

Senator David G. Buxton proposes the following substitute bill:

PUBLIC SCHOOL DISCIPLINE AND CONDUCT PLANS

AMENDMENTS

2024 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: David G. Buxton

House Sponsor: Douglas R. Welton

LONG TITLE

General Description:

This bill creates within the Teacher and Student Success Program, the Teaching Self-Government Skills for Success, Classroom Communication, and Discipline Framework Pilot Program (pilot program) to address school discipline and conduct issues.

Highlighted Provisions:

This bill:

- ▶ creates a pilot program to support schools within a local education agency (LEA) in implementing conduct and behavior strategies;
- ▶ allows the pilot program to be part of an LEA governing board's teacher and student success program framework;
- ▶ defines terms; and
- ▶ makes technical changes.

Money Appropriated in this Bill:

This bill appropriates in fiscal year 2025:

- ▶ to State Board of Education - State Board and Administrative Operations - Teaching Self-Government Skills for Success, Classroom Communication, and Discipline Framework



Pilot Program as a one-time appropriation:

- from the Public Education Economic Stabilization Restricted Account,
One-time, \$150,000

Other Special Clauses:

This bill provides a special effective date.

Utah Code Sections Affected:

AMENDS:

53G-7-1301, as enacted by Laws of Utah 2019, Chapter 505

53G-7-1304, as last amended by Laws of Utah 2020, Chapter 408

63I-2-253 (Superseded 07/01/24), as last amended by Laws of Utah 2023, Chapters 7, 21, 33, 142, 167, 168, 380, 383, and 467

63I-2-253 (Effective 07/01/24), as last amended by Laws of Utah 2023, Chapters 7, 21, 33, 142, 167, 168, 310, 380, 383, and 467

ENACTS:

53G-7-1307, Utah Code Annotated 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53G-7-1301** is amended to read:

53G-7-1301. Definitions.

As used in this part:

(1) "LEA distribution" means the money distributed by the state board to an LEA as described in Section **53G-7-1303**.

(2) "LEA governing board student success framework" means an LEA governing board student success framework described in Section **53G-7-1304**.

(3) "Principal" means the chief administrator at a school, including:

(a) a school principal;

(b) a charter school director; or

(c) the superintendent of the Utah Schools for the Deaf and the Blind.

(4) "School allocation" means the amount of money allocated to a school or the Utah Schools for the Deaf and the Blind by an LEA governing board, as described in Section

53G-7-1304.

(5) "School personnel" means an individual who:

(a) is employed by an LEA; and

(b) in an academic role, works directly with and supports students in a school.

(6) "Statewide accountability system" means the statewide school accountability system described in Title 53E, Chapter 5, Part 2, School Accountability System.

(7) "Teaching Self-Government Skills for Success, Classroom Communication, and Discipline Framework Pilot Program" or "pilot program" means the pilot program created in Section [53G-7-1307](#).

~~[(7)]~~ (8) "Teacher and student success plan" or "success plan" means a school performance and student academic achievement improvement plan described in Section [53G-7-1305](#).

~~[(8)]~~ (9) "Teacher and Student Success Program" or "program" means the Teacher and Student Success Program described in this part.

Section 2. Section **53G-7-1304** is amended to read:

53G-7-1304. Program requirements -- LEA governing board student success framework -- LEA distribution -- School allocation -- Reporting.

(1) (a) To receive an LEA distribution, an LEA governing board shall:

(i) adopt an LEA governing board student success framework to provide guidelines and processes for a school within the LEA governing board's LEA to follow in developing a teacher and student success plan; and

(ii) submit the adopted LEA governing board student success framework to the state board.

(b) An LEA governing board may include in the LEA governing board's student success framework any means reasonably designed to improve school performance or student academic achievement, including:

(i) school personnel stipends for taking on additional responsibility outside of a typical work assignment;

(ii) professional learning;

(iii) additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;

(iv) technology;

- (v) before- or after-school programs;
- (vi) summer school programs;
- (vii) community support programs or partnerships;
- (viii) early childhood education;
- (ix) class size reduction strategies;
- (x) augmentation of existing programs;
- (xi) the pilot program described in Section [53G-7-1307](#); or
- ~~(xi)~~ (xii) other means.

(c) An LEA governing board student success framework may not support the use of program money:

- (i) to supplant funding for existing public education programs;
- (ii) for district administration costs; or
- (iii) for capital expenditures.

(2) (a) An LEA governing board shall use an LEA distribution as follows:

- (i) for increases to base salary and salary driven benefits for school personnel that, except as provided in Subsection (2)(c)(i), total 25% or less of the LEA distribution; and
- (ii) except as provided in Subsection (2)(b)(ii) and in accordance with Subsection (3), for each school within the LEA governing board's LEA, an allocation that is equal to the product of:

(A) the percentage of the school's prior year average daily membership compared to the total prior year average daily membership for all schools in the LEA; and

(B) the remaining amount of the LEA governing board's LEA distribution after subtracting the amounts described in Subsections (2)(a)(i) and (2)(b)(ii).

(b) (i) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules for an LEA governing board to calculate and distribute a school allocation for a school in the school's first year of operation.

(ii) In accordance with Subsection (3) and the rules described in Subsection (2)(b)(i), an LEA governing board shall distribute a school allocation for a school in the school's first year of operation.

(c) Except as provided in Subsection (2)(d), the LEA governing board of a school district may use up to 40% of an LEA distribution for the purposes described in Subsection

(2)(a)(i), if:

(i) the LEA governing board has:

(A) approved a board local levy for the maximum amount allowed under Section 53F-8-302; or

(B) after the LEA governing board has submitted an LEA governing board student success framework to the state board, increased the board local levy described in Section 53F-8-302 by at least .0001 per dollar of taxable value; and

(ii) the school district's average teacher salary is below the state average teacher salary described in Subsection (2)(f).

(d) The LEA governing board of a school district in a county of the fourth, fifth, or sixth class or the LEA governing board of a charter school may use up to 40% of an LEA distribution for the purposes described in Subsection (2)(a)(i), if the LEA's average teacher salary is below the state average teacher salary described in Subsection (2)(f).

(e) An LEA governing board shall annually report information as requested by the state board for the state board to calculate a state average teacher salary.

(f) The state board shall use the information described in Subsection (2)(c)(ii) to calculate a state average teacher salary amount and a state average teacher benefit amount.

(3) An LEA governing board shall allocate a school allocation to a school with a teacher and student success plan that is approved as described in Section 53G-7-1305.

(4) (a) Except as provided in Subsection (4)(b), a school shall use a school allocation to implement the school's success plan.

(b) A school may use up to 5% of the school's school allocation to fund school personnel retention at the principal's discretion, not including uniform salary increases.

(c) A school may not use a school allocation for:

(i) capital expenditures; or

(ii) a purpose that is not supported by the LEA governing board student success framework for the school's LEA.

(5) A school that receives a school allocation shall annually:

(a) submit to the school's LEA governing board a description of:

(i) the budgeted and actual expenditures of the school's school allocation;

(ii) how the expenditures relate to the school's success plan; and

150 (iii) how the school measures the success of the school's participation in the program;
151 and
152 (b) post on the school's website:
153 (i) the school's approved success plan;
154 (ii) a description of the school's school allocation budgeted and actual expenditures and
155 how the expenditures help the school accomplish the school's success plan; and
156 (iii) the school's current level of performance, as described in Section 53G-7-1306,
157 according to the indicators described in Section 53E-5-205 or 53E-5-206.

158 Section 3. Section 53G-7-1307 is enacted to read:

159 **53G-7-1307. Teaching Self-Government Skills for Success, Classroom**
160 **Communication, and Discipline Framework Pilot Program.**

161 (1) As used in this section:

162 (a) "Accepting consequences" means skills designed to help an individual learn cause
163 and effect and how to take personal responsibility, including:

164 (i) looking at the person or situation;

165 (ii) keeping a calm face, voice, and body;

166 (iii) saying "ok" or disagreeing appropriately;

167 (iv) as needed, completing a consequence immediately;

168 (v) checking back with the individual who assigned the task; and

169 (vi) dropping the subject.

170 (b) (i) "Accepting the answer of 'no'" and accepting criticism means skills designed to
171 help an individual:

172 (A) respect boundaries;

173 (B) accept disappointments;

174 (C) accept feedback from others;

175 (D) calmly respond to the answer of "no"; and

176 (E) assert calm reactions to circumstances outside of the individual's control.

177 (ii) "Accepting the answer of 'no'" includes the following skills:

178 (A) looking at the person or situation;

179 (B) keeping a calm face, voice, and body;

180 (C) saying "ok" or disagreeing appropriately; and

- 181 (D) dropping the subject.
- 182 (c) (i) "Class economy" means the positive and negative consequence system a
- 183 classroom teacher implements to teach a student:
- 184 (A) how to make good choices;
- 185 (B) cause and effect;
- 186 (C) self-assessment; and
- 187 (D) how to take responsibility for personal choices.
- 188 (ii) "Class economy" includes:
- 189 (A) praise;
- 190 (B) pre-teaching;
- 191 (C) effective correction;
- 192 (D) an intensive teaching process;
- 193 (E) a student teacher planning session;
- 194 (F) class problem solving exercises;
- 195 (G) a student calm plan;
- 196 (H) outlines of positive consequences, including praise, points, rewards, or special
- 197 privileges;
- 198 (I) outlines of negative consequences, including escalated consequences for repeated
- 199 misbehavior; and
- 200 (J) other effective consequences the students of a class determine appropriate in a class
- 201 meeting.
- 202 (d) "Class meeting" means a regular meeting that the teacher and students of a class
- 203 hold, intended to:
- 204 (i) unify the class;
- 205 (ii) provide focus on the class vision and mission statement;
- 206 (iii) notify the class of relevant events;
- 207 (iv) highlight skills to develop through instruction; and
- 208 (v) collaborate and create rules and agreed upon motivational systems.
- 209 (e) "Class mission statement" means a written statement that a teacher's students create
- 210 to describe how the students will accomplish the class vision.
- 211 (f) "Class problem solving exercise" means an exercise a student uses in the classroom

that teaches the student how to problem solve, which includes:

(i) recognizing the problem to be solved in a given situation;

(ii) providing options for solving the problem;

(iii) understanding the disadvantages of problem solving options;

(iv) understanding the advantages of problem solving options; and

(v) deciding on a solution that solves the problem.

(g) "Class vision" means a proactive plan that a teacher and the teacher's students create to describe the type of environment that the teacher and the teacher's students want for the classroom, including goals to implement the class vision.

(h) "Disagreeing appropriately" means skills designed to help an individual to seek understanding while listening and appreciating the opinions and viewpoints of others, including:

(i) looking at the person or situation;

(ii) keeping a calm face, voice, and body;

(iii) stating the individual understanding of the other individual's opinion or viewpoint;

(iv) explaining the individual's own opinion or viewpoint;

(v) listening to another individual's understanding of the individual's opinion or viewpoint;

(vi) acknowledging another individual's opinion or viewpoint through affirmative language; and

(vii) dropping the subject.

(i) "Dropping the subject" means an individual choosing not to:

(i) negatively react to receiving the answer of "no" including:

(A) physically; and

(B) mentally, including rumination on the answer, a disappointing situation, or boundary limitations.

(ii) "Dropping the subject" includes the skill of an individual redirecting to:

(A) positive thinking, including finding a forward direction; and

(B) actions that decrease unproductive outbursts.

(j) (i) "Effective correction" means the seven step process designed to help an individual:

- 243 (A) self-assess;
244 (B) take ownership for a negative choice;
245 (C) stay calm when corrected;
246 (D) understand cause and effect; and
247 (E) seek understanding when needed.
248 (ii) "Effective correction" includes the following seven steps:
249 (A) describe the situation that just occurred;
250 (B) give a rationale for why the choice was poor;
251 (C) describe the correct behavior or skill;
252 (D) explain the negative consequence earned;
253 (E) praise for saying "ok" or disagreeing appropriately;
254 (F) role play the correct behavior three times; and
255 (G) praise after each role play.
256 (k) "Emotional intelligence" means the ability of an individual to distinguish between:
257 (i) an initial feeling;
258 (ii) a thought that comes after a feeling; and
259 (iii) an emotional response triggered by the thought or feeling.
260 (l) "Following instructions" means skills designed to help an individual take ownership
261 of a task or responsibility, including:
262 (i) looking at the person or situation;
263 (ii) keeping a calm face, voice, and body;
264 (iii) saying "ok" or disagreeing appropriately;
265 (iv) completing the task immediately; and
266 (v) checking back with the individual who assigned the task.
267 (m) "Four basic skills" means the following skills:
268 (i) following instructions;
269 (ii) accepting the answer of "no" and accepting criticism;
270 (iii) accepting consequences; and
271 (iv) disagreeing appropriately.
272 (n) (i) "Intensive teaching process" means a twelve-step process designed to help an
273 emotionally or physically deregulated student to:

- 274 (A) choose to regain calmness;
275 (B) seek personal self-government; and
276 (C) communicate effectively.
277 (ii) "Intensive teaching process" includes the following twelve step process:
278 (A) use of a student calm plan;
279 (B) pre-teach a student about following instructions and class consequences;
280 (C) give calming instructions;
281 (D) provide feedback, including praise, if a student is following instructions or an
282 effective correction if a student is not following instructions;
283 (E) repeat the pre-teaching about following instructions and class consequences;
284 (F) repeat calming instructions;
285 (G) repeat needed feedback as described in Subsection (1)(n)(ii)(D);
286 (H) if needed, repeat the pre-teaching described in Subsection (1)(n)(ii)(B);
287 (I) repeat steps described in Subsections (1)(n)(ii)(B) through (D);
288 (J) if the student is not calm and following instructions after the step described in
289 Subsection (1)(n)(ii)(I), remove the student or contact a school administrator and the parent of
290 the student; and
291 (K) conduct a student teacher planning session to plan for future success.
292 (o) "Personal self-government" means the skills required for an individual to:
293 (i) understand the cause and effect of a situation;
294 (ii) possess the knowledge of the individual's behaviors in order to control the
295 individual's behaviors;
296 (iii) accept the answer of "no" from others;
297 (iv) observe boundaries;
298 (v) follow instructions;
299 (vi) disagree appropriately with others;
300 (vii) confidently problem solve situations; and
301 (viii) self-correct when needed.
302 (p) (i) "Praise" means a three-step process designed to help an individual to:
303 (A) self-assess; and
304 (B) make positive choices.

(ii) "Praise" includes the following three steps:

(A) describe the good action or choice;

(B) give a rationale for why it was a good choice; and

(C) give a positive motivation statement to encourage similar future choices.

(q) (i) "Pre-teaching" means a five-step process to prepare an individual to problem solve with transparency of consequences, including the ability to:

(A) effectively use open communication skills;

(B) acknowledge the power of choices; and

(C) create understood expectations.

(ii) "Pre-teaching" includes the following five steps:

(A) describe the current or upcoming situation;

(B) explain the positive consequences for a good choice;

(C) explain the negative consequences for a poor choice;

(D) practice the correct skill needed; and

(E) give specific praise for practicing the needed skill.

(r) "School scout" means a member of school staff whom the school principal, vice principal, or the school principal's designee chooses on a rotating basis to report in regularly occurring faculty meetings about the school's discipline and communication culture.

(s) "Student calm plan" means a plan that a teacher, parent, and student jointly create and may include:

(i) identifying a designated calm down spot;

(ii) practicing physical deescalation skills; and

(iii) practicing emotional intelligence through stating:

(A) the problem;

(B) feelings associated with the problem;

(C) identifying unproductive thoughts; and

(D) identifying positive thoughts to replace the unproductive thoughts.

(t) "Student teacher planning session" means a meeting between a teacher and a student to discuss a problem or possible problem and work together to create solutions and an action plan to implement the solutions.

(u) "Teacher calm plan" means a plan a teacher implements to:

- 336 (i) determine the teacher's level of stress or calmness through self-assessment;
337 (ii) regulate the teacher's stress when faced with challenges from a student or within the
338 classroom;
339 (iii) create a calm classroom environment;
340 (iv) recognize and understand each student's signs of stress and stress within the
341 classroom;
342 (v) observe a student's behavior to determine how to best assist the student in
343 managing and understanding the student's stress and reaction to the student's stress;
344 (vi) address a student's exhibited stress behavior using supportive action, including:
345 (A) effective correction;
346 (B) a student's calm plan that the student creates; or
347 (C) an intensive teaching process;
348 (vii) remain calm while supporting the student as the student transitions from stress to
349 calm; and
350 (viii) reflect with the student on the student's behavior to help the student learn how to
351 better implement the student's calm plan in future circumstances.
352 (2) There is created within the Teacher and Student Success Program, a six-year pilot
353 program known as the Teaching Self-Government Skills for Success, Classroom
354 Communication, and Discipline Framework Pilot Program to:
355 (a) train school faculty and students in personal self-government communication and
356 problem solving practices;
357 (b) improve:
358 (i) classroom discipline;
359 (ii) teacher and student mental health; and
360 (iii) classroom management;
361 (c) empower students to make deliberate and proactive choices;
362 (d) decrease stress and anxiety in schools;
363 (e) create predictable classroom environments in order to alleviate increased anxiety;
364 and
365 (f) teach students:
366 (i) how to self-assess and make goals;

367 (ii) problem solving for lifetime success; and

368 (iii) the basics of how to be understood by others, including seeking conflict resolution.

369 (3) An LEA shall adapt a training course that an LEA or school shall use if the LEA or
370 school chooses to participate in the pilot program.

371 (4) An LEA shall ensure the training course described in Subsection (3) contains the
372 following modules:

373 (a) a phase one module that includes:

374 (i) a teacher conducting a personal evaluation to inform the creation of a teacher calm
375 plan; and

376 (ii) how a teacher determines class economy;

377 (b) a phase two module that includes:

378 (i) how a teacher establishes a unified class vision through class discussion;

379 (ii) how a teacher creates a class mission statement based on the class vision;

380 (iii) the pedagogical methods to teach students the class problem solving exercise,
381 including recognizing ways to use the exercise in the student's class and daily life;

382 (iv) how to teach students the four basic skills of personal self-government using role
383 play methods; and

384 (v) how to teach students the class economy;

385 (c) a phase three module that includes:

386 (i) the creation of a student calm plan for a student on an as needed basis;

387 (ii) how to establish regular class meetings to discuss the progress of the class in
388 meeting goals related to the class vision including:

389 (A) using a voting structure to encourage students to participate in designing plans and
390 solutions toward accomplishing the goals; and

391 (B) discussing concerns and creating possible solutions using the problem solving
392 exercise;

393 (iii) methods to consistently use components of the three phases described in this
394 Subsection (4); and

395 (iv) best practices for implementation of personal self-government skills, including
396 individualized needs and application.

397 (5) An LEA with a participating school:

- 398 (a) shall ensure that each teacher in the participating school annually receives the
399 materials of the course described in Subsection (4); and
- 400 (b) may not provide the training course outside of the LEA or the participating school.
- 401 (6) A participating school shall:
- 402 (a) under the direction of the principal, vice principal, or designee, select a rotating
403 school scout from the school staff each month; and
- 404 (b) at least once a month in a school faculty meeting, ensure the school scout leads a
405 discussion regarding the school's needs and successes in student discipline, including
406 appropriate implementation of the modules described in Subsection (4).
- 407 (7) An LEA shall provide to a teacher at a participating school the following stipends
408 upon completion of the phases described in Subsection (4):
- 409 (a) \$100 for completion and implementation of the phase one module;
- 410 (b) \$300 for completion and implementation of the phase two module;
- 411 (c) \$300 for completion and implementation of the phase three module; and
- 412 (d) \$1,000 for completion of an action plan project that requires a teacher to:
- 413 (i) create a school or classroom plan that follows the pilot program's training as
414 outlined in the teacher and student success plan; and
- 415 (ii) submit research, evidence, and a reflection paper regarding the results of the
416 project.
- 417 (8) A school principal, vice principal, or designee shall submit the plan and reflection
418 paper described in Subsection (7)(d) to the state board.
- 419 (9) The state board may designate at least one staff position to provide oversight and
420 technical support for the pilot program and the pilot program's implementation.
- 421 (10) Upon request of the Education Interim Committee, an LEA with schools
422 implementing the pilot program shall report to the Education Interim Committee on the pilot
423 program's progress and outcomes.

424 Section 4. Section **63I-2-253 (Superseded 07/01/24)** is amended to read:

425 **63I-2-253 (Superseded 07/01/24). Repeal dates: Titles 53 through 53G.**

426 (1) Section **53-1-118** is repealed on July 1, 2024.

427 (2) Section **53-1-120** is repealed on July 1, 2024.

428 (3) Section **53-7-109** is repealed on July 1, 2024.

- 429 (4) Section [53-22-104](#) is repealed December 31, 2023.
- 430 (5) Section [53B-6-105.7](#) is repealed July 1, 2024.
- 431 (6) Section [53B-7-707](#) regarding performance metrics for technical colleges is repealed
432 July 1, 2023.
- 433 (7) Section [53B-8-114](#) is repealed July 1, 2024.
- 434 (8) The following provisions, regarding the Regents' scholarship program, are repealed
435 on July 1, 2023:
- 436 (a) in Subsection [53B-8-105](#)(12), the language that states, "or any scholarship
437 established under Sections [53B-8-202](#) through [53B-8-205](#)";
- 438 (b) Section [53B-8-202](#);
- 439 (c) Section [53B-8-203](#);
- 440 (d) Section [53B-8-204](#); and
- 441 (e) Section [53B-8-205](#).
- 442 (9) Section [53B-10-101](#) is repealed on July 1, 2027.
- 443 (10) Subsection [53E-1-201](#)(1)(s) regarding the report by the Educational Interpretation
444 and Translation Services Procurement Advisory Council is repealed July 1, 2024.
- 445 (11) Section [53E-1-202.2](#), regarding a Public Education Appropriations Subcommittee
446 evaluation and recommendations, is repealed January 1, 2024.
- 447 (12) Section [53F-2-209](#), regarding local education agency budgetary flexibility, is
448 repealed July 1, 2024.
- 449 (13) Subsection [53F-2-314](#)(4), relating to a one-time expenditure between the at-risk
450 WPU add-on funding and previous at-risk funding, is repealed January 1, 2024.
- 451 (14) Section [53F-2-524](#), regarding teacher bonuses for extra work assignments, is
452 repealed July 1, 2024.
- 453 (15) Section [53F-5-221](#), regarding a management of energy and water pilot program, is
454 repealed July 1, 2028.
- 455 (16) Section [53F-9-401](#) is repealed on July 1, 2024.
- 456 (17) Section [53F-9-403](#) is repealed on July 1, 2024.
- 457 (18) Section [53F-5-222](#), is repealed July 1, 2030.
- 458 ~~[(18)]~~ (19) On July 1, 2023, when making changes in this section, the Office of
459 Legislative Research and General Counsel shall, in addition to the office's authority under

Section 36-12-12, make corrections necessary to ensure that sections and subsections identified in this section are complete sentences and accurately reflect the office's perception of the Legislature's intent.

Section 5. Section 63I-2-253 (Effective 07/01/24) is amended to read:

63I-2-253 (Effective 07/01/24). Repeal dates: Titles 53 through 53G.

(1) Subsection 53-1-104(1)(b), regarding the Air Ambulance Committee, is repealed July 1, 2024.

(2) Section 53-1-118 is repealed on July 1, 2024.

(3) Section 53-1-120 is repealed on July 1, 2024.

(4) Section 53-2d-107, regarding the Air Ambulance Committee, is repealed July 1, 2024.

(5) In relation to the Air Ambulance Committee, on July 1, 2024, Subsection 53-2d-702(1)(a) is amended to read:

"(a) provide the patient or the patient's representative with the following information before contacting an air medical transport provider:

(i) which health insurers in the state the air medical transport provider contracts with;

(ii) if sufficient data is available, the average charge for air medical transport services for a patient who is uninsured or out of network; and

(iii) whether the air medical transport provider balance bills a patient for any charge not paid by the patient's health insurer; and".

(6) Section 53-7-109 is repealed on July 1, 2024.

(7) Section 53-22-104 is repealed December 31, 2023.

(8) Section 53B-6-105.7 is repealed July 1, 2024.

(9) Section 53B-7-707 regarding performance metrics for technical colleges is repealed July 1, 2023.

(10) Section 53B-8-114 is repealed July 1, 2024.

(11) The following provisions, regarding the Regents' scholarship program, are repealed on July 1, 2023:

(a) in Subsection 53B-8-105(12), the language that states, "or any scholarship established under Sections 53B-8-202 through 53B-8-205";

(b) Section 53B-8-202;

(c) Section 53B-8-203;

(d) Section 53B-8-204; and

(e) Section 53B-8-205.

(12) Section 53B-10-101 is repealed on July 1, 2027.

(13) Subsection 53E-1-201(1)(s) regarding the report by the Educational Interpretation and Translation Services Procurement Advisory Council is repealed July 1, 2024.

(14) Section 53E-1-202.2, regarding a Public Education Appropriations Subcommittee evaluation and recommendations, is repealed January 1, 2024.

(15) Section 53F-2-209, regarding local education agency budgetary flexibility, is repealed July 1, 2024.

(16) Subsection 53F-2-314(4), relating to a one-time expenditure between the at-risk WPU add-on funding and previous at-risk funding, is repealed January 1, 2024.

(17) Section 53F-2-524, regarding teacher bonuses for extra work assignments, is repealed July 1, 2024.

(18) Section 53F-5-221, regarding a management of energy and water pilot program, is repealed July 1, 2028.

(19) Section 53F-9-401 is repealed on July 1, 2024.

(20) Section 53F-9-403 is repealed on July 1, 2024.

(21) Section 53F-5-222, is repealed July 1, 2030.

~~[(21)]~~ (22) On July 1, 2023, when making changes in this section, the Office of Legislative Research and General Counsel shall, in addition to the office's authority under Section 36-12-12, make corrections necessary to ensure that sections and subsections identified in this section are complete sentences and accurately reflect the office's perception of the Legislature's intent.

Section 6. **FY 2025 Appropriation.**

The following sums of money are appropriated for the fiscal year beginning July 1, 2024, and ending June 30, 2025. These are additions to amounts previously appropriated for fiscal year 2025.

Subsection 6(a). **Operating and Capital Budgets.**

Under the terms and conditions of Title 63J, Chapter 1, Budgetary Procedures Act, the Legislature appropriates the following sums of money from the funds or accounts indicated for

522 the use and support of the government of the state of Utah.

523 ITEM 1 To State Board of Education - State Board and Administrative Operations

524 From Public Education Economic Stabilization Restricted \$150,000
Account, One-time

525 Schedule of Programs:

Teaching Self-Government Skills for \$150,000
526 Success, Classroom Communication,
and Discipline Framework Pilot
Program

527 Section 7. **Effective date.**

528 (1) Except as provided in Subsection (2), this bill takes effect on May 1, 2024.

529 (2) The actions affecting Section [63I-2-253](#) (Effective 07/01/24) take effect on July 1,
530 2024.