

**UTAH STATE BOARD OF EDUCATION/UTAH SCHOOLS
FOR THE DEAF AND THE BLIND GOVERNING BOARD
MEETING MINUTES**

April 8, 2021

A regular meeting of the Utah State Board of Education/Utah Schools for the Deaf and the Blind Governing Board was held April 8, 2021. The meeting was held electronically due to the COVID-19 pandemic and was streamed live to the public. Chair Mark Huntsman presided.

Members Present

Chair Mark Huntsman
First Vice Chair Laura Belnap
Second Vice Chair Cindy Davis
Member Randy Boothe
Member Janet A. Cannon
Member Natalie Cline
Member Jennie Earl

Member Scott L. Hansen
Member Molly Hart
Member Matt Hymas
Member Carol Barlow Lear
Member James Moss Jr.
Member Kristan Norton
Member Brent J. Strate

Executive Staff Present

Sydnee Dickson, State Superintendent
Scott Jones, Deputy Superintendent
Angie Stallings, Deputy Superintendent
Joel Coleman, USDB Superintendent

Minutes taken by:

Lorraine Austin, Board Secretary

Others Present

Lexi Cunningham—Utah School Superintendents Association; Tony Zani; Cheryl Cofie; Janette Stubbs, Cory Henwood—Iron School District; Michelle Love-Day; Russell Stevenson; Shasta Burton; Curtin Linton; Bianca Mittendorf; Briawna Hugh; Max Chang—Advisory Committee on Equity of Educational Services for Students; Heidi Matthews—Utah Education Association; Ze Min Xiao; Cassie Hard; Sherilyn Fuhriman; Caren Burns; Kalleth Warren; Kendra Muir; Scott Eyre—Division of Substance Abuse and Mental Health; Michelle Tanner, Susan Patten, Carl Empey—Utah Schools for the Deaf and the Blind; Michelle Beus, Bryan Quesenberry—Assistant Attorneys General; Jeff Van Hulten, Jerry Record, Darin Nielsen, Leah Voorhies, Sarah Young, Sydney Young, Ben Rasmussen, Sara Wiebke, Deborah Jacobson, Jared Wright, Patrick Lee, Cydnee Carter, Jill Curry, Kathy Helgesen, Malia Hite, Whitney Phillips, Jennifer Thronsen, Nathan Auck, Paula Plant, Debbie Davis, David Sallay, Tracy Vandeventer, Jared Felt, Alex Farah, BettySue Hinkson; Stephanie Patton

Opening Business

Chair Huntsman called the meeting to order at 9:02 a.m. Deputy Superintendent Patty Norman was excused.

Statement regarding Electronic Meeting

Chair Huntsman read the following statement: *As authorized by Utah Code 52-4, this meeting is being held electronically without an anchor location to reduce the risk to health and safety from COVID-19 by limiting the frequency of in-person meetings.*

Board Member Message

Chair Huntsman welcomed the Board with a message about the power of words.

Employee Recognition

Sydnee Dickson, State Superintendent of Public Instruction, recognized Cydnee Carter as the April Employee of the Month.

Education Highlight

Janette Stubbs, Director of Human Resources, and Cory Henwood, Director of Online Programs for Iron School District, were welcomed to the meeting. They shared the work Iron District has done on competency-based learning.

Public Comment

Lexi Cunningham, Executive Director, Utah School Superintendents Association – reported that USSA is concerned with negative rhetoric that is coming from some Board members and that the line between private citizen and board member is becoming blurred. Teachers don't want to be the next target, and the negative rhetoric and behavior must stop.

Briawna Hugh, mother of four biracial children and an educator - shared her experienced that since moving here five years ago her biracial family has been on the receiving end of experiences that range from ignorant comments to racist actions, and that when

reported to the teachers and administration, they were at a loss of how to handle the situations. Generally speaking, teachers and administrators care about her children, but their failure to show up for her children in those moments of deep hurt tells her that we are not doing enough to address the racial issues in this state. We have a responsibility to learn what we don't know and work in that uncomfortable space, so we can help where we are most needed.

Ze Min Xiao, first-generation Asian American and mother – shared that she has worked with communities to make sure everyone is welcome and belongs. The first lesson her parents taught her as an immigrant in America was to be invisible and she was trained early that injustice happens to people like her. When she first became a mother, she tried to minimize her sons' differences, but during the past 18 years she learned that the less differences are celebrated, the more likely her children will never feel they belong. She asked the Board to respond and applauded the Board's resolution on equity.

Russell Stevenson – expressed his strong support for the diversity, equity and inclusion training proposed. If we fail to teach race in Utah, we fail to teach about Utah; if we refuse to talk about race, we should hang a sign outside of every classroom saying that certain histories are not welcome here. Teaching race and diversity means caring about all students. He urged the board to resist those voices who would have us ignore the lives, histories, and experiences of our students to please some constituents.

Curtis Linton – informed that he has researched the power of educational equity in schools and believes the Board's definition proposed for Utah is a great definition. Education equity is a promise and guarantee that each student will receive the support and opportunity each of them needs to connect with learning and thrive in their education. An equitable school honors the unique heritage and family identity of every student, however diverse each student might be. He shared his experience as a white father of two black children who have had highly equitable teachers and have also been thrust into very inequitable situations. He encouraged the Board to adopt the definition of equity.

Toni Zani, parent, literacy specialist and instructional coach – shared that when he first started teaching, he was told to be colorblind; inadvertently, that message was that everyone

should be like him. Now we are not trying to be colorblind but are working to reject racism and to honor every student's race and culture. Anti-racist training for educators is good for Utah's students and families. When students are taught that their race is important and they matter for who they are, it is good for students. The equity definition and anti-racism training on today's agenda are well crafted and without political slant, and he is supportive of both.

Cassie Hard, mother – thanked the Board for exploring equity and anti-racism. At a school she worked at she regularly saw one of the only black boys at the school get blamed for many things. She agrees with the definition of equity before the Board and sees the need for our students to understand other cultures and backgrounds.

Bianca Mittendorf, Davis School District Title IX Coordinator and Ogden NAACP Education Chair – spoke in strong support of the proposed changes involving the anti-bias and equity professional development. We have tried to employ a practice of equality in terms of making sure that students are treated fairly and equally and think that will be enough; but we are rapidly finding out that is not enough to help our students achieve—especially those that come from communities that have been historically marginalized. We must do more to ensure that those resource and opportunities are put in the path of students that most need it so they can achieve success.

Sherilyn Fuhriman, parent – shared that her three oldest children are white and her youngest is black, and in her home, they face race-based conversations daily. She is concerned about a recent suggestion that colorblindness should be encouraged in Utah schools. Her family has had some good experiences with educators that understand the need to see race in the classroom, yet school is the only place her son has been called the “n” word. The children who demeaned him in that way were not colorblind. Children see color and it needs to be talked about out loud; race needs to be discussed, not ignored. If we pretend we are all the same, we deny origin stories and family history. She asked the Board not to ignore the richness that is all around, and instead, promote policies and curriculum that recognize and incorporate the spectrum of skin color.

Michelle Love-Day, mother and educator – asked board members as they evaluate the proposed definition of equity, to keep in mind the power and safety of a school, and the

student, teacher, and parent collaboration. To provide equitable conditions, teachers must feel safe to address the day-to-day issues students face in the areas of ability, race, gender, and culture. As a mother she wants to have trusted adults, besides herself, for her children to turn to and talk about ideas they have seen in the news, read in books or on the internet. Social studies should be fun and intriguing for all students and provide opportunities to make life-long connections between past, present, and future.

Caren Burns, teacher and NEA and UEA trauma trainer for classrooms –expressed concern about the attitudes of some on the Board toward colorblindness. We need safer spaces in our classrooms for kids. The American Psychological Association recognizes that micro- and macro-aggressions that are racially biased can traumatize children and cause PTSD. There are many teachers, parent, and students that are unintentionally part of this trauma for students of color. Part of the work to change starts with training parents and teachers on the ways students in the classroom can be impacted negatively. We need great teachers that have the knowledge to make their classrooms safer spaces and need equity and diversity training.

Cheryl Cofie, teacher – stated that we cannot return to a pretense of colorblindness in public schools because colorblindness is a form of racism and is a lie. To reach our students to educate them, we must see and celebrate them, and our curriculum must be culturally responsive and recognize and respect the cultures of all our students. Students of color are not given the same opportunities as their white peers because educators make assumptions about their abilities, intelligence, characteristics, and intentions. They are judged more harshly and punished more severely and expelled at a greater rate than white students and enter the criminal justice system through schools more often. We owe all of Utah students a rich education abundant with opportunity and an education that celebrates them, their cultures, and their uniqueness.

Max Chang, Vice Chair, USBE Advisory Committee on Equity of Educational Services for Students (ACEESS) – voiced that as the Board's appointed advisory committee, ACEESS remains committed to working collaboratively with the Board to provide the best possible advice from professionals and leaders in our communities to best ensure the wellbeing of all Utah students. By learning our collective history with an open mind and heart we can better develop empathy

which will help us find a path to equity in three simple steps: Identify inequity, eliminate inequity, and cultivate equity. We cannot get to a place of eliminating or cultivating equity if we refuse or are unwilling to face inequity.

Shasta Burton – shared that she has struggled with her own emotions when approached about bias and privilege—both terms that carry heavy baggage and negative connotations. She has been lucky enough to attend trainings provided by her school district that were so delicately presented she never once felt ashamed of her whiteness, never felt attacked, and never felt defensive; instead, she was led beautifully to a moment of reflection, recognition and understanding. As a result, she is a better teacher. Ignoring ethnicity and seeing everyone as the same ignores the diverse, beautiful backgrounds that our students bring to our classrooms and prevents students from celebrating their own identities. She strongly encouraged the board to vote for the new term of equity.

Kalleth Warren, teacher of the visually impaired (TVI) and member of Utah Education Association Educators of the Blind Caucus – commented that in the discussion during the March Board meeting Superintendent Coleman made several statements that reflect the exact type of relationships they wish to foster among administrators and vision service providers in both local education agencies (LEAs) and USDB. She asked the Board that as it reviews projects today funded by the USDB enrichment monies and donated funds, to consider how the funds meet the requirement in R277-801-6 to “provide the following services free of charge to every LEA, regardless of size, exclusive of additional related services,” and consider how all qualifying sensory students in Utah will be notified of the opportunities.

Heidi Matthews, President, Utah Education Association – shared that the 18,000 educators she represents have varied beliefs and priorities and share many of the same struggles reflected in our nation. They are, however, united in their mission that all children are deserving of the opportunity and promise of public education. If teachers don’t have the words or vocabulary to discuss concepts, or we avoid them, we can’t understand or learn together, or fix the issues that put up barriers or cause harm to any of our students. She urged the Board to encourage discourse about racism in our schools, continue to encourage educators, and push back with board members that are labeling, targeting, or accusing teachers of indoctrination.

Utah Schools for the Deaf and the Blind

USDB Monthly Budget Report

Carl Empey, USDB Finance Director, reviewed USDB's financial report for the month ending February 28, 2021 and stated that the school is financially solvent.

Medicaid Billing Vendor Contract

Mr. Empey informed that the Utah Department of Health is in the process of changing how USDB and other local education agencies (LEAs) bill for Medicaid services they provide to students. The change is from a bundled weight to a fee rate, which will dramatically increase the workload. The proposed contract with Public Consulting Group, which has gone through the RFP process, will provide for assistance in preparing and submitting the bills.

MOTION was made by Member Hart and seconded that the Board approve the Medicaid billing contract with Public Consulting Group.

Motion carried unanimously.

USDB Superintendency Report

USDB Superintendent Joel Coleman reported on the following:

- The school has only conducted a few tests for COVID-19 in the last couple of weeks and has zero individuals in quarantine.
- The USDB's Continuity of Operations Plan has been recently updated by Susan Thomas, USDB Communications Director.
- An updated records and retention schedule, as well as the FY22 budget, will be brought to the Board for approval in a future meeting.
- He and his administration continue to hold quarterly focus groups with parents via Zoom. The meetings provide an opportunity for parents to give input on the school and improvements they would like to see.
- USDB staff have been working with USBE staff to resolve the challenges of getting USDB teachers licensed.

- He suggested to the USDB Advisory Council that the Council change its meeting schedule to hold in-person meetings quarterly, with the other two meetings in the quarter being held virtually. Board members provided feedback that as much as possible, input from the public should be accommodated.
- The Division of Facilities Construction and Management contacted USDB and offered the school a free portable. The portable, which has space for four classrooms, will be used in St. George and Washington School District will find property to house the portable.

Associate Superintendents Michelle Tanner and Susan Patton reported on the following:

- On April 15-16 the first national theater deaf school competition will be hosted by USDB. Professional deaf performers will be judging and providing workshops.
- The school is continuing its work on the Seventy48 project and the students participating will be making practice runs at Utah Lake. The goal is to row a boat 70 miles in 48 hours. The race will take place on June 3 in Tacoma, Washington. A video of the Colorado Platte Canyon High School's partnership with USDB was shown.
- All the activities of the USDB's expanded core curriculum are available for outreach including the students that are not being served by USDB. More efforts to communicate with schools, teachers, and parents about the resources are being made.

State Superintendent's Report

Superintendent Dickson acknowledged the work of staff in helping schools through the pandemic. She read a proclamation regarding specific action staff have taken.

General Consent Calendar

MOTION was made by Member Boothe and seconded that the Board approve the General Consent Calendar.

Motion carried unanimously.

CONSENT CALENDAR

5.1 Approval of Meeting Minutes

The Board approved the minutes of its February 25 and March 11, 2021 meetings.

5.2 Contracts/Agreements for Approval

The Board approved contracts/agreements over \$100,000 with the following: Guidesoft (dba Knowledge Services); Department of Government Operations, Division of Facilities Construction and Management (DFCM).

5.3 2022 Board Meeting Schedule

The Board approved its schedule of meetings for 2022.

5.4 Interventions for Reading Difficulties Program Grant Awards

The Board awarded Reading Difficulties Program grants to Odyssey Charter School--\$30,000; Alpine School District--\$150,000; and North Sanpete School District--\$147,507.

5.5 Personalized Competency Based Learning (PCBL) Grant Program

The Board awarded PCBL planning grants (phase 1) for the 2021-2022 school year to: Canyons School District, Freedom Preparatory Academy, Granite School District, Jordan School District, North Sanpete School District, and Walden School.

The Board awarded PCBL implementation grants (phase2) for the 2021-2022 and 2022-2023 school year to City Academy, Ogden City School District, Spectrum Academy, Washington County School District, and Weber School District.

5.6 Educator Preparation Program

The Board accepted the approval of the educator preparation program for the Utah State University Deaf Education program.

5.7 STEM School Designations 2021

The Board approved designating the following schools as STEM (Science, Technology, Engineering, and Mathematics) schools: Beehive Science and

Technology Academy, Bonneville Academy, Crimson View Elementary, Endeavor Elementary, Itineris Early College High School, Mountainville Academy, and Woodruff Elementary.

5.8 Contracts/Agreements for Review

The Board was provided a list of contracts/agreements under \$100,000.

Monthly Budget Report

Budget and Discretionary Fund Report

Deputy Superintendent Scott Jones referenced the monthly budget report ending February 28, 2021 and stated that USB E remains fiscally sound and able to meet all its commitments and obligations for the remainder of the fiscal year. He reported that closure procedures are coming up and the process of getting the FY22 budget will start in next month's Finance Committee.

Deputy Superintendent Jones reviewed the discretionary funds report.

Federal COVID-19 Relief Funding Update

Sarah Young, Director of Strategic Initiatives, provided an update on COVID-19 relief funding including: CARES and Coronavirus Relief Funds (CRF); Coronavirus Relief Supplemental Support Act (CRSSA)—Education Stabilization Fund (ESSER) I, ESSER II, and Utah Emergency Assistance for Non-Public Schools (EANS) I; Governor's Emergency Education Relief Fund (GEER II); American Relief Plan Act (ARPA); and ESSER III.

Dr. Young also shared the Utah Coronavirus Stimulus Summary developed by the Governor's office and reviewed questions being considered for the future.

ESSER I State Reserve Funding

Tracy Vandeventer, USB E Director of Continuous School for Improvement, reviewed a request for use of the Elementary and Secondary School Emergency Relief (ESSER I) Fund State Reserve funds.

MOTION was made by Member Strate and seconded that the Board authorize \$678,286.91 from the ESSER I State Reserve to support resources and programming for Targeted Support and Improvement (TSI) schools to address needs exacerbated by COVID-19.

Motion carried unanimously.

ESSER II Administrative State Funding

Dr. Young reviewed a request for use of the ESSER II Administrative State funds.

MOTION was made by Member Belnap and seconded that the Board authorize \$331,162 from the ESSER II State Administration Fund for the creation of a multi-year, time-limited CARES Education Specialist position.

Motion carried, with Members Cline and Hart opposed.

ESSER II State Reserve Funding

Sara Wiebke, PreK-12 Literacy and Library Media Coordinator, reviewed a request for use of the ESSER II State Reserve funds for statewide implementation of Language Essentials for Teachers of Reading and Spelling (LETRS) training.

Board members were uncomfortable with the identification of a specific program that would not allow local flexibility. They also questioned how the program fits with the Board's priorities that were not funded by the legislature. Others supported adding another tool for teachers.

MOTION was made by Member Earl and seconded that the Board approve the use of ESSER II State Reserve funds to support statewide K-3 professional learning literacy projects to improve the science of reading.

A concern was raised that the programs for which the funding is used need to be evidence-based. Staff indicated that is a requirement in the criteria.

Motion carried, with Member Cannon opposed.

Audit Committee Report/Recommendations

Committee Chair Laura Belnap reported on the following items from the Committee.

Prioritization of Audits

MOTION from Committee that the Board reprioritize upcoming approved audits as follows: 1) Data Reliability; 2) Subrecipient Monitoring Procedures.

Motion carried unanimously.

Finance Committee Report/Recommendations

Chair Huntsman turned the gavel to Vice Chair Belnap. Chair Huntsman, in his role as Finance Committee Chair, reported on the following items from Committee. [Information on items not reported will be included in the Board meeting exhibits.]

R277-727 School Meals Program

New rule R277-727 was created to provide a process for distribution of the state liquor tax revenues designated for school meals programs. The Committee approved Draft 1 of the rule on first reading.

MOTION from Committee that the Board approve *R277-727 School Meals Program*, Draft 1, on second and final reading.

Motion carried, with Member Cline opposed.

Law and Licensing Committee Report/Recommendations

Committee Chair Carol Lear reported on the following items from the Committee. [Information on items not reported will be included in the Board meeting exhibits.]

Data Sharing Agreement Amendment

The Committee reviewed an amendment to extend an interagency data sharing agreement between the Board and the Department of Workforce Services from May 31, 2020 to December 31, 2021.

MOTION from Committee that the Board approve the amendment to the Data Sharing Agreement between the Utah State Board of Education and Department of Workforce Services.

Motion carried unanimously.

Board Policy 3006, Data Governance Plan

The Committee reviewed proposed amendments to the policy concerning how data sharing requests come to the Board.

MOTION from Committee that the Board approve Board Policy 3006, Data Governance Plan, Draft 1.

Motion carried, with Member Earl opposed.

R277-614 Athletes and Students with Head Injuries

The Committee reviewed proposed amendments to R277-614 that include language to address head injuries for all students occurring during the school day or during other school activities, and approved Draft 1 of the rule on first reading.

MOTION from Committee that the Board approve R277-614 *Athletes and Students with Head Injuries*, Draft 1, on second and final reading.

Motion carried unanimously.

R277-325 Public Education Exit and Engagement Surveys

The Committee reviewed proposed amendments to R277-325 that update the documents incorporated by reference in the rule, and approved Draft 1 of the rule on first reading.

MOTION from Committee that the Board approve R277-325 *Public Education Exit and Engagement Surveys*, Draft 1, on second and final reading.

Motion carried unanimously.

R277-301 Educator Licensing

The Committee reviewed proposed amendments to R277-301 to provide exceptions to general requirements for an Associate License, and approved Draft 2 of the rule on first reading.

MOTION from Committee that the Board approve R277-301 *Educator Licensing*, Draft 2, on second and final reading.

MOTION TO AMEND was made by Member Lear and seconded to replace Draft 2 with Draft 3 and delete lines 306-308 of Draft 3.

Amendment carried unanimously.

Motion, as amended, carried unanimously.

Adult Education Policies and Procedures Guide Updates

MOTION from Committee that the Board approve the amended Utah Adult Education Policies and Procedures Guide.

Motion carried unanimously.

R277-733 Adult Education Programs

Deputy Superintendent Angie Stallings explained that the Adult Education Policies and Procedures Guide is incorporated in reference in R277-733, and the updated guide needs to be incorporated into the rule.

MOTION was made by Member Huntsman and seconded that the Board approve R277-733 *Adult Education Programs*, Draft 1, on final reading.

Motion carried unanimously.

Standards and Assessment Committee Report/Recommendations

Committee Chair Scott Hansen reported on the following items from the Committee.
[Information on items not reported will be included in the Board meeting exhibits.]

Key Definitions

The Committee discussed the definition of “equity” contained in the Board’s Strategic Plan and made recommendations for changes.

MOTION from Committee that the Board approve the definition of “equity” that is found in the USBE Strategic Plan, as amended to read: “Educational equity is the equitable

distribution of resources based upon each individual student's needs to provide equal opportunities. Equitable resources include funding, programs, policies, initiatives and supports that target each student's unique background and school context to guarantee that all students have access to a high-quality education."

MOTION TO AMEND was made by Member Earl and seconded that the definition be replaced with the following:

"Equity: Just and impartial treatment of all students. Educational Equity is: 1) acknowledging and expecting that all students are capable of learning, self-governance, self-improvement, and personal responsibility; 2) providing opportunities for parents of students to be actively involved in establishing and implementing educational goals for their respective schools and students; 3) providing access to opportunities for growth and advancement for Utah educators by focusing on the pedagogical (professional development) training, resources, and policies necessary to improve all student learning and achievement in the essential areas of English language arts, mathematics, science, and civic and character education (53G-10-204) including students at various learning levels in addition to the lowest performing 25% of students."

Member Earl stated that the key components of equity should encompass students, parents, and educators and that is what is included in her motion, along with what is in state law.

Amendment failed, with Members Cline and Earl in favor, and all others opposed.

MOTION was made by Member Hymas and seconded that the definition be amended to read: "Educational equity is acknowledging and expecting that all students are capable of learning, self-governance, self-improvement, and personal responsibility. Additionally, educational equity is the just distribution of resources to provide equal opportunities based upon the needs of each individual student. Resources include funding, programs, policies, initiatives and supports that acknowledge each student's unique background and school context to guarantee that all students have access to a high-quality education."

Amendment failed, with Members Cline, Earl, Hart, Hymas, and Moss in favor, and Members Belnap, Boothe, Cannon, Davis, Hansen, Huntsman, Lear, Norton, and Strate opposed.

MOTION TO AMEND was made by Member Davis and seconded that the definition be amended by adding to the beginning, "Acknowledging that all students are capable of learning and personal responsibility," replacing the first "equitable" with "just," and changing "distribution of resources based upon each individual student's needs to provide equal opportunities" to "distribution of resources to provide equal opportunities based upon the needs of each individual student."

MOTION TO AMEND THE AMENDMENT was made by Member Davis and seconded to remove the word "just" and change "target" to "recognize."

Amendment to the amendment carried, with Members Boothe, Cline, Davis, Earl, Hart, Hansen, Hymas, Lear, Moss, and Norton in favor, and Members Belnap, Cannon, Huntsman, and Strate opposed.

MOTION TO AMEND THE AMENDMENT was made by Member Cannon and seconded to remove the words, "and personal responsibility."

Amendment to the amendment carried, with Members Belnap, Boothe, Cannon, Davis, Hansen, Hart, Huntsman, Lear, Moss, Norton, and Strate in favor, and Members Cline, Earl, and Hymas opposed.

Amendment, as amended, carried, with Members Boothe, Cannon, Cline, Davis, Earl, Hart, Hymas and Moss in favor, and Members Belnap, Hansen, Huntsman, Lear, Norton, and Strate opposed.

MOTION TO AMEND was made by Member Cline and seconded to add "educational" before "equity" in the first sentence and add to the end: "The Board also approves the education of equity to read: Equity is the just and impartial treatment of all students."

Amendment failed, with Members Cannon, Cline, and Earl in favor, and Members Belnap, Booth, Davis, Hansen, Hart, Huntsman, Hymas, Lear, Moss, Norton, and Strate opposed.

Motion, as amended, was restated: That the Board approve the definition of equity that is found in the USB E Strategic Plan, as amended to read: “Acknowledging that all students are capable of learning, educational equity is the distribution of resources to provide equal opportunities based upon the needs of each individual student. Equitable resources include funding, programs, policies, initiatives and supports that recognize each student’s unique background and school context to guarantee that all students have access to a high-quality education.”

Motion, as amended, carried unanimously.

ACEESS Recommendation for Anti-Racist and Bias/Equity

Literacy Professional Learning for Educators

The Committee discussed recommendation #2 of the USB E Advisory Committee on Equity of Educational Services for Students’ (ACEESS) memorandum of September 9, 2020: *Supporting Underrepresented, Historically Marginalized, and Underserved Students*.

Recommendation #2: “Educators and administrators are provided anti-racist, bias/equality literacy professional learning, as well as opportunities to learn about themselves and minoritized groups to raise awareness and promote change within our educational system.”

Pursuant to Board Policy 1002, the Standards and Assessment Committee, as co-sponsors to this recommendation, requested that the Board Executive Committee place on a future Standards and Assessment Committee agenda a rule concept for discussion and potential action outlining options for professional development to be offered regarding diversity, equity, and inclusion. The options offered shall follow state and federal laws, administrative rules, and the Utah State Board of Education Resolution Denouncing Racism and Embracing Equity; and allow LEAs the ability to create or use their own professional learning. The rule should also outline minimum required content and stress the importance of adhering to state law including any political statements that shame any student (53G-10-402 and 53E-9-203).

Mental Health Screener

In accordance with R277-625, the Committee considered the Terrace Metrics tool for mental health screening as it is not on the pre-approved list for screeners.

MOTION from Committee that the Board approve the Terrace Metrics screener tool.

Motion carried, with Members Cline, Earl, and Hymas opposed.

Perkins State Plan – Performance Measures Update

The Utah Perkins V Plan was approved by the Board in February 2020. Since that time, changes needed were identified.

MOTION from Committee that the Board approve the Utah Perkins V revised state performance indicators.

Motion carried unanimously.

Assessment – Standard Test Administration and Testing Ethics Policy

The Committee reviewed recommendations for minor changes to the Testing Ethics Policy.

MOTION from Committee that the Board approve the Standard Test Administration and Testing Ethics Policy for the 2021-2022 school year.

Motion carried unanimously.

Parental Exclusion from State Assessment Form for the 2021-2022 School Year

The Committee reviewed recommendations for minor changes to the Parental Exclusion from State Assessment form.

MOTION from Committee that the Board approve the Parental Exclusion from State Assessment form for the 2021-2022 school year.

Motion carried unanimously.

Accountability Waiver Updated Template

Chair Huntsman resumed chairing the meeting.

Assistant Superintendent Darin Nielsen reviewed that In October 2020, the Board directed staff to take steps to relieve schools from federal and state accountability determinations based on 2020-2021 assessments. Subsequently, the U.S. Department of Education released a Template for Addendum to the Elementary and Secondary Education Act (ESEA) Consolidated State Plan due to the COVID-19 National Emergency and directed interested states to utilize the template to seek flexibility or relief from various accountability and reporting requirements of ESEA. The Department also requested that all templates be submitted by February 1, 2021.

After providing a public comment period and consulting with the Governor in December 2020, the Board directed staff to submit the template and an additional waiver request for annual identification of schools for targeted support and improvement (TSI) during the January 6, 2021 Board meeting.

On March 8, 2021, the Department released an Optional Waiver Template for states to request waivers for the 2020-2021 school year of accountability, school identification, and related reporting requirements of ESEA.

MOTION was made by Member Cannon and seconded that the Board approve the Optional Waiver Template to the Utah Consolidated Plan.

Motion carried unanimously.

Executive Session

MOTION was made by Member Davis and seconded that the Board go into executive session for the purpose of discussing the character, professional competence, or physical or mental health of individuals, and strategy on pending or reasonably imminent litigation.

Upon voice vote of all Members, the Board went into closed session at 5:03 p.m.

Those present included all Members and Sydnee Dickson, Scott Jones, Angie Stallings, Bryan Quesenberry, Michelle Beus, Zac Christensen, Jeff Van Hulten, Ben Rasmussen, and Lorraine Austin.

MOTION was made by Member Belnap and seconded that the Board come out of executive session.

Motion carried unanimously. The Board reconvened in open meeting at 6:58 p.m.

Executive Session Action Items

Educator Licenses

MOTION was made by Member Norton and seconded that the Board accept the recommendation of Utah Professional Practices Advisory Commission in Case No. 18-1528 to reinstate the educator's Professional Secondary Education license consistent with the terms of the hearing report.

Motion carried, with Member Hart abstaining due to a conflict of interest.

MOTION was made by Member Norton and seconded that the Board accept the UPPAC recommendation in Case No. 18-1556 to reinstate the educator's Professional Elementary Education and School Leadership license consistent with the terms of the hearing report.

Motion carried unanimously.

MOTION was made by Member Norton and seconded that the Board accept the UPPAC recommendation in Case No. 19-1588 to permanently revoke the educator's license from the date of Board action pursuant to the Default Order.

Motion carried unanimously.

MOTION was made by Member Norton and seconded that the Board accept the UPPAC Consent Calendar.

Motion carried unanimously.

Advisory Committee Appointments

MOTION was made by Member Norton and seconded that the Board appoint Donna Trease-Watt to the Utah Instructional Materials Commission, as a lay member, for a four-year term.

Motion carried unanimously.

Board Secretary Appointment

MOTION was made by Vice Chair Davis and seconded that the Board appoint Cybil Child

as the Secretary to the Board.

Motion carried unanimously.

Utah Professional Practices Advisory Commission Process Review

Without objection, this item was postponed to a future meeting.

Board Chair's Report

Chair Huntsman announced that additional standing committee meetings will be held before April 27 to discuss the Board Bylaws.

Board Member Comments

Member Earl voiced that the Board should leave it to local LEAs to decide on the mask mandate or get in the space. She also expressed concerns moving into the fall if that the Board might push for immunizations for children if this has not been fully researched.

Member Strate reported in his role as the Board's designee to the Utah High School Activities Association Board, that there has been discussion regarding the transfer rule and mental health. He requested assistance to ensure he is representing what is in place with Board rules.

Member Cline made a statement concerning many of the communications that have come to the Board about some of her statements online that have been misconstrued. She indicated she is no respecter of persons and loves her fellow beings and is grateful for the diversity we have in our society. She truly believes in every child's ability to learn and grow and reach their potential and in empowering students to take responsibility and will do everything she can through policies and laws to remove barriers.

Member Belnap expressed hope that the Board is making steppingstones for all the children in Utah.

Adjournment

The meeting adjourned at 7:17 p.m.

[For additional information on items from the meeting, see General Exhibit No. 21-10.]

Lorraine Austin, Board Secretary
Minutes approved May 6, 2021