



R277-328

# Educational Equity in Schools

A breakdown of the rule and its components





# Main Components of the Rule

- Definition of “educational equity”
- Required concepts for educational equity professional learning (PL)
- Concepts for educational equity PL that may not be promoted or endorsed
- Application of educational equity PL in the classroom
- Requirement for access to PL resources upon request
- Requirement to follow established parental complaint process
- Applicability of the rule





# Definition of Educational Equity

“Educational Equity” means (i) acknowledging that all students are capable of learning and (ii) distributing 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 high-quality education.

*\*note: equal opportunity does not mean equal outcomes*



# Keys for Successful Implementation

Engage in parental transparency

Ensure content is age appropriate

Vet all materials before use with students

Remain unbiased in classroom



# Requirements for Educational Equity

## Professional Learning 1

Fostering a learning environment and workplace that are safe and respectful of all students and educators

Aligning teaching practices with the Utah [Professional Learning Standards](#) described in Section [53G-11-303](#), the Board's [Resolution No. 2021-01 Denouncing Racism and Embracing Equity in Utah Schools](#), and the Board's [Portrait of a Graduate](#)



# Requirements for Educational Equity Professional Learning

- Establishing Professional Learning Communities committed to continuous improvement, individual and collective responsibility, and identifying underperforming students in need of supports
- Acknowledging differences by looking for the good in everyone, including oneself, and showing due regard for feelings, rights, cultures, and traditions



# Requirements for Educational Equity Professional Learning

Collaborating with diverse community members to understand, recognize and appreciate what we all have in common as humans, including acknowledging diverse cultures, languages, traditions, values, needs, and lived experiences

Implementing principles and strategies of inclusion, as they pertain to students and educators with diverse abilities and backgrounds



# Requirements for Educational Equity Professional Learning

- Demonstrating role model responsibilities through the examination of various counterpoints to a topic in an impartial manner
- Creating opportunities to recognize personal responsibility to preserve the rights of all individuals and to avoid repeating past harmful actions by individuals and groups





# Requirements for Educational Equity Professional Learning

Defending intellectual honesty  
including freedom of inquiry,  
speech, and association

Cultivating conditions that focus on  
learning and remove barriers to  
allow students to have access to  
resources and opportunities



# Elements That May Not Be Promoted or Endorsed

A student or educator's sex, race, religion, sexual orientation, gender identity or membership in any other protected class **is inherently superior or inferior** to another sex, race, religion, sexual orientation, gender identity or any other protected class

A student or educator's sex, race, religion, sexual orientation, gender identity or membership in any other protected class **determines the content of the student or educator's character including the student or educator's values, morals, or personal ethics**





# Elements That May Not Be Promoted or Endorsed

A student or educator **bears responsibility for the past actions of individuals from the same** sex, race, religion, sexual orientation, gender identity, or any other protected class as the student or educator

A student or educator **should be discriminated against, or receive adverse treatment because of** the student or educator's sex, race, religion, sexual orientation, gender identity, or membership in any other protected class



# Application in the Classroom

## 1 | Classroom Instruction & Curriculum

Elements listed in R277-328-3(3) regarding educational equity PL, are allowed IF they:

1. Are not promoted or endorsed
2. Are aligned with state law, federal law, and the Utah Standards approved by the Board
3. Contain age-appropriate content for the developmental age of student

## 2 | Curriculum

If curriculum contains elements that may not be promoted or endorsed, it must:

1. Be approved in an open and regular public meeting of the district or charter governing board as described in [R277-468](#)
2. Contain content from the required elements for educational equity professional learning

## 3 | Classroom Instruction

Does not require additional approvals, but must adhere to requirements as outlined in box 1.



# Availability of Professional Learning Materials

The content of educational equity professional learning provided by a school district or charter school must be made available upon request and within a reasonable amount of time before or after the training is offered.

The requestor must have a student in the school district or charter school.

After verification the school district or charter school will provide the following information:

- A copy of Board Rule R277-328
- A compliance rubric showing how the professional learning and materials adhere to the requirements of R277-328
- The professional learning materials



# Parental Complaint Process

School districts and charter school are already required to have a parental complaint/review process pursuant to [R277-113](#). This process may be used for concerns regarding violations of R277-328.

[R277-113-6](#): An LEA governing board shall:

- Provide a hotline to report concerns of fraud, waste, abuse, or non-compliance
- Post a hotline phone number, email, or complaint form on the school's website
- Post a link on the school's website with contact information for the Board's hotline.



# Parental Responsibility

Parents should start at the school and district level to share concerns or to report a potential violation.

This rule should *not* be used by parents or groups of parents in instances that amount to harassing teachers or school administrators: by publicly posting their personal information (sometimes called doxxing), by bullying, or by committing other abusive conduct.

Districts must have a grievance process in place for educators and staff who have experienced abusive conduct.





# Applicability of R277-328

Does NOT prohibit or ban classroom discussions of events, ideas, attitudes, beliefs, or concepts, including those described in the rule.

The rule should not be applied in a way that will promote one ideology over another regarding a topic, including those described in the rule.

The rule does not apply to coaching or remediation sessions for a specific educator.



# Summary and Intent

## Students

- Create an environment of acceptance, and belonging and support
- Access high-quality education

## Teachers

- Respect teachers' right to choose language and words appropriate for the curriculum content, age of the students, and the nature of the discussion.
- Provide guidelines for appropriate classroom discussions instruction
- Establish professional learning communities committed to continued improvement
- Protect from doxing and other abusive conduct

## Administrators:

- Provide the appropriate clarification and supports for students, parents, and teachers
- Arbitrate specific complaints and disagreements
- Ensure a complaint process is in place pursuant to R277-113

## Parents:

- To be provided transparency regarding “what” and “how” equity is being addressed in the classroom
- Work with educators to access resources and opportunities for their child

