

Educational Equity in Utah Public Schools

Utah State Board of Education
June 16, 2021

USBE Equity Work

Strategic Plan
2018

Portrait of a
Graduate
May 2019

Bullying Rule
R277-613
Updated
March 2020

ACEESS
Recommendations
September 2020

Board
Resolution
January 2021

Educational
Equity
Definition
April 2021

Equity Rule
R277-328
June 2021

MISSION

The Utah State Board of Education leads by creating **equitable** conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support.



Portrait of a Graduate

Utah Talent

KEY

- M Mastery** is the ability to demonstrate depth of knowledge and skill proficiency.
- A Autonomy** is having the self-confidence and motivation to think and act independently.
- P Purpose** guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics begin at home and are cultivated in educational settings.

Academic Mastery
Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

Wellness
Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.

Civic, Financial & Economic Literacy
Understand various governmental and economic systems, and develop practical financial skills.

Digital Literacy
Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

Communication
Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of contexts, media, and languages.

Critical Thinking & Problem Solving
Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.

Creativity & Innovation
Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.

Collaboration & Teamwork
Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

OUR VISION

Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.

Honesty, Integrity, & Responsibility
Are trustworthy, ethical, reliable, and are accountable for the results they produce.

Hard Work & Resilience
Set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.

Lifelong Learning & Personal Growth
Continue to seek knowledge and develop skills in all settings.

Service
Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.

Respect
Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures, and traditions.

The Utah State Board of Education (USBE) is continuing the innovation for competency-based learning to improve educational outcomes in public schools by advancing student mastery of concepts and skills. The agency will be building on the Utah Talent MAP vision for graduates to design prototype competencies for secondary education in Spring 2020.

Data Gathering & Portrait of a Graduate **Local Implementation Phase**

Development of Competencies

[Link](#) : Flyer
[Link](#) to Press Release

To learn more about Utah's Competency-Based Learning, please visit: schools.utah.gov/curr/competencybased.



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Standards for LEA Discipline Plans

R277-613

- Technical changes
- Clarified that all students are protected from bullying, cyber-bullying, hazing and retaliation regardless of their identities.



Advisory Committee on Equity of Educational Services for Students (ACEESS) Requests:

1. That USBE adopt a **resolution** denouncing racism and racial inequalities in our Utah schools.
2. Educators and administrators are provided anti-racist, bias/equity literacy **professional learning**, as well as opportunities to learn about themselves and minoritized groups to raise awareness and promote change within our educational system.
3. Educators are provided with professional learning opportunities to conquer the **digital divide**, so ALL students have access to learning if school districts have to rely on digital learning or use a hybrid model for students.
4. **Families** who experience difficulties with technology and academic language are provided with support to navigate digital content and help their students.
5. Relevant and inclusive **curricula, academic content, and resources** are provided to reflect the experiences of minoritized groups.

(September 2020 ACEESS Recommendations)

Resolution Denouncing Racism and Embracing Equity in Utah Schools

- Approved in Standards and Assessment Committee
December 2020
- **Full Board Approved**
January 2021

- Firmly denounces racism in any form in our schools and in our education system and embraces principles of equity and justice for all.
- Policies, programs, and activities shall promote unity and civility among diverse groups.
- Commits to identify and examine issues of race, ethnicity, and color and the effect they have on the education system and community and to understand and correct any inequities.
- Recognizes that the starting point of this work of racial equity must be a reflection and internal examination.

Educational Equity: Definition

- Approved in Standards and Assessment Committee
March 2021
- Full Board Approved
April 2021

“

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 HIGH-QUALITY EDUCATION.

”

Board Rule [R277-328](#) Educational Equity in Schools

Key points taken from:

- Resolution Denouncing Racism and Embracing Equity in Utah Schools
- Board approved definitions
- Professional Learning Standards Toolkit
- Portrait of a Graduate Competencies
- SR 901 and HR 901 First Special Session 2021

Requested in Standards and
Assessment Committee in Response to
ACESS Recommendation #2
March 2021

Introduced in Standards and
Assessment Committee May 7, 2021

Standards and Assessment Special
Committee Meeting
May 27, 2021

Full Board Approval
June 3, 2021

Legislative Action:

During the special session on May 19, 2021, the Utah Legislature passed [HR 901](#) and [SR 901](#) requesting the Utah State Board of Education review standards for curriculum to ensure certain principles are not included in the standards produced by the Board.

May 25, 2021



Considerations for Rule

- Board's obligation to provide Educational Equity
- General standards for equity training, curriculum, and instruction
- Respective roles of State Boards, Local Boards and the Legislature
- Competing stakeholder concerns
- Educator role in facilitating topics
- Age-appropriate materials and/or instruction
- Transparency to honor parents' rights
- Legislative and stakeholder input
- Concerns with history and core standards revisions

Rule Interpretation

- (1) No part of this rule shall be construed by an LEA or educator to:
 - (a) prohibit or ban any idea, including those described in this rule, from the general sharing and participation in the marketplace of ideas fostered in a learning environment; and
 - (b) promote a specific approach over another regarding a topic, including those described in this rule.

Key Takeaways

An LEA **shall** provide professional learning to educators concerning educational equity

- Aligning to **Utah Professional Learning Standards** and **Board Resolution** denouncing racism
- Fostering a **respectful** workplace and learning environment
- Acknowledging **differences** by looking for the good in everyone
- Collaborating with **diverse community** members
- Creating opportunities to recognize **personal responsibilities**
- Defending **freedom of speech**
- Cultivating **supportive conditions** and **removing barriers** to learning
- Following all state and federal laws
- Approving **curriculum** and USBE training in a public meeting
- Providing **transparency** of LEA materials and training
- Ensuring that **classroom instruction** adheres to the rule



Key Takeaways

An LEA **may not** include instruction that **promotes or endorses any of the following:**

- A student or educator is inherently superior or inferior
- The content of a student or educator's character is determined
- The student or educator could be discriminated against or receive adverse treatment
- A student or educator is responsible for past actions of individuals from their same identities

Based on sex, race, religion, sexual orientation, gender identity, or any other protected class.

Next Steps for [R277-328](#)

- Public Comment Period
- Training Checklist
- Determine Timeline for Implementation
- Develop USBE Model Training

