



Meeting Minutes

Utah State Board of Education

A regular meeting of the Utah State Board of Education was held on June 5, 2025. Chair Hymas presided. As authorized by Utah Code Section 52-4, this meeting was held at the state board offices, located at 250 E. 500 S, Salt Lake City, Utah. The public can view the discussion through live [YouTube](#) streaming.

Members Present

Board Chair Matt Hymas,

First Vice-Chair Vacant

Second Vice-Chair LeAnn Wood

Member Christina Boggess

Member Amanda Bollinger

Member Randy Boothe

Member Joann Brinton

Member Jennie Earl

Member Sarah Reale

Member Rod Hall

Member Cole Kelley

Member Joseph Kerry

Member Carol Lear

Member Cindy Davis

Member Absent

Member Emily Green

(from 9:00 to 11:18 PM)

Member Online

Member Emily Green at 11:18 PM

Executive Staff Present

Sydney Dickson, State Superintendent

Molly Hart, New State Superintendent

Scott Jones, Deputy Superintendent

Elisse Newey, Deputy Superintendent

Leah Voorhies, Interim Deputy Superintendent

Minutes were taken by:

Cybil Prideaux, Executive Assistant

Opening Business

Chair Hymas called the meeting to order at 9:03 AM.

Board Member Message

Member Matt Hymas shared the June message.

Employee Recognition

Superintendent Dickson introduced the Employee of the Month, Melissa Harrington.

Education Highlight

Do The Write Thing (DtWT)

Sponsored by the Utah State Board of Education and the National Campaign to Stop Violence, the Do the Write Thing Challenge offers seventh- and eighth-grade students an opportunity to examine the impact of youth violence on their lives and to communicate in writing what they think should be done to prevent this type of violence. The Challenge emphasizes personal responsibility by encouraging students to commit to take positive steps to change the problem. Ultimately, the program strives to help students break the cycle of violence in their homes, schools, and neighborhoods.

Leo Crahuaricra, Sand Ridge Junior High - National Runner-Up

Jaden Cuartelon, Sand Ridge Junior High - National Runner-Up

Miriam Jensen, Roy Junior High - National Runner-Up

Abigail Owens, Fort Herriman Middle School - National Ambassador for Peace

Superintendent Report

Superintendent Report

Superintendent Dickson introduced the Employee of the Month, Melissa Harrington. For her last month as the State Superintendent, she shared the joys and highlights of her tenure. Some of the highlights of the USBE-Driven and Supported Initiatives were the following:

- Digital Teaching and Learning
- Dual Language Immersion
- Beverley Taylor Sorenson Arts
- Multi-Tiered Systems of Support Revamped Licensure
- Personalized Competency-Based Education
- Portrait of a Graduate
- Optional Full-Day Kindergarten
- Effective Instructional Coaching
- Inclusionary Practices for Students with Disabilities
- Utah Teacher Fellows
- STEM Action Center
- CTE Pathways
- Artificial Intelligence Oversight
- Early Literacy Initiative

She also highlighted that she had the fantastic opportunity to work with 87 board members during her time working at the State Board of Education.

She ended her report with appreciation for Utah education, “Over the past 17 years, the world swirling around public education has gone through many changes. Through every challenge, breakthrough, step forward and backward, one thing has never wavered: our commitment to students has remained at the heart of our work. When we lead with purpose and act with love, we change lives.”

Acknowledgement of Student Artwork

2025 USBE Sorenson Legacy Awards Winners for Excellence in Arts Education

Elementary Dance Instruction:

Courtini Giles
Washington County School District

Elementary Music Instruction:

Kayla Spurlock
Provo City School District

Elementary Drama Instruction:

Lisa Noyes
Granite School District

Elementary Visual Arts Instruction:

Rachel Henderson Jordan School District

Secondary Music Instruction:

Joshua Miller
Granite School District

Secondary Visual Arts Instruction:

Marjory Anderson Alpine School District

Elementary Arts Integration:

Laura Brockbank
Nebo School District

Exemplary Arts Education Administration:

Dr. Laura Reina
Edith Bowen Laboratory School

Lifetime Achievement in Arts Education:

Leslie Timmons
Professor Emeritus, USU

Oath of Office

The Utah Lieutenant Governor administered the Oath of Office for the new State Superintendent of Public Instruction, Dr. Molly L. Hart.

Public Comment for USBE

The Board heard from Corey Fairholm and Lindsay Henderson.

- The public may sign up to share public comments at publiccomment@schools.utah.gov.
- The public may send written public comments to the Board at board@schools.utah.gov
- Public comments are limited to 2 minutes per person.
- A comment can express support or dissent for regulatory action.
- Individuals should refrain from using public comments to complain about personnel issues or attack or defame another individual.
- Speakers making a highly detailed or complex comment should also consider providing a written outline of their words to the Board.
- Please remember that children may hear your comments. Be thoughtful and professional.
- Keep your comments appropriate for a general audience. If you have material with explicit language or content, submit such material in writing to the Board at board@schools.utah.gov

Finance Committee Report/Recommendations - (Items duplicated from the May 2, 2025, meeting)

ACTION: R277-632, Funding for At-Risk Students and Students Learning English (New)

MOTION was made by Member Davis that the Board approve R277-632, Funding for At-Risk Students and Students Learning English, Draft 2, on second and final reading.

SUBSTITUTE MOTION was made by Member Davis and seconded by Member Boothe that the Board approve R277-632, Funding for At-Risk Students and Students Learning English, Draft 3, on second and final reading.

The motion carried.

12 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 ABSTAINED: Member Boggess.

1 ABSENT: Member Green.

ACTION: R277-480, Charter School Revolving Account (Amendment)

MOTION was made by Member Davis that the Board approve R277-480, Charter School Revolving Account, Draft 1, on second and final reading.

The motion passed unanimously.

13 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

1 ABSENT: Member Green.

ACTION: Home Address vs GEO-code Location of the State Board for the San Juan and Tooele School Districts

MOTION was made by Member Davis that the Board endorse the specific recommendations to establish a variance that permits these districts to continue to code these border students as Utah residents.

The motion passed unanimously.

12 IN FAVOR: Members Lear, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

2 ABSENT: Members Reale and Green.

ACTION: Requests for Funding and/or Budget Recommendations in Accordance with the Budgetary Procedures Act

MOTION was made by Member Davis that the Board direct staff to prepare funding requests for:

1. Critical FTE needs
 - a. Superintendency
 - b. Internal Audit
 - c. UPPAC
2. Data capabilities and information systems
3. Educator Preparation hours
4. The Beverley Taylor Sorenson Arts Program

The motion passed unanimously.

13 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

1 ABSENT: Member Green.

Law and Licensing Committee Report/Recommendations - (Items duplicated from the May 2, 2025, meeting)

ACTION: Canyon Grove Academy Waiver Request (New)

MOTION was made by Member Kerry that the Board approve Canyon Grove Academy's request for a waiver from Utah Admin. Code R277-552-5(5).

The motion carried.

12 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boggess, Boothe, Earl, and Hall.

2 ABSENT: Members Davis and Green.

ACTION: Valley Academy Charter Waiver Request (New)

MOTION was made by Member Kerry that the Board approve Valley Academy Charter's request for a waiver from Utah Admin. Code R277-552-6.

The motion carried.

12 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boggess, Boothe, Earl, and Hall.

2 ABSENT: Members Davis and Green.

Member Emily Green joined the meeting online.

ACTION: Data Sharing Agreement with Liz Bernfeld (USBE250070RA)

MOTION was made by Member Kerry that the Board approve the data sharing agreement with Liz Bernfeld (USBE250070RA).

The motion carried.

11 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Green, Hymas, Wood, Kelley, Boothe, Earl, and Hall.

2 OPPOSED: Members Brinton and Boggess.

1 ABSENT: Member Davis.

ACTION: R277-609, Standards for LEA Discipline Plans and Emergency Safety Interventions (Incorporated Document)

MOTION was made by Member Kerry that the Board approve R277-609, incorporated by reference document, Least Restricted Behavioral Interventions (LRBI) Technical Assistance Manual, Draft 3, on second and final reading.

MOTION TO AMEND was made by Member Boggess and seconded by Member Green that the Board approve the changes to Draft 3, as cited in Member Boggess's supplementary revisions, available on CivicClerk, titled LRBI changes.Boggess May 2025 final - Google Docs.

Proposed changes to Draft 3 of the LRBI

Page	Current Language	Proposed language
7	Students are responsible for engaging in their learning, following school norms, expectations, getting along with other students and teachers, and developing functional skills for adulthood.	Students are responsible for engaging in their learning, following school norms, expectations, getting along with other students and teachers, and developing functional skills for adulthood.
14	Heading change: Punishment	Punishment/Consequence Punishment/Co n sequence
14	The term punishment refers to something that is added or taken away after a behavior occurs that decreases the likelihood of that behavior occurring again in the future.	The use of the word “consequence” can be both positive and negative, and follow different choices students make accordingly. Most often, it refers to something that is added or taken away after a behavior occurs that decreases the likelihood of that behavior occurring again in the future .

15	<p>Punishment may feel like the fastest way to stop a student from engaging in a problem behavior. However, punishment cannot teach new behavior, thus not leading to positive long-term behavioral change. It's vital for all adults engaged in supporting students to understand that the effects of punishment are short-lived. If students are not taught the appropriate behaviors to use instead, and if those appropriate behaviors are not reinforced, student behavior will not improve over the long term.</p>	<p>Punishment may feel like the fastest way to stop a student from engaging in a problem behavior. However, punishment cannot teach new behavior, thus not leading to positive long-term behavioral change. It's vital for all adults engaged in supporting students to understand that the effects of punishment are short-lived. If students are not taught the appropriate behaviors to use instead, and if those appropriate behaviors are not reinforced, student behavior will not improve over the long term.</p> <p><i>The term “punishment” should be avoided outside of theoretical discussions. The word “consequence” more positively describes effective actions taken by staff to help shape student behavior. In addition, the use of “consequence” with students helps them understand that they have control over outcomes, rather than feeling that penalties are being imposed upon</i></p>
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		<p>them.</p> <p>The term “punishment” should be avoided outside of theoretical discussions. The word “consequence” more positively describes effective actions taken by staff to help shape student behavior. In addition, the use of “consequence” with students helps them understand that they have control over outcomes, rather than feeling that penalties are being imposed upon them.</p>
15	<p>Heading change:</p> <p>Coercion Cycle</p>	<p>Avoiding Power Struggles</p>
15-18	Coercion Cycle	<p>Replace the term Coercion Cycle with Power Struggle throughout the pages</p> <p>Replace the term Coercion Cycle with Power Struggle throughout the pages</p>

31	<p>The MTSS model includes three tiers of support. Tier 1 (Universal) encompasses all the evidence-based learning supports provided to all students, such as high-quality instruction and classroom management practices. Tier 2 (Targeted) involves additional support for students who are not fully successful with the support in Tier 1, and often involves small group instruction. Tier 3 (Intensive/Individualized) includes individually designed supports developed for the needs of an individual student who requires more support than Tier 2 interventions provide. Tier 1 strategies should be implemented consistently prior to addressing practices for Tiers 2 or 3.</p> <p>Tier 2 and 3 supports are provided in addition to—not instead of—Tier 1 instruction, and do not necessarily equate to special education services. School MTSS teams meet regularly to review student</p>	<p>Rework - “more positive” and “strength-based”</p> <p>The MTSS model includes three tiers of support. Tier 1 (Universal) encompasses <u>all the</u> evidence-based learning supports provided to all students, <u>including: such as</u> including:</p> <ul style="list-style-type: none"> ● high-quality instruction, <u>and</u> ● classroom management practices, <u>and</u> ● <u>providing a classroom environment that is clean, organized and conducive to learning</u>, and ● <u>providing a classroom environment that is clean, organized and conducive to learning</u>. ● Tier 2 (Targeted) involves additional support for students who <u>have not</u> <u>are not</u>
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	<p>data and determine when a student needs to access a higher tier of support (in addition to Tier 1).</p>	<p>fully have not adequately responded successfully adequately responded to with to the supports provided provided in Tier 1, and often includes: volves includes:</p> <ul style="list-style-type: none">• small group instruction,• explicit instruction,• increased opportunities for practice, and• check-in/check-out systems,• explicit instruction,• increased opportunities for practice, and• check-in/check-out systems. <p>Tier 3 (Intensive/Individualized) includes individually designed supports developed for a the needs of an individual a student who requires more support than Tier 2 interventions provide. Examples include:</p> <ul style="list-style-type: none">• schedule changes,
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		<ul style="list-style-type: none">• <u>wrap-around services, and mental health</u>• supports. Examples include:<ul style="list-style-type: none">• schedule changes,• wrap-around services, and• assistive technology. <p>Tier 1 strategies should be implemented consistently prior to addressing practices for Tiers 2 or 3. Tier 2 and 3 supports are provided in addition to—not instead of—Tier 1 instruction, and do not necessarily equate to special education services.</p> <p>School MTSS teams meet regularly to review student data and determine when a student needs to access a higher tier of support (in addition to Tier 1).</p>
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57-58	<p>The design of a classroom can significantly influence the behavior of students and adults in the space. Well-designed classrooms are intentionally designed to promote focus and participation in learning activities, facilitate smooth transitions between activities and movement through the space, support academic learning and</p>	<p>The design of a classroom can significantly influence the behavior of students and adults in the space. Well-designed classrooms are intentionally designed to promote focus and participation in learning activities, <i>support the sensory needs of students,</i> <i>support the sensory needs of students,</i> facilitate smooth transitions</p>
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	<p>build a sense of community in the classroom.</p> <p>Managing the Physical Space</p> <ul style="list-style-type: none"> • Furniture and classroom areas are arranged to create a smooth flow of traffic for everyone in the classroom • Expectations for classroom areas (e.g., art area, homework center, calming corner) are planned and defined • Student areas and materials are equally accessible for all, including students with mobility devices, service dogs, or other accommodations • The teacher can see and move around the entire classroom easily, allowing for visual and proximity-based supervision and behavior support • Classroom bulletin boards and other visual elements are easy for students to see, support academic content 	<p>between activities and movement through the space, support academic learning and build a sense of community in the classroom. Students learn best in environments that are clean, organized, and clutter-free. Students learn best in environments that are clean, organized, and clutter-free.</p> <p>Managing the Physical Space</p> <ul style="list-style-type: none"> • Furniture and classroom areas are arranged to create a smooth flow of traffic for everyone in the classroom • Expectations for classroom areas (e.g., art area, homework center, calming corner) are planned and defined • Student areas and materials are equally accessible for all, including students with mobility devices, service dogs, or other accommodations • The teacher can see and move around the entire classroom easily, allowing for visual and
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	<p>within the curriculum and may reflect student contributions, interests, communities, and cultures</p> <ul style="list-style-type: none">• Clutter and distraction are minimized in all areas of the classroom, including bulletin boards, surfaces, floors/corners, and storage• Students have a regular place to store belongings and materials when not in use• Some spaces in the classroom allow for quiet activities• The classroom has a designated break space in the classroom (away from busy/loud areas of the room) where any student can take a brief break as needed	<p>proximity-based supervision and behavior support</p> <ul style="list-style-type: none">• Classroom bulletin boards and other visual elements are easy for students to see, support academic content within the curriculum and may reflect student contributions, interests, communities, and cultures• Clutter and distraction are minimized in all areas of the classroom, including bulletin boards, surfaces, floors/corners, and storage• Students have a regular place to store belongings and materials when not in use• Some spaces in the classroom allow for quiet activities• The classroom has a designated
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		break space in the classroom (away from busy/loud areas of the room) where any student can take a brief break as needed
39	Heading change: Trauma-Informed Practices and the Impact of Childhood Experiences	Mitigating the Impact of Traumatic Childhood Experiences The Effects of Childhood Experiences

39

“Trauma,” defined as deeply distressing experiences with lasting negative impacts on a person’s physical, emotional, and psychological well-being, often stems from one or multiple life-threatening events that overwhelm coping abilities. Trauma, and/or adverse experiences that happen in childhood, may lead to learning and behavioral challenges, and therefore, “trauma-informed practices” in schools aim to create a safe, positive, and supportive school environment for all students. These practices recognize how trauma can impact learning, and implement strategies to counteract the effects of trauma and promote resilience, safety, and connection.

It is important to note that not all students have experienced trauma. Trauma responses are subjective and deeply influenced by an individual’s perception, interpretation, and beliefs about an event or series of events. What one student perceives as trauma may not cause the same reaction or distress in another. In addition, while some students with trauma exposure may display difficulties with learning

~~Educators play a crucial role in shaping protective factors and positive childhood experiences. There are significant benefits of incorporating protective factors and/or positive childhood experiences for all students. These experiences cultivate connection, positive self image and self-worth, and healthy coping skills for stress. By fostering positive experiences, educators can cumulatively improve lifelong mental health outcomes, and help children build resilience and grow into thriving, healthy adults.~~

~~Educators should avoid labeling typical childhood experiences that may pose challenges or difficulties as “trauma”. Educators play a crucial role in shaping protective factors and positive childhood experiences. There are significant benefits of incorporating protective factors and/or positive childhood experiences for all students. These experiences~~

and behavior which require higher levels of support, not all trauma exposure leads to difficulty in functioning. The presence of protective factors and/or positive childhood experiences can drive healthy development, mitigate the effects of trauma, and foster student success,

cultivate connection, positive self-image and self-worth, and healthy coping skills for stress. By fostering positive experiences, educators can cumulatively improve lifelong mental health outcomes, and help children build

<p>despite the presence of challenges and adversity.</p> <p>Educators play a crucial role in shaping protective factors and positive childhood experiences. The benefits of incorporating protective factors and/or positive childhood experiences are not limited to students who have experienced trauma. These experiences cultivate connection, positive self-image, self-worth, and healthy coping skills for stress. By fostering positive experiences, educators can improve lifelong mental health outcomes, help children build resilience, and grow into thriving, healthy adults.</p> <p>Traumatic stress indicators are complex and varied. There is no single indicator or behavior that conclusively demonstrates that a student has experienced traumatic stress. In addition, school dynamics can add to a trauma response or trigger past trauma. Since identifying trauma exposure is challenging, it is crucial to provide a safe, supportive environment for all students.</p> <p>Strategies to accomplish this include:</p>	<p>resilience and grow into thriving, healthy adults.</p> <p>Educators should avoid labeling typical childhood experiences that may pose challenges or difficulties as “trauma”.</p> <p>“Trauma,” is is defined as deeply distressing experiences with lasting negative impacts on a person’s physical, emotional, and psychological well-being, and often stems from one or multiple life-threatening events that overwhelm coping abilities.</p> <p>Examples of traumatic experiences may include, but are not limited to: experiencing neglect of basic needs; physical or sexual abuse; witnessing violence, serious accidents, or death; natural disasters; being a victim of a serious crime, or sudden loss or unexpected death of a parent or other close family member. Inherent characteristics are not traumatic. Examples of traumatic experiences may include, but are not limited to: experiencing neglect of</p>
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	<ul style="list-style-type: none"> • ensuring positive adult connections • individually welcoming each student • highlighting student strengths • providing authentic praise • offering choices for success • empathetic listening without dismissing feelings or concerns. <p>Educators can also enhance protective experiences by:</p> <ul style="list-style-type: none"> • fostering supportive relationships • setting high academic expectations • offering meaningful opportunities 	<p>basic needs; physical or sexual abuse; witnessing violence, serious accidents, or death; natural disasters; being a victim of a serious crime, or sudden loss or unexpected death of a parent or other close family member.</p> <p>Immutable characteristics are not traumatic.</p> <p>Trauma, and/or adverse experiences that happen in childhood, may lead to learning and behavioral challenges, and therefore “trauma-informed practices” in schools aim to create a safe, positive, and supportive school environment for all students. These practices recognize how trauma can impact learning, and implement strategies to</p>
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	<p>for participation and contribution.</p> <p>Positive, evidence-based behavior support and discipline are essential for effectively working with students impacted by trauma. It is also important to provide referrals for students to work with counselors, social workers, or psychologists, who are trained and experienced in trauma, when needed.</p>	<p>counteract the effect of trauma and promote resilience, safety, and connection.</p> <p>It is important to note that not all students have experienced trauma. Trauma responses are subjective and deeply influenced by an individual's perception, interpretation, and beliefs about an event or series of events. What one student perceives as trauma may not cause the same reaction or distress in another. In addition, while some students exposed to trauma may display difficulties with learning and behavior which require higher levels of support, not all trauma exposure leads to difficulty in functioning. The presence of protective factors and/or positive childhood experiences can drive healthy development, mitigate the effects of trauma, and foster student success, despite the presence of challenges and adversity.</p>
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Educators play a crucial role in shaping protective factors and positive childhood experiences. The benefits of incorporating protective factors and/or positive childhood experiences are not limited to students who have experienced trauma. These experiences cultivate connection, positive self-image, self-worth, and healthy coping skills for stress. By fostering positive experiences, educators can improve lifelong mental health outcomes, help children build resilience, and grow into thriving, healthy adults.¶

Traumatic stress indicators are complex and varied. There is no single indicator or behavior that conclusively demonstrates that a student has experienced traumatic

stress. In addition, school dynamics can add to a trauma response or trigger past trauma. Since identifying trauma exposure is challenging, it is crucial to provide a safe, supportive environment for all students.

~~The benefits of incorporating activities to build protective factors and/or help students to have positive childhood experiences in schools are not limited to students that have experienced trauma.~~ The benefits of incorporating activities to build protective factors and/or help students to have positive childhood experiences in schools are not limited to students that have experienced trauma.

Strategies to accomplish this include:

- ensuring positive adult connections
- individually welcoming each student
- highlighting student strengths
- providing authentic praise

		<ul style="list-style-type: none">● offering choices for success● empathetic listening without dismissing feelings or concerns. <p>Educators can also enhance protective experiences by:</p> <ul style="list-style-type: none">● fostering supportive relationships● setting high academic expectations● offering meaningful opportunities for participation and contribution. <p>Positive, evidence-based behavior support and discipline are essential for effectively working with students impacted by trauma. It is also important to provide referrals for students to work with counselors, social workers, or psychologists, who are trained and experienced in trauma, when needed.</p>
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83	<p>In Step 1, the team works together to identify the problem behavior so it can be measured. Many students with behavior support needs may engage in multiple undesired behaviors, so it's important that team members reach a consensus about which behavior to focus on. Teams should prioritize behaviors that, if changed, would result in a positive difference in the student's quality of life and educational/social environment. Teams are advised not to prioritize behaviors that are of concern primarily due to staff convenience, individual pet peeves, or expressions of the student's disability that do not present a safety risk.</p>	<p>In Step 1, the team works together to identify the problem behavior so it can be measured. Many students with behavior support needs may engage in multiple undesired behaviors, so it's important that team members reach a consensus about which behavior to focus on. The term "problem behavior" is purposefully used throughout this document to emphasize that not all "behaviors" interfere with learning or disrupt the learning of others. The term "problem behavior" is purposefully used throughout this document to emphasize that not all "behaviors" interfere with learning or disrupt the learning of others. Teams should prioritize behaviors that, if changed, would result in a positive difference in the student's quality of life and educational/social environment. Teams are advised not to prioritize behaviors that are of concern primarily due to staff convenience, individual pet peeves, or expressions of the student's disability that do not disrupt learning or present a safety risk.</p>

95	<p>TEAM CONSIDERATIONS FOR TIER 1</p> <ul style="list-style-type: none">• Address overall classroom management practices first when multiple students within a classroom are misbehaving• Evaluate how skills are taught and reinforced, including how to improve strategies used to engage and motivate students• Design classroom management plans intentionally to reflect teaching style and students' needs• Teach students to take responsibility for their learning and behaviors	<p>TEAM CONSIDERATIONS FOR TIER 1</p> <ul style="list-style-type: none">• Address overall classroom management practices first when multiple students in the classroom misbehave are misbehaving misbehave• Evaluate how skills are taught and reinforced, including improving how to improve improving strategies used to engage and motivate students• Intentionally design classroom management plans intentionally to reflect teaching style and students' needs
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	<ul style="list-style-type: none">● Ensure the primary adult support is from the classroom teacher● Ensure interventions are easy for the teacher to use and require minimal paperwork● Provide training to teachers on effective classroom management implementation● Use Tier 1 interventions prior to more time-intensive Tier 2 or Tier 3 interventions● Use Tier 1 interventions school-wide and/or class-wide	<ul style="list-style-type: none">● Teach students to take responsibility for their learning and behaviors● Ensure the primary adult support is from the classroom teacher● Ensure interventions are easy for the teacher to use and require minimal paperwork● Provide training to teachers on effective classroom management implementation● <u>Ensure the classroom environment is clean, organized, and conducive to learning</u>● <u>Ensure the classroom environment is clean, organized, and conducive to learning</u>● Use Tier 1 interventions prior to more time-intensive Tier 2 or Tier 3 interventions● Use Tier 1 interventions school-wide and/or class-wide
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206	<p>Both the IDEA and Section 504 require LEAs to continually seek out, identify, and evaluate children with disabilities living within the LEA's boundaries.</p>	<p>Both the IDEA and Section 504 require LEAs to continually <u>seek out</u>, identify, <u>locate</u>, <u>locate</u>, and evaluate children with disabilities living within the LEA's boundaries.</p>
209- 210	<p>To write an impact statement that addresses a student's behavior support needs, the team should consider questions like the following:</p> <ul style="list-style-type: none"> ● What is the expected behavior and how does the student's behavior differ? ● How does the problem behavior interfere with the student's performance in the general education curriculum and/or setting? ● Does the problem behavior appear to be used by the student as a form 	<p>To write an impact statement that addresses a student's behavior support needs, the team should consider questions like the following:</p> <ul style="list-style-type: none"> ● What is the expected behavior and how does the student's behavior differ? ● How does the problem behavior interfere with the student's performance in the general education curriculum and/or setting? ● Does the problem behavior appear to be used by the student as a form

	<p>of communication? If so, how does the student's need for functional communication interfere with their performance in the general education curriculum and/or setting?</p> <ul style="list-style-type: none">• Does the problem behavior negatively affect the student's learning and/or the learning of other students, and if so, how?• Does the problem behavior negatively affect the student's relationships with peers, and if so, how?• Does the problem behavior pose a safety risk to the student and/or others, and if so, how?• Does the problem behavior interfere with the student's ability to achieve their goals for post-secondary transition, and if so, how?	<p>of communication? If so, how does the student's need for functional communication interfere with their performance in the general education curriculum and/or setting?</p> <ul style="list-style-type: none">• Does the problem behavior negatively affect the student's learning and/or the learning of other students, and if so, how?• Does the problem behavior negatively affect the student's relationships with peers, and if so, how?• Does the problem behavior pose a safety risk to the student and/or others, and if so, how?• Does the problem behavior interfere with the student's ability to achieve their goals for post-secondary transition, and if so, how?• How do factors in the student's environment affect the problem behavior?
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		<ul style="list-style-type: none">• How do factors in the student's environment affect the problem behavior?
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Placement involves the instruction the student with a disability will receive in general education settings, the instruction the student will receive in other educational settings, the proximity the student has to same age/grade peers, and any other individualized services and supports necessary to meet the student's needs. A student's placement must reflect the student's LRE and can only be determined *after* the team has determined the student's needs, goals and services.

Placement decisions for students served under the IDEA or Section 504 cannot be made by individuals. They can only be

Placement involves the instruction the student with a disability will receive in general education settings, the instruction the student will receive in other educational settings, the proximity the student has to same- - age/grade peers, and any other individualized services and supports necessary to meet the student's needs. A student's placement must reflect the student's LRE and can only be determined *after* the team has determined the student's needs, goals and services.

~~Decisions related to LRE are individualized and should ensure that the student is educated with their non-disabled peers to~~

	<p>made by IEP <i>teams</i> or Section 504 <i>teams</i> respectively.</p>	<p><i>the “maximum extent appropriate”.</i> Decisions related to LRE are individualized and should ensure that the student is educated with their non-disabled peers to the “maximum extent appropriate”.</p> <p>Among other things, IEP teams should consider the effects of specific environments when making placement decisions. Placement decisions for students served under the IDEA or Section 504 cannot be made by individuals. They can only be made by IEP <i>teams</i> or Section 504 <i>team504 committees</i> respectively.</p>
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<p>For the student with a disability who has behavior support needs, the IEP or Section 504 team must take care to consider the student's LRE before determining placement. Teams should avoid overly simplistic placement determinations based solely on how much overall support a student needs. This approach can result in a student with significant behavior support needs who is on/above grade level academically being placed in a "high support" setting designed for students with significant disabilities. This can be a poor fit for many reasons, preventing these students from building the social skills needed to address some inappropriate or problem behaviors, and placing these students at risk for worsening behavior due to boredom or frustration.</p>	<p>For the student with a disability who has behavior support needs, the IEP or Section 504 committeeteam<ins>committee</ins> must <ins>take care to</ins> consider the student's LRE before determining placement. Teams should avoid overly simplistic placement determinations based solely on how much <ins>overall</ins> support a student needs. This approach can result in a student with significant behavior support needs who is on/above grade level academically being placed in a "high support" setting designed for students with significant disabilities.</p> <p>This can be a poor fit for many reasons, preventing these students from building the social skills needed to address some <ins>inappropriate or</ins> problem behaviors, and placing these students at risk for worsening behavior due to boredom or frustration. <ins>Teams should consider all of the student's needs when considering placement, including academic, communication, adaptive, social/behavioral, sensory, and motor.</ins></p> <p><ins>Placement decisions should not be made based on convenience or staff preferences.</ins> Teams should consider all of</p>
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the student's needs when determining placement, including academic, communication, adaptive, social/behavioral, sensory, and motor. Placement decisions should not be

		made based on convenience or staff preferences.
270	Problem behaviors are behaviors that interfere with social interactions, relationships, communication, and/or learning of a student, and/or behaviors that may cause harm to a student, the student's peers, or adults. It is important to note that all unusual behaviors are problem behaviors (see Chapters 2, 3, 4, 5, 6, 7, and 8).	Problem behaviors are behaviors that interfere with social interactions, relationships, communication, and/or learning of a student or others or <ins>others</ins> , and/or behaviors that may cause harm to a student, the student's peers, or adults. It is important to note that all unusual behaviors are problem behaviors (see Chapters 2, 3, 4, 5, 6, 7, and 8).

The motion passed unanimously.

14 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

MOTION TO AMEND THE AMENDMENT was made by Member Wood and seconded by Member Lear that the Board strike “power struggle” and maintain language about the “coercion cycle” on pages 15-18.

The motion failed.

7 IN FAVOR: Members Lear, Reale, Bollinger, Hymas, Wood, Boothe, and Davis.

7 OPPOSED: Members Green, Kerry, Hall, Earl, Kelley, Brinton, and Boggess.

MOTION TO AMEND was made by Member Davis and seconded by Member Boggess that the Board require LEAs to document 504 plans and distribute all documents to the student's parents and relevant teachers and service providers.

The motion carried.

13 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Hymas.

MOTION TO AMEND was made by Member Boggess and seconded by Member Green that the Board direct staff to make grammatical and formatting changes as requested in the backup document titled "Formatting/grammar changes to Version 3 of the LRBI as requested by Board Member Boggess for consideration by USBE's Editor" - Formatting suggestions.Boggess 2025.

The motion carried.

10 IN FAVOR: Members Bollinger, Brinton, Green, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

4 OPPOSED: Members Lear, Hymas, Reale, and Kerry.

MOTION TO AMEND was made by Member Boggess and seconded by Member Brinton that the Board require the LRBI manual to be proofread by three Board members prior to the publication of the manual.

The motion failed.

4 IN FAVOR: Members Boggess, Green, Kelley, and Brinton.

10 OPPOSED: Members Lear, Reale, Bollinger, Kerry, Hymas, Wood, Boothe, Earl, Davis, and Hall.

FINAL MOTION, DRAFT 3, AS AMENDED

The motion carried.

10 IN FAVOR: Members Lear, Reale, Bollinger, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

4 OPPOSED: Members Green, Boggess, Brinton, and Kerry.

ACTION: R277-609, Standards for LEA Discipline Plans and Emergency Safety Interventions Rule (Amendment)

MOTION was made by Member Kerry that the Board approve R277-609, Standards for LEA Discipline Plans and Emergency Safety Interventions Rule, Draft 2, on second and final reading.

MOTION was made by Member Boggess and seconded by Member Green that the Board adopt Draft 3, on second and final reading.

The motion failed.

5 IN FAVOR: Members Boggess, Kelly, Brinton, Hall, and Green.

8 OPPOSED: Members Lear, Reale, Bollinger, Kerry, Hymas, Wood, Boothe, and Earl.

1 ABSTAINED: Member Davis.

MOTION TO AMEND was made by Member Bollinger and seconded by Member Reale that the

Board amend lines 105-106 to read “(5) An LEA shall develop uniform and equitable methods for a school level data-based evaluation of the efficiency and effectiveness of the policy on an annual basis, which may include a school safety or climate survey”

The motion failed.

6 IN FAVOR: Members Lear, Reale, Bollinger, Wood, Boothe, and Davis.

7 OPPOSED: Members Hall, Kelley, Kerry, Boggess, Hymas, Brinton, and Earl.

ABSENT: Member Green.

ACTION: R277-100, Definitions for Utah State Board of Education Rules (Amendment & Continuation)

MOTION was made by Member Kerry that the Board continues and approves R277-100, Definitions for Utah State Board of Education Rules, Draft 2, on second and final reading.

The motion carried.

11 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

2 OPPOSED: Members Brinton and Boggess.

1 ABSENT: Member Green.

MOTION TO AMEND was made by Member Earl and seconded by Member Kerry that the Board strike the definition for “Social and emotional learning” from R277-100.

The motion carried.

9 IN FAVOR: Members Bollinger, Kerry, Hymas, Wood, Kelley, Earl, Hall, Brinton, and Boggess.

4 OPPOSED: Members Davis, Lear, Reale, and Boothe.

MOTION TO AMEND was made by Member Kerry and seconded by Member Brinton that the Board amend beginning at Line 192 to read as follows: “(c) developing intervention plans that prioritize protecting potential victims and address threatening behavior; and (d) address underlying behavior contributing to the risk.”

The motion passed unanimously.

14 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Hymas, Wood, Kelley, Boothe, Earl, Davis, Hall, Brinton, Boggess, and Green.

FINAL MOTION, AS AMENDED.

The motion carried.

12 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Hymas, Wood, Kelley, Boothe, Earl, Davis, Hall, and Green.

2 OPPOSED: Members Brinton and Boggess.

ACTION: R277-123, Process for Members of the Public to Report Violations of Statute and Board Rule (Amendment)

MOTION was made by Member Kerry that the Board approve R277-123, Process for Members of the Public to Report Violations of Statute and Board Rule, Draft 1, on second and final reading.

SUBSTITUTE MOTION was made by Member Kerry and seconded that the Board approve R277-123, Process for Members of the Public to Report Violations of Statute and Board Rule, Draft 3, on second and final reading.

MOTION TO AMEND was made by Member Lear and seconded by Boothe that the Board amend Draft 3, Line 15 to strike language after “violations of” and lines 18-35, and replace with “law consistent with 53E-3-401(8)(b).”

The motion passed unanimously.

14 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

MOTION TO AMEND was made by Member Boggess and seconded by Member Brinton that the Board amend line 95 to add after “political nominating convention or” after “immediately preceding a” and strike the word “primary”

In context:

(i) immediately preceding a political nominating convention or regular primary election if the accused Board member is a candidate in the primary election.

The motion carried.

13 IN FAVOR: Members Lear, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Reale.

MOTION TO AMEND was made by Member Lear and seconded by Member Reale that the Board amend:

1. That the Board amend line 312 that currently reads: “Superintendent Consultations Under This Rule.”
2. Insert, (1) The Superintendent may consult with LEA leaders, staff, and others regarding public education concerns, issues, and problems.
3. Insert, (2) Such consultations do not need to be reported to the public education hotline, unless otherwise required by law.
4. Strike Lines 320-22.

The motion carried.

12 IN FAVOR: Members Lear, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, Hall, and Reale.

2 OPPOSED: Members Boggess and Green.

MOTION TO AMEND was made by Member Boggess and seconded by Member Hall that the Board amend Line 79 to strike “but that the matter has been concluded.”

No opposition to the above motion. Passed without objection.

MOTION TO AMEND was made by Member Boggess and seconded by Member Green that the Board amend Line 88, replace the words “at least one” with the word “an” and strike all of the Line 90 “against the individual board member.”

No opposition to the above motion. Passed without objection.

MOTION TO AMEND was made by Member Boggess and seconded by Member Hall that the Board amend line 161, and the words “local and state” and pluralize “members”

In Context:

“(c) the Board members of the local and state district wherein the LEA is located;”

The motion failed.

2 IN FAVOR: Members Boggess and Green.

12 OPPOSED: Members Lear, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, Hall, and Reale.

MOTION TO AMEND was made by Member Boggess and seconded by Member Hall that the Board amend Line 169 by adding “without a conflict of interest”

In Context:

([7]4) (a) When the IAD makes a referral to an LEA, the referral shall be sent to at least two members of LEA leadership without a conflict of interest.

The motion failed.

IN FAVOR: Members Boggess and Green.

OPPOSED: Members Lear, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, Hall, and Reale.

MOTION TO AMEND was made by Member Davis and seconded by Member Boothe that the Board add after Line 249 “(iii) a chain of communication to resolve concerns.”

Without Objection - the maker of the motion withdrew the motion.

MOTION TO AMEND was made by Member Boggess and seconded by Member Green that the Board strike Lines 308-310.

SUBSTITUTE MOTION was made by Member Lear and seconded by Member Reale that the Board keep Lines 308-310 and amend to add “or” and strike “that” and “or addressing.”

In Context:

(12) An LEA may respond to the IAD that the allegation is an issue that is the sole responsibility of the LEA that or the LEA is reviewing or addressing consistent with local policy and the law.

The motion carried.

12 IN FAVOR: Members Green, Lear, Bollinger, Kerry, Brinton, Wood, Kelley, Boothe, Earl, Davis, Hall, and Reale.

2 OPPOSED: Members Hymas and Boggess.

MOTION TO AMEND was made by Member Lear and seconded by Member Reale that the Board amend Line 198 to strike “to hold relevant personnel accountable.”

In Context:

(a) notify the LEA governing board of the noncompliance [to hold relevant LEA personnel accountable,]

Without Objection - the maker of the motion withdrew the motion.

MOTION TO AMEND was made by Member Boggess that the Board amend line 308 - add to the beginning “In issues that do not include allegations of rule or law,”

The motion failed.

3 IN FAVOR: Members Kerry, Green, and Boggess.

11 OPPOSED: Members Lear, Reale, Bollinger, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Hall, and Davis.

FINAL MOTION, AS AMENDED.

The motion carried.

11 IN FAVOR: Members Lear, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Hall, and Reale.

3 OPPOSED: Members Davis, Boggess, and Green.

ACTION: R277-303, Educator Preparation Programs (Amendment & Continuation)

MOTION was made by Member Kerry that the Board continue and approve R277-303, Educator Preparation Programs, Draft 1, on second and final reading.

The motion carried.

12 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boothe, Earl, and Hall.

2 OPPOSED: Members Davis and Boggess.

ACTION: R277-313, Student Support Licensing Areas of Concentration (Amendment)

MOTION was made by Member Kerry that the Board approves R277-313, Student Support Licensing Areas of Concentration, Draft 3, on second and final reading.

SUBSTITUTE MOTION was made by Member Earl and seconded by Member Boggess, that the Board adopts R277-313, Student Support Licensing Areas of Concentration, Draft 4, for discussion.

The motion carried.

13 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Members Boggess.

MOTION TO AMEND was made by Member Earl and seconded by Member Brinton that the Board amend Lines 85-87 of Draft 4 to read, “Authorized personnel may provide a mental health service in a school.”

The motion carried.

11 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Wood, Hymas, Kelley, Boothe, Earl, Davis, and Hall.

3 OPPOSED: Members Brinton, Boggess, and Green.

MOTION TO APPEAL

The motion failed.

3 IN FAVOR: Members Green, Hall, and Boggess.

11 OPPOSED: Members Lear, Reale, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, and Davis.

FINAL MOTION, AS AMENDED.

That the Board adopts R277-313, Student Support Licensing Areas of Concentration, Draft 4, as amended.

The motion passed unanimously.

14 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

ACTION: R277-631, Student Toilet Training Requirements (Amendment)

MOTION was made by Member Kerry that the Board approve R277-631, Student Toilet Training Requirements, Draft 1, on second and final reading.

The motion carried.

13 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Green.

Member Green was excused from the meeting.

Utah School for the Deaf and the Blind (USDB) Board Meeting

ACTION: Health and Human Sexuality Instructional Policy Manual

MOTION was made by Member Wood and seconded that the Board approve the USDB Health and Human Sexuality Instructional Policy Manual.

The motion carried.

11 IN FAVOR: Members Lear, Reale, Bollinger, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

2 OPPOSED: Members Boggess and Kerry.

1 ABSENT: Member Green.

MOTION TO AMEND was made by Member Earl and seconded that the Board strike Section 2.3 from the USDB Health and Human Sexuality Instructional Policy.

The motion failed.

5 IN FAVOR: Members Kelley, Hall, Hymas, Earl, and Boothe.

2 OPPOSED: Members Bollinger and Wood.

2 ABSTAINED: Members Lear and Brinton.

5 ABSENT: Member Boggess, Davis, Reale, Kerry, and Green.

USDB Committee Summary of Actions (Items duplicated from the May 27, 2025, meeting)

INFORMATION: Public Comment

DISCUSSION: Budget Overview

Member Green rejoined the meeting.

ACTION: USDB FY2026 Budget

MOTION was made by Member Wood that the Board approve the FY2026 USDB Budget.

and that the Board review the impact (services and personnel) of charging the LEAs 25% as well as 50% for services.

The motion carried.

12 IN FAVOR: Members Green, Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Hall, and Boggess.

2 OPPOSED: Members Davis and Kerry.

MOTION TO AMEND THE AMENDMENT was made by Member Wood and seconded by Member Boggess that the Board approve the FY2026 USDB Budget and amend to add “with the ability to charge all outreach services as necessary to maintain a balanced budget for fiscal year 2026.”

The motion carried.

9 IN FAVOR: Members Lear, Reale, Bollinger, Hymas, Wood, Boggess, Boothe, Hall, and Kerry.

5 OPPOSED: Members Green, Kelley, Brinton, Earl, Davis, and Kerry.

MOTION was made by Member Wood that the Board approve the FY 2026 USDB Enrichment Activities Budget.

The motion passed unanimously.

13 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boggess, Boothe, Earl, and Davis.

1 ABSENT: Member Hall.

Standards and Assessment Committee Report/Recommendations - (Items duplicated from the May 2, 2025, meeting)

INFORMATION: Education Innovation Showcase for Impact Award

ACTION: R277-476, Local Innovations Civics Education Pilot Program (Amendment & Continuation)

MOTION was made by Member Earl that the Board approve continue and approve R277-476, Local Innovations Civics Education Pilot Program, Draft 2, on second and final reading.

The motion passed unanimously.

13 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boggess, Boothe, Earl, and Davis.

1 ABSENT: Member Hall.

ACTION: R277-700, The Elementary and Secondary School General Core (Amendment)

MOTION was made by Member Earl that the Board approve R277-700, The Elementary and Secondary School General Core, Draft 2, on second and final reading.

The motion carried.

10 IN FAVOR: Members Lear, Kerry, Green, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 ABSTAINED: Member Reale.

5 OPPOSED: Member Boggess, Bollinger, Brinton, and Davis.

ACTION: R277-707, Enhancement for Accelerated Students Program (Amendment & Continuation)

MOTION was made by Member Earl that the Board continue and approve R277-707, Enhancement for Accelerated Students Program, Draft 1, on second and final reading.

The motion passed unanimously.

13 IN FAVOR: Members Lear, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

1 ABSENT: Member Reale.

ACTION: R277-736, Juvenile Court or Law Enforcement Notice and Information Dissemination (Amendment & Continuation)

MOTION was made by Member Earl that the Board continue and approve R277-736, Juvenile Court or Law Enforcement Notice and Information Dissemination, Draft 1, on second and final reading.

The motion carried.

12 IN FAVOR: Members Lear, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 ABSENT: Member Reale.

1 ABSTAINED: Member Boggess.

ACTION: R277-406, Early Learning Program and Benchmark Assessments (Incorporated Document)

MOTION was made by Member Earl that the Board approve the combined Science of Reading (SoR) and R277-406, Early Learning Program and Benchmark Assessments (Rubric Incorporated Document), Draft 1.

The motion carried.

12 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Green, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 ABSTAINED: Member Brinton.

1 OPPOSED: Member Boggess.

ACTION: R277-406, Early Learning Program and Benchmark Assessments (Amendment)

MOTION was made by Member Earl that the Board approve R277-406, Early Learning Program and Benchmark Assessments, Draft 1, on second and final reading.

The motion carried.

13 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Boggess.

ACTION: R277-326, Early Learning Professional Learning Grant Program (Amendment & Continuation)

MOTION was made by Member Earl that the Board continue and approve R277-326, Early Learning Professional Learning Grant Program, Draft 2, on second and final reading.

The motion carried.

13 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Boggess.

ACTION: School Counselor to Student Ratio Report

MOTION was made by Member Earl that the Board approve the Box Elder School District school counselor to student ratio plan.

The motion passed unanimously.

14 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

MOTION: The Board approve the Syracuse Arts Academy school counselor to student ratio plan with the additional information provided by the school.

The motion carried.

14 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Boggess.

TABLED - Audit Committee Report

ACTION: Internal Audit Investigation

MOTION was made by Member Hall that the Board consider action pursuant to R277-114-3(3)(d).

SUBSTITUTE MOTION was made by Member Boggess and seconded by Member Reale that the Board deem the questioned costs of \$136,754.30 unallowable and direct the Superintendent to pursue corrective action for both findings with Weilenmann School of Discovery as described in R277-114-4 or R277-114-5, including;

- a repayment for the unallowable paid professional hours costs; and
- determination of allowable use of the SFY2025 paid professional hours funds;
- or any other actions deemed appropriate by the Deputy Superintendent of Operations.

The motion carried.

12 IN FAVOR: Members Lear, Reale, Bollinger, Brinton, Hymas, Wood, Kelley, Boggess, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Kerry.

1 ABSENT: Member Green.

MOTION TO AMEND was made by Member Lear and seconded that the Board amend the motion to add “and” at the end of the second bullet and strike “or” at the beginning of the third bullet point as follows:

- a repayment for the unallowable paid professional hours costs; and
- determination of allowable use of the SFY2025 paid professional hours funds; and
- ~~or~~ any other actions deemed appropriate by the Deputy Superintendent of Operations.

MOTION TO AMEND was made by Member Boggess and seconded by Member Brinton that the Board and a third bullet point “Or any other actions deemed appropriate by the Deputy Superintendent of Operations”

The Audit item was tabled – adopted without objection.

TABLED - Monthly Budget Report

Monthly Budget Report

In accordance with the Money Management Act and the Budgetary Procedures Act, the Utah State Board of Education is provided a report on the status of funds for their internal budgets.

Discretionary Funds Report

The Utah State Board of Education maintains a Discretionary Funds account. In accordance with the Money Management Act and the Budgetary Procedures Act, the Utah State Board of Education is provided with the status of the funds. This is a perpetual action item to facilitate motions by board members to utilize available funds in a consistent and allowable manner.

ACTION: FY26 Charter Base Funding Distributions

Executive Session (closed in accordance with the Utah Open and Public Meetings Act)

The motion was made by Member Boggess and seconded by Member Boothe that the Board move into executive session for the purpose of

- a person’s character, competence, or health;

- pending or imminent litigation;
- certain matters regarding the acquisition or sale of real property, including water rights or shares;
- the deployment of security personnel, devices, or systems;
- an investigation of alleged criminal conduct;
- the receipt or review of an ethics complaint if the public body is the Independent Legislative Ethics Commission;
- certain matters under the jurisdiction of a legislative ethics committee; and
- certain deliberations and decision-making involved in the procurement process.

Upon the voice vote of Members Lear, Reale, Boggess, Boothe, Wood, Lear, Brinton, Earl, Hymas, Davis, Kelley, and Bollinger, the Board entered a closed session at 6:20 PM.

The following individuals were also present: Molly Hart, Leah Voorhies, Cybil Prideaux, Kelsey James, Michelle Beus, Ashley Biehl, Scott Jones, Katy Challis, and Jared Felt.

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

Upon voice vote of Members Reale, Boggess, Boothe, Green, Wood, Lear, Brinton, Hall, Earl, Hymas, Kerry, Kelley, and Bollinger, the Board came out of the executive session at 8:03 PM.

Executive Session Action Items

Educator Licenses

MOTION was made by Member Boggess and seconded by Member Kerry that the Board approve the UPPAC consent calendar.

The motion passed unanimously.

11 IN FAVOR: Members Boothe, Lear, Bollinger, Hymas, Earl, Hall, Kerry, Boggess, Kelley, Wood, and Brinton.

3 ABSENT: Member Green, Reale, and Davis.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board accepts the UPPAC recommendation for:

- Case No. 24-2073

UPPAC recommends the educator's license be suspended for two (2) years.

The motion passed unanimously.

11 IN FAVOR: Members Boothe, Lear, Bollinger, Hymas, Earl, Hall, Kerry, Boggess, Kelley, Wood, and Brinton.

3 ABSENT: Member Green, Reale, and Davis.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board accepts the UPPAC recommendation for:

- Case No. 24-2104

UPPAC recommends the educator's license be suspended for one (1) year.

The motion passed unanimously.

10 IN FAVOR: Members Boothe, Bollinger, Hymas, Earl, Hall, Kerry, Boggess, Kelley, Wood, and Brinton.

4 ABSENT: Members Lear, Green, Reale, and Davis.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board accepts the UPPAC recommendation for:

- Case No. 24-2116

UPPAC recommends the educator's license be suspended for one (1) year.

The motion passed unanimously.

11 IN FAVOR: Members Boothe, Bollinger, Hymas, Earl, Hall, Kerry, Boggess, Kelley, Wood, and Brinton.

3 ABSENT: Members Green, Reale, and Davis.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board accepts the UPPAC recommendation for:

- Case No. 24-2123

UPPAC recommends the educator's license be suspended for three (3) years.

The motion passed unanimously.

12 IN FAVOR: Members Boothe, Lear, Reale, Bollinger, Hymas, Earl, Hall, Kerry, Boggess, Kelley, Wood, and Brinton.

1 ABSENT: Members Green and Davis.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board accepts the UPPAC recommendation for:

- Case No. 24-2143

UPPAC recommends the educator's license be suspended for two (2) years.

The motion passed unanimously.

11 IN FAVOR: Members Boothe, Reale, Bollinger, Hymas, Earl, Hall, Kerry, Kelley, Wood, and Brinton.

2 ABSENT: Members Green and Davis.

1 ABSTAINED: Member Boggess.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board accepts the UPPAC recommendation for:

- Case No. 24-2145

UPPAC recommends the educator's license be suspended for one (1) year.

The motion passed unanimously.

12 IN FAVOR: Members Boothe, Lear, Reale, Bollinger, Hymas, Earl, Hall, Kerry, Boggess, Kelley, Wood, and Brinton.

2 ABSENT: Members Green and Davis.

MOTION was made by Member Boggess and seconded by Member Kerry that the Board accepts the UPPAC recommendation for:

- Case No. 24-2185

UPPAC recommends that the educator's license be revoked.

The motion passed unanimously.

13 IN FAVOR: Members Boothe, Lear, Davis, Reale, Bollinger, Hymas, Earl, Hall, Kerry, Boggess, Kelley, Wood, and Brinton.

1 ABSENT: Member Green.

Committee Appointments

MOTION was made by Member Boggess and seconded by Member Kerry that the Board forward the appointment recommendation of Stacey Hutchings to the Governor for the State Charter School Board Member.

The motion passed unanimously.

12 IN FAVOR: Members Boothe, Lear, Davis, Reale, Bollinger, Hymas, Earl, Hall, Kerry, Kelley, Wood, and Brinton.

1 ABSTAINED: Member Boggess.

1 ABSENT: Member Green.

Student Advisory Council

MOTION was made by Member Boggess and seconded by Member Kerry that the Board appoint the following individuals to serve on the Student Advisory Council for the following:

- District 1 (Earl) Madden Hebdon
- District 2 (Kerry) Claira Gunderson
- District 3 (Hall) Leanne Palmer
- District 4 (Wood) Rima Yousef
- District 5 (Reale) Natalie Rodriguez
- District 7 (Hart) Brody Meier
- District 9 (Bollinger) Reid Simmons
- District 11 (Davis) Libby Topham
- District 15 (Brinton) John Haller

The motion passed unanimously.

13 IN FAVOR: Members Boothe, Davis, Reale, Bollinger, Hymas, Earl, Hall, Kerry, Boggess, Kelley, Wood, and Brinton.

1 ABSENT: Member Green.

Board Officer Elections

ACTION: Board Leadership Elections

MOTION was made by Member Wood and seconded by Member Kerry that the Board elect Amanda Bollinger to the new First Vice Chair for Board Leadership.

The motion passed unanimously.

14 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Green, Hymas, Wood, Kelley,

Boggess, Boothe, Earl, Davis, and Hall.

1 ABSENT: Member Green.

Consent Calendar

MOTION was made by Member Boothe and seconded by Member Kerry that the Board approve the consent calendar, minus the items pulled from the calendar.

12 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Boggess

1 ABSENT: Member Green.

ACTION: Contracts/Agreements for Approval

That the Board approve the contracts for approval.

ACTION: Approve Personalized Competency Based Learning (PCBL) Review Committee Recommendations

MOTION: That the Board approve the Planning, Implementation, and Expansion Grantee recommendations made by the PCBL Review Committee for funding in Fiscal Year 2026.

ACTION: Approval of Digital Teaching and Learning (DTL) Grantees for Fiscal Year 2026

MOTION: That the Board review and approve the DTL Grantees for Fiscal Year 2026.

INFORMATION: Memorandum of Understanding (MOU) Extension Agreement

MOTION was made by Member Lear and seconded by Member Reale that the Board approve Contracts for Approval item 11.8: Contract 8.

The motion carried.

12 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Boggess

1 ABSENT: Member Green.

MOTION was made by Member Boggess and seconded by Member Lear that the Board approved the meeting minutes, as presented.

ACTION: Approval of Meeting Minutes

MOTION: That the Board approve the minutes, as presented.

The motion carried.

12 IN FAVOR: Members Lear, Reale, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Boggess

1 ABSENT: Member Green.

ACTION: P-12 Physical Education Standards Review Committee Report

MOTION: The Standards Review Committee is requesting Board approval for recommendations of the committee to be incorporated into the drafts of the standards prior to requesting Board feedback and public comment.

MOTION TO AMEND was made by Member Earl and seconded by Member Brinton that the Board add language to the report “the connection between healthy food choices and the function of the human body.”

The motion carried.

13 IN FAVOR: Members Lear, Reale, Boggess, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 ABSENT: Member Green.

MOTION TO AMEND was made by Member Boggess and seconded that the Board amend to strike the verbiage “weight inclusive approach” and replace it with “Healthy behaviors’ impact on the human body.”

The motion carried.

13 IN FAVOR: Members Lear, Reale, Boggess, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 ABSENT: Member Green.

FINAL MOTION: The Standards Review Committee is requesting Board approval for recommendations of the committee to be incorporated into the drafts of the amended standards prior to requesting Board feedback and public comment, and adding to the report the connection between healthy food choices and the function of the human body.

The motion carried.

13 IN FAVOR: Members Lear, Reale, Boggess, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 ABSENT: Member Green.

MOTION was made by Member Wood and seconded by Member Earl that the Board

1. remove the instructional material items with the “Core Code of Child Sexual Abuse and Human Trafficking Prevention” as they are reviewed through a separate process.
2. remove the following items and send them back for an additional review in the next review cycle.

Education & Training Career Cluster: K-12 Teaching as a Profession Pathway
Material ID: 19830, 19831
Publisher: Pearson Education, Inc.

Agriculture, Food, & Natural Resources Cluster: Food Science, Dietetics, & Nutrition Pathway:
Material ID: 19813, 19818, 19828, 19837
Publisher: Pearson Education, Inc

3. amend the following from Recommended Primary to Recommended Teacher Resource:
Business, Finance and Marketing
Material ID: 3179, 3183, 3184, 3185, 3186, 3187, 3188, 3189, 3190, 10273, 10279, 14951, 14956, 14978, 14981, 14989, 14992, 14996, 14999, 15010, 20086, 20087, 20089, 20090, 20095, 20096, 20097, 20098, 20100
Publisher: B.E.PUBLISHING

4. change the category of the following items from Recommended Primary to Not Sampled

World Cultures and Geography (Survey)
Material ID: 19713, 19714
Publisher: Cengage Learning

5. amend from Recommended Primary to Recommended Limited
Managing Your Personal Finances
Material ID: 20316, 20317, 20318, 20319, 20320, 20321
Publisher: Cengage Learning

The motion carried.

13 IN FAVOR: Members Lear, Reale, Boggess, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 ABSENT: Member Green.

FINAL MOTION

That the Board approve the 2025 Spring Instructional Materials Report, as amended.

The motion carried.

12 IN FAVOR: Members Lear, Reale, Boggess, Bollinger, Kerry, Brinton, Hymas, Wood, Kelley, Boothe, Earl, Davis, and Hall.

1 OPPOSED: Member Boggess.

1 ABSENT: Member Green.

ACTION: Draft Mathematics Standards Release for Public Review

MOTION: That the Draft Mathematics Standards are Released for Public Review.

MOTION was made by Member Earl and seconded that the Board release the draft math standards for public review including Board member recommendations from the June Board meeting.

1. Reorder standards at each grade level: introduction, competencies, standards, math skills.
2. Include time and money competencies and standards in the lower grades.
3. Add a competency for scientific notation (grade 8).
4. Check in the Secondary courses that the “incorporated” responses were included in the current draft. See: S1.A.2, S1.A.3 and S1.A.5
5. Change all Mathematical “ideas” to Mathematical “concepts”
6. Remove the phrase “they develop strategies to agree and disagree respectfully”. This should be a classroom expectation and not a math expectation.
7. Include the “Simplified Mathematical Skills” and the “Mathematical Skills” for public feedback. Included in green.
8. Include Data Science standards from the writing committee and alternative standards Data Science standards for public consideration. Included in the blue.
9. Include a survey question asking the public about the level of interest in an “Algebra 1, Algebra 2 and geometry” model.

The motion failed. (needed 2/3 vote to pass)

8 IN FAVOR: Members Boggess, Kerry, Brinton, Hymas, Kelley, Earl, Green, and Hall.

6 OPPOSED: Members Bollinger, Reale, Lear, Wood, Davis, and Boothe.

MOTION TO CALL THE QUESTION was made by Member Kelley.

The motion carried.

IN FAVOR: Members Kerry, Brinton, Hymas, Kelley, Earl, Green, Hall, Bollinger, Reale, Lear, Wood, and Boothe.

OPPOSED: Members Boggess and Davis.

MOTION was made by Member Earl and seconded by Member Kelley that the Board release the draft math standards for public review, and the recommendations from the Board members be included as an addendum for public comment.

MOTION TO AMEND was made by Member Lear and seconded by Member Reale that the Board amend the motion to add:

“And the recommendations made separately by several board members”

The motion carried.

11 IN FAVOR: Members Kerry, Brinton, Hymas, Kelley, Earl, Green, Hall, Bollinger, Reale, Lear, and Boothe.

3 OPPOSED: Members Wood, Boggess, and Kerry.

FINAL MOTION

That the Board release the Draft Mathematics Standards and also release the recommendations made separately by several Board members to be included as an addendum for public comment.

The motion passed unanimously.

14 IN FAVOR: Members Kerry, Brinton, Hymas, Kelley, Earl, Green, Hall, Bollinger, Reale, Lear, Boothe, Wood, Boggess, and Kerry.

Board Chair's Report

Deputy Superintendent of Operations has been appointed to represent the Utah State Board of Education on the Taxing Entity Committee for the Redevelopment Agency of the City of Riverdale and is authorized to act on behalf of the Utah State Board of Education as contemplated by Utah Code § 17C-1-402, with the understanding that the individual representative holding this position may be changed from time to time as determined by this body.

Taxing Entity Committee for the Redevelopment Agency of the City of Riverdale

- Deputy Superintendent of Operations

WestEd Board of Directors

- Lexi Cunningham
- Molly Hart

ADJOURNMENT

MOTION TO ADJOURN was made by Member Bollinger and seconded by Member Kelley.

The motion passed unanimously.

13 IN FAVOR: Members Boothe, Reale, Lear, Davis, Bollinger, Hymas, Wood, Earl, Hall, Kerry, Boggess, Kelley, and Brinton.

1 ABSENT: Member Green.

The meeting adjourned at 9:35 PM.

The executive assistant took the meeting minutes.

The minutes are pending approval.



Meeting Minutes

Utah State Board of Education



Meeting Minutes

Utah State Board of Education

