



## UTAH STATE BOARD OF EDUCATION

### **Meeting Minutes**

June 1, 2023, Board Meeting

9:00 AM. – 9:30 PM.

A regular Utah State Board of Education meeting was held on June 1, 2023. Chair Moss presided. As Utah Code 52-4 authorized, this meeting was held at the state board offices, 250 E. 500 S, Salt Lake City, Utah. The public can view the discussion through live YouTube streaming.

### **Members Present**

Board Chair James Moss	Member Carol Barlow Lear
First Vice-Chair Molly Hart	Member Matt Hymas
Second Vice-Chair Jennie Earl	Member Christina Boggess
Member Kristan Norton	Member Randy Boothe
Member Natalie Cline	Member Brent J. Strate
Member LeAnn Wood	Member Sarah Reale
Member Cindy Davis	Member Emily Green
Member Joseph Kerry	

### **Executive Staff Present**

Sydnee Dickson, State Superintendent  
Chief of Staff Sarah Young  
Patty Norman, Deputy Superintendent  
Scott Jones, Deputy Superintendent  
Angie Stallings, Deputy Superintendent  
Kelsey James, Board Communications Coordinator

### **Minutes were taken by:**

Cybil Child, Executive Assistant

## **Others Present**

Leah Voorhies, Assistant Superintendent; Deborah Jacobsen, Assistant Superintendent; and Darin Nielsen, Assistant Superintendent. Rachel Colledge, Elizabeth Payne; Utah Schools of the Deaf and Blind (USDB) Superintendent Joel Coleman, Associate Superintendent of the Blind (USB) Susan Patten, Associate Superintendent of the Deaf (USD) Michelle Tanner, and Finance Director Carl Empey, USDB Interpreter Jennifer Jackson; Katy Challis, Jeremias Solari, Carrie Mayne, Jay Blain, UEA; Ashley Anderson, Audryn Damron, Alli Martin, HRC Utah; Amanda Ackerman, Nate Auwerda, Jen Auwerda, Carol S. Moss, Kathleen Riebe, Theresa Foxley, Kelli Smith, Hailey Anderson, Amanda Darrow, Shineen Gherbani, Renee Pinkney, UEA; Jon England, Libertas; Chris Horrocks, UHP; Stacey Mollinet, Utah PTA; and Corey Fairholm, Utah PTA.

## **Opening Business**

Chair Moss called the meeting to order and roll call at 9:09 AM.

## **Board Member Message**

Board Member Sarah Reale offered inspirational thoughts and welcoming thoughts for June.

## **Education Highlight**

The Board Communication Coordinator, Kelsey James, presented the June education highlight. She celebrated school summer programs like STEM Science Summer Camp and Clear Creek Summer Day Camp. Outdoor Adventures, and Music & Fine Arts programs.

## **USBE Public Comment**

Public comments were heard from the below individuals:

Renee Pinkney, Utah Education Association President, spoke about the Board rule R277-607, Attendance Promotion, and Chronic Absenteeism Prevention.

Jon England, Libertas Institute, discussed Board rule R277-607, Attendance Promotion, and Chronic Absenteeism Prevention.

Mary Catherine Perry, Director of Policy & Government Affairs - The Policy Project, spoke about promoting teen centers and services.

The Utah State Board of Education (USBE) appreciates your interest in sharing your public comments at the monthly board meeting. Individuals may sign up one week before the board meeting by emailing a request to [publiccomment@schools.utah.gov](mailto:publiccomment@schools.utah.gov)(External Web Content).

At any time, you are welcome to send written comments to the Board at [board@schools.utah.gov](mailto:board@schools.utah.gov)(External Web Content). All board members, the USBE superintendency, and select board staff will receive communications to this email address. Please include the city where you live in your email so your recognized board member may choose to reply personally.

#### Public Comment Disclaimer

1. Public comments are limited to 2 minutes per person.
2. A comment can express simple support or dissent for regulatory action. However, a constructive comment supported by evidence, data, and information is more likely to influence regulatory decision-making.
3. Individuals should not use public comment to complain about personnel issues or attack or defame an individual.
4. Speakers making a highly detailed or complex comment should also consider providing a written outline of their words to the Board.
5. Please remember that children may hear your comments. Be thoughtful and professional.
6. Keep your comments appropriate for a general audience. If you have material with explicit language/content, submit such material in writing to the Board at [publiccomments@schools.utah.gov](mailto:publiccomments@schools.utah.gov).

## Utah Schools for the Deaf and the Blind (USDB) Board Meeting

### Monthly Budget Update as of April 30, 2023

Carl Empey, Finance Director, updated the Board on the stability of the current budget.

### USDB School Fee Schedule

Carl Empey, Finance Director, reviewed the USDB Student Fee Schedule.

### Millcreek Portable Site Work - HK Consulting Contract MA3920Public Comment

Carl Empey, Finance Director, updated the Board on the contract from HK Consulting Contract MA3920 is for the Site Work and Utilities for the relocation of the Millcreek portable to the USDB SLC campus located at 1655 E. 3300 S. SLC, Utah 84106.

### School-Based Mental Health Screenings

**MOTION** was made by Member Earl and seconded (Boothe) that the Board approves the USDB to opt-out as a participating LEA for school-based mental health screenings (Utah Code 53F-2-522).

The motion passed unanimously.

### USDB Facilities Strategic Plan

Superintendent Coleman updated the Board on the draft of the Facilities Strategic Plan.

### Utah School of the Blind (USB) Boston Stateside Adventure Presentation

Susan Patten, Associate Superintendent of the Blind, shared a short video from the recent USB Boston stateside adventure.

### Southern Utah School of the Deaf Presentation

Michelle Tanner, Associate Superintendent of the Deaf, provided a division report on the Southern Utah School of the Deaf (SUSD) division.

## Superintendent's Report

### Employee Recognition

State Superintendent recognized Kathleen Maag as the June Employee of the Month.

### Acknowledgment of Student Artwork

Rachel Colledge, USBE Education Specialist for Fine Arts, Music, and Theatre, presented the student artwork.

### New Employee Introductions

Michelle Watts introduced the new USBE employees: Elizabeth Payne, Jeff Greene, Jon Poll, Young Le, Ohim Kim, Annette Cottle, and Melissa Harrington.

### Superintendent's Report

Superintendent Dickson discussed the Strategic Plan: Goal 2 – Effective Educators and Leaders. Each student is taught by effective educators whom effective school leaders support. She celebrated Effective Reading Instruction, the Science of Reading Awards, the USBE employee service awards, and all the students, teachers, staff, and administrators who made 2022-2023 another memorable school year.

## General Consent Calendar

Member Boggess requested to pull Consent Calendar items 5.3, 5.4, 5.5, and 5.6.

Member Cline requested to pull Consent Calendar item 5.1.

**MOTION** was made by Member Cline and seconded by Member Hart that the Board approves the consent calendar. K&S Blackner LLC - USBE230071MA, Blue Spoon Ranch, Inc - USBE230069MA, Bel-Mont Meats, Inc. - USBE230068MA.

The motion passed unanimously.

**MOTION** was made by Member Lear and seconded (Boothe) to approve Contracts 1-4 176466 Amd. 7, USBE190120IAA Amd. 3, USBE220055CT Amd. 1, and USBE230066IAA.

The motion carried with Members Boothe, Davis, Green, Hart, Hymas, Kerry, Lear, Norton, Reale, Strate, Wood, and Moss in favor and Members Boggess, Cline, and Earl opposed.

#### 5.1 ACTION: Contracts/Agreements for Approval

##### 5.1.1 Distribution of Informal Science Education Enhancement Program (iSEE) Funding

#### 5.2 INFORMATION: Contracts/Agreements for Review

#### 5.3 ACTION: Approval of Meeting Minutes

**MOTION TO AMEND** was made by Member Boggess and seconded (Green) to add “subject to amendments.” to the end of the motion for State Fiscal Year 2024 Public Education Budget Review and Recommendation for Approval as follows: that the Board approves the 2024 State Fiscal Year budget, subject to amendments.

The motion passed unanimously.

**MOTION** was made by Member Boggess and seconded (Earl) that the Board approves the meeting minutes, as presented.

The motion passed unanimously.

#### 5.4 ACTION: 2023-2024 Elevate Program School Identification

**MOTION** made by Member Boggess and seconded (Green) that the Board approves recommendations for the Elevate School designation for the 2023-

2024 Elevate School Cohort. and to direct staff to work with Legislators to repeal the code.

The motion failed with Members Cline, Boggess, and Green in favor and Members Boothe, Davis, Earl, Hart, Hymas, Kerry, Lear, Norton, Reale, Strate, Wood, and Moss opposed.

**MOTION** was made by Member Earl and seconded that the Board approves recommendations for the Elevate School designation for the 2023-2024 Elevate School Cohort.

The motion carried with Members Boothe, Davis, Earl, Hart, Hymas, Kerry, Lear, Norton, Reale, Strate, Wood, and Moss in favor and Members Cline, Boggess, and Green opposed.

#### 5.5 ACTION: BTS Arts Learning Program Approvals

**MOTION** was made by Member Boothe and seconded (Strate) that the Board approves the funding and application requests for the BTS Arts Learning Program as requested by staff.

**SUBSTITUTE MOTION** was made by Member Boggess and seconded (Green) to approve the funding and application requests for the BTS Arts Learning Program as requested by staff only. Item 2) reopen the LEA applications to allow more LEAs to apply given additional funding appropriate in the 2023 Legislative session and reserve the remainder of the items.

The substitute motion failed with Members Cline, Boggess, and Green in favor and Members Boothe, Davis, Earl, Hart, Hymas, Kerry, Lear, Norton, Reale, Strate, Wood, and Moss opposed.

The motion carried with Members Boothe, Davis, Earl, Hart, Hymas, Kerry, Lear, Norton, Reale, Strate, Wood, and Moss in favor and Members Cline and Boggess opposed.

5.6 ACTION: Digital Teaching and Learning Grant Approval (Cohort 8)

**MOTION** was made by Member Hart and seconded (Boothe) that the Board approves these Digital Teaching and Learning (Cohort 8) plans as recommended by the Digital Teaching and Learning Advisory Committee.

The motion carried with Members Boothe, Davis, Earl, Hart, Hymas, Kerry, Lear, Norton, Reale, Strate, Wood, and Moss in favor and Members Cline and Boggess opposed.

Monthly Budget Report

Deborah Jacobson, Assistant Superintendent of Operations, presented the Board of Education's monthly budget report. In accordance with the Money Management Act and the Budgetary Procedures Act, the Utah State Board of Education provided information on the status of funds for their internal budgets.

Discretionary Funds Report

Deborah Jacobson, Assistant Superintendent of Operations, presented the Board of Education discretionary fund report. Deborah Jacobson, Assistant Superintendent, updated the Board on the FY2021 P-12 Discretionary Funds account. Per the Money Management Act and the Budgetary Procedures Act, the Utah State Board of Education is provided with the status of the funds.

Finance Committee

R277-607, Attendance Promotion and Chronic Absenteeism Prevention (Amendment)

**MOTION** was made by Member Norton and seconded that the Board approves R277-607, Attendance Promotion, and Chronic Absenteeism Prevention, Draft 7, as amended on the second and final reading.



**MOTION** was made by Member Lear and seconded (Strate) that the Board approves R277-607, Draft 10, on the second and final reading.

**MOTION TO AMEND** was made by Member Lear and seconded (Strate) that the Board amends the definition “intervention” to include the following language at the end of line 37: “In accordance with 53G-6-206 interventions are positive supports and not punitive actions towards students or families.”

**MOTION TO AMEND THE AMENDMENT** was made by Member Boggess and seconded (Kerry) to change to the following: “Interventions may not be punitive actions towards students or families.”

The motion to amend the amendment failed, with Members Boggess and Green in favor and Members Boothe, Davis, Earl, Hymas, Kerry, Lear, Norton, Reale, Strate, Wood, and Moss opposed. Member Hart was absent.

The motion to amend carried with Members Boothe, Davis, Earl, Hymas, Kerry, Lear, Norton, Reale, Strate, Wood, and Moss in favor and Members Green, Boggess, Cline, and Hymas opposed. Member Hart was absent.

**SUBSTITUTE MOTION** was made by Member Boggess and seconded (Kerry) that the Board approves R277-607, Draft 8, on the second and final reading.

**MOTION TO AMEND** was made by Member Hymas and seconded (Davis) Line 129 -130 to remove the wording “consistent with the US Constitution, Amendment 4.”

The motion to amend carried with Members Boothe, Davis, Earl, Hart, Hymas, Kerry, Lear, Norton, Reale, Strate, and Wood in favor and Members Boggess, Cline, Green, and Moss opposed.

**MOTION TO AMEND** was made by Member Boggess and seconded (Hymas) that the Board amends Line 128 to read: “(ii) provided for school level procedure making: and.”

The motion to amend passed unanimously.

**CALL THE QUESTION** was made by Member Davis and seconded (Kerry)

The motion carried with Members Boothe, Davis, Earl, Green, Hart, Hymas, Kerry, Lear, Reale, Strate, Wood, and Moss in favor and Members Boggess, Norton, and Cline opposed.

The substitute motion carried with Members Boggess, Cline, Earl, Green, Hart, Hymas, Kerry, and Moss in favor and Members Boothe, Davis, Lear, Norton, Reale, Strate, and Wood opposed.

Fiscal Year 2025 Budget Formulation Process for 2024 General Session of the Utah Legislature

**MOTION** was made by Member Norton, and the Board approved the below-proposed motions:

That the Board directs staff to develop one comprehensive legislative request for the 2024 legislative session that includes all potential Regional Educational Service Agencies (RESA) funding and policy requests together.

That the Board directs staff to develop a legislative request for the 2024 legislative session to address the San Juan Broadband project needs.

That the Board directs staff to develop a legislative request for the 2024 legislative session to address the SOEP program's needs.

The Board directs staff to analyze potential percentage increases to the value of the WPU during the 2024 general session so the Board may determine what percentage increase to propose.

That the Board requests staff identify potential funding request ideas, including the estimated proposed funding amounts related to the ideas, for the Board's consideration in August.

**MOTION TO AMEND** was made by Member Moss and seconded (Boothe) to add the following language to the end of the above motion, "on whether to direct staff to develop a more formal full funding request."

As follows: the Board requests staff identify potential funding request ideas, including the estimated proposed funding amounts related to the ideas, for the Board's consideration in August on whether to direct staff to develop a more formal full funding request.

The motion to amend passed unanimously.

That the Board requests that staff conduct an analysis of a potential funding request to support a minimum of one full-time music educator per public elementary school building.

**MOTION TO DIVIDE** was made by Member Cline and seconded (by Earl) to divide that the Board requests staff conduct an analysis on a potential funding request to support a minimum of one full-time music educator per public elementary school building as a separate agenda item.

The motion to divide failed with Members Boggess, Davis, Hymas, Lear, Norton, Reale, Strate, Wood, and Moss opposed and Members Hart, Cline Boothe, Earl, Kerry, and Green in favor.

The motion carried with Member Cline opposed.

Application for New Awards – Statewide Longitudinal Data Systems (SLDS) from the Institution of Education Science (IES)

**MOTION** was made by Member Norton that the Board approves the request for

USBE to submit an application for the 2023 SLDS Grant opportunity.

The motion carried with Members Boothe, Davis, Hart, Hymas, Lear, Norton, Reale, Strate, Wood, and Moss in favor and Members Kerry, Green, Cline, Boggess, and Earl opposed.

### 2024 General Session Legislation Preparation

#### Process for Board-Requested Legislative Funding

**MOTION** was made by Member Strate and seconded (Moss) to develop a legislative funding request for the 2024 legislative session to address educator-directed hours for \$100 million one-time.

The motion carried with Member Cline opposed.

**MOTION** was made by Member Hart and seconded (Strate) to develop a legislative funding request for the 2024 legislative session to address supporting the teacher leader program – supporting recruitment and retention through teacher leadership.

The motion carried with Member Cline opposed.

**MOTION** was made by Member Boothe and seconded (Strate) to develop a legislative funding request for the 2024 legislative session to address the Beverly Taylor Sorenson Arts Program to fully fund all schools in the state.

The motion passed unanimously.

**MOTION** was made by Member Davis and seconded (Strate) to develop a legislative funding request for the 2024 legislative session to address special education funding based on available data from the WestEd study.

The motion carried with Members Boggess and Cline opposed.

**MOTION** was made by Member Strate and seconded (Lear) to develop a legislative funding request for the 2024 legislative session to address reducing curricular and co-curricular fees, including providing options on the policy related to funding.

The motion passed unanimously. Member Hymas and Kerry were absent.

**MOTION** was made by Member Boothe and seconded (Strate) to develop a legislative funding request for the 2024 legislative session to address pupil transportation, including funding transportation, allowing LEA autonomy in the implementation.

The motion passed unanimously.

**MOTION** was made by Member Strate and seconded (Moss) to develop a legislative funding request for the 2024 legislative session to address providing free school meals to students in alignment with existing LEA implementation.

The motion carried with Members Boggess, Davis, Earl, Lear, Norton, Reale, Strate, Wood, and Moss in favor and Members Hymas, Cline, Green, Boothe, Kerry, Hart, and Green opposed.

**MOTION TO RECONSIDER** was made by Member Earl and seconded (Boggess) that the Board reconsiders Item 9.2 to amend language on Lines 127, 143, and 144.

The motion carried with Member Hymas opposed.

**MOTION** was made by Member Earl and seconded (Green) that the Board strikes lines 143-44 ~~(d) may enlist the assistance of community and law enforcement agencies and organizations for early intervention services, in accordance with Section 53G-8-211~~ and add to Line 127 "53G-8-211."

**MOTION TO AMEND** was made by Member Earl and seconded (Strate) keep 143-44 and strike "Law enforcement agencies and organizations" and replace with "Juvenile Justice and Youth Services" on Lines 143. No change to 127.

**MOTION TO AMEND** was made by Member Norton and seconded (Strate) to strike “and law enforcement” on Line 143.

The motion passed unanimously. Member Kerry was absent.

**SUBSTITUTE MOTION** was made by Member Davis and seconded (Boothe) that the Board approves R277-607, Draft 10, as amended on the second and final reading.

**SUBSTITUTE MOTION** was made by Member Davis and seconded (Boothe) that the Board amends R277-607 – Draft 8 to:

- 1) add a definition of chronic absenteeism on lines 34-36 from Draft 10;
- 2) add lines 14 and 15 from Draft 10: and

14     (d) Section 53G-9-804, which requires the Board to make rules requiring LEAs to  
15     enact chronic absenteeism prevention and intervention policies.

- 3) add lines 67-70 from Draft 10.

67           (ii) ~~ensures~~addresses the interplay between~~[valid excused]~~ absences for mental  
68     health or behavioral health~~[are not used to circumvent]~~ and Free Appropriate Public  
69     Education (FAPE) requirements or other educational service[s] requirements for students  
70     under federal law including the Individuals with Disabilities Education Act (IDEA);

**CALL THE QUESTION** was made by Member Lear and seconded (Wood).

The motion carried with Members Boggess and Kerry opposed.

The substitute motion, as amended, carried with Members Boothe, Davis, Earl, Hart, Hymas, Lear, Norton, Reale, Strate, Wood, and Moss in favor and Members Boggess, Cline, Green, and Kerry opposed.

**MOTION TO AMEND** was made by Member Boggess and seconded (Cline) that the Board replace the definition of chronic absenteeism in Draft 8 with: “Chronic absenteeism” means a metric determined on a case-by-case basis through triangulated

and intersected data points, including (a) persistent absences resulting in a calculated pattern; (b) a statistically significant decrease in academic achievement; or (c) persistent malicious behavior infractions, including vandalism, loitering, vaping, assault, and belligerence.

**CALL THE QUESTION** was made by Member Strate and seconded by Member Lear. The motion carried with Members Boggess and Green opposed.

The motion to failed with Members Boggess, Cline, Green, and Kerry in favor and Members Boothe,

**CALL THE QUESTION** was made by Member Wood and seconded by Member Lear.

The call the question motion carried with Members Boggess and Green opposed.

The motion to amend carried with Member Cline opposed.

The **final motion** that the Board approves R277-607, Draft 8, as amended.

The motion carried with Member Cline opposed. Member Kerry was absent.

### [New Evidence-Based Screening Tool](#)

#### Screen For Child Anxiety-Related Emotional Disorders

**MOTION** was made by Member Reale and seconded (Lear) that the Board approves the new screening tool titled Screen For Child Anxiety-Related Emotional Disorders.

**MOTION TO POSTPONE** was made by Member Boggess and seconded (Cline) that the Board postpones to the next duly noticed board meeting.

The motion failed with Members Boggess, Cline, Green, and Hymas in favor and Members Boothe, Davis, Earl, Hart, Hymas, Lear, Norton, Reale, Strate, Wood, and

Moss opposed. Member Kerry was absent.

**CALL THE QUESTION** was made by Member Reale and seconded by Boothe.

The motion failed – needs a 2/3 vote – with Members Boggess, Cline, Earl, Green, and Hymas opposed and Members Boothe, Davis, Hart, Lear, Norton, Reale, Strate, Wood, and Moss in favor. Member Kerry was absent.

**CALL THE QUESTION** was made by Member Reale and seconded by Member Hymas.

The motion carried with Members Cline and Boggess opposed. Member Kerry was absent.

The final motion carried with Members Cline, Boggess, Green, and Earl opposed.

Chair Moss passed the gavel.

### [Science Standards](#)

#### SEED Science Standards

**MOTION** was made by Member Earl and seconded that the Board amends the five supplemental science standards previously adopted by the Board on May 4, 2023, by adopting and incorporating into the supplemental science standards the 28 amendments contained in the backup document titled “June 2023 Science Standards Amendments Final -1.”

**CALL THE QUESTION** was made by Member Hymas and seconded by Member Moss.

The motion failed with eight in favor and seven opposed. You need a 2/3 vote (10) to pass.



**MOTION TO DIVIDE** was made by Member Strate and seconded (Norton) to divide the following items: 1, 22, 27, and 29.

The motion failed with Members Norton, Lear, Wood, Davis, Strate, and Boothe in favor.

**SUBSTITUTE MOTION** was made by Member Cline and seconded by Member Boggess that the Board approves what the Standards and Assessment Committee approved during their April 25 and May 1, 2023, committee meetings, including Meteorology, Genetics, Human Anatomy, Marine Biology & Oceanography supplemental SEEd standards.

The motion failed with Member Cline in favor and Members Boggess, Boothe, Davis, Earl, Green, Hart, Hymas, Kerry, Lear, Norton, Reale, Strate, Wood, and Moss opposed.

**MOTION TO AMEND** was made by Member Boggess and seconded (Green) that the Board adds language to be added at the end of the introduction on line 18: "All Standards should be studied and explored with the following as the foundational presuppositions:

- The Law of Thermodynamics
- The Law of Entropy
- Law of Biogenesis
- The foundational building of proteins or polypeptides."

The motion failed with Members Boggess, Cline, and Green in favor and Members Boothe, Davis, Earl, Hart, Hymas, Lear, Norton, Reale, Strate, Wood, and Moss opposed. Member Kerry was absent.

**MOTION TO AMEND** was made by Member Strate and seconded by Member Norton that the Board reinserts the “reproductive system’s role in the growth and development of humans” on line 1.

### **Human Anatomy**

The Human Anatomy **and Physiology** High School Supplemental SEEd standards Supplemental SEEd standards explore the structure, function, and interactions of tissues, organs, and organ systems found in **humans. ~~complex animals including humans.~~** Students develop and use models to illustrate anatomical structures and regions of the **human** body. Students construct explanations of how the integumentary, skeletal and muscular systems make support, protection, and movement possible. Students analyze and interpret data to understand how the endocrine and nervous systems make information processing possible. Students ask questions about the relationships between the cardiovascular, respiratory, digestive, and urinary systems. Students obtain, evaluate, and communicate information about the **male and female reproductive systems that make conception, development, and birth of human life possible. ~~reproductive system’s role in the growth and development of humans.~~**

**CALL THE QUESTION** was made by Member Earl and seconded by Member Hymas.

The motion carried with Member Boggess opposed.

Motion to amend carried with Members Strate, Wood, Reale, Lear, Hart, Davis, Boothe, and Norton in favor and Members Cline, Hymas, Boggess, Green, Moss, and Earl opposed.

### **FINAL MOTION**

**MOTION** was made by Member Earl and seconded that the Board amends the five supplemental science standards previously adopted by the Board on May 4, 2023, by adopting and incorporating into the supplemental science standards the 28

amendments contained in the backup document titled “June 2023 Science Standards Amendments Final -1.”

**CALL THE QUESTION** by Member Strate and seconded by Member Reale.

The motion failed with Members Cline, Boggess, and Norton opposed.

**MOTION TO RECONSIDER** was made by Member Lear and seconded by Member Strate.

The motion failed with Members Hart, Cline, Davis, Boothe, Norton, Strate, Wood, Reale, and Lear in favor and with Members Hymas, Boggess, Green, Moss, and Earl opposed.

**CALL THE QUESTION** was made by Member Strate and seconded by Member Reale.

The motion failed with Members Hart, Boggess, Earl, Moss, Hymas, Moss, and Green in favor and Members Boothe, Cline, Davis, Lear, Norton, Reale, Strate, and Wood opposed.

**MOTION TO AMEND** was made by Member Strate and seconded by Member Lear to amend line 27 to delete “emphasize” and replace it with “examples could include.”

The motion failed with Members Boggess, Boothe, Cline, Lear, Reale, and Strate in favor and Members Davis, Earl, Green, Hart, Hymas, Wood, and Moss opposed. Member Norton excused.

**CALL THE QUESTION** was made by Member Boggess and seconded.

The motion carried with Member Cline opposed.

The final motion carried with Members Davis, Earl, Green, Hart, Hymas, Lear, Reale, Strate, Wood, and Moss in favor and Members Boggess, Boothe, and Cline opposed.

<p><b>1</b></p> <p><b>Clarifying language added</b></p>	<p><b>Human Anatomy Introduction</b></p> <p>The Human Anatomy High School Supplemental SEEd standards explore the structure, function, and interactions of tissues, organs, and organ systems found in complex animals including humans. Students develop and use models to illustrate anatomical structures and regions of the body. Students construct explanations of how the integumentary, skeletal and muscular systems make support, protection, and movement possible. Students analyze and interpret data to understand how the endocrine and nervous systems make information processing possible. Students ask questions about the relationships between the cardiovascular, respiratory, digestive, and urinary systems. Students obtain, evaluate, and communicate information about the reproductive system’s role in the growth and development of humans.</p>	<p><b>Human Anatomy</b></p> <p>The Human Anatomy <b>and Physiology</b> High School Supplemental SEEd standards explore the structure, function, and interactions of tissues, organs, and organ systems found in <b>humans. <del>complex animals including humans.</del></b> Students develop and use models to illustrate anatomical structures and regions of the <b>human</b> body. Students construct explanations of how the integumentary, skeletal and muscular systems make support, protection, and movement possible. Students analyze and interpret data to understand how the endocrine and nervous systems make information processing possible. Students ask questions about the relationships between the cardiovascular, respiratory, digestive, and urinary systems. Students obtain, evaluate, and communicate information about the <b>male and female reproductive systems that make conception, development, and birth of human life possible. <del>reproductive system’s role in the growth and development of humans.</del></b></p>
<p><b>2</b></p> <p><b>Clarifying language from Standards and</b></p>	<p><b>Standard HUMA.1.1</b></p> <p><b>Develop and use models</b> to demonstrate the orientation of anatomical <u>structures</u> and regions of the human body. Emphasize how orientation and location within</p>	<p><b>Standard HUMA.1.1</b></p> <p><b>Develop and use models</b> to demonstrate the orientation of anatomical <u>structures</u> and regions of the human body. Emphasize how</p>

<p><b>Assessment Committee.</b></p>	<p>the human body supports the function of the anatomical structures.</p>	<p><b>size</b>, orientation, and location within the human body supports the function of the anatomical structures.</p>
<p><b>3</b> <b>Added in Standards and Assessment Committee-Nutrition</b></p>	<p><b>Standard HUMA.2.4 Engage in argument from evidence</b> about how the integumentary, skeletal, and muscular <u>systems</u> make support, protection, and movement possible. Emphasize the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders</p>	<p>Standard HUMA.2.4 Engage in argument from evidence about how the integumentary, skeletal, and muscular systems make support, protection, and movement possible. Emphasize the homeostatic mechanisms, as well as the effects of and responses to <b>nutrition</b>, aging, diseases, and disorders.</p>
<p><b>4</b> <b>Clarify language from Standards and Assessment Committee.</b></p>	<p><b>Standard HUMA.3.2 Analyze and interpret data</b> to explain how the hormones of the endocrine system regulate physical and chemical processes to maintain a <u>stable</u> internal environment. Emphasize both positive and negative feedback mechanisms. Examples of mechanisms could be heart rate, blood sugar, childbirth, temperature, and growth.</p>	<p><b>Analyze and interpret data</b> to explain how the hormones of the endocrine system regulate physical and chemical processes to maintain a <u>stable</u> internal environment, <b>support general health, promote growth and development throughout the lifespan.</b> Emphasize both positive and negative feedback mechanisms. Examples of <b>feedback</b> mechanisms could be heart rate, blood sugar, childbirth, temperature, and growth.</p>
<p><b>5</b> <b>Added in Standards and Assessment Committee-Nutrition</b></p>	<p><b>Standard HUMA.3.3 Construct an explanation</b> about how the <u>cause and effect</u> relationship of the endocrine and nervous systems makes information processing (detection, interpretation and response) possible. Emphasize homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders.</p>	<p><b>Standard HUMA.3.3 Construct an explanation</b> about how the <u>cause and effect</u> relationship of the endocrine and nervous systems makes information processing (detection, interpretation and response) possible. Emphasize homeostatic mechanisms, <del>as well as the and their effects of and responses to on and responses to</del> <b>nutrition</b> aging, diseases, and disorders.</p>

<p><b>6</b>  <b>Obtain, evaluate, and communicate is better aligned with this standard. (Summarize information, gather, read and evaluate scientific information, communicate this information.)</b></p>	<p><b>Standard HUMA.4.2 Engage in argument from evidence</b> to explain the relationship between the structure and function of the digestive and urinary systems as they utilize <u>matter</u> to derive <u>energy</u> and eliminate waste.</p>	<p><b>Standard HUMA.4.2 Obtain, Evaluate and communicate information about Engage in argument from evidence to explain</b> the relationship between the structure and function of the digestive and urinary systems as they utilize food (<u>matter</u>) to derive <u>energy</u>, obtain essential nutrients, and eliminate waste.</p>
<p><b>7</b>  <b>Added in Standards and Assessment Committee- Nutrition</b></p>	<p><b>Standard HUMA.4.3 Ask questions to construct an explanation</b> about the interdependence of the cardiovascular, respiratory, urinary, and digestive <u>systems</u>. Emphasize homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders.</p>	<p>Standard HUMA.4.3 <b>Ask questions to construct an explanation</b> about the interdependence of the cardiovascular, respiratory, urinary, and digestive <u>systems</u>. Emphasize homeostatic mechanisms, as well as the effects of and responses to <b>nutrition</b> aging, diseases, and disorders.</p>
<p><b>8</b>  <b>Clarifying language recommended during the full board meeting in May and part from Standards and Assessment Committee.</b></p>	<p><b>Standard HUMA.5.1 Obtain, evaluate, and communicate information</b> about how the structures of the reproductive system provide a <u>stable</u> yet <u>changing</u> environment to allow for the production of egg and sperm, fertilization, and the development of offspring. Emphasize the role of hormones in this process.</p>	<p><b>Standard HUMA.5.1 Obtain, evaluate, and communicate information</b> about how the structures of the <b>male and female</b> reproductive system provide a <u>stable</u> yet <u>changing</u> environment to allow for the production of egg and sperm, fertilization, <del>and implantation,</del> and fertilization of <del>ovum</del> and the development of <b>human fetus offspring</b>. Emphasize the role of hormones in <b>the male</b></p>

		and female reproductive <del>this</del> process.
<b>9</b> Clarifying language recommended during the full board meeting in May and part from Standards and Assessment Committee	<b>Standard HUMA.5.2</b> <b>Develop and use models</b> to describe the <u>scale, proportion, and quantity</u> of matter in the stages of human embryology and gestation. Emphasize the embryological changes through the different stages of development.	<b>Standard HUMA.5.2</b> <b>Develop and use models</b> to describe <del>the scale, proportion, and quantity, the stability and change, of matter</del> <del>in</del> in the stages of human embryology and gestation, including fertilization and embryo and fetal development. Emphasize the embryological changes through the different stages of development.
<b>10</b> Added in Standards and Assessment Committee- Nutrition	<b>Standard HUMA.5.3 Ask questions</b> about how the reproductive system uses <u>matter and energy</u> to make growth and development possible. Emphasize homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders.	<b>Standard HUMA.5.3 Ask questions</b> about how the reproductive system uses <u>matter and energy</u> to make growth and development possible. Emphasize homeostatic mechanisms, as well as the effects of and responses to <b>nutrition</b> , aging, diseases, and disorders.
<b>11</b> National Weather Service mission includes the protection of life and property. <a href="https://www.weather.gov">About the NWS (weather.gov)</a>	<b>Geology Introduction</b> The Geology High School Supplemental SEEd standards explore matter and energy that form the rocks, minerals, and formations found in Earth. Students carry out investigations to identify and classify different minerals and rocks. Students ask questions to evaluate what can be learned from the geologic record. Students develop and use models of the Earth and its interior. Students obtain, evaluate, and communicate information to understand Earth's surface processes. Students	The Geology High School Supplemental SEEd standards explore matter and energy that form the rocks, minerals, and formations found in Earth. Students carry out investigations to identify and classify different minerals and rocks. Students ask questions to evaluate what can be learned from the geologic record. Students develop and use models of the Earth and its interior. Students obtain, evaluate, and communicate information to understand Earth's surface processes.

	analyze and interpret data about the interaction between humans and the Earth in an attempt to mitigate geologic hazards.	Students analyze and interpret data about the interaction between humans and the Earth in an attempt to mitigate geologic hazards, <b>minimize property damage and protection of life.</b>
<b>12</b>  Align with introduction.	<b>Strand 5 Summary</b> Humanity relies on the resources contained within Earth. The extraction of resources from Earth impacts the geologic systems. Technology can be designed and used to mitigate geologic hazards.	<b>Strand 5 Summary</b> Humanity relies on the resources contained within Earth. The extraction of resources from Earth impacts the geologic systems. Technology can be designed and used to mitigate geologic hazards, <b>minimize property damage and protection of life.</b>
<b>13</b>  Alignment and the reason why we design solutions: to minimize property damage and protection of life.	<b>Standard GEOL.5.2</b> Evaluate <b>design solutions</b> which have a <u>structure and function</u> to mitigate geologic hazards. <i>Define the problem, identify criteria and constraints, analyze available data on proposed solutions, and determine an optimal solution.</i>	<b>Standard GEOL.5.2</b> Evaluate <b>design solutions</b> which have a <u>structure and function</u> to mitigate geologic hazards, <b>minimize property damage and protection of life.</b> For example earthquakes, volcanoes, floods, landslides, Define the problem, identify criteria and constraints, analyze available data on proposed solutions, and determine an optimal solution.
<b>14</b>  Scale proportion and quantity are related to analyzing and interpreting data. It includes statistical probability to make valid and reliable scientific claims.	<b>Standard GENE.2.4</b> <b>Construct an explanation</b> how the <u>scale, proportion, and quantity</u> of random occurrences affect the genetic makeup of a population. Emphasize that random genetic variation within a population and natural selection pressures both impact evolutionary change.	<b>Standard GENE.2.4</b> <b>Analyze and Interpret Data</b> <del>Construct an explanation to investigate</del> how the <u>scale, proportion, and quantity</u> of random occurrences affect the genetic makeup of a population. Emphasize that random genetic variation within a population and natural



		selection pressures both impact evolutionary change.
<b>15</b> <b>Ethics associated with genetics.</b>	<b>Strand 3 Summary</b> Technology has been applied in numerous fields including agriculture, medicine, and industry. The completion of the Human Genome project has led to advances in the area of genomics. Biotechnology has been used to identify and modify genes that have had an effect on humankind.	<b>Strand 3 summary</b> has been applied in numerous fields including agriculture, medicine, and industry. The completion of the Human Genome project has led to advances in the area of genomics. Biotechnology has been used to identify and modify genes <b>which may be used for a variety of valid outcomes, but may also raise ethical issues concerning research and application</b> that have had an effect on humankind
<b>16</b> <b>Ethics associated with genetics.</b>	<b>Standard GENE.3.1 Engage in argument from evidence</b> about how the <u>structure and function</u> of biotechnology is used to modify genes in a way that can affect humankind. Emphasize technologies' affect on agriculture, medicine, and industry. Examples of technology could include GMOs, cloning, diagnosing and treating genetic disorders, and CRISPR	<b>Standard GENE.3.1 Engage in argument from evidence</b> about how the <u>structure and function</u> of biotechnology is used to modify genes in a way that can affect humankind <b>including application potential ethical concerns</b> . Emphasize technologies' affect on agriculture, medicine, and industry. Examples of technology could include GMOs, cloning, diagnosing and treating genetic disorders, and CRISPR.
<b>17</b> <b>Ethics associated with genetics</b>	<b>Standard GENE.3.3 Analyze and interpret data</b> to evaluate different <b>designed solutions</b> where biotechnology uses <u>matter and energy</u> to identify and/or modify the structure and function of genes in order to solve a problem. <i>Define the problem, identify criteria and constraints, analyze available data on</i>	<b>Standard GENE.3.3 Analyze and interpret data</b> to evaluate different designed solutions where biotechnology uses <u>matter and energy</u> to identify and/or modify the structure and function of genes in order to solve a problem. Define the problem, identify criteria and constraints, analyze available

	<i>proposed solutions, and determine an optimal solution.</i>	data on proposed solutions, <b>evaluate potential ethical concerns</b> and determine an optimal solution.
	<b>Marine Biology</b>	
<b>18</b> <b>Aligned language. Removed negative language</b>	The Marine Biology/Oceanography High School Supplemental SEEd standards explore the organisms, interactions, and processes that affect living things in the ocean. Students develop and use a model to describe the characteristics, properties and influences of the ocean and seawater. Students analyze and interpret data about marine life to classify them into different marine phyla and to determine their relationships within marine ecosystems. Students ask questions about the interaction between humans and the ocean in an attempt to reduce negative human effects on the ocean.	The Marine Biology/Oceanography High School Supplemental SEEd standards explore the organisms, interactions, and processes that affect living things in the ocean. Students develop and use a model to describe the characteristics, properties and influences of the ocean and seawater. Students analyze and interpret data about marine life to classify them into different marine phyla and to determine their relationships within marine ecosystems. Students ask questions <b>to obtain, evaluate, and communicate information</b> about the interaction between humans and the ocean. <del>in an attempt to reduce negative human effects on the ocean.</del>
<b>19</b> <b>Marine life is in the current draft. It aligns with the language in MBIO 2.2</b>	<b>Strand 2 Summary</b> The earliest life on earth originated from the ocean. Early life in the ocean relied on chemosynthesis and photosynthesis to produce energy. A wide variety of marine life now exists in a variety of marine ecosystems which can be classified based on their characteristics. Energy and matter flow within and between different marine ecosystems.	<del>Scientific theories state that</del> the earliest life on earth originated from the ocean. <b>Marine</b> life in the ocean relies on chemosynthesis and photosynthesis to produce energy. A wide variety of marine life now exists in a variety of marine ecosystems which can be classified based on their characteristics. Energy flows and matter cycles within and between different marine ecosystems.

<p><b>20</b></p> <p><b>Language Alignment</b></p>	<p><b>Standard MBIO.2.5 Obtain, evaluate, and communicate</b> about the <u>stable and change</u> of relationships between biotic and abiotic factors in marine ecosystems. Examples of ecosystems could include estuaries, coral reefs, kelp forests, the open ocean, and the deep ocean.</p>	<p><b>2.5 Obtain, evaluate, and communicate information</b> regarding <del>about</del> the <u>stability e</u> and <u>change</u> of relationships between biotic and abiotic factors in marine ecosystems. Examples of ecosystems could include estuaries, coral reefs, kelp forests, the open ocean, and the deep ocean</p>
<p><b>21</b></p> <p><b>Alignment with the introduction.</b></p>	<p><b>Standard MBIO.3.2 Engage in argument based on evidence</b> about how human activities <u>affect</u> marine ecosystems. Examples of human activities could include the extraction of resources, transportation and recreation.</p>	<p><b>Standard MBIO.3.2 Engage in argument based on evidence</b> about how human activities <del>may affect</del> marine ecosystems. Examples of human activities could include the extraction of resources, transportation and recreation</p>
<p><b>22</b></p> <p><b>Simplified language</b></p>	<p><b>Standard MBIO.3.4 Design a solution</b> in the form of a sustainability plan that impacts individual, city, or regional contribution (<u>changes</u>) to marine environmental systems. <i>Define the problem, identify criteria and constraints, develop possible solutions using models, analyze data to make improvements from iteratively testing solutions, and optimize a solution.</i> Emphasize the role that an individual living in Utah plays in the plan as well as how market forces and societal demands influence personal choices.</p>	<p><b>Standard MBIO.3.4 Design a solution</b> in the form of a sustainability plan that impacts individual, city, or regional contributions <del>including Utah</del> (<u>changes</u>) to marine environmental systems. <i>Define the problem, identify criteria and constraints, develop possible solutions using models, analyze data to make improvements from iteratively testing solutions, and optimize a solution.</i> <del>Emphasize the role that an individual living in Utah plays in the plan as well as how market forces and societal</del></p>

<p><b>23</b></p> <p><b>Engineering language alignment.</b></p>	<p><b>Strand METR.1: The structure of Earth’s atmosphere</b>          The atmosphere has different layers and composition which can be identified from its properties. Observable changes in solar radiation affect both the atmosphere and the surface of Earth.</p> <p><b>Standard METR.1.1</b>  <b>Construct an explanation</b> describing the properties and <u>structure</u> of the atmospheric layers. Emphasize the properties of temperature, density, chemical composition, pressure, humidity, and moisture.</p>	<p><b>Strand METR.1: The structure and function of Earth’s atmosphere</b>          The atmosphere has different layers and composition which can be identified from its properties. Observable changes in solar radiation affect both the atmosphere and the surface of Earth.</p> <p><b>METR.1.1 Construct an explanation</b> describing the properties, <u>structure and function</u> of the atmospheric layers. Emphasize the properties of temperature, density, chemical composition, pressure, humidity, and moisture</p>
<p><b>24</b></p> <p><b>Motion from Standards and Assessment Committee.</b></p>	<p><b>Standard METR.1.3</b>  <b>Obtain, evaluate, and communicate</b> what happens to solar radiation (<u>energy</u>) as it moves through the atmosphere and interacts with Earth’s surface (<u>matter</u>). Emphasize the role of the greenhouse effect.</p>	<p><b>METR.1.3 Obtain, evaluate, and communicate</b> what happens to solar radiation (<u>energy</u>) as it moves through the atmosphere and interacts with Earth’s surface (<u>matter</u>). Emphasize the role of the greenhouse effect <b>on supporting life.</b></p>
<p><b>25</b></p> <p>National Weather Service mission includes the protection of life and property. <a href="https://www.weather.gov">About the NWS (weather.gov)</a></p>	<p><b>Strand METR.3: System interactions between society and climate</b>          Various climate systems are present across the world with a variety of characteristics and conditions. Weather, climate, and society interact and affect each other. Changes in climate</p>	<p><b>Strand METR.3: System interactions between society, Earth’s climates and weather.</b></p> <p>Various climate systems are present across the world with a variety of characteristics and conditions. Weather,</p>

	<p>can have a variety of causes and effects. Technology and regulation can aid in reducing the impacts of climate change</p>	<p>climate, and society interact and affect each other. Changes in climate can have a variety of causes and effects. Technology and regulation <b>can aid in minimizing property damage and protection of life</b> and in reducing the impacts of climate change <b>and weather</b>. (Any systematic change in the long-term statistics of climate elements (such as temperature, pressure, or winds) sustained over several decades or longer).</p> <p>Include reference.  <a href="https://www.ametsoc.org/glossary/Climate-change-Glossary-of-Meteorology">American Meteorology Society, glossary <u>Climate change - Glossary of Meteorology</u> (<a href="https://www.ametsoc.org">ametsoc.org</a>)</a></p>
<p><b>26</b></p> <p><b>“hazardous weather” is the term used by scientist in this area.</b></p>	<p><b>Standard METR.3.2 Engage in argument from evidence</b> to identify the <u>patterns</u> that exist in the relationships between weather, climate, and society. Examples could include urban heat island, smog formation, air pollution, air quality, stratospheric ozone.</p>	<p>Standard METR.3.2 <b>Engage in argument from evidence</b> to identify the <u>patterns</u> that exist in the relationships between weather, climate, and society. Examples could include <b>hazardous weather</b>, urban heat island, smog formation, air pollution, air quality, stratospheric ozone.</p>
<p><b>27</b></p> <p><b>These cycles should be taught- changed to “Emphasize”</b></p>	<p><b>Standard METR.3.4 Plan and carry out an investigation</b> to determine the natural and human caused factors that produce <u>changes</u> in global climate. Examples could include Milankovitch and ENSO cycles,</p>	<p>METR.3.4 <b>Plan and carry out an investigation</b> to determine the natural and human caused factors that produce <u>changes</u> in global climate. <b>Emphasize</b> Milankovitch and ENSO cycles, greenhouse gasses,</p>

<p><b>in place of “Example”.</b></p>	<p>greenhouse gasses, and changes in physical geography</p>	<p>and changes in physical geography.</p>
<p><b>28</b>   <b>Aligned with introduction and added “hazardous weather”</b></p>	<p><b>Standard METR.3.5</b>          Evaluate proposed <b>designed solutions</b> intended to reduce (effect) the impacts of climate change. <i>Define the problem, identify criteria and constraints, analyze available data on proposed solutions, and determine an optimal solution.</i></p>	<p>Standard METR.3.5 Evaluate proposed <b>designed solutions</b> intended to <b>minimize property damage and protection of life by reducing</b> (effect) the impacts of climate change <b>and hazardous weather</b>. Define the problem, identify criteria and constraints, analyze available data on proposed solutions, and determine an optimal solution.</p>
<p><b>29</b>  <b>Adds greater clarity to the standards for educators and the public. Thank you USBE Staff.</b></p>	<p><b>Motion to add SEEd Standards Appendix K-12 Progressions</b>   <a href="#">SEEd Standards Appendix .pdf - Google Drive</a></p>	

**Request for Statutory Changes**

**MOTION** was made by Member Moss and seconded by Member Wood that the Board supports Representative Ballard’s 2024 draft bill “Safe School Route Evaluations.”

The motion carried with Member Cline opposed.

**Audit Committee Report**

Licensing Audit Report Release

**MOTION** was made by Member Hart and seconded (Hymas) that the Board releases the Licensing Audit Report to the public.

The motion passed unanimously.

### **Finance Committee Report/Recommendations**

#### R277-110, Educator Salary Adjustment (Amendment)

**MOTION** was made by Member Norton that the Board approves R277-110, Educator Salary Adjustment, Draft 2, on the second and final reading.

The motion passed unanimously.

#### R277-726, Statewide Online Education Program (SOEP) (Amendment)

**MOTION** was made by Member Norton that the Board approves R277-726, Statewide Online Education Program, Draft 1, on the second and final reading.

The motion carried with Members Cline and Boggess opposed.

### **Law and Licensing Committee Report/Recommendations**

#### R277-497, School Accountability System (Amendment)

**MOTION** was made by Member Hymas that the Board approve R277-497, School Accountability System, Draft 2, on the second and final reading.

The motion carried with Member Cline opposed.

#### Sections R277-920-5 and 12, School Improvement and Leadership Development (Amendment)

**MOTION** was made by Member Hymas that the Board approve R277-920-5 and 12, School Improvement and Leadership Development, Draft 2 on the second and final reading.

The motion carried with Member Cline opposed.

#### R277-618, Homeless Teen Center Grant Program (Amendment)

**MOTION** was made by Member Hymas that the Board approve R277-618, Homeless Teen Center Grant Program, Draft 3, on the second and final reading.

**SUBSTITUTE MOTION** was made by Member Hymas and seconded by Member Earl that the Board approves R277-618, Draft 4, on the second and final reading.

The motion failed with Members Boothe, Cline, Davis, Hart, Lear, Reale, Strate, and Wood opposed and Members Boggess, Earl, Green, Hymas, and Moss in favor.

**MOTION TO POSTPONE** was made by Member Earl and seconded by Member Boggess that the Board postpones to the next committee meeting.

The motion failed with Members Boggess, Boothe, Cline, Earl, Green, Strate, and Moss in favor and Members Davis, Hart, Hymas, Lear, Reale, and Wood opposed.

**MOTION TO REPEAL** was made by Member Cline and Boggess that the Board repeal the Board rule.

**CALL THE QUESTION** was made by Member Hymas and seconded by Member Boggess.

The motion carried with Member Earl opposed.

**Motion to repeal**

The motion failed with Member Cline in favor, and Member Boggess abstained.

That the Board approves R277-618, Draft 3, on the second and final reading.

The motion carried with Members Boothe, Davis, Green, Hart, Hymas, Lear, Reale, Strate, and Wood in favor and Members Boggess, Cline, Earl, and Moss opposed.

R277-496, K-3 Reading Software Licenses (Amendment)

**MOTION** was made by Member Hymas that the Board approve R277-496, K-3 Reading Software Licenses, Draft 1, on the second and final reading.



The motion carried with Member Boggess and Cline opposed.

R277-721, PRIME Pilot Program (Amendment)

**MOTION** was made by Member Hymas that the Board approve R277-721, PRIME Pilot Program, Draft 1, on the second and final reading.

The motion carried with Members Cline, Boggess, and Green opposed.

R277-613, LEA Policies and Training Regarding Bullying, Cyber-bullying, Hazing, Retaliation, and Abusive Conduct (Amendment & Continuation)

**MOTION** was made by Member Hymas that the Board continue and approve R277-613, LEA Policies and Training Regarding Bullying, Cyber-bullying, Hazing, Retaliation, and Abusive Conduct, Draft 3, on second and final reading.

The motion carried with Member Cline opposed.

R277-314, Provider Specific Licenses (New)

**MOTION** was made by Member Hymas that the Board approve R277-314, Provider Specific Licenses, Draft 2, on the second and final reading.

The motion carried with Members Cline and Boggess opposed.

Amendments to the Board Bylaws

**MOTION** was made by Member Hymas that the Board approve Article V, Draft 1, of the Board Bylaws.

**MOTION TO POSTPONE**

The motion passed unanimously.

**ADJOURNMENT**

**MOTION TO ADJOURN**

The meeting adjourned at 9:35 pm.

Minutes were taken by Cybil Prideaux, Board Secretary.

The minutes were approved on August 3, 2023.