



**Utah State Board of Education
Meeting Minutes**

August 1, 2024, Board Meeting
9:00 AM. – 6:48 PM.

A regular Utah State Board of Education meeting was held on August 1, 2024. Vice Chair Hart 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
First Vice-Chair Molly Hart
Second Vice-Chair Jennie Earl
Member Kristan Norton
Member Brent J. Strate
Member LeAnn Wood
Member Sarah Reale

Member Carol Barlow Lear
Member Cindy Davis
Member Christina Boggess
Member Randy Boothe
Member Matt Hymas
Member Emily Green

Members Online

Member Joseph Kerry

Member Absent

Member Natalie Cline

Executive Staff Present

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

Minutes were taken by:

Cybil Prideaux, Executive Assistant

Public Participants

Sara Jones, Shirley Dawson, Dr. Mallory Poole, Melina Alexander, Breda O'Keeffe, Lexi Cunningham, Amber Bonner – Utah PTA Education Commissioner, Shernavaz Vakil, Ed.D., Kelli Kercher, Shamby Polychronis - Utah Chapter of the Council for Exceptional Children, Jayceen Craven Walker, Dale Lamborn, Kasandra VerBruggen, Nicole Dumas, Mary Ann Lee, Alison Neville, and Carly Maloney.

Chair Moss called the meeting to order at 9:04 AM.

Opening Business**Board Member Message**

Member Kristan Norton and Teacher of the Year Carly Maloney shared the August message.

Education Highlight

Utah is proud to join a growing number of states throughout the nation to recognize purple star schools – schools that go the extra mile to provide smooth transitions for military families.

Military Child Education Coalition (MCEC) is the national advocate for Purple Star Schools, a program that supports military-connected children as they relocate to new schools due to a parent's change in duty station.

Military children move every two to three years. The Purple Star School program is designed to help schools respond to the educational and social-emotional challenges military-connected children face during their transition to a new school and keep them on track to be college, workforce, and life-ready. Military-connected refers to children of service members on active duty, and in the National Guard and Reserves.

MCEC is the nation's most complete resource for states seeking to start a Purple Star School program. We stand ready to offer guidance and serve in a consultative role every step of the way. As of July 10, 2024, 41 states have received Purple Star School designation, and five states have proposed/pending legislation.

Employee Recognition

Superintendent Dickson introduced the Employees of the Month for July – Chuck Foster and August – Teresa McEntire.

Public Comment for USBE

The public is welcome to send written comments to publiccomment@schools.utah.gov.

INFORMATION: Public Comment

- Public comments are limited to 2 minutes per person.
- A comment can express support or dissent for regulatory action.
- Individuals should not use public comment to complain about personnel issues or attack or defame an individual.
- Speakers making highly detailed or complex comments should also consider providing the board with a written outline of their words.
- 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.

The board of education heard public comments from the following individuals: Sara Jones, Shirley Dawson, Dr. Mallory Poole, Melina Alexander, Breda O'Keeffe, Lexi Cunningham, Amber Bonner – Utah PTA Education Commissioner, Shernavaz Vakil, Ed.D., Kelli Kercher, Shamby Polychronis - Utah Chapter of the Council for Exceptional Children, Breda O'Keeffe, Amber Bonner, Amy Shaw, and Kasandra VerBruggen.

Sara Jones's public comments are as follows:

I'm Dr. Sarah Jones with the Utah Education Association, and it's August and as students and educators head back to school this month, UEA would like to thank you for all of the work you do as board members. We know it takes a lot of time and steady and effort for all that you do, and we appreciate your commitment to Utah has students and educators and families. UEA is also committed to advocating for students and educators, and the education profession and one way we strive to accomplish that is to engage in policy discussions to promote quality

public education together with you.

As we raise questions about policy issues, it's in the spirit of partnership. We want to partner with you on the important work you do and strengthening public education, and engaged with you on sometimes critical conversations to think very deeply and deliberately about the policy issues that impact students and that impact educators. And we stand ready to be a resource to help together in the collaborative work of advancing education policy. When we work together, we know we can elevate the education profession and attract the best and the brightest to work in our schools. We can ensure every educator has all the supports that they need to be successful, but most importantly, we can ensure that every student finds success by eliminating opportunity gaps or achievement gaps.

So, as we start the new school year, we look forward to working with the board in the coming year. Thank you again for your service.

Dr. Mallory Poole's public comments are as follows:

My name is Dr. Mallory, and I am one with a bachelor's degree in special education from Brigham Young University, a master's degree in special education in administration from Utah State University, a doctorate degree in educational leadership and policy from the University of Utah, and after almost 15 years in Utah Public Schools as a special education teacher in both public, traditional public, and charter schools, I am now moving to be an educator full-time faculty member at Southern Utah University, and also adjunct faculty at Utah Tech University.

Today, I am here because I'm deeply concerned about the recent decision to remove the Council for Exceptional Children's standards from Utah Educator licensing requirements. As an educator, professional, researcher, student, and practitioner dedicated to special education, I see firsthand how crucial these standards are. For preparing effective teachers, and ensuring high quality education for our Utah students. Without these standards, we risk worsening teacher turnover, compromising educational quality, & undermining the ability to meet student needs. The solution, to address these issues, I strongly urge you to reconsider the decision to reinstate the current 2020 CEC standards.

These standards are essential for effective teacher preparation and accreditation. Providing a strong foundation for new educators, aligning with federal and state laws. They help ensure that teachers are well prepared, which is critical for improving student outcomes and retaining qualified teachers. By reinstating these Standards, we uphold the quality for special education programs here in Utah. And ultimately, support the community. The action, I'm more than willing to provide more information to support an informed decision about reinstating the cc standards. Thank you.

Nate Marsden's public comments are as follows:

I would like to speak on behalf of keeping the CEC standards. This EEC is our largest professional organization and it's a recognized leader that has been dedicated -- proven to be dedicated to the success of all individuals with exceptionalities, both the gifted as well as those with disabilities. They're being created with research in mind, collaborative with educators across the country, and they basically define expectations which is programming, learning environments, content knowledge, as well as assessment. To remove these standards, according to me, would be a disservice to our community. Not only to our students, but also our teachers as they form a very invaluable framework within which our profession grows, the way we communicate in the state of Utah, as well as nationally. Not just for the initial teacher preparation, there also for access professional development through in services, conferences, etc.. And last but not least, I would like to mention that we have talked about the standard, or one of the elements of the standard addressing diversity. We are not talking about diversity in the traditional sense, perhaps.

But we are talking about diversity in the context of the family who serves -- what the child belongs. Earlier I was listening to a discussion that you had just before we began about military families. The military families come to Utah as students. We look at the context. Them coming as military families, moving around, and we look at the context of the family, and that's what that element in the standard addresses. To do away with the CEC standards which are much larger would be a disservice to students with disabilities as well. Thank you for giving me the opportunity to speak.

Melina Alexander's public comments are as follows:

Thank you for allowing me the opportunity to speak. I desire a comment on the importance of maintaining the CAC standards as part of the special educator Preparation Competencies. I worked in Utah in the fields of special education for over 30 years, first as a classroom teacher, and currently as a professor of Teacher Education. At our university, we train our future teachers in competency supported by these Standards, allowing our future teachers to be knowledgeable in the best practices for supporting the academic success of all students. Removing these Standards appears to be a reactionary measure to our 277328 in House Bill 260 1. Would state that educators may not receive training that promotes Prohibited Discriminatory Practices, including those referred to or named diversity, equity, and inclusion. Nowhere in the CEC standards are these terms used together as a practice. In fact, of these terms, only the term diversity is used, and that is only once in standard 6.3.

Beginning special education professionals saying that diversity is part of families,

cultures, and schools, and that complex human issues can interact with the delivery of special education services. This valuable standard speaks to a teacher's ability to analyze the student's home environment, communication, and collaboration between schools and families, enabling positive outcomes for students with disabilities. I urge the USBE to reconsider the removal of these standards by retaining them, we can ensure that our caged wolf students are educated in an environment that promotes academic success for all learners. Which is a fundamental goal of our education system. Thank you very much for your time.

Kelli Kercher's public comments are as follows:

My name is Kelly, I've worked in public education and a Utah School District for the past 35 plus years. All of which I have had a role in some capacity of special education. The Council for Exceptional Children, or CEC, as we finally know what, is the largest international professional organization dedicated to improving the success of children and youth with disabilities and or gifts and talents. I joined CEC as a college student, and have been a member for more than 40 years.

CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, and helps professionals obtain conditions and resources necessary for effective professional practice. CEC is known as the source for information, resources, and professional development for special educators. I am currently on the board of the Utah Council for Exceptional Children, and very active in the menu subdivisions. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, and helps professionals obtain conditions and resources necessary for effective professional practice.

I am here to strongly urge you to reconsider the removal of the Council for Exceptional Children's standards in the Utah educating lights syncing competencies. As an educator in Utah schools, and as an advocate for children and their families, I feel qualified to state that removal of the seat easy standards is not in Utah children's best interest, and will contribute to lower outcomes for children and teachers. Are strongly urge you to revisit the vote taken on June 6, 2024, regarding the CEC standard. Please consider that the vote was based on the 2012 standards, and not the 2020 standards. Also, the International CEC convention is scheduled to be held here in Salt Lake City in 2026, and the last time we had a convention over 12,000 educators around the world attended. Thank you so much.

Shamby Polychronis's - Utah Chapter of the Council for Exceptional Children, public comments are as follows:

I am here today on behalf of the Utah chapter for the Council for Exceptional Children. Are council represents educators in Utah as public institutions of higher education, professional development experts, licensed professional special ed teachers, related service professionals, advocates for children, their families, their teachers, elected board members of the Utah CEC division, appointed advisors of a representative universities for CEC chapters, and concerned citizens.

We feel qualified to state that the removal of CEC standards is not in the public's best interest, and can contribute to lower outcomes. Unfortunately, -- personal experience with these Standards prior to the vote to remove them. Our esteemed colleagues are already speaking on the impact of teacher licensing, so council would like to address a few additional considerations. First, the council takes issue with the simple search and count process taken by members of this board to hunt for specific terminology. Misappropriation of professionally and federally defined terms is harmful to you special education, medicine, labor, social services, and society.

Terms such as diversity and inclusion have specific, recognized, excepted, and adopted meanings among professionals in these fields, so that they can do their work to help students parents, patients, clients. Second, these practices are based on high leverage practices. The standards are used for development evaluation tools, Para Ed, development in schools and -- the CEC standards are evidence-based and best practices to make sure that federal laws regarding that education of children with disabilities are followed so that students provide them with an appropriate education that is recently calculated to enable progress to meet their needs. These include ADA, IDEA, Section Four and Five of the Supreme Court ruling.

In closing, we are to reconsider the removal of the professional organization standards for special education. The Utah chapter would be happy to be a resource to the board and provide expert consultation.

Breda O'Keeffe's public comments are as follows:

Thank you for giving me the chance to speak on the CEC Professional Standards. I speak on my behalf as a concerned citizen, I have over 20 years of experience in special education, 17 of which have happily been here in Utah. I started as a Para educator, a special education teacher, and I'm now a teacher of teachers and Higher Ed. I'm addressing the same question that many of our friends have been talking about, in terms of the removal of the 2012 CEC Professional Standards.

I won't go into detail on why they are so important, I just wanted to provide three different reasons why we should reconsider having them be reinstated, were consider and review the 2020 standards for adoption and use in Utah. First, these standards are high quality

& exceeding the practical. They have the focused goal of improving outcomes for students with disabilities, and supporting their teachers. Secondly, as we've talked about, meanings of words - words have multiple meanings and so I recommend that we consider that and these words such as inclusion have highly technical meanings in special education, and we should not throw out the baby with the bath water in terms of getting rid of the CEC standards. Perhaps we can add a detail, an asterisk, when those terms are used, that they are defined specifically for Utah. Oxford has a comma, maybe you can have an asterisk.

Finally, on a practical note, I want to acknowledge the incredible work that the USBE staff have engaged in. I see you, I know how hard they work. By removing the CEC standards, you will require them to reinvent the wheel in terms of professional standards. I don't think that's a good use of time, money, or the talents of USBE staff. I very much appreciate your time and listening to all of our comments on this matter.

Lexi Cunningham's public comments are as follows:

Good morning and thank you for the opportunity to speak to you today. I bring greetings from the Utah School Superintendent's Association, and the Utah School Boards Association. I first would like to say I'm so excited to be here today and hearing from our teacher of the year and the wonderful employees of the month. We are so fortunate in Utah to have such great teachers who are working hard every day to support each other and support our students.

August is back to school month, we are 11 days away from our first district starting school. Washington County, we start on the 12th. And thank you for all that you do throughout the year, but especially this summer. I have seen many of you at events at a statewide level, I've seen some of you in schools, in our rural areas, and I just like to thank you for making the time to get out and visit with our leaders, our teachers, our board members, our parents, our students. It really does mean a lot. USSA and USBA as well as you as Bo finished our priorities for the upcoming legislative session. I will make sure that you have a copy of those so -- as the years pass, there are many things that will advocate together on and hopefully we will continue to do that.

Later today, you will be talking about audits and reviews. We would like to say thank you for not choosing districts to be reviewed or audited at USBE who were going through a lag audits, that does mean a lot to us. It's an intensive process for you not to -- that is going on, we appreciate that. But I would hope that you consider when you have that conversation, looking at the districts or the LEAs that have three reviews this year. That is extensive and we would just hope that you would consider that. It is only 5%, I know that that's not a big deal to maybe all of you, but it is a big deal to our districts. Thank you I, hope you have a great meeting and I

hope you have a great year.

Amber Bonner's public comments are as follows:

I'm the Education Commissioner for Utah PTA, and I just wanted to come this morning and I want to thank all the USBE board members and all USBE staff for all of the work that you put in over the summer. It is funny to me sometimes when I hear community members say that education is great because you get the summer off, and I don't think that they know how busy Summers are for teachers and educators and for administrators. So thank you for everything that you are doing to help our local schools and our districts as they are gearing up for school.

My kids start school in two weeks, and I don't know if they are excited as I am but there it is. We just wanted to say, Utah PTA has been very busy this summer getting all of our things set up to be supportive of our schools and our teachers. We are grateful for the partnership that we have with you in working towards that.

Something else, PTA has been partnering with the debate coalition, and so we are appreciative of everyone who participated in those debates or came, many of you came and watched, and we appreciate that. We will be gearing up to do a second round of debates for the November election starting hopefully in the next month or so. So we, appreciate your support and all that you do, and we are anxious and willing to help you if there is anything that we can do to be of assistance to you. So thank you.

Shernavaz Vakil's public comments are as follows:

I am here to request your support The inflationary adjustment for Fine Arts pops and science outreach I see. This is one of the approved motions that was accepted by the public education procreation committee during the 2024 legislative session. Unfortunately it, was not accepted by executive Appropriations. If this was supported by the State Board of Education for both pops and IC, this would preclude us from Committee folks every year and coming to the legislature every single year to ask for a cost of living adjustment for us to go out and teach the kids.

As an IC collective, we spent 293,000 more icy funds on outreach personnel compared the last year. We spent 180,000 more from matching funds on each person compared to last year. We are required to reach every district over a three-year period. Many districts – many service providers hit every district every year. I do have a one sheet handout that has our outreach experiences for students and teachers by district. If I'm allowed to give that to somebody to be distributed, and I notice quick and fast, and I do talk a lot in the classroom, and so I will wrap up right now. Unless you have any questions for me, thank you very much.

Kasandra VerBruggen's public comments are as follows:

Good morning, and thank you also for the opportunity to speak with you. I am the Executive Director of Spy Hop productions. We are media arts education organization based here in Salt Lake City. I'm speaking to you today on behalf of the 15 arts organizations for members of the Utah State Board of Education's Fine Arts professional outreach program in schools, otherwise known as POPS.

We would like to thank you for your continued support and the value that Arts play in the education of Utah children. One of the agenda items today's to review amendments to the Board of rule that governs our program. Or organizations are in favor of separating board rules, and we respectfully request to our approval of both. The board was articulate the requirements that you all placed on us as we serve our K12 schools as well as how USBE leadership administers our programs, and they are very much appreciated and needed for fidelity and consistency among us all.

I'm also here today as was spoke to to ask you to reconsider your prioritization of USBE leaderships requests advocate during the 2025 legislative session to admit statutory language and sexual -- Section 2 a wait of Utah State code 53 F2. Cost of adjustments for growth and inflation to include POPS and IC programs, enabling us to receive annual inflationary adjustments in our funding. In order to keep pace with the cost providing high quality arts and sciences experiences, both POPS and IC must currently appeal for increases to both USBE and Public Education Appropriations Subcommittee, and it does take a lot of resources and time amongst staff, both USBE, POPS, and IC to do that.

Amy Shaw's public comments are as follows:

My name is Amy Shaw and I will be a student teacher for the fall 2024 semester with Utah State University. Each student teachers spend several semesters before they enter the [inaudible] school determining how they were financially survive student teaching. Between needing to pay tuition and working contract hours at our schools, we are left with only a few options of how to financially support ourselves. Some are lucky enough to have a support system such as a family or a partner that can take care of the financial needs of living. Others will work evening jobs to support themselves, leading them to essentially work 70 to 80 hour weeks.

Due to this, when we learned that we would be receiving a stipend to help us less than the already mounting stress that comes with earning a teaching degree. Understand that each be two to one is only giving us a surplus a, way that the state of Utah can say that they understand the difficulties that are facing Future Educators. I spent much of my college career searching and contemplating how I would be able to support myself. When the bill passed I,

knew that I would not need to face constant anxiety costs by the needs on top of the stress of student teaching.

Once the application opened up and I received an email from our university where it would say that I needed to contact my school district to become a 1099 contract worker and that we'd only be receiving half of the funds at the beginning of our student teaching it, was confusing as, we haven't heard anything regarding this. As I was discussing this change with my colleague she, informed me that the 1099 contract worker would require a large tax on any money that we received. After confirming with my university I, found myself upset and confused as to why these changes had not been communicated.

I can imagine the task it was for the board to manage this bill alongside determining how these students would earn and receive our license. I don't know what the details were or how monumental the task must have been to manage this bill, the change in License Process on top of all of the other duties of this board. With this understanding I, urge support to reconsider having student teachers become a 1099 contract worker and have this losing 15.3% of whatever funds we received does not change the fact that we are receiving funds but it does undermine the purpose of the bill. Thank you.

[Law and Licensing Committee Report/Recommendations \(Items duplicated from the June 7, 2024, meeting.\)](#)

Committee Chair Hymas lead the discussion of the June 7 committee summary of actions.

ACTION: Research Data Sharing Agreement with Department of Health and Human Services

MOTION was made by Member Hymas that the Board approve the data sharing agreement with the Department of Health and Human Services.

The motion passed.

In favor: Members Strate, Hart, Wood, Lear, Reale, Norton, Boothe, and Hymas.

Opposed: Members Kerry, Boggess, and Earl.

Absent: Members Green, Moss, and Davis.

ACTION: Tintic School District Waiver Request (Renewal)

MOTION was made by Member Hymas that the Board approve the Tintic School

District's request for a waiver renewal from R277-419(4).

The motion passed unanimously.

In favor: Members Strate, Hart, Wood, Lear, Reale, Norton, Boothe, Hymas, Kerry, Boggess, and Earl.

Absent: Members Green, Davis, and Moss.

Chair Moss joined the meeting.

ACTION: Rich School District Waiver Request (Renewal)

MOTION was made by Member Hymas that the Board approve Rich School District's request for a waiver renewal from R277-419(4).

The motion passed unanimously.

In favor: Members Strate, Hart, Wood, Lear, Reale, Norton, Boothe, Hymas, Kerry, Boggess, Moss, and Earl.

Absent: Members Davis and Green

ACTION: R277-124, Teacher Bonuses for Extra Assignments (Repeal)

MOTION was made by Member Hymas that the Board repeal R277-124, Teacher Bonuses for Extra Assignments, on the second and final reading.

The motion passed unanimously.

In favor: Members Strate, Hart, Wood, Lear, Reale, Norton, Boothe, Hymas, Kerry, Boggess, Moss, Green, and Earl.

Absent: Member Davis

ACTION: R277-925, Effective Teachers in High Poverty Schools (Amendment)

MOTION was made by Member Hymas that the Board approve R277-925, Effective Teachers in High Poverty Schools, Draft 1, on the second and final reading.

The motion passed unanimously.

In favor: Members Strate, Hart, Wood, Lear, Reale, Norton, Boothe, Hymas, Kerry, Moss, Davis, Green, and Earl.

Abstained: Member Boggess

ACTION: R277-482, School Personnel Email Addresses (New)

MOTION was made by Member Hymas that the Board approve R277-482, School Personnel Email Addresses, Draft 2, on the second and final reading.

SUBSTITUTE MOTION was made by Member Boggess and seconded by Member Green that the Board table this agenda item and request staff work with the Legislature to repeal the requirements of Section 53G-7-224.

MOTION TO AMEND was made by Member Wood and seconded by Member Reale that the Board approve R277-482, School Personnel Email Addresses, Draft 2, on the second and final reading. And request staff to work with the Legislature to repeal the requirements of Section 53G-7-224.

The amended motion passed.

In favor: Members Boothe, Wood, Reale, Lear, Kerry, Strate, Hart, and Norton.

Opposed: Members Hymas, Boggess, Green, and Moss.

Abstained: Member Davis

The substitute motion passed.

In favor: Members Kerry, Lear, Reale, Green, Hymas, Boggess, Earl, Wood, Boothe, and Hart.

Opposed: Member Moss.

Abstained: Members Davis, Strate, and Norton.

ACTION: R277-600, Student Transportation Standards (Amendment)

MOTION was made by Member Hymas that the Board approve R277-600, Student Transportation Standards, Draft 1, on the second and final reading.

The motion passed unanimously.

In favor: Members Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Boothe, Hymas, Boggess, Kerry, and Davis.

ACTION: R277-327, School Leadership Development Grant (Repeal)

MOTION was made by Member Hymas that the Board repeal R277-327, School Leadership Development Grant, on the second and final reading.

The motion passed unanimously.

In favor: Members Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Boothe, Hymas, Boggess, Kerry, and Davis.

ACTION: R277-321, Paraeducator to Teacher Scholarship Program (Repeal)

MOTION was made by Member Hymas that the Board repeal R277-321, Paraeducator to Teacher Scholarship Program, on the second and final reading.

The motion passed unanimously.

In favor: Members Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Boothe, Hymas, Boggess, Kerry, and Davis.

ACTION: R277-324, Paraprofessional/Paraeducator Programs, Assignments, and Qualifications (Amendment)

MOTION was made by Member Hymas that the Board approve R277-324, Paraprofessional/ Paraeducator Programs, Assignments, and Qualifications, Draft 1, on the second and final reading.

The motion passed unanimously.

In favor: Members Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Boothe, Hymas, Boggess, Kerry, and Davis.

ACTION: R277-625, Student Mental Health Amendments (Amendment)

MOTION was made by Member Hymas that the Board approve R277-625, Student

Mental Health Amendments, Draft 1, on the second and final reading.

The motion passed.

In favor: Members Kerry, Lear, Reale, Green, Hymas, Davis, Strate, Norton, Earl, Wood, Boothe, Moss, and Hart.

Opposed: Member Boggess

ACTION: Education Interim Committee Sunset Item - Section 53F-5-214, Grant for Professional Learning

MOTION was made by Member Hymas that the Board recommend that the Legislature not allow Utah Code Section 53F-5-214, Grant for Professional Learning, to sunset.

The motion passed.

In favor: Members Kerry, Lear, Reale, Green, Hymas, Davis, Strate, Norton, Earl, Wood, Boothe, Moss, and Hart.

Opposed: Member Boggess

ACTION: Education Interim Committee Sunset Item - Section 53F-5-215, Elementary Teacher Preparation Grant

MOTION was made by Member Hymas that the Board recommend that the Legislature not allow Utah Code 53F-5-215, Elementary Teacher Preparation Grant, to sunset but to extend the sunset date.

The motion passed.

In favor: Members Kerry, Lear, Reale, Green, Hymas, Davis, Strate, Norton, Earl, Wood, Boothe, Moss, and Hart.

Opposed: Member Boggess

ACTION: Board Policy 2004: Board Member Communications (Amendment)

MOTION was made by Member Hymas that the Board approve Board Policy 2004, Board Member Communications, Draft 7.

MOTION TO AMEND was made by Member Wood and seconded by Member Davis that the Board remove Section 4. Incoming Correspondence with Board Leadership.

If an elected public official, other than a member of the Board, sends policy-related correspondence addressed to all members of Board leadership, the Board secretary shall send the initial correspondence to the full Board and notify the original sender that the communication has been sent to the full Board.

The motion to amend passed.

In favor: Members Moss, Strate, Earl, Boothe, Lear, Davis, Reale, Wood, and Norton.

Opposed: Members Kerry, Green, Hymas, and Boggess.

Abstained: Member Hart.

The final motion, as amended, passed.

In favor: Members Kerry, Moss, Earl, Wood, Reale, Lear, Green, Norton, Strate, Davis, Boothe, Boggess, and Hymas.

Opposed: Member Reale.

Abstained: Member Hart.

Vice Chair Hart passed the gavel to Chair Moss.

[Finance Committee Report/Recommendations \(Items duplicated from the June 7, 2024, meeting\)](#)

ACTION: R277-110 Educator Salary Adjustment (Amendment)

MOTION was made by Member Norton that the Board approve R277-110, Educator Salary Adjustment, Draft 1, on the second and final reading.

The motion passed unanimously.

In favor: Members Moss, Hart, Earl, Wood, Lear, Green, Norton, Strate, Boothe, Hymas, Boggess, Kerry, and Davis.

Absent: Member Reale.

ACTION: R277-479, Funding for Charter School Students with Disabilities (Amendment)

MOTION was made by Member Norton that the Board approve R277-479, Funding for Charter School Students with Disabilities, Draft 1, on the second and final reading.

The motion passed unanimously.

In favor: Members Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Boothe, Hymas, Boggess, Kerry, and Davis.

ACTION: R277-477 Distribution of Funds from the Trust Distribution Account and Administration of the School LAND Trust Program (Amendment)

MOTION was made by Member Norton that the Board approve R277-477, Distribution of Funds from the Trust Distribution Account and Administration of the School LAND Trust Program, Draft 3, on the second and final reading.

The motion passed.

In favor: Members, Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Boothe, and Hymas.

Opposed: Members Boggess and Davis.

Abstained: Member Kerry.

[Superintendent's Report](#)

Sevier School District was awarded the HMI's "Small and/or Rural Lunch Trailblazer award for their efforts in reducing sodium in their school lunch menus and recipes.

These awards, jointly created by the U.S. Dept. of Agriculture and Action for Healthy Kids, spotlight innovative practices, student and community engagement activities, and strategies schools have used to provide meals that are consistent with the 2020-2025 Dietary Guidelines for Americans. Schools can apply for awards in a range of categories that recognize their efforts to reduce sodium and added sugars in school meals, provide nutrition education, and involve students and families in meal planning.

On June 9–13, 59 Utah students competed in the 50th Annual National History Day Contest in Washington, D.C. During the week-long competition, Utah students presented their work to judges and peers, visited historic sites, explored museums, and met with Senator Mitt Romney.

The Utah national team was made up of students from grades 6–12, representing 17 schools from 14 cities. They competed alongside 2,849 students from 54 state, territorial, and international affiliates.

Website for more information (including winners and cities they're from):
<https://history.utah.gov/national-history-day-in-utah-highlights-from-the-50th-annual-nhd-national-contest/>

People tend to associate the summer with rest and relaxation, and with “taking a break” before the school year starts up again in August, but for USBE staff, and for many educators and students across the state, the learning doesn’t stop when the days get longer and warmer; in fact, for many people in the world of education, the summer is an opportune time to get out there and explore and continue learning. For staff at USBE, the summer is a time of conferences, presentations, trainings, celebrations of successes from the past school year, and looking forward and helping to prepare educators, students, and school leaders for the upcoming school year.

In this last section, the Superintendent highlighted some of the learning our staff have been involved in this summer.

USBE’s Strategic Plan Strategy 1D (Increase engagement of families with young children in early learning experiences) Team at the Utah Parent Center Family Festival event. The team shared materials and strategies that parents can use as they read with children to encourage children to learn about and identify their emotions. The event was sponsored by the Utah Parent Center, which primarily focuses on supporting families of children with special learning needs.

The Utah State Board of Education hosted its first-ever Family and Community Engagement Summit on May 24, 2024. With 138 participants, the summit offered a choice of 12 specialized workshops, providing a fantastic opportunity to network and build toolkits with new strategies. Attendees left with fresh ideas, potential partnerships, and a deeper understanding of the power of community collaboration.

On June 10-11, teachers and members of USBE staff attended the CTE Health Science Summer Conference in Salt Lake City. In this photo, conference participants are learning about the nervous system.

On July 9th, several USBE staff attended and presented at the “Show Up for Teachers”

conference, hosted by First Lady Abby Cox. This year's theme was, "Thriving Through Connection."

The School Safety Center hosted a conference in Riverton in June. Over 600 people attended the more than 50 sessions offered by 40 experts in the field.

Just two weeks ago, Cuong traveled to Washington D.C. with Utah's two winners, Zayden Maughan and Adeline White, along with their parents and teachers for the National Recognition Summit for Do the Write Thing.

Dr. Chuck Foster and his team sponsored the annual Earth Connection Day Camp. Short Narrative: There were 3 camps for students, designed to expose them to STEM and cultural activities. The Native instructors served as mentors for the students, and helped them make the connections between STEM and Native Culture.

[Standards and Assessment Committee Report/Recommendations \(Items duplicated from the June 7, 2024, meeting.\)](#)

ACTION: R277-443, Distribution of Money to Science Outreach Organizations (New)

MOTION was made by Member Boothe that the Board approves R277-443, Informal Science Education Enhancement ISEE, Draft 1, on the second and final reading.

The motion passed unanimously.

In favor: Members, Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Davis, Boothe, Boggess, Kerry, and Hymas.

ACTION: R277-444, Distribution of Money to Arts and Science Organizations (Amendment)

MOTION was made by Member Boothe that the Board approves R277-444, Distribution of Money to Arts and Science Organizations, Draft 1, on the second and final reading.

The motion passed.

In favor: Members, Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Davis, Boothe, Kerry, and Hymas.

Abstained: Member Boggess.

ACTION: R277-932, Teaching Self-Government Skills for Success, Classroom Communication, and Discipline Framework Pilot Program (New)

MOTION was made by Member Boothe that the Board approve R277-932, Teaching Self-Government Skills for Success, Classroom Communication, and Discipline Framework Pilot Program, Draft 1, on the second and final reading.

MOTION TO TABLE was made by Member Earl and seconded by Member Lear to table the discussion until afternoon the lunch break.

The motion passed unanimously.

In favor: Members, Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Davis, Boothe, Boggess, Kerry, and Hymas.

MOTION TO TAKE FROM THE TABLE was made by Member Earl and seconded.

The motion passed unanimously.

MOTION TO AMEND was made by Member Earl and seconded by Member Lear that the Board that the Board amends R277-932, Draft 1 as follows:

R277-923-3 Pilot Program ~~[Process]~~ Procedures.

(1) A participating LEA shall:

(a) ~~[A participating LEA shall]~~ gather data to measure the pilot program's impact, including pre-and post-participation data regarding:

~~[(1)]~~ (i) the number of student truancies and absences;

~~[(2)]~~ (ii) tools the LEA used to help with classroom management;

~~[(3)]~~ (iii) student referrals for discipline;

~~[(4)]~~ (iv) incidents of student discipline, including bullying incidents; and

~~[(5)]~~ (v) an educator evaluation of the effectiveness of the program measured on a Likert scale; and

(b) provide teacher stipends through the Teacher Student Success Program consistent with Sections 53G-7-1304 and 53G-7-1307 provisions.

The motion to amend passed.

In favor: Members Moss, Hart, Earl, Wood, Reale, Lear, Norton, Boothe, Boggess, Kerry, and Hymas.

Opposed: Members Green, Strate, and Davis.

The final motion passed.

In favor: Members Moss, Hart, Earl, Green, Wood, Norton, Boothe, Boggess, Kerry, and Hymas.

Opposed: Davis, Reale, Lear, and Strate

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

MOTION was made by Member Boothe that the Board approves R277-613, LEA Policies and Training Regarding Bullying, Cyber-bullying, Hazing, Retaliation, and Abusive Conduct, Draft 4, on the second and final reading.

The motion passed.

In favor: Members, Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Davis, Boothe, Kerry, and Hymas.

Abstained: Member Boggess.

ACTION: R277-630, Child Sex Abuse and Human Trafficking Prevention Training and Instruction (Amendment)

MOTION was made by Member Boothe that the Board approve R277-630 - Draft 1, Sections 4, 5, and 6, on the second and final reading.

The motion passed unanimously.

In favor: Members, Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Davis, Boothe, Boggess, Kerry, and Hymas.

[Standards and Assessment Committee Report/Recommendations \(Items duplicated from the May 3, 2024, meeting.\)](#)

ACTION: R277-495, Electronic Devices in Public Schools (Amendment)

MOTION was made by Member Boothe that the Board approve R277-495, Electronic Devices in Public Schools, Draft 2, on second and final reading.

SUBSTITUTE MOTION was made by Member Lear and seconded by Member Wood that the Board approve Draft 3 on the second and final reading.

The substitute motion passed.

In favor: Members, Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Davis, Boothe, Boggess, and Hymas.

Opposed: Member Kerry.

Board Rule Amendment

ACTION: R277-304, Teacher Preparation Programs (Amendment)

MOTION was made by Member Wood and seconded by Member Strate that the Board approve the Standards for Special Education Program Approval, dated August 2024, which will be incorporated by reference into R277-304.

The motion passed unanimously.

MOTION was made by Member Wood and seconded by Member Strate that the Board approve R277-304, Teacher Preparation Programs, Draft 1, on first and final reading.

The motion passed.

In favor: Members, Moss, Hart, Earl, Wood, Reale, Lear, Green, Norton, Strate, Davis, Boothe, Kerry, and Hymas.

Opposed: Member Boggess.

MOTION was made by Member Wood and seconded by Member Reale that the Board directs staff to:

1. not file an effective date for R277-304 with the Office of Administrative Rules (OAR) for the version of the rule that was approved by the Board in June; and
2. refile R277-304 - Draft 1 with OAR on or before August 15 for publication in the September 1, 2024, bulletin.

The motion passed unanimously.

ACTION: R277-331, Stipends for Future Educators (Amendment)

MOTION was made by Member Norton and seconded by Member Reale that the Board approve R277-331, Stipends for Future Educators - Draft 1, on first and final reading.

The motion passed unanimously.

MOTION was made by Member Norton and seconded by Member Reale that the Board that the Board directs staff:

1. not to file an effective date for R277-331 with the Office of Administrative Rules (OAR) for the version of the rule that was approved by the Board in June; and
2. to refile R277-331 - Draft 4 with OAR on or before August 15 for publication in the September 1, 2024, bulletin.

The motion passed unanimously.

Overview of the Parent Engagement Portal

Cassie Hays, Parent Liaison and Engagement Education Specialist presented the parent liaison and engagement report. Utah's Constitution and laws respect parents' primary role in the education of their children. The Utah State Board of Education (USBE) deeply appreciates the trust that parents have placed in Utah's public education system and is committed to supporting them in this critical mission.

This Parent Portal outlines the basic structure of Utah's public education system, some of the rights of parents regarding their children's education, and opportunities to engage with and support your schools at the state and local levels. Participation at the local level is the most effective way for parents to ensure that their voices are heard, and that their concerns are addressed. USBE welcomes and encourages participation of parents and community members from all backgrounds.

Recent research has also emphasized effective family engagement as a key component of school transformation and improvement efforts, as well as student

success. Students with highly engaged families:

- Attend school regularly
- Have stronger social skills
- Earn higher grades
- Graduate from high school
- Go on to college or other postsecondary programs

We hope this Parent Portal helps you stay connected with, better understand, and support your child's education. Much of the information is listed by subject under the "Resources" tab.

[Monthly Budget Report](#)

INFORMATION: Monthly Budget Report

Scott Jones, Deputy Superintendent of Operations, presented the agenda item. In accordance with the Money Management Act and the Budgetary Procedures Act, the Utah State Board of Education provided a report on the status of funds for its internal budgets.

FY2024 USBE Board Report P-12

On Friday, May 17th, the Tax Commission, along with the Legislative Fiscal Analyst and Governor's Office of Planning and Budget, released the latest revenue monitoring reports detailing collections through May 9th. Through 10 months of the fiscal year (FY), revenues to all state funds have kept pace with the astronomical collections observed during the tax season of FY 2022. While stalled revenue growth can make budgeting a challenge, economists have prepared the policymakers with accurate revenue forecasts, correctly projecting the 0.1% revenue growth to all sources seen through May. The tradeoff of living in a world without pandemic stimulus is that revenue growth is limited but also far more predictable.

The General Fund posted a 3.7% growth rate year-over-year (YoY) thanks again to our friend, investment income. While a revenue surplus is off the table for this

year, previous General Fund surpluses are providing insulation for current economic conditions through the investment of rainy day funds. Sales Tax is up 1.5% over FY 2023, while Oil and Gas Severance Tax is down (37.4)% YoY.

In the world of Income Taxes, withholding remains positive (underscoring the strength of Utah's labor market) while final payments are down (22.7)% compared to last May. While the Income Tax Fund lags the forecast by .06%, legislative economists know that the only thing reliable about final payments is that they are unreliable. As such, during the 2024 General Session, policymakers treated \$150 million as high-risk revenue, which was appropriated contingently and can be rescinded in the case of a shortfall. For more information, check out the 2025 Budget Slideshow and Economic Update to EAC from earlier this week.

2024 Third Special Session Fiscal Impacts

During the Special Session, the legislature considered five bills and two resolutions. Only two of those bills or resolutions had direct, measurable fiscal impacts to the state:

H.B. 3002 – This bill had a positive, ongoing impact on the General Fund of \$157,500 from repealing unused appropriations to the Legislature for federalism efforts. This bill also reallocated \$10.1 million from non-lapsing balances of various line items and agencies and placed it into the Federal Overreach Restricted Account (account). From that account, the bill then appropriated \$5.3 million to the Department of Natural Resources and the Attorney General for purposes allowable under the account's authorizing statute. The estimated amount remaining in the account for FY 2025 is just under \$4.8 million.

H.B. 3004 – This bill had a positive ongoing impact on the General Fund of \$6,200 due to reducing per diem expenditures from repealing the Project Entity Oversight Committee.

June Revenue Reports

These positive fiscal impacts, however small, were welcomed by the relatively

stagnant revenue growth observed in the latest revenue reports. Last week, the Tax Commission published collections through June 7th. The Revenue Summary Report shows Individual Income Tax down \$250.3 million or 4.1% less year-over-year (YoY). On the other hand, State Sales and Use Tax is up \$89.0 million or 2.2% YoY. Still, as shown in the June Revenue Snapshot, total collections from all sources to the Income Tax and General Funds are within a percentage point of the consensus forecast. As discussed last month, the legislature built a \$150 million buffer into the current budget, which is about three times larger than the current deviation between collections and forecasted revenues.

Economists suggest that the final quarterly payment for corporate income tax, currently up 4.4% over FY 2023, could prove to be a source of volatility as the fiscal year approaches. On the bright side, vehicle registration fees are continuing their upward trend, contributing an additional \$31.2 million to the Transportation Fund compared to last year.

It's worth remembering that this month's report reflects sales and wages that took place in April and were collected in May. As always, July's report will preview the FY 2024 yearend, while the final report will be published in October after close out.

INFORMATION: Discretionary Funds Report

Scott Jones, Deputy Superintendent of Operations, presented the agenda item. 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 as the status of the funds. This is a perpetual action item in order to facilitate motions by board members to utilize available funds in a consistent and allowable manner.

[2025 General Session Legislative Preparation](#)

ACTION: Requests for Statutory Changes

Staff discussed proposed policy/statutory requests and recommendations for the 2024 Legislative Session.

MOTION was made by Member Moss and seconded that the Board directs staff to work with legislators on potential amendments to the Utah Code as proposed with Items 1-5.

- 1) Amend Section 53E-2-304 to remove the “individual learning plan” from this section’s required policy since it is already included as part of the plan for college and career readiness, and having it listed separately is causing confusion among some individuals.
- 2) Amend Section 53F-4-203(5). Early interactive reading software – Independent evaluator, to increase the independent evaluator appropriation from 4% to 6% to meet new administrative cost needs.
- 3) Amend State Code 53G-7-218 to align with code changes that took place in the 2024 General Session due to the repeal of State Code 53F-2-503.
- 4) Amend Section [53G-10-403](#) topics requiring parental consent to be more descriptive and better aligned to course standards.
- 5) Amend Section [53F-2-504](#) Salary Supplement for Highly Needed Educators to include the Utah School For the Deaf and Blind as one of the eligible recipients of the SHINE funding.

MOTION TO DIVIDE was made by Member Lear and seconded by Member Strate that the Board divide No. 2 and 4 from Items 1-5.

- 1 Amend Section 53F-4-203(5). Early interactive reading software – Independent evaluator, to increase the independent evaluator appropriation from 4% to 6% to meet new administrative cost needs.
4. Amend Section [53G-10-403](#) topics requiring parental consent to be more descriptive and better aligned to course standards.

The motion passed unanimously.

MOTION was made by Member Moss and seconded that the Board direct staff to work with legislators on potential amendments to the Utah Code as proposed:

- Amend Section 53E-2-304 to remove the “individual learning plan” from this section’s required policy since it is already included as part of the plan for college and career readiness, and having it listed separately is causing confusion among some individuals.
- Amend State Code 53G-7-218 to align with code changes that took place in the 2024 General Session due to the repeal of State Code 53F-2-503.

- Amend Section [53F-2-504](#) Salary Supplement for Highly Needed Educators to include the Utah School For the Deaf and Blind as one of the eligible recipients of the SHINE funding.

The motion passed unanimously.

MOTION was made by Member Boggess and seconded by Member Lear that the Board provide additional information on items 2 and 4.

The motion passed unanimously.

ACTION: Draft Legislative Funding Requests for the 2025 General Session

According to the Budgetary Procedures Act, Title 63J, as delineated in (3)(a), the Governor is mandated to oversee the preparation and reporting of the proposed budget. This encompasses obtaining detailed estimates of revenue and expenditure changes from pertinent state officials, spanning public and higher education, executive and administrative departments, state institutions, boards, commissions, and agencies responsible for state fund management. Additionally, institutions seeking state appropriations are obliged to furnish itemized estimates. The Governor retains the authority to request additional information, including program productivity and performance measures, and may convene budget meetings with representatives of public and higher education, state departments, and other entities seeking state funding. Traditionally, budget requests are due in mid-September.

In alignment with these statutory obligations, the Utah State Board of Education has previously directed its staff to develop a budget, or funding requests, in adherence to the Budgetary Procedures Act. This directive ensures the readiness of a budget proposal for submission to the upcoming legislative session. Staff members are assigned with presenting the outcomes of prior funding requests, compiling necessary documentation, and formulating funding requests as per the Board's directives. These materials are indispensable for the Board to articulate its proposals to both the Governor's office and the Utah State Legislature.

As part of our ongoing commitment to refinement and improvement, staff members actively solicit input on the topics of interest and draft legislative funding proposals for

the 2025 General Session. Your input is invaluable in enhancing our approach and ensuring the effectiveness of our budgetary endeavors.

MOTION was made by Member Earl and seconded by Member Moss that the Board request for the critical personnel needs of USBE move forward for Board consideration and the Board use \$100,000 of FML funds from the Board's discretionary account to hire an independent firm to conduct a desk audit of state funded positions at USBE. The independent firm will evaluate positions to determine if the positions are adequate in job duties and responsibilities, market (both government and private sector) comparative pay and classification. The firm will analyze whether state-funded positions are sufficient in quantity and alignment to ensure the capability to meet state laws and USBE rules. The SOW/RFP and selection process include at least two Board members. The timeline would be mid-December.

Vice-chair Hart passed the gavel to Chair Moss.

Chair Moss passed the gavel to Vice Chair Hart.

MOTION TO POSTPONE was made by Member Davis and Member Boothe that the Board postpone until the Friday, August 2 agenda item.

The motion to postpone passed unanimously.

General Consent Calendar

MOTION was made by Member Strate and seconded by Member Norton that the Board approve the Consent Calendar minus the minutes.

The motion passed.

In favor: Members Moss, Hart, Wood, Kerry, Reale, Lear, Green, Strate, Norton, Davis, Boothe, and Hymas.

Opposed: Boggess and Earl.

ACTION: Contracts/Agreements for Approval

MOTION: The Board approved the monthly Consent Calendar.

INFORMATION: Contracts/Agreements for Review

ACTION: Approval of Meeting Minutes

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

The motion passed unanimously.

INFORMATION: Paraeducator to Teacher Scholarship (PETTS) 24-25 Recipients

[Executive Session \(closed in accordance with the Utah Open and Public Meetings Act\)](#)

ACTION: Executive Session

MOTION was made by Member Boggess and Earl that the Board go into executive session for the purpose of discussing the character, professional competence, or physical or mental health of individuals and pending or reasonably imminent litigation.

Upon voice vote, the Board moved into executive session.

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

[Executive Session Action Items](#)

ACTION: Educator Licenses

MOTION was made by Member Norton and seconded by Member Strate that the Board approve the UPPAC consent calendar.

The motion passed unanimously.

Recused: Member Hymas.

MOTION was made by Member Norton and seconded by Member Strate that the Board

approves UPPAC recommendation for the following cases:

- Case No. 23-1968

The motion passed unanimously.

MOTION was made by Member Norton and seconded by Member Strate that the Board approves UPPAC recommendation

- Case No. 23-1990

The motion passed unanimously.

MOTION was made by Member Norton and seconded by Member Strate that the Board approves UPPAC recommendation

- Case No. 23-1995

The motion passed unanimously.

Recused: Member Strate

MOTION was made by Member Norton and seconded by Member Boothe that the Board approves UPPAC recommendation

- Case No. 23-1997

The motion passed unanimously.

MOTION was made by Member Norton and seconded by Member Strate that the Board table UPPAC recommendation until the September board meeting for the following:

- Case No. 23-2004

The motion passed unanimously.

MOTION was made by Member Norton and seconded by Member Strate that the Board approve UPPAC's recommendation for the following:

- Case No. 23-2011

The motion passed unanimously.

MOTION was made by Member Norton and seconded by Member Strate that the Board approve UPPAC's recommendation for the following:

- Case No. 23-2026

The motion passed unanimously.

ACTION: Committee Appointments

MOTION was made by Member Norton and seconded by Member Hymas that the Board approve the following individuals to the Utah School for the Deaf and Blind (USDB) Council for a two-year term:

- Philippe Montalette, Individual who is deaf or hard of hearing

The motion passed unanimously.

- Amy Query, Individual with interest or knowledge of deaf, blind, or deafblind

The motion passed unanimously.

- Kari Harbath, Individual who is deafblind or parent of a deafblind child

The motion passed unanimously.

- Gretel Sampson, USDB Educator of the Deafblind (Non-Voting)

The motion passed unanimously.

MOTION was made by Member Norton and seconded by Member Boothe that the Board appoints UETN Board of Directors:

- Dr. Patty Norman (2026)
- Dr. (Supt.) Jennifer Covington (2028)
- Extend incumbent Jason Strate's term to 2028

The motion passed unanimously.

MOTION was made by Member Norton and seconded by Member Strate that the Board approve the following individuals to the Student Advisory Committee

District	Board Member	Applicants for 24-25
2	Kerry	Karlie Arnold
5	Reale	Ismail Mohamed (1 year-term)
10	Hymas	Kaiya Palfreyman (2 year-term)
13	Boothe	Zach Davis (2 year-term)
14	Green	Maleeya Mecham (2 year-term)

The motion passed unanimously.

Adjournment

MOTION TO ADJOURN was made by Member Earl and seconded by Member Moss.

The motion passed unanimously.

The meeting adjourned at 6:48 PM.

The executive assistant took the meeting minutes.
 The minutes were approved on September 5, 2024.