

Date: June 6, 2025



Utah State Board of Education

*The meeting was conducted in a hybrid format via Zoom and in-person.*

**Members Present:** Chair Jennie Earl, Vice Chair Joann Brinton, Member Sarah Reale, Member LeAnn Wood, Member Emily Green (online)

**Committee Staff:** Leah Voorhies, Deputy Superintendent; Michelle Beus, A.A.G.; Jennifer Wadsworth, Policy Advisor; and Andrea Curtin, Secretary

**Others Present:** Jerry Record; Darin Nielsen; Amy Magruder; Meghan Everett; Julie Clark; Cathy Gray; Shauntelle Cota; Molly Basham; Bethany Marker; Krisanne Lewis; Benji Carrier; Robert Palmer; Max Lang; Megan Menlove; Russell Garrett; Sara Wiebke; Tanya Albornoz; Christine Elegante; Quinn Kellis; Stephanie Patton; Kevin John; Jodi Parker; Molly Hart, Superintendent; Michele Beck (public).

Chair Jennie Earl called the meeting to order at 8:33 a.m.

## **8.2 INFORMATION: Public Comment**

Michele Beck made comment in support of the two USEAP memos.

## **8.3 POSTPONED - ACTION: Child Sexual Abuse and Human Trafficking Instructional Materials Approval** - Postponed to a special session on June 24, 2025.

## **8.4 POSTPONED - ACTION: Child Sexual Abuse and Human Trafficking Minimum Guidelines updates** - Postponed to a special session on June 24, 2025.

## **8.5 ACTION: R277-606, Dropout Prevention and Recovery Program (Amendment)**

**Committee Discussion:** Staff shared a PowerPoint presentation, requested by the Committee, on dropout prevention and the proposed changes to R277-606. The changes are for two reasons. The first is that the current timeline for Dropout Prevention and Recovery Program reporting does not align with other similar reporting timelines. The timeline changes proposed in this draft would put these reports on the same timeline and streamline the reporting burden for LEAs.

The second is due to code changes made in HB 191, High School Credit Amendments, from the 2025 legislative session and to include new requirements related to LEAs using the packet method. Staff will present R277-606, Dropout Prevention and Recovery Program, Draft 1, for consideration and approval. Authorizing, and Implemented or Interpreted Law: [Art X, Sec 3](#); [53E-4-401\(4\)](#); [53G-9-802](#).

**Committee Action:** Member Brinton make a motion to strike the word “and plan” from lines 10,13, and 15 of the draft for consistency with rule language.

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Motion passed unanimously.

**Committee Action:** Member Brinton made a motion that the Committee approve Draft 1, as amended, and forward to the Board for final approval.

**MOTION FOR THE BOARD:** The Board approve R277-606, Dropout Prevention and Recovery Program, Draft 2, on second and final reading.

#### **8.6 ACTION: R277-616, Education for Homeless and Emancipated Students (Amendment & Continuation)**

**Committee Discussion:** This rule is up for the 5-Year review, expiration 9/4/25. Staff will present R277-616, Education for Homeless and Emancipated Students, Draft 1, for consideration and approval. Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53G-6-302\(6\)](#); [53G-6-303](#).

**Committee Action:** Member Brinton moved that the Committee continue and approve, R277-616, Education for Homeless and Emancipated Students, Draft 1 on first reading and forward to the Board for continuation and approval on second and final reading.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Board approve and continue R277-616, Education for Homeless and Emancipated Students, Draft 1, on second and final reading.

#### **8.7 ACTION: R277-623, School Climate Survey (Amendment)**

**Committee Discussion:** Staff are updating the rule to reflect changes from legislation from the 2024 session. The School Climate Survey is no longer required for all LEAs but USBE establishes timelines and requirements for those LEAs continuing to participate with the USBE provided survey. Staff will present R277-623, School Climate Survey, Draft 1, for consideration and approval. Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#); [53G-8-802\(2\)\(i\)](#).

**Committee Action:** Member Wood made a motion on line 33 to strike the word “classified” and replace it with “educational support personnel”.

Motion passed unanimously.

**Committee Action:** Member Wood made a motion to remove lines 57-58 to allow for greater flexibility in survey administration and avoid burdensome thresholds for participation rates.

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**Committee Action:** Member Brinton made an amendment to the motion to amend lines 57-58 to read, “with participation from at least 35% or 400 responses per survey group, whichever is fewer.”

Motion passed unanimously.

**Committee Action:** Member Brinton moved to add the words “remove or” before “include additional questions” on line 64.

Motion passed unanimously.

**Committee Action:** Member Wood moved to amend the draft to retain the language on line 80 as written to affirm a student’s ability to request a different survey administrator.

Motion passed unanimously.

**Committee Action:** Member Brinton moved the Committee approve R277-623, School Climate Survey, Draft 1, as amended, on first reading and forward to the Board on second and final reading.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Board approve R277-623, School Climate Survey, Draft 2 on second and final reading.

#### **8.8 ACTION: R277-921, Strengthening College and Career Readiness Program (Incorporated Document)**

**Committee Discussion:** Staff presented the incorporated document, "College and Career Readiness Certificate Program Standards" from R277-921, College and Career Readiness Certificate Program Standards, Draft 1, for consideration and approval. Authorizing, and Implemented or Interpreted Law: [Art X, Sec 3](#); [53E-3-401\(4\)](#); [53F-5-204](#).

**Committee Action:** Member Reale move to change the language in Component 1, Standard 4 to read:

“Standard 4: Utilize data to provide individual opportunities, support for achievement, and identify gaps in resources.”

Motion passed unanimously.

**Committee Action:** Member Reale moved to change the language in Component 1, Standard 10 to read:

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"Standard 10: Increase students' and parents' understanding of financial aid, [FAFSA application process](#), [Pell Grants](#), [Utah Promise Scholarships](#), [other scholarship opportunities](#), and [tools to navigate the college application process](#)."

Motion passed unanimously.

**Committee Action:** Member Reale moved to change the language in Component 2, Standards Overview to read:

"Standards for Component Two are intended to provide a comprehensive, systemic framework for school counselors to promote an [whole child]individualized approach to academic, career, ~~[multicultural/global]~~[citizenship](#), [character](#), and ~~[social/emotional]~~ health/wellness development for each student based on the ~~[Utah College and Career Readiness Program]~~ Utah K-12 Comprehensive School Counseling Program Model. This framework is driven by data collection and analysis to align school counseling program goals with school improvement goals to ensure student supports are deeply ingrained in the system and improve outcomes for students, not only academically but also for lifelong success."

Motion passed unanimously.

**Committee Action:** Member Reale to change the language in Component 2, Standard 6 to read:

"Standard 6: Disaggregate different types of data (e.g., [access](#), opportunity, ~~[attainment, and]~~ achievement, attendance, and behavior.) to identify and address barriers to student learning and growth."

Motion withdrawn

**Committee Action:** Member Reale moved to change the language in Component 2, Standard 8 to read:

"Standard 8: [Compare and contrast the differences between student populations to identify systemic barriers for students with less access to supportive resources and provide each student an opportunity to achieve their educational goals](#)."

Motion failed 2:3 with Members Earl, Brinton, and Green opposed.

**Committee Action:** Member Reale moved to change the language in Component 3, Standard 7 to read:

"Standard 7: [Using an individualized approach, support students from all backgrounds, including strategies for those with less access to resources for success, to provide opportunities for a student's career, educational development, and employment](#)."

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Motion failed 1:4 with Member Reale in favor.

**Committee Action:** Member Reale moved to change the language in Component 3, Standard 9 to read:

“Standard 9: Increase [local school and LEA](#) collaboration with ~~local~~ industry partners, [higher education](#), (e.g., [Technical Colleges](#), [Concurrent Enrollment](#), Career and Technical Education [CTE], work-based learning, apprenticeship etc.) to help students gain the knowledge and skills necessary to meet labor market [demands](#).”

Motion passed unanimously.

**Committee Action:** Member Earl moved to remove “social capital” and “global” from the introductory second paragraph and the introductory paragraph to component 2 and be replaced with “the skills necessary to participate in society”

Motion passed 4:1 with Member Reale opposed.

**Committee Action:** Member Reale moved the Committee approve R277-921 incorporated document “College and Career Readiness Certificate Program Standards”, Draft 1 as amended, on first reading and forward to the Board for approval on second and final reading.

**MOTION FOR THE BOARD:** The Board approve R277-921, incorporated document “College and Career Readiness Certificate Program Standards”, Draft 2, on second and final reading.

#### **8.9 ACTION: R277-921, Strengthening College and Career Readiness Program (Amendment & Continuation)**

**Committee Discussion:** This rule is up for the 5-Year review, expiration 9/4/25 Staff will present R277-921, Strengthening College and Career Readiness Program, Draft 1, for consideration and approval. Authorizing, and Implemented or Interpreted Law: [Art X, Sec 3](#); [53E-3-401\(4\)](#); [53F-5-204](#).

**Committee Action:** Member Wood move the Committee approve and continue R277-921, Strengthening College and Career Readiness Program, Draft 1, on first reading and forward to the Board for approval on second and final reading.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Board approve and continue R277-921, Strengthening College and Career Readiness Program, Draft 2, on second and final reading.

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**8.10 ACTION: Waiver to Initiate Targeted Standards Review Process for HB 281 Compliance**

**Committee Discussion:** The recent adoption of H.B. 281, Health Curriculum and Procedures Amendments, mandates changes to health standards, including a greater emphasis on abstinence, the incorporation of the "success sequence," and the prohibition of instruction on certain sensitive topics. These revisions are required by July 1, 2026. However, adhering to the established standards revision process would make meeting this legislative deadline impossible. Furthermore, the curriculum outlined in H.B. 281 has already undergone a public input process, meaning additional public comment would not alter these legislated requirements. A waiver from the established standards review process is necessary to meet the legislative deadline. We propose a targeted review process to achieve this.

**Committee Action:** Member Brinton moved the Committee approve the waiver to engage in targeted standards review process for Health Standards and forward to the full Board for approval.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Board approve the waiver to engage in a targeted standards review process for Health Standards.

**8.11 ACTION: Board Policy 3002 Core Standards Revision Process**

**Committee Discussion:** Legislation enacted in 2025, specifically H.B. 281, mandates specific health standards revisions by July 1, 2026. This truncated timeframe falls outside of our established Core Standards Revision Process. To meet such legislative requirements consistently and avoid the need for repeated waivers from established procedures, we propose adjusting Board Policy 3002. This adjustment would allow for the automatic triggering of a targeted standards review, limited in scope to address only legislative changes.

**Committee Action:** Member Reale moved the Committee Board Policy 3002, Draft 1, as amended; to include a targeted standards review process and forward to the full Board for approval.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Board approve Board Policy 3002, Core Standards Revision Process, Draft 2, which includes a targeted standards review process.

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**8.12 ACTION: USEAP Recommendation: Disability Awareness Toolkit**

**Committee Discussion:** The Utah Special Education Advisory Panel (USEAP) is an advisory committee to the Board created by Board policy and in R277-750 with membership from district and charter school special education programs, educator preparation programs, state agencies serving students with disabilities, and at least 51 percent parents of and individuals with disabilities. The USEAP meets quarterly to review data related to the LEA compliance with R277-750 and outcomes for students with disabilities. The USEAP has studied the issue of disability awareness this year and is bringing forth this recommendation memo for the Board's consideration.

**Committee Action:** Member Brinton moved the Committee accept the USEAP Recommendation Memo titled: "Disability Awareness Toolkit".

Motion passed unanimously.

**Committee Action:** Member Wood moved to direct staff to work with the Special Education team to determine capacity to implement the Disability Awareness Toolkit memo recommendations.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Board accept the USEAP Recommendation Memo titled, "Disability Awareness Toolkit".

**MOTION FOR THE BOARD:** The Board approve the staff recommendations for capacity to implement the Disability Awareness Toolkit memo recommendations.

**8.13 ACTION: USEAP Recommendation: Parent Empowerment**

**Committee Discussion:** The Utah Special Education Advisory Panel (USEAP) is an advisory committee to the Board created by Board policy and in R277-750 with membership from district and charter school special education programs, educator preparation programs, state agencies serving students with disabilities, and at least 51 percent parents of and individuals with disabilities. The USEAP meets quarterly to review data related to the LEA compliance with R277-750 and outcomes for students with disabilities. The USEAP has studied the issue of empowering parents to support their students with disabilities this year and is bringing forth this recommendation memo for the Board's consideration.

**Committee Action:** Member Brinton moved the Committee accept the USEAP Recommendation Memo titled: "Parent Empowerment" for consideration.



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Motion passed unanimously with Member Reale absent.

**Committee Action:** Member Wood moved to direct staff to work with the Special Education team to determine capacity to implement the Tools for Parent Empowerment recommendations one and two.

Motion passed unanimously.

**MOTION FOR THE BOARD:** The Board accept the USEAP Recommendation Memo titled, "Parent Empowerment".

**MOTION FOR THE BOARD:** The Board approve the staff recommendations for capacity to implement the Parent Empowerment memo recommendations one and two.

#### **8.14 ACTION: R277-705, Secondary School Completion and Diplomas (Amendment)**

**Committee Discussion:** Changes are needed to be in compliance with HB 191 from the 2025 legislative session and to include new requirements related to LEAs using the packet method.

Staff presented R277-705, Secondary School Completion and Diplomas, Draft 1, for consideration and approval. Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); [53E-3-501\(1\)\(b\)](#); [53E-3-401\(4\)](#).

**Committee Action:** Member Earl moved that R277-705, Secondary School Completion and Diplomas, agenda item be moved to the special Standards and Assessment Committee meeting being held on June 24, 2025.

Motion passed unanimously.

**MOTION FOR THE BOARD:** No motion for the Board at this time, postponed to the June 24, 2025 meeting.

#### **8.15 INFORMATION: SB 127 (2022) Early Literacy Outcomes Quarterly Update**

**Committee Discussion:** In the 2022 Legislative Session, Senate Bill 127 (2022) was passed led by the efforts of Senator Millner and Representative Last. USBE staff, Local Education Agency (LEA) leaders, principals, coaches, and teachers are working diligently to implement the many components of this comprehensive bill. This update will provide information about the work that has been completed between March 2025 - May 2025.

#### **Professional Learning Supports**



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**LETRS for Administrators**

- LETRS training is concluding. K-3 and SPED teachers employed before November 2022 must complete LETRS by July 2025.

**Collective Efficacy Community of Practice**

- Workshops and sessions were held for over 300 school leaders in multiple locations, along with virtual follow-ups and an online community for ongoing support.

**Change Management for Leaders**

- 650+ leaders improving literacy outcomes with MGT
- Cohort 1: 60 leaders completed
- Cohort 2: 300 currently participating
- Cohort 3: 300+ starting Feb 2025
- Final cohort: Feb 2026
- [Change Management Video](#)

**From Science to Classroom Webinar Series**

- The final 2024-25 "From the Science to the Classroom" webinar concluded in April, with each of the six webinars reaching about 300 educators live or via recording. Five are available on YouTube: [Webinar Series](#).

**System Supports****Science of Reading Award**

- 14 Teachers
- 3 Principals
- 4 Coaches
- Many of these awards will be given in May.
- [2025 Science of Reading Winners](#)

**Kids Read Now Program**

- 91 LEAs have onboarded and are participating this year, 242 title 1 schools are working with their K-3 students to select books to be delivered over the summer.

**Community Engagement Cohorts**

- Second Regional Literacy Night hosted at Hurricane Elementary on 5/6, 5-6:30 PM. MGT Podcast Highlight the USBE SORCE project. Cohort 3 recruitment is ongoing. Currently there are 28 participants from 21 schools.

**MOTION FOR THE BOARD:** Information item, no motion for the Board.**8.16 INFORMATION: Attendance Audit Report Discussion**

**Committee Discussion:** During its May 1, 2025 meeting, the Board took action to release the [Attendance Internal Audit Report](#) and also moved to direct staff to provide the report to all legislators. In accordance with Board Policy 2006, Board Leadership then assigned the report to the Standards and Assessment Committee, a standing committee of the board, for further consideration.

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The Audit considered the laws, data, and other factors impacting student attendance at a public education entity and/or participation in alternative education options; the report also includes various shareholder perspectives. The report layout is as follows:

- I. The Public Education System
- II. Student Participation in Education, including Student Enrollment and Student Attendance
- III. Reasons for the Current Conditions of the System and Student Participation
- IV. Why it Matters
- V. Recommendations

Recommendations are based on the Reasons for the Current Conditions, recognize work in this area currently in-process, and identify suggestions in the following areas:

A. Policy

"The Board should prioritize a comprehensive review of R277-419 to address the terminology, policy, and other items identified throughout the report that indicate misalignment, mixed messaging and incentivizing behavior that does not support objectives related to attendance. Additionally, the Board, conferring with the Legislature, should deliberate if attendance-based allocation of taxpayer funds for public education is prudent given the evolution of public education to include concepts like competency-based education that challenge the need for attendance to achieve stated objectives."

B. Personnel

"The USBE should prioritize building competencies in positions (existing or new) related to student participation to ensure comprehensive and aligned understanding, rulemaking, and system development to support achievement of objectives. LEA governing boards and administration should also review state law related to student enrollment, attendance and membership and revise policies and procedures, as well as evaluate data systems, to ensure compliance."

C. Data and Funding

"The Board and USBE staff should evaluate the data needed to support compliance with provisions in state law and design and implement information systems to support data collection needs. Additionally, USBE should increase the monitoring of LEA student participation related data to ensure 1) methodologies and processes employed by LEAs are consistent, comparable, reliable and valid, and 2) allocation of taxpayer funds based on membership is accurate."

D. Accountability and Parent Involvement

"Accountability at all levels should be strengthened, including use and enforcement of existing state law related to compulsory education. This may require new performance metrics that track use of tools in law related to attendance notifications, suspensions, and expulsions, as well as considering attendance correlations based on use of those tools. LEAs may also need to reevaluate programs and policies intended to increase flexibility that potentially reduce accountability. Given the significance of parental involvement to success in education—in theory, practice, and as indicated by survey responses from 75% of educators—LEAs should address barriers to attendance, including those that parents identified in survey responses."

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**MOTION FOR THE BOARD:** Information item, no motion for the Board. However, the following recommendations for the Board to consider were discussed for future action.

1. Direct staff to look at R277-419.
2. Develop a working group to discuss this audit and future action.
3. Provide a toolkit or other resources for LEAs.
4. SIS with more accurate data.

**Adjournment:**

**Committee Action:** Board Member Reale made a motion to adjourn the meeting.

The motion passes unanimously.

The meeting adjourned at 12:00 p.m.