potential energy from an object.

8.2.4 **Use computational thinking** to describe a simple system model for waves that shows the pattern of wave amplitude being related to wave energy. Emphasize describing waves with both quantitative and qualitative thinking. Examples could include using graphs, charts, computer simulations, or physical models to demonstrate amplitude and energy correlation.

8.2.5 **Develop and use a model** to describe the structure of waves and how they are reflected, absorbed, or transmitted through various materials. Emphasize both light and mechanical waves. Examples could include drawings, simulations, and written descriptions of light waves through a prism, mechanical waves through gas vs. liquids vs. solids, or sound waves through different mediums.

8.2.6 **Obtain and evaluate information to communicate** the claim that the structure of digital signals are a more reliable way to store or transmit information than analog signals. Emphasize the basic understanding that waves can be used for communication purposes. Examples could include using vinyl record vs. digital song files, film cameras vs. digital cameras, or alcohol thermometers vs. digital thermometers.

DRAFT

Strand 8.3: Life systems store and transfer matter and energy

Living things use energy from their environment to rearrange matter to sustain life. Photosynthetic organisms are able to transfer light energy to chemical energy. Consumers can break down complex food molecules to utilize the stored energy and use the particles to form new, life-sustaining molecules. Ecosystems are examples of how energy can flow while matter cycles through the living and nonliving components of systems.

8.3.1 **Plan and conduct an investigation** and **use the evidence to construct an explanation** of how photosynthetic organisms use energy to transform matter. Emphasize molecular and energy transformations during photosynthesis.

8.3.2 **Develop a model** to describe how food is changed through chemical reactions to form new molecules that support growth and/or release energy as matter cycles through an organism. Emphasis is on describing that during cellular respiration molecules are broken apart, rearranged into new molecules, and that this process releases energy.

8.3.3 **Ask questions** to **obtain, evaluate, and communicate information** about how changes to an ecosystem affect the stability of cycling matter and the flow of energy among living and nonliving parts of an ecosystem. Emphasize describing the cycling of matter and flow of energy through the carbon cycle.

DRAFT

Strand 8.4: Interactions with natural systems and resources

Interactions of matter and energy through geologic processes have led to the uneven distribution of natural resources. Many of these resources are nonrenewable and per-capita use can cause positive or negative consequences. Global temperatures change due to various factors and can cause a change in regional climates. As energy flows through the physical world, natural disasters can occur which affect human life. Humans can study patterns in natural systems to anticipate and forecast some future disasters and work to mitigate the outcomes.

8.4.1 **Construct a scientific explanation** based on evidence that shows that the uneven distribution of Earth's mineral, energy, and groundwater resources is caused by geological processes. Examples of uneven distribution of resources could include Utah's unique geologic history that led to the formation and irregular distribution of natural resources like copper, gold, natural gas, oil shale, silver, and uranium.

8.4.2 **Engage in argument supported by evidence** about the effect of per-capita consumption of natural resources on Earth's systems. Emphasize that these resources are limited and may be non-renewable. Examples of evidence include rates of consumption of food and natural resources such as freshwater, minerals, and energy sources.

8.4.3 **Design a solution** to monitor or mitigate the potential effects of the use of natural resources. ***Evaluate*** *competing design solutions using a systematic process to determine how well each solution meets the criteria and constraints of the problem.* Examples of uses of the natural environment could include water management, recreation, agricultural, solar energy, and conservation efforts.

8.4.4 **Analyze and interpret data** on the factors that change global temperatures and their effects on regional climates. Examples of factors could include agricultural activity, changes in solar radiation, fossil fuel use, and volcanic activity. Examples of data could include atmospheric levels of gases such as carbon dioxide and methane, graphs and maps of global and regional temperatures, and rates of human activities.

8.4.5 **Analyze and interpret** patterns of the occurrence of natural hazards to forecast future catastrophic events and investigate how data is used to develop technologies to mitigate their effects. Emphasize how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow prediction, but others, such as earthquakes, may occur without warning.

DRAFT

Utah STATE OFFICE of Education

Leadership...Service...Accountability

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Scott Jones, Associate Superintendent
Business and Operations

DATE: October 8-9, 2015

ACTION: SFY 17 Legislative Priorities

Background:
The Board set SFY 17 Legislative Priorities during its September 17-18 2015 meeting.

Key Points:
The Board will have the opportunity to review its priorities and determine whether changes/additions are needed.

In addition, legislators may be invited to the meeting to discuss legislation for the 2016 Legislative Session.

Anticipated Action:
The Board will review the provided list of legislative priorities and/or increased funding requests broken out by LEAs, USOE, USOR, and USDB from the September 17-18 Board meeting, and may make revisions to the list.

Contact: Scott Jones, Associate Superintendent, 801 538-7514

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500 Fax: (801) 538-7769
Brad C. Smith, State Superintendent of Public Instruction

	ONGOING 2017		USBE	LEA
expected	Fully fund growth	54,600,000		54,600,000
expected	WPU Increase	38,750,000		38,750,000
1	Risk Mitigation/UCA/IA FTE	730,000	730,000	
2	School Finance/IA Discretionary	605,000	605,000	
3	OEK	10,000,000		10,000,000
4	Tech grant program	70,000,000		70,000,000
5	Special Education	15,398,871	70,000	15,328,871
6	Internal Staffing	415,000	415,000	
7	Professional Development Grants	31,000,000		31,000,000
8	OTHER	1,565,200	1,565,200	
	Total	**223,064,071**	**3,385,200**	**219,678,871**

Special Education Line		
Carson/WPU/inten	15,398,871	NEW 8
OTHER		
USBE LIS FTE	120,000	
data and stats salary	65,000	
SF salary	15,000	
SED Financial Manager	130,000	
T&L Funding Inc	400,000	
IA audit increase	10,000	
IA FTE		
ASSESSMENT Program manager	80,000	
IT salary increase	255,000	
IT software renewals	175,000	
IT FTE	115,000	
IT media	6,000	
Public relations	194,200	
	1,565,200	
INTERNAL STAFF		
Board Attorney	175,000	
IA Secretary	85,000	
Student Services Section	120,000	
Contract Attorney	35,000	
	415,000	

ONE TIME 2017		
1	Enterprise Acct System	30,000,000
2	Technology grant	30,000,000
3	Building Feasibility	1,000,000
	TOTAL	61,000,000

	USDB ONGONG	
expected	Teacher steps	460,000
1	Comp inc int	300,000
2	USIMAC	600,000
	TOTAL ONGOING	**1,360,000**
	USDB One time	
	USDB Cottages and	320,000

	USOR Ongoing	
1	increased facility expenses	60,000
2	Comp officer/Policy officer	280,000
3	ind center services	300,000
4	older blind spec and care travel in	225,000
5	hard of hearing rural outreach	50,000
6	Ind Living Assistive Tech	200,000
7	direct client services	1,500,000
	USOR ONGOING	**2,615,000**
	USOR Onetime	
1	Indep Living Assistive Tech	500,000
2	Blind Business Opportunity	240,000
3	Interpreter Filming Cert	60,000
4	Public Relations	30,000
	Total ONE-TIME	**830,000**

Requests not included yet	
IT Server and Equipment	325,000
SAGE Item Development	6,545,000
Increased Capacity of UCA	25,000
Total	6,895,000

UTAH STATE BOARD OF EDUCATION

David L. Crandall, Chair
David L. Thomas, First Vice Chair
Jennifer A. Johnson, Second Vice Chair

Dixie L. Allen
Laura Belnap
Leslie B. Castle
Barbara W. Corry
Brittney Cummins
Linda B. Hansen
Mark Huntsman
Stan Lockhart
Jefferson Moss
Spencer F. Stokes
Terryl Warner
Joel Wright

Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Debbie Davis
Internal Audit Director

DATE: October 9, 2015

ACTION: Change to the SFY 2016 Internal Audit Plan

Background:
In an effort to be as efficient and effective as possible with the internal audit process, which requires extensive planning and documentation, the Internal Audit Department is recommending a few changes to the SFY2016 internal audit plan.

Key Points:
The revised plan proposes the following changes:

- Refers the Tooele Textbook Hotline to the Tooele School District Internal Audit Function.
- Removes the separate MSP Data Audit, which has been more of a consulting function to help ensure appropriate budget numbers. The LEA Allocation Formula Audit, scheduled for later in the year, will review the MSP data and formulas that would have been included in the MSP Data Audit consulting engagement.
- Combines the Charter School Contract Fidelity and Performance Audit with the Impact of Charter Schools audit to facilitate audit planning efficiencies. The committee requested piecemeal reports from this audit to ensure timeliness in addressing any issues that arise.
- Combines the Membership/Value Data Audit and LEA Allocation Formula Audit to facilitate audit planning efficiencies.
- Adds an audit related to the Educator Salary Adjustment.

Anticipated Action: Board approval of the revised internal audit plan.

Contact: Debbie Davis, 801-538-7639

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Voice: (801) 538-7517 Fax: (801) 538-7768

Proposed Prioritized Audit Plan for SFY 2016

Changes in Red

Assurance Projects

Audit #	Audit	Actual/ Estimated Start Date	Estimated Draft Report Date	Staff Equivalent	Type	USBE Area(s)	Disposition (as of 9/18/15)
Completed							
15-11	Monthly Budget Report/Discretionary Funds Report	Apr-15	Jul-15	3	Financial	USBE	Complete
15-12	State Fleet Use	Jun-15	Jul-15	3	Performance	Education	Complete
Approved							
15-05	VR Targeted Case Review	Mar-15	Nov-15	3	Perf/Comp	USOR	In Process
15-14	Enterprise High School/WCSD Hotline	Jun-15	Nov-15	2	Financial	Subrecipient	In Process
	USDB Foundation	Dec-15	Jan-16	2	Financial	USDB	
	Charter School Contract Fidelity and Performance	Dec-15	May-16	5	Performance/ Financial	Education	
	Impact of Charter Schools						
	Membership/Value Data Audit	Jul-16	Nov-16	5	Performance/ Financial	Education	
	LEA Allocation Formula Audit						
	Educator Salary Adjustments	May-16	Jun-16	2	Performance	Education	
On Deck (if time permits)							
	Subrecipient Monitoring Procedures				Perf/Fin	Education/USOR	
	ASPIRE				Performance	Education	

Audits related to hotline calls or requests will be added and approved by the Committee as needed.
Followup on prior audit findings will also be added once the tracking database has been established.

Other Internal Audit Responsibilities

Internal Audit Section Policy and Procedure Manual
Hotline Maintenance
External Audit Liasion - Audit/Finding Tracking Database
Continuing Professional Education
Board Meeting Attendance/Material Preparation

UPPAC

Utah Professional Practices Advisory Commission
250 East 500 South
P.O. Box 144200
Salt Lake City, UT
84114-4200

Phone: (801) 538-7745
Fax: (801) 538-7768
www.schools.utah.gov/uppac

Martin Bates
Granite School District

Calbert Beck
Murray School District

Kathleen Carter
Alpine School District

Dawn Davies
Community Member

Camille Johnson
Davis School District

Jo Jolley
Canyons School District

Darin Nielsen
Box Elder School District

Ann K. Peterson
Juab School District

Cheryl Phipps
Community Member

Scott Roskelley
Jordan School District

Beverlee Simpson
Salt Lake City School District

Ben Rasmussen
Executive Secretary
(801) 538-7835

Nicole Ferguson
Investigator and Attorney
for Complainant
(801) 538-7583

Rachel Terry
Investigator and Attorney
for Complainant
(801) 538-7818

UPPAC is charged with maintaining and promoting a high standard of professional ethics among Utah educators. It is advisory to the State Board of Education in making recommendations regarding educator licensing and may take other disciplinary action respecting educator misconduct.

6.10.2015

MEMORANDUM

TO: Utah State Board of Education

FROM: Benjamin Rasmussen, Executive Secretary
Utah Professional Practices Advisory Commission (UPPAC)

SUBJECT: Recommendation of the Utah Professional Practices Advisory Commission (UPPAC)

DATE: October 9, 2015

The following recommendations of the Utah Professional Practices Advisory Commission (UPPAC) are transmitted for review and action by the Utah State Board of Education:

- **Case No. 14-1184**
  The Executive Secretary recommends the Board suspend the educator's Level 2 Secondary Education License for a period of five (5) years consistent with the terms of the Default Order. Reinstatement, following a UPPAC hearing and recommendation, is subject to Board approval.

- **Case No. 15-1266**
  UPPAC recommends suspension of the educator's Level 1 Secondary Education License. UPPAC recommends that the educator's license be suspended for not less than two (2) years with certain conditions from the date of Board action pursuant to a stipulated agreement. Reinstatement, following a UPPAC hearing and recommendation, is subject to Board approval.

- **Case No. 14-1222**
  UPPAC recommends revocation of the educator's Level 2 Education License. UPPAC recommends that the educator's license be revoked from the date of Board action pursuant to a stipulated agreement.

- **Case No. 14-1233**
  UPPAC recommends revocation of the educator's Level 1 Education License. UPPAC recommends that the educator's license be revoked from the date of Board action pursuant to a stipulated agreement.

UPPAC

Utah Professional Practices
Advisory Commission
250 East 500 South
P.O. Box 144200
Salt Lake City, UT
84114-4200

Phone: (801) 538-7745
Fax: (801) 538-7768
www.schools.utah.gov/uppac

Martin Bates
Granite School District

Calbert Beck
Murray School District

Kathleen Carter
Alpine School District

Dawn Davies
Community Member

Camille Johnson
Davis School District

Jo Jolley
Canyons School District

Darin Nielsen
Box Elder School District

Ann K. Peterson
Juab School District

Cheryl Phipps
Community Member

Scott Roskelley
Jordan School District

Beverlee Simpson
Salt Lake City School District

Ben Rasmussen
Executive Secretary
(801) 538-7835

Nicole Ferguson
Investigator and Attorney
for Complainant
(801) 538-7583

Rachel Terry
Investigator and Attorney
for Complainant
(801) 538-7818

UPPAC is charged with maintaining and promoting a high standard of professional ethics among Utah educators. It is advisory to the State Board of Education in making recommendations regarding educator licensing and may take other disciplinary action respecting educator misconduct.

6.10.2015

- **Case No. 14-1229**
  UPPAC recommends revocation of the educator's Level 1 Elementary Education License. UPPAC recommends that the educator's license be revoked from the date of Board action pursuant to a stipulated agreement.

- **Case No. 04-691**
  UPPAC recommends that the Petitioner's request for license reinstatement be denied.

- **Case No. 12-1063**
  UPPAC recommends that the Petitioner's request for license reinstatement be approved with conditions.

- **Case No. 91-251**
  UPPAC recommends that the Petitioner's request for license reinstatement be approved with conditions.

- **Case No. 14-1246**
  UPPAC recommends that the Petitioner's license be suspended for no less than one (1) year from the date of Board action. Reinstatement, following a UPPAC hearing and recommendation, is subject to Board approval.

- **Case No. 13-1116**
  UPPAC recommends revocation of the educator's Level 2 Elementary Education License. UPPAC recommends that the educator's license be revoked from the date of Board action pursuant to a stipulated agreement.

- **Case No. 15-1284**
  UPPAC recommends a letter of reprimand will be noted on the educators CACTUS file. UPPAC recommends that the letter of reprimand will remain no less than six (6) months from Board action.

- **Case No. 15-1276**
  UPPAC recommends suspension of the educator's Level 2 Secondary Education and Administrative/Supervisory License for a period of not less than five (5) years pursuant to a stipulated agreement.

UPPAC CONSENT CALENDAR:

September/October Board Meetings

UPPAC Investigations:

UPPAC recommends dismissal of the following cases:

1. Case No. 15-1249
2. Case No. 15-1288

UPPAC recommends a Letter of Admonishment in the following cases:

1. Case No. 15-1253

UPPAC recommends a Letter of Warning in the following cases:

1. Case No. 15-1283
2. Case No. 15-1263
3. Case No. 14-1240
4. Case No. 15-1293
5. Case No. 15-1287

Criminal Background Reviews:

UPPAC's Executive Secretary recommends clearance of the following criminal background reviews:

1. Case No. 15-9
2. Case No. 15-10
3. Case No. 15-11
4. Case No. 15-12
5. Case No. 15-13
6. Case No. 15-14
7. Case No. 15-16
8. Case No. 15-17
9. Case No. 15-18
10. Case No. 15-19
11. Case No. 15-20
12. Case No. 15-21
13. Case No. 15-22
14. Case No. 15-27
15. Case No. 15-28
16. Case No. 15-29
17. Case No. 15-30
18. Case No. 15-31

19. Case No. 15-32
20. Case No. 15-33
21. Case No. 15-34
22. Case No. 15-35
23. Case No. 15-36
24. Case No. 15-37
25. Case No. 15-38
26. Case No. 15-41
27. Case No. 15-42
28. Case No. 15-43
29. Case No. 15-44
30. Case No. 15-45

UPPAC recommends clearance of the following criminal background reviews:

1. Case No. 15-3
2. Case No. 15-23
3. Case No. 15-24
4. Case No. 15-26

Other:

UPPAC recommends removal of the Letter of Reprimand from CACTUS in the following cases:

1. 05-754
2. 14-1237
3. 14-1190