

## **USBE 2025 General Session Requests for Statutory Changes**

### **Board Previously Approved Requests for Statutory Changes:**

- 1) Amend Section 53G-7-501 to separate the definition of “Instructional Equipment and Supply” into two definitions “instructional equipment” and “instructional supply” to provide clarity to the statute on school fees.
- 2) Amend Section 53E-2-304 to remove the “individual learning plan” from this section’s required policy since it is already included as part of the plan for college and career readiness, and having it listed separately is causing confusion among some individuals.
- 3) Amend State Code 53G-7-218 to align with code changes that took place in the 2024 General Session due to the repeal of State Code 53F-2-503.
- 4) Amend Section 53F-2-504 Salary Supplement for Highly Needed Educators to include the Utah School For the Deaf and Blind as one of the eligible recipients of the SHINE funding.
- 5) Amend Section 53F-4-203(5) Early interactive reading software -- Independent evaluator, to increase the independent evaluator appropriation from 4% to 6% to meet new administrative cost needs.
- 6) Amend Section 53G-10-403 topics requiring parental consent to be more descriptive and better aligned to course standards.
- 7) Amend Section 53F-2-504 Teacher Salary Supplement Program (TSSP) to allow for increased TSSP distribution to qualifying teachers when LEAs have an excess of TSSP funds.
- 8) Amend Section 53E-4-303 to increase the grade range for the English, mathematics, science and writing sections of the state selected standards assessment and amend Utah Code to remove Section 53E-4-304.
- 9) Amend Section 53G-7-1206 to clarify responsibilities of USBE and LEAs and include references to the sections of code for which USBE has responsibility due to the increase of added Trust Land responsibilities, including streamlining the responsibilities of school community councils.

10) Amend provisions related to the Statewide Online Education Program (SOEP) to:

- clarify the relationship between the USBE and the future contractor to administer this program;
- clarify the difference between services delivered through the program using a hybrid environment requiring physical attendance vs. the original statutory intent for completely online learning experience open to all students as described in code; and
- rename the private school portion and keep the home school portion with USBE.

11) Amend provisions to address the current age requirement for a student that starts kindergarten in another state and moves to Utah.

12) Amend Section 53G-7-203(6) to repeal Subsection (6)(c).

Language to be repealed:

“(c) create a process for an LEA to follow when an enrolled student in kindergarten is found to not be toilet trained, including:

- (i) referring the student and the student's parent to a school social worker or counselor for additional family supports and resources;
- (ii) allowing a parent or the parent's adult designee to aid in toilet training as needed; and
- (iii) when needed, reintegration of a student once the student has become toilet trained; and”

## Agency: UTAH STATE BOARD OF EDUCATION

### Request Title: *School Fees Policy Request 2025*

#### Purpose Statement:

Amend the definition of “Instructional Equipment and Supply” into two definitions “instructional equipment” and “instructional supply” to provide clarity to the statute.

#### What is the nature of your request?

Select one:

- POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.
- FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.
- BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Todd Call (Todd.Call@schools.utah.gov) for questions related to a funding request and  
Greg Connell (Greg.Connell@schools.utah.gov) for questions related to a policy request.

#### Current Funding for FY 2024:

N/A

#### Projected Results:

N/A

#### Rationale:

The statute definitions need to be amended to provide clarity to the LEA regarding what student fees are allowed to be passed to students.

## If not funded/approved:

N/A

## USBE Lead Point of Contact:

Name: Barbie Faust

Email Address: [barbie.faust@schools.utah.gov](mailto:barbie.faust@schools.utah.gov)

Phone Number: 801-538-7690

USB Section: Financial Operations

## Additional USBE points of contact (*as needed*):

Name: Cole Shakespear

Email Address: [cole.shakespear@schools.utah.gov](mailto:cole.shakespear@schools.utah.gov)

Phone Number: 801-538-7576

USB Section: Financial Operations

Deputy Superintendent Name: Scott Jones

Email Address: [scott.jones@schools.utah.gov](mailto:scott.jones@schools.utah.gov)

Phone Number: 801-538-7615

USB Section: Deputy Superintendent of Operations

## POLICY REQUEST

1. Section(s) of State Code to be addressed (if none, insert "N/A"):

[53G-7-501\(8\)](#), [53G-7-501\(10\)](#) (Effective May 1, 2024)

2. Summarize the request, the specific problem it will solve, and how it will solve the problem. (Describe the issues or concerns the legislation will address:)

Current code is not clear on the definition of school equipment. This request seeks to clarify the definition of school equipment. The current definition defines school equipment as a machine, equipment, facility, or tool that is durable, reusable, consumable; owned or retained by a secondary school; and a student uses as part of an activity, course, or program in a secondary school. This definition is problematic since

the definitions of reusable and consumable contradict each other. It is suggested that the code be amended so that consumable supplies are defined as instructional supplies.

This can be accomplished by dividing the definition of "Instructional Equipment and Supply" into two separate definitions, one to define "instructional equipment" and the other to define an "instructional supply".

**3. Describe the history of the issues or concerns including relevant context and timelines:**

The definition for school equipment was changed in the 2024 General Session [HB415](#) to include consumables in an effort to prohibit the charging of a fee for consumable supplies used during the regular school day.

Prior to the 2024 legislative session [53G-7 Part 6](#) Textbooks was separate from [53G-7-Part 5](#) School Fees however during the 2024 legislative session [53G-7-6](#) was amended to be [53G-7-5](#). The definition for "Instructional equipment and supplies" had previously been listed as two separate definitions in [53G-7 part 6](#) Textbooks, however when they were combined into one definition the distinction between a tool and the consumable supplies was lost. This has created confusion since the code now contradicts its-self.

The new language takes effect May 1, 2024.

**4. What are the suggested legislative solutions? Include code references and suggested language where possible:**

Amend [53G-7-501\(8\)](#) and [53G-7-501\(10\)](#) to read as follows -

~~(8) (a) "Instructional equipment or supplies" means an activity, course, or 534 program-related tool or supply that:~~

(8)(a) "Instructional equipment" means an activity, course, or program related tool or instrument that:

(i) is required for a student to use as part of an activity, course, or program in a secondary school;

(ii) becomes the property of the student upon exiting the activity, course, or program; and

(iii) is subject to a fee waiver.

~~(b) "Instructional equipment or supplies" does not include school equipment.~~

(b)"Instructional equipment" does not include school equipment.

(c)"Instructional supply" means a consumable or non-reusable supply that is necessary for a student to use as part of an activity, course, or program in a secondary school.

(10)"School equipment" means a machine, equipment, facility, or tool that:

(a) is durable;

(b) is reusable;

~~(c) is consumable;~~

(d) is owned or retained by a secondary school; and

(e) a student uses as part of an activity, course, or program in a secondary school.

- 5. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc). Include whether this data is currently collected and available or whether new data will be collected:**

N/A

**Agency: UTAH STATE BOARD OF EDUCATION**

**Request Title: CCR Amendments 2025**

**Purpose Statement:**

The purpose of this policy request is to update statute to clarify current practice in the field of school counseling.

**What is the nature of your request?**

Select one:

- POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.
- FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.
- BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Todd Call (Todd.Call@schools.utah.gov) for questions related to a funding request and  
Greg Connell (Greg.Connell@schools.utah.gov) for questions related to a policy request.

**Current Funding for FY 2024:**

FY 2024 Ongoing Funding = N/A

FY 2024 One-Time Funding = N/A

**Projected Results:**

- Clarify wording in statute regarding College and Career Readiness Plans

**Rationale:**

This was a request by Vice Chair Earl to clarify wording in statute.

**If not funded/approved:** N/A

## **USBE Lead Point of Contact:**

**Name:** Bethany Marker

**Email Address:** bethany.marker@schools.utah.gov

**Phone Number:** 801-538-7929

**USBE Section:** Prevention

## **Additional USBE points of contact:**

**Name:** Tanya Albornoz

**Email Address:** tanya.albornoz@schools.utah.gov

**Phone Number:** 801-538-7812

**USBE Section:** Prevention

**Deputy Superintendent Name:** Leah Voorhies

**Email Address:** leah.voorhies@schools.utah.gov

**Phone Number:** 801-538-7898

**USBE Section:** Student Support

## **POLICY REQUEST**

- 1. Section(s) of State Code to be addressed (if none, insert "N/A"):**  
[53E-2-304](#)
- 2. Summarize the request, the specific problem it will solve, and how it will solve the problem.**  
The purpose of this policy request is to update statute to clarify current practice in the field of school counseling.
- 3. Describe the history of the issues or concerns including relevant context and timelines:**  
It states in code [53E-2-304 \(2\)\(b\)\(ii\)](#) of an individual learning plan or a plan for college and career readiness for each student at the school site.

The individual learning plan is included as part of the plan for college and career readiness, and having it listed separately was causing confusion among some individuals. Board Member Earl requested that we clarify this in statute.

- 4. What are the suggested legislative solutions? Include code references and suggested language where possible:**



It is recommended that we amend [53E-2-304 \(2\)\(b\)\(ii\)](#) as follows:

(2)(b)(ii) Each local school board, in consultation with school personnel, parents, and school community councils or similar entities shall establish policies to provide for the effective implementation of ~~an individual learning plan or~~ a plan for college and career readiness for each student at the school site.

5. **Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc). Include whether this data is currently collected and available or whether new data will be collected:**

N/A

**Agency: UTAH STATE BOARD OF EDUCATION**

**Request Title:** *Early Learning Plan Amendments 2025*

**Purpose Statement:** *Amend State Code [53G-7-218](#) to align with code changes that took place in the 2024 General Session due to the repeal of State Code [53F-2-503](#).*

**What is the nature of your request?**

Select one:

- POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.
- FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.
- BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Todd Call (Todd.Call@schools.utah.gov) for questions related to a funding request and  
Greg Connell (Greg.Connell@schools.utah.gov) for questions related to a policy request.

**Current Funding for FY 2024:**

FY 2024 Ongoing Funding = \$14,000,000 - this funding was dedicated Early Literacy funding that was rolled into the At-Risk WPU for FY25

FY 2024 One-Time Funding = \$0

**Projected Results:**

- The State Growth Goal for math is 60% of students in grades 1-3 making typical progress or better on Acadience Math Pathways of Progress (PoP).

**Rationale:** *To make the Early Learning Plan strictly for mathematics by removing the optional literacy goal. Remove the requirement of LEAs needing local board approval for their plans. Removes the production of ELDP (Early Learning Digital Reporting Platform).*

**If not funded/approved:** *This code does not align to the changes previously made with the repeal of Utah Code Section [53F-2-503](#).*

### **USBE Lead Point of Contact:**

**Name:** Julie Clark

**Email Address:** [julie.clark@schools.utah.gov](mailto:julie.clark@schools.utah.gov)

**Phone Number:** 801-538-7661

**USBE Section:** Teaching and Learning

### **Additional USBE points of contact:**

**Name:** Molly Basham

**Email Address:** [molly.basham@schools.utah.gov](mailto:molly.basham@schools.utah.gov)

**Phone Number:** 801-538-7529

**USBE Section:** Teaching and Learning

**Deputy Superintendent Name:** *Patty Norman*

**Email Address:** [patty.norman@schools.utah.gov](mailto:patty.norman@schools.utah.gov)

**Phone Number:** 801-538-7760

**USBE Section:** Administration

## **POLICY REQUEST**

*This section only needs to be completed if you are making a policy request (creating or changing existing Utah Code language).*

1. **Section(s) of State Code to be addressed:** [53G-7-218](#)
2. **Summarize the request, the specific problem it will solve, and how it will solve the problem.**

Update State Code [53G-7-218](#) to align with updates made during the 2023 Legislative session. For additional details and specific code language, please see this [document](#).

- Adjust to have two math goals as opposed to one required math goal and one optional math or literacy goal. This would allow for LEAs to enter the math system of support based only on math data.
- Remove the requirement of the local school board or charter school governing board to approve the plan. This would reduce the burden on LEAs as there is no longer funding tied to the completion of this plan.
- Change it to LEAs entering the system of support for math after one year of failing to meet the combination of goals. This has caused confusion with LEAs.
- Remove the digital reporting platform. This is currently not functioning and the requirement for meeting literacy goals has been removed from code.

**3. Describe the history of the issues or concerns including relevant context and timelines:**

This code currently does not align with the repeal of [53F-2-503](#). Some of the pieces of code are confusing and do not support LEAs in the capacity that is beneficial.

**4. What are the suggested legislative solutions? Include code references and suggested language where possible:**

Amend [53G-7-218](#) as outlined below:

[53G-7-218](#) Establishment of early learning plan -- Digital reporting platform.

(1) A local school board of a school district or a charter school governing board of a charter school

that serves students in any of kindergarten or grades 1 through 3 shall annually submit to the state board an early learning plan that includes:

~~(a) the early literacy plan described in Section 53F-2-503, including:~~

~~(i) the growth goal described in Subsection 53F-2-503(4)(d); and~~

~~(ii) one goal that is specific to the school district or charter school as described in Subsection 53F-2-503(4)(e);~~ **(This section will be removed with the code repeal)**

(b) the early mathematics plan described in Section 53E-3-521, including:

(i) a growth goal for the school district or charter school that:

(A) is based upon student learning gains as measured by the mathematics benchmark assessment described in Section 53E-4-307.5; and

(B) includes the target that the state board establishes under Section 53E-3-521; and

**(ii) one two goals that: (Adjust to two goals that:)**

**(A) is are** specific to the school district or charter school;

- (B) ~~is~~ **are** measurable;
- (C) addresses current performance gaps in student mathematics proficiency based on data; and
- (D) includes specific strategies for improving outcomes; and
- ~~(c) one additional goal related to literacy or mathematics that:~~
  - ~~(i) is specific to the school district or charter school;~~
  - ~~(ii) is measurable;~~
  - ~~(iii) addresses current performance gaps in student literacy or mathematics proficiency based on data; and~~
  - ~~(iv) includes specific strategies for improving outcomes.~~ **(remove this section to allow for two math goals)**
- ~~(2) A local school board or charter school governing board shall approve a plan described in Subsection (1) in a public meeting before submitting the plan to the state board.~~ **(Remove this section to reduce the burden on LEAs of needing to have their plan approved by their local board)**
- (3)
  - (a) The state board shall:
    - (i) provide model plans that a local school board or a charter school governing board may use;
    - (ii) develop uniform standards for acceptable growth goals that a local school board or a charter school governing board adopts for a school district or charter school under this section; and
    - (iii) review and approve or disapprove a plan submitted under this section.
  - (b) Notwithstanding Subsection (3)(a), a local school board or a charter school governing board may develop the board's own plan.
- (4) The state board shall:
  - (a) develop strategies to provide support for a school district or charter school that fails to meet:
    - (i) ~~(A) the growth goal related to the state literacy target described in Subsection (1)(a)(i); or~~ **(This was repealed)**
    - (B) the growth goal related to the state mathematics target described in Subsection (1)(b)(i); and
    - (ii) one of the goals specific to the school district or charter school described in Subsections (1)(a)(ii), (1)(b)(ii), ~~or (1)(c);~~ **(this was repealed)** and
  - (b) provide increasing levels of support to a school district or charter school that fails to meet the combination of goals described in Subsection (4)(a) ~~for two consecutive years.~~ **(this has caused unnecessary confusion for the LEAs)**
- ~~(5)~~

Utah Code

Page 2

~~(a) The state board shall use a digital reporting platform to provide information to school districts~~

~~and charter schools about interventions that increase proficiency in literacy and mathematics.~~

~~(b) The digital reporting platform described in Subsection (5)(a) shall include performance information for a school district or charter school on the goals described in Subsection (1).~~ (This has been under construction for over 7 years for literacy and over 3 years for math and it is still not completed. The public facing system is currently not functioning.)

*For policy only requests, please address these questions as well. If you are also making a funding request, these questions will be addressed in the next section below:*

- 5. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc). Include whether this data is currently collected and available or whether new data will be collected:**

N/A: There is no longer any funding associated.

## Agency: UTAH STATE BOARD OF EDUCATION

### Request Title: *SHINE Policy Request 2025*

**Purpose Statement:** State code [53F-2-504](#) (Effective 07/01/25). Salary Supplement for Highly Needed Educators (SHINE Program) was established by the 2024 legislative session. Currently the code describes specific funding formulas for school districts and charter schools. The Utah School for the Deaf and Blind (USDB), does not clearly fit under either of these designations. This policy request is seeking clarification, and requesting that the USDB be specifically added to the school district funding formula designation.

### What is the nature of your request?

Select one:

- POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.
- FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.
- BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Todd Call (Todd.Call@schools.utah.gov) for questions related to a funding request and  
Greg Connell (Greg.Connell@schools.utah.gov) for questions related to a policy request.

### Current Funding for FY 2024:

No funding changes are required.

### Projected Results:

- The Utah School for the Deaf and the Blind would be able to access the funds associated with this legislation, which would be used to incentivize educators who serve in designated high need areas.

**Rationale:** After consultation with policy specialists, staff recommends that the language in State code [53F-2-504](#) be amended to provide for the clear inclusion of the Utah School for the Deaf and Blind.

**If not funded/approved:** The USDB may be unable to access the funds provided to schools in this legislation.

### **USB E Lead Point of Contact:**

**Name:** Julie Lundell

**Email:** [julie.lundell@schools.utah.gov](mailto:julie.lundell@schools.utah.gov)

**Phone Number:** 801-538-7584

**USB E Section:** Teaching and Learning

**Name:** Jennifer Throndsen

**Email Address:** [jennifer.throndsen@schools.utah.gov](mailto:jennifer.throndsen@schools.utah.gov)

**Phone Number:** 801-538-7739

**USB E Section:** Teaching and Learning

**Deputy Superintendent Name:** Patty Norman

**Email Address:** [patty.norman@schools.utah.gov](mailto:patty.norman@schools.utah.gov)

**Phone Number:** 801-538-7760

**USB E Section:** Administration

## **POLICY REQUEST**

*This section only needs to be completed if you are making a policy request (creating or changing existing Utah Code language).*

- 1. Section(s) of State Code to be addressed (if none, insert "N/A"):**  
[53F-2-504](#)
- 2. Summarize the request, the specific problem it will solve, and how it will solve the problem. (Describe the issues or concerns the legislation will address:)**  
Currently the code describes specific funding formulas for school districts and charter schools. The Utah School for the Deaf and Blind (USDB), does not clearly fit under either of these designations. This policy request will provide clarification that the USDB is a part of the school district funding formula designation.



**3. Describe the history of the issues or concerns including relevant context and timelines:**

The SHINE program will begin in July of 2025, and it seems prudent to seek the language clarification prior to the inception of the code.

**4. What are the suggested legislative solutions? Include code references and suggested language where possible:**

Amend Section [53F-2-504](#). Salary Supplement for Highly Needed Educators. part 3 to read as follows:

(3) Subject to legislative appropriations and an LEA having the policy described in Subsection (2), the state board shall allocate funding appropriated for the Salary Supplements for Highly Needed Educators program in accordance with this section by:

- (ii) allocating to each charter school:
  - (A) an equally divided portion of 20% of the amount described in Subsection (3)(a)(i); and
  - (B) 80% of the amount described in Subsection (3)(a)(i) on a per-student basis; and
- (b) for school districts [and the Utah School for the Deaf and Blind](#):

**5. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc). Include whether this data is currently collected and available or whether new data will be collected:**

N/A

**Agency: UTAH STATE BOARD OF EDUCATION**

**Request Title:** *Increase Administrative Costs for the Early Interactive Software Program Evaluators.*

**Purpose Statement:**

There has been a significant increase in the number of service providers due to the termination of state contracts ([2023 SB 44](#)) for the Early Interactive Software Program (EISP). To fulfill the mandatory evaluation of the program, additional funding is required to meet new administrative costs.

**What is the nature of your request?**

Select one:

- POLICY REQUEST — You are seeking changes to Utah State Code to improve your program/services.
- FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.
- BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Greg Connell (Greg.Connell@schools.utah.gov) for questions related to a policy request.

**Current Funding for FY 2024:**

FY 2024 Ongoing Funding = \$12,611,900

FY 2024 One-Time Funding = \$XXX

## **Projected Results:**

- **Additional funding would allow the EISP evaluation to continue to be comprehensive of all providers, facilitating a comparison of program usage with the academic growth of students.**

## **Rationale:**

- When the state EISP contracts were terminated as a result of [2023 SB 44](#), the number of EISP providers went from 6 to 18. This increase necessitates additional funding for our third-party evaluator, who is now tasked with collecting data from a larger pool of providers, thereby incurring a greater workload. The number of providers could vary each year as LEAs determine the software programs they intend to use for K-3 students.

## **If not funded/approved:**

- Not funding this request would result in an inability to adequately evaluate the program, as required by [2023 SB 44](#).

## **USBE Lead Point of Contact:**

**Name:** Amber Wright

**Email Address:** [amber.wright@schools.utah.gov](mailto:amber.wright@schools.utah.gov)

**Phone Number:** 801-538-7754

**USBE Section:** Teaching and Learning

**Deputy Superintendent Name:** *Patty Norman*

**Email Address:** [patty.norman@schools.utah.gov](mailto:patty.norman@schools.utah.gov)

**Phone Number:** +1 801-538-7760

**USBE Section:** Administration

-

## POLICY REQUEST

*This section only needs to be completed if you are making a policy request (creating or changing existing Utah Code language).*

**1. Section(s) of State Code to be addressed (if none, insert “N/A”):**

[53F-4-203\(5\)](#). Early interactive reading software -- Independent evaluator.

**2. Summarize the request, the specific problem it will solve, and how it will solve the problem.**

The request is to increase the appropriation of administrative costs from 4% to 6% to provide adequate funding for the evaluation of the program as required.

**3. Describe the history of the issues or concerns including relevant context and timelines:**

In the 2023 legislative session, [SB 44](#) was passed and the state contracts for EISP providers were terminated. As a result LEAs can now choose K-3 literacy providers that best fit the needs of their LEAs. This change increased the number of software providers from 6 to 18, drastically increasing the workload required for the program evaluation that is required for this program.

The EISP funding currently allows for 4% of the funds to be used for administrative, evaluator, and 1 FTE. In order for the program to continue to be evaluated, additional funds are required to compensate for the additional workload. Increasing the allowable administrative and evaluation costs to 6% would provide this necessary funding.

**4. What are the suggested legislative solutions? Include code references and suggested language where possible:**

Amend [53F-4-203\(5\)](#) to read:

- (5) The state board:
- (a) may use up to ~~4%~~ 6% of the appropriation provided under Subsection (1):

- (i) to contract with an independent evaluator selected under Subsection (3)(a); and
- (ii) for administrative costs associated with this section; and
- (b) shall distribute at least 96% of funds under this section to LEAs in accordance with Subsection (1).

**5. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc). Include whether this data is currently collected and available or whether new data will be collected:**

N/A

## Agency: UTAH STATE BOARD OF EDUCATION

### Request Title: *Amendments to Topics Requiring Parental Consent*

**Purpose Statement:** Amend Utah Code [53G-10-402\(1\)\(a\)](#) to improve clarity and transparency to parents when making decisions about opting in their child to topics defined as sex education in health, CTE, science, and other courses. This will also improve the ability for educators to easily determine when courses require parental consent, educator law and policy training, and specific review of materials as outlined in [R277-474](#).

### What is the nature of your request?

Select one:

POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.

Questions? Please contact:

Todd Call (Todd.Call@schools.utah.gov) for questions related to a funding request and  
Greg Connell (Greg.Connell@schools.utah.gov) for questions related to a policy request.

### Current Funding for FY 2024:

FY 2024 Ongoing Funding = \$0

FY 2024 One-Time Funding = \$0

### Projected Results:

- Utah parents will be fully informed on course material, unit, class, lesson, activity, or presentation that teaches students about sex education topics in order to decide whether or not opt their child **in** to that instruction.
- Educators will have a clear list of topics that require parental consent (opt-in), law and policy training, and instructional materials approval as described in [R277-474](#).

### Rationale:

- Inform parents what topics are included under “sex education instruction” in health, CTE, science or other courses with course material or instruction as listed in Utah Code [53G-10-403](#)
- Give clarity to educators which topics require parental consent, law and policy training, and approval of materials as described in [R277-474](#). Currently, educators have difficulty determining when course standards fit under the listed topics in [53G-10-403](#) and providing definitions for all listed terms, specifically human sexuality.

## **If not funded/approved:**

Parents and educators will not have a clear and descriptive list of topics requiring parental consent, lacking transparency on the approved [consent form](#), under Utah Code [53G-10-403](#) for sex education instruction.

## **USBE Lead Point of Contact:**

**Name:** Jodi Parker

**Email Address:** [jodi.parker@schools.utah.gov](mailto:jodi.parker@schools.utah.gov)

**Phone Number:** 801-538-7734

**USBE Section:** Teaching and Learning

## **Additional USBE points of contact:**

**Name:** Maren Hansen

**Email Address:** [maren.hansen@schools.utah.gov](mailto:maren.hansen@schools.utah.gov)

**Phone Number:** 801-538-7535

**USBE Section:** CTE

## **Additional USBE points of contact:**

**Name:** Lola Shipp

**Email Address:** [lola.shipp@schools.utah.gov](mailto:lola.shipp@schools.utah.gov)

**Phone Number:** 801-538-7890

**USBE Section:** CTE

**Deputy Superintendent Name:** Patty Norman

**Email Address:** [patty.norman@schools.utah.gov](mailto:patty.norman@schools.utah.gov)

**Phone Number:** 801-538-7760

**USBE Section:** Deputy Superintendent of Student Achievement Administration

## **POLICY REQUEST**

1. **Section(s) of State Code to be addressed (if none, insert "N/A"):**  
Utah Code [53G-10-403](#)
2. **Summarize the request, the specific problem it will solve, and how it will solve the problem.** Utah Code [53G-10-403](#) requires parental consent for instruction on sex education. Currently, the list of topics defining sex education and therefore requiring parental consent is vague and contains terms that have many meanings causing confusion among stakeholders (e.g., human sexuality). In addition, the current list of terms is redundant, incomplete, and outdated. A few examples include:
  - a. The list includes childbirth and pregnancy but not conception and fetal development.

- b. The proposed list adds terms chronic, infectious, and acute disease. This is medically accurate and used with medical professionals. Disease prevention is an instructional requirement per [Utah Code 53G-10-402](#)
- c. The current list has HIV/AIDs separate from sexually transmitted diseases. This would not include other reproductive conditions and diseases such as cancers, endometriosis, infections that are not sexually transmitted, and irregular menstruation.

The proposed revision to the listed topics is clear, inclusive of topics taught in Utah Health, CTE, and Science standards pertaining to sexual health and reproduction, and is medically accurate.

Staff proposes the list in [53G-10-403](#) be revised to better communicate to parents, educators, and administrators what topics require parental consent for instruction and provide a clear understanding of the topics. These changes would greatly improve communication to parents regarding empowering them to make the best decision for their family, as well as clarity for teachers, to ensure they have a precise understanding of what is expected of them.

**3. Describe the history of the issues or concerns including relevant context and timelines:**

The list of topics in code has continually been a topic of discussion during training with educators teaching courses within the scope of sex education. Additionally, in the 2024 legislative session, a bill sought to amend the list by removing “human sexuality.” The sponsor had received concerns that the term “human sexuality” includes items that would be a violation in Utah Code [53G-10-402](#) for erotic behavior or sexual activity. Ultimately, the bill did not pass.

During sex education law and policy training with educators, staff repeatedly hears concerns that the list did not include all aspects of the standards associated with sex education and parents continually seek clarity on many of the terms and what will be taught. Staff has recommended educators use a cover letter to proactively address the concerns, define terms, and provide links to instructional materials used. This allows parents to make informed decisions when determining if their child will receive instruction on sex education standards and lessons. The proposed changes to the topics list will simplify this process and better inform parents from the beginning and additionally support educators in a clear list of when their instruction is considered “sex education.”

**4. What are the suggested legislative solutions? Include code references and suggested language where possible:**

Staff proposes an amendment to Utah Code [53G-10-403](#) to revise the list of items requiring parental consent. The table below outlines the current list of topics and the proposed change to that list.



Current Requirements for Parental Consent	Proposed Requirements for Parental Consent
<ul style="list-style-type: none"> <li>A. Sexual Abstinence</li> <li>B. Human sexuality</li> <li>C. Human reproduction</li> <li>D. Reproductive anatomy</li> <li>E. Physiology</li> <li>F. Pregnancy</li> <li>G. Marriage</li> <li>H. Childbirth</li> <li>I. Parenthood</li> <li>J. Contraception</li> <li>K. HIV/AIDS</li> <li>L. Sexually transmitted diseases</li> <li>M. Refusal skills, as defined in Section <a href="#">53G-10-402</a>.</li> </ul>	<ul style="list-style-type: none"> <li>A. Adoption and the Newborn Safe Haven Law as described in <a href="#">53G-10-404</a></li> <li>B. Chronic, infectious, and acute diseases and conditions of the reproductive system, including sexually transmitted infections and diseases (STI, STD)</li> <li>C. Contraceptives, including condoms (<a href="#">53G-10-402(2)(b)(iv)</a>)</li> <li>D. Healthy relationships, including marriage and safe dating practices</li> <li>E. Human development, including puberty and maturation</li> <li>F. Human reproductive anatomy and physiology</li> <li>G. Human reproductive process, including conception, pregnancy, fetal development, and birth</li> <li>H. Parenthood</li> <li>I. Refusal skills as defined by in <a href="#">53G-10-402</a></li> <li>J. Sexual Abstinence</li> </ul>

**5. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc). Include whether this data is currently collected and available or whether new data will be collected:**

This request is supported by educators across the state. Throughout the year, the USBE staff are continually asked if the topics requiring parental consent can be amended. The data comes from the feedback from educators and parents informing staff of the need. Staff have been forwarded emails from LEA leaders asking for support in responding to parents who are angry or confused by the current list of topics. Other emails from school level administration asking for clarity on which teachers and courses need to send the consent forms and which educators need to complete the training. Almost all the

confusion is around what is taught for “human sexuality.” In addition, legislators have received requests to remove “human sexuality” from the list which has led to confusion and controversy which was demonstrated during public comment on the bill in the 2024 session.

**Agency: UTAH STATE BOARD OF EDUCATION**

**Request Title:** *Increasing Teacher Salary Supplement Program (TSSP) fund distribution*

**Purpose Statement:**

Allow for increased Teacher Salary Supplement Program (TSSP) distribution to qualifying teachers when LEAs have an excess of TSSP funds.

**What is the nature of your request?**

Select one:

- POLICY REQUEST** – You are seeking changes to Utah State Code to improve your program/services.
- FUNDING REQUEST** – You are seeking new or additional financial resources to support a program/service for education.
- BOTH POLICY and FUNDING** – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Todd Call (Todd.Call@schools.utah.gov) for questions related to a funding request and  
Greg Connell (Greg.Connell@schools.utah.gov) for questions related to a policy request.

**Current Funding for FY 2024:** *(Provide current year funding differentiating one-time and ongoing funding for the program.)*

FY 2024 Ongoing Funding = N/A

FY 2024 One-Time Funding = N/A

## **Projected Results:**

- This policy would allow LEAs to distribute more funding to their TSSP eligible teachers.
- This would ease the burden on the USBE and allow the USBE a better use of staff's time and resources.

## **Rationale:**

- The cost in time and effort in trying to recover the excess funds far exceeds the benefits of allowing LEAs to increase the TSSP distribution to eligible teachers.

## **If not funded/approved:**

If not funded some LEAs will continue to have a surplus of carry forward TSSP funds.

## **USBE Lead Point of Contact:**

**Name:**

**Email Address:**

**Phone Number:**

**USBE Section:**

## **Additional USBE points of contact (*as needed*):**

**Name:**

**Email Address:**

**Phone Number:**

**USBE Section:**

**Deputy Superintendent Name:** *Scott Jones*

**Email Address:** *Scott.jones@schools.utah.gov*

**Phone Number:**

**USBE Section:** Administration

## **POLICY REQUEST**

*This section only needs to be completed if you are making a policy request (creating or changing existing Utah Code language).*

**1. Section(s) of State Code to be addressed (if none, insert “N/A”):**

[53F-2-504](#) Teacher Salary Supplement Program (TSSP)

**2. Summarize the request, the specific problem it will solve, and how it will solve the problem. (Describe the issues or concerns the legislation will address:)**

Many Local Education Agencies have left over TSSP funds or carryforward balances resulting from their initial allocations. Through the years these balances have built up and LEAs are requesting that they use them to increase the payments to teachers eligible for the TSSP.

**3. Describe the history of the issues or concerns including relevant context and timelines:**

The Teacher Salary Supplement Program has existed for years. The state board (USB E) is required to

[53F-2-504](#) Teacher Salary Supplement Program (TSSP)

(7) (a) The state board shall distribute money appropriated to the Teacher Salary Supplement Program to school districts, charter schools, and regional education service agencies for the Teacher Salary Supplement Program in accordance with the provisions of this section. (b) The state board shall include the employer-paid benefits described under Subsection (2)(b) in the amount of each salary supplement. (c) The employer-paid benefits described under Subsection (2)(b) are an addition to the salary supplement limits described under Subsection (3).

Due to differences in benefit packages for eligible teachers an LEA may experience having additional balances of funds left over since there isn't a current way or process of determining teacher by teacher and dollar for dollar what each teacher receives specifically in benefits. Therefore, based on an estimate of benefits a particular LEA may receive funds slightly above the actual benefit costs resulting in carryforward balances. Also, attrition plays a part too where funds are distributed to a particular LEA to pay a teacher but then the teacher attrites and the payment is not made.

**4. What are the suggested legislative solutions? Include code references and suggested language where possible:**

The Utah State Board of Education recommends amending the current code to add an additional paragraph (10) that reads:

[53F-2-504](#) Teacher Salary Supplement Program (TSSP)

(8)

(a) Money received from the Teacher Salary Supplement Program shall be used by a school district, charter school, or regional education service agencies to provide a salary supplement equal to the amount specified in Subsection (3) for each eligible teacher.

(b) The salary supplement is part of an eligible teacher's base pay, subject to eligible teacher's qualification as an eligible teacher every year, semester, or trimester.

(9) Notwithstanding the provisions of this section, if the appropriation for the program is insufficient to cover the costs associated with salary supplements, the state board may distribute the funds in the Teacher Salary Supplement Program on a pro rata basis.

(10) Any LEA that first ensures proper distribution of the funds to their respective teachers that experiences carry forward or leftover balance may increase the amount of funds to their teachers.

- 5. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc). Include whether this data is currently collected and available or whether new data will be collected:**

The cost of trying to 'claw back' or recover these funds in time and effort far exceeds the benefits of allowing the LEAs to increase the amount of payments to their teachers should they have carry forward or additional funds left over after ensuring compliance to the program.

**Agency: UTAH STATE BOARD OF EDUCATION**

**Request Title:** *Assessment and Accountability 2025*

**Purpose Statement:**

*Amend Utah Code Section [53E-4-303](#) to increase the grade range for the English , mathematics, science and writing sections of the state selected standards assessment and amend Utah Code to remove Section [53E-4-304](#).*

**What is the nature of your request?**

Select one:

- POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.
- FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.
- BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Todd Call (Todd.Call@schools.utah.gov) for questions related to a funding request and  
Greg Connell (Greg.Connell@schools.utah.gov) for questions related to a policy request.

**Current Funding for FY 2024:**

FY 2024 Ongoing Funding = \$XXX

FY 2024 One-Time Funding = \$XXX

## Projected Results:

- To increase the grade range that the State adopted standards assessment may test from 8 to 10th grade.
- Remove irrelevant code sections.

**Rationale:** [53E-4-304](#) introduced the High School Assessments (aka Utah Aspire Plus) in 2019. Since the first year of implementation of these assessments student participation in these assessments have declined year over year. In 2024 only 81% of Utah's tenth grade students participated in this assessment. In addition to the reduced participation, LEA assessment directors have expressed concerns with administering a grade-based assessment in grades nine and ten. Prior to 2019 the Utah Standards Assessment, which is a grade-based assessment, was administered in grades three through ten. Some LEA's, including Wasatch School District have begun advocating that Utah return to that model to increase the value of state assessments in grades nine and ten.

**If not funded/approved:** *If no legislative change is made, USBE staff will continue to support development and administration of the Utah Aspire Plus assessments. This will include additional efforts to improve reporting and effective use of the assessment results to increase their utility.*

## USBE Lead Point of Contact:

Name: **Darin Nielsen**

Email Address: **Darin.nielsen@schools.utah.gov**

Phone Number: **801-538-7811**

USBE Section: **Assessment and Accountability**

Deputy Superintendent Name: **Patty Norman**

Email Address: **Patty.norman@schools.utah.gov**

Phone Number: **801-538-7760**

USBE Section: **Administration**



## POLICY REQUEST

- 1. Section(s) of State Code to be addressed (if none, insert “N/A”):**  
[53E-4-303](#) AND [53E-4-304](#)
- 2. Summarize the request, the specific problem it will solve, and how it will solve the problem.**  
*[53E-4-304](#) introduced the High School Assessments (aka Utah Aspire Plus) in 2019. Since the first year of implementation of these assessments student participation in these assessments have declined year over year. In 2024 only 81% of Utah’s tenth grade students participated in this assessment. In addition to the reduced participation, LEA assessment directors have expressed concerns with administering a grade-based assessment in grades nine and ten. Prior to 2019 the Utah Standards Assessment, which is a grade-based assessment, was administered in grades three through ten. Some LEA’s, including Wasatch School District have begun advocating that Utah return to that model to increase the value of state assessments in grades nine and ten.*
- 3. Describe the history of the issues or concerns including relevant context and timelines:**

2018 - The high school assessment (aka, Utah Aspire Plus) is developed as an innovative assessment comprising Utah developed English language arts, mathematics, and science as well as ACT Aspire test questions that are aligned to the relative Utah Core Standards.

2019 - Utah Aspire Plus is administered for the first time.

2021 - Utah Aspire Plus is administered post-pandemic with participation rates that were significantly smaller than 2019.

2022, 2023, 2024 - Student participation rates continue to decline with rates as low as 81%.

2023, 2024 - LEA assessment representatives begin expressing concerns about the usefulness of the Utah Aspire Plus assessments in evaluating program effectiveness.

2023, 2024 - The Utah Assessment Accountability Policy Advisory Committee discusses concerns about student participation and usefulness of the Utah Aspire Plus Assessment.

2023 - The Utah Education Policy Center is selected to conduct a study of the Utah Aspire Plus assessment.

2024 - The Education Interim Committee includes the Utah Aspire Plus assessment on their August agenda. In this meeting an LEA leadership team shares their concerns regarding the Utah Aspire Plus assessment format (i.e., end of grade test vs. end of course assessment)

**4. What are the suggested legislative solutions? Include code references and suggested language where possible:**

Amend [53E-4-303](#) by amend the section as follows:

[53E-4-303](#). Utah standards assessments -- Administration -- Review committee.

- (1) As used in this section, "computer adaptive assessment" means an assessment that measures the range of a student's ability by adapting to the student's responses, selecting more difficult or less difficult questions based on the student's responses.
- (2) The state board shall:
  - (a) adopt a standards assessment that:
    - (i) measures a student's proficiency in:
      - (A) mathematics for students in each of grades 3 through 8-10;
      - (B) English language arts for students in each of grades 3 through 8-10;
      - (C) science for students in each of grades 4 through 8-10; and
      - (D) writing for students in at least grades 5 and 8; and
    - (ii) except for the writing measurement described in Subsection (2)(a)(i)(D), is a computer adaptive assessment; and
  - (b) ensure that an assessment described in Subsection (2)(a) is:
    - (i) a criterion referenced assessment;
    - (ii) administered online;
    - (iii) aligned with the core standards for Utah public schools; and
    - (iv) adaptable to competency-based education as defined in Section 53F-5-501.

AND

Amend [53E-4-304](#) by striking the section.

~~Effective 5/14/2019~~

~~53E-4-304. High school assessments:~~

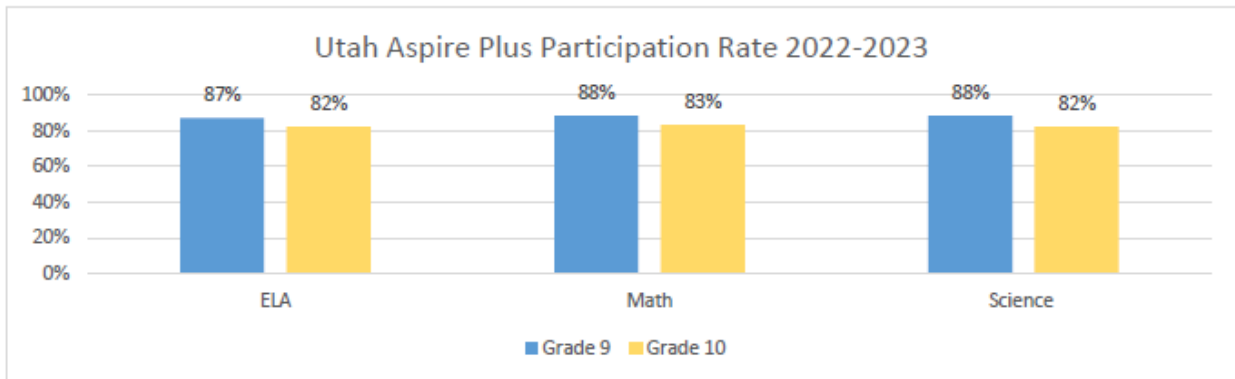
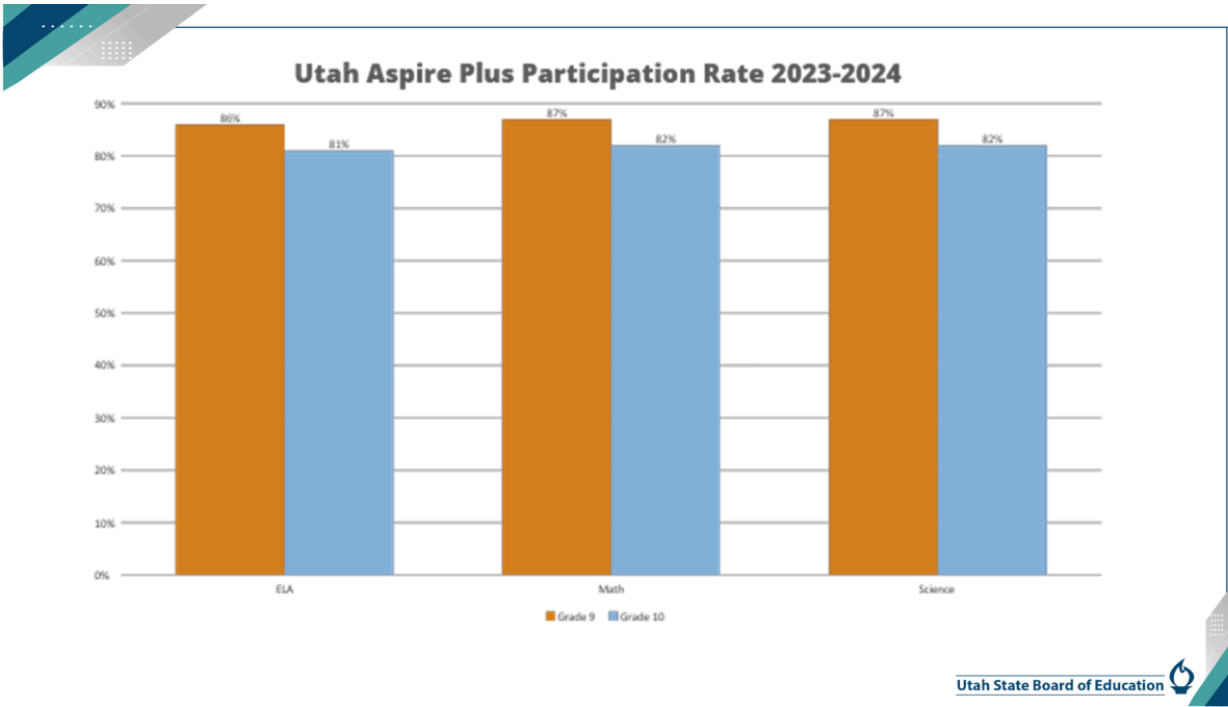
- ~~(1) The state board shall adopt a high school assessment that:~~
  - ~~(a) is predictive of a student's college readiness as measured by the college readiness assessment described in Section 53E-4-305; and~~
  - ~~(b) provides a growth score for a student from grade 9 to 10.~~

~~(2) — A school district or charter school shall annually administer the high school assessment adopted by the state board under Subsection (1) to all students in grades 9 and 10.~~

~~(3) — A teacher may use a student's score on the high school assessment adopted under Subsection (1) to improve the student's academic grade for or demonstrate the student's competency within a relevant course.~~

- 5. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc). Include whether this data is currently collected and available or whether new data will be collected:**

The Boards Assessment and Accountability Policy Advisory Committee has been discussing these concerns for several years. During a 2023 meeting, they recommended the Board conduct a study to better understand why participation rates have continued to decline. The Utah Education Policy Education Center was selected to conduct the study which will include parent, student, and educator interviews. The study is scheduled to be completed and shared in early January 2025. Below are the last two years participation rates for grade nine and ten.



## Agency: UTAH STATE BOARD OF EDUCATION

### Request Title: *School Childrens Trust Policy Request*

### Purpose Statement:

To clarify and identify the responsibilities and requirements assigned to the School Children’s Trust (State Board of Education) that have been added since the School LAND Trust Program was created in 2000.

### What is the nature of your request?

Select one:

- POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.
- FUNDING REQUEST – You are seeking new or additional financial resources to support a program/service for education.
- BOTH POLICY and FUNDING – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

Questions? Please contact:

Todd Call (Todd.Call@schools.utah.gov) for questions related to a funding request and  
Greg Connell (Greg.Connell@schools.utah.gov) for questions related to a policy request.

### Current Funding for FY 2025: *(Provide current year funding differentiating one-time and ongoing funding for the program.)*

FY 2025 Ongoing Funding = \$857,200

FY 2025 One-Time Funding = None

### Projected Results:

- Provide clarity about the role and responsibility of USB E for a locally driven program.
- Increase school and LEA compliance of requirements in Utah Code for the School LAND Trust Program.

**Rationale:** *(Describe in 1-2 bullet points the “why” behind your request. Why is this action necessary for K-12 education?)*

- The School Children's Trust (SCT) provides training for individuals and groups who have integral involvement in the program that are not identified in [53G-7-1206](#). Over the years, council responsibilities have been added without specific direction that the SCT must train these individuals and groups or conduct compliance reviews on those responsibilities. However, an internal audit directed the SCT to train these new entities and involve them in compliance reviews. It is difficult to administer the program as expected or assumed without additional references in the Code that support the SCT providing this training and conducting compliance reviews.
- The program's funding comes from trust funds generated by trust lands, a revenue stream intended to operate the trust efficiently and effectively. The funds to administer this part of the trust system should be adequate to implement the requirements consistent with the Code and rules, as is the case with other trust system entities.

### **If not funded/approved:**

The School Children’s Trust cannot implement the requirements in code and rule without some additional support.

### **USBE Lead Point of Contact:**

**Name:** Paula Plant

**Email Address:** paula.plant@schools.utah.gov

**Phone Number:** 801-538-7555 Office - 801-201-6681 Cell

**USBE Section:** School Children’s Trust

**Deputy Superintendent Name:** Scott Jones

**Email Address:** Scott.Jones@schools.utah.gov

**Phone Number:** 801-538-7615

### **POLICY REQUEST**

*This section only needs to be completed if you are making a policy request (creating or changing existing Utah Code language).*

1. **Section(s) of State Code to be addressed (if none, insert “N/A”):**

[53G-7-1206](#)

**2. Summarize the request, the specific problem it will solve, and how it will solve the problem.**

The request:

- Clarifies responsibilities of USBE and LEAs.
- Includes references to sections of code for which USBE has responsibility
- Identifies the need for additional support to efficiently and effectively carry out the responsibilities of USBE.

**3. Describe the history of the issues or concerns including relevant context and timelines:**

July 2018 - Legislation creating the Land Trusts Protection and Advocacy Office was created. Staff was eliminated leaving three full time FTEs. The rest of the funding went to the Advocacy Office.

Listed here are new requirements and other changes made since 2018 that require training and compliance monitoring.

July 2018

- 137 Charter Schools and 855 District Schools - FY2026 - 143 Charter Schools and 889 District Schools

2019

- New - Councils have a school safety requirement
- Grandparents may run for and serve on Charter Trust Land Councils
- Council school website postings increase to include a copy of the TSSA Plan

2020

- Councils may make recommendations to a school regarding School Breakfast
- Councils provide input to the principal on a Positive Behaviors Plan
- Expenditure options for councils are increased to include behavioral components of an academic goal. Limits for digital citizenship and safety components of academic goals.
- LEAs are required to provide an annual report of plan implementation before approving Upcoming School Plans.

2021

- Expenditure entry by business officials begins being entered through UPEFS instead of on the School LAND Trust website.

2022

- LEAs become responsible for the Council Signature Form with direction of when the signatures are collected, provided to the Board when Upcoming Plans are approved and saved.
- Changes to charter school funding for new schools
- Limits of spending for digital citizenship and safety components eliminated

2024

- Charter Business Officials become approving entities for Charter School Plans
- Charter Schools must have election procedures with specific directions

In addition to the changes identified in this timeline, additional responsibilities not included in [53G-7-1206](#) are:

- Training and compliance related to [53G-7-1203](#) School Community Council - Open Public Meetings
- Calculate and distribute the annual funding to schools of hundreds of millions of dollars through an increasingly complicated distribution formula.
- Administering the School LAND Trust website and providing training to principals who submit data in the plans and reports, charter business officials and local board administrators who complete the online review and approval.

These additional added responsibilities are not manageable with the current FTEs that are allotted to the School Children’s Trust. This request is seeking clarification of responsibilities and increased support to carry them out effectively.

**4. What are the suggested legislative solutions? Include code references and suggested language where possible:**

Provide clarity and update responsibilities and processes by amending [53G-7-1206](#) as follows:

(4)

(a)A council shall create a program to use the school’s allocation distributed under Section 53F-2-404 to implement a component of the school’s success plan, including:

- (i)the school’s identified most critical academic needs;
- (ii)a recommended ~~course of~~ action plan to meet the identified academic needs;
- (iii)a specific listing of any programs, practices, materials, or equipment that the school will need to implement ~~a component of the school’s success plan~~ the action plan to have a direct impact on the instruction of students and result in measurable increased student performance; and
- (iv)how each proposed expenditure in the action plan will be used to implement a component of the action plan ~~the school intends to spend the school’s allocation of funds under this section~~ to enhance or improve academic excellence at the school.

and

(8)

(a)The state board shall provide training to the entities described in Subsection (8)(b) on:



- (i) the School LAND Trust Program; and
- (ii) the responsibilities and formation of
  - (A) a school community council consistent with 53G-7-1202; or
  - (B) a charter trust land council consistent with 53G-7-1205; and.
- (iii) 53G-7-1203 School Community Council – Open Public meetings, as applicable.
- (b) The state board shall provide the training to:
  - (i) a local school board or a charter school governing board;
  - (ii) a district business administrator or a charter business official;
  - (iii) a school district or a charter school; and
  - (iv) a school community council.
- (9) The state board shall annually review each a school's compliance with applicable law, including rules adopted by the state board in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, by:
  - (a) reading each School LAND Trust plan submitted; and
  - (b) reviewing proposed expenditures to be made from School LAND Trust Program money; and.
  - (c) conducting an annual compliance review of an LEA using a sample of schools.
- (10) The state board shall calculate and initiate the annual School LAND Trust distribution to schools through the USBE finance system to each LEA as outlined in Section 53F-2-404.
- (11) The state board shall administer the School LAND Trust website to provide transparency and accountability to school communities and the public of School LAND Trust plans, reports, and expenditures of trust distributions.
- ~~(10 12)~~ The state board shall designate a staff member who administers the School LAND Trust Program:
  - ~~(a) to serve as a member of the Land Trusts Protection and Advocacy Committee created under Section 53D-2-202; and~~
  - ~~(b) who may coordinate with the Land Trusts Protection and Advocacy Office director, appointed under Section 53D-2-203, to attend meetings or events within the School and Institutional Trust System, as defined in Section 53D-2-102, that relate to the School LAND Trust Program.~~

<https://drive.google.com/file/d/1qZTW8i0R8mXKrHQe7wMP1QeSJpiZxwM8/view?usp=sharing>

- 5. Provide details, sources, research, and analysis to which forms evidence-basis for this request or the associated program (e.g, cost benefit analysis, program evaluation, results from pilot program, etc). Include whether this data is currently collected and available or whether new data will be collected:**

As explained in Question #2 and #3, clarification of responsibilities and increased support to carry them out effectively is what is requested. It will lead to increased support of and compliance by LEAs and schools. We can measure increased compliance once the additional support is in place.