

Tuesday, January 13, 2026
PCSD Study Session and Business Meeting

Study Session
Provo City School District
280 West 940 North
Provo, UT 84904

A. **4:00 p.m. Study Session**

1. Welcome
Board President Jennifer Partridge
2. Roll Call
Board President Jennifer Partridge
Procedural
3. Motion to Convene
Board President Jennifer Partridge
4. Board Member Training (4:02pm, 3 min)
Board Vice President Gina Hales
Most meetings will include training presented by rotating board members on the Board Handbook, USBE Guide, or Policies. This training will be on: Intro to the Best Practice Handbook.
5. Construction Update and Timpview Phase 2 Contract Approval (4:05pm, 30 min)
Business Administrator, Devyn Dayley
6. Boundary Adjustment Timeline Discussion (4:35pm, 5 min)
Board President Jennifer Partridge
Finalize meeting dates for discussion and information.
7. Attendance Data Update (4:40pm, 15 min)
Superintendent Wendy Dau
8. Board Meeting Calendar for 2026 (4:55pm, 5 min)
Board President Jennifer Partridge
The board will review and vote on the proposed schedule for 2026
9. Assignments for Graduation Speakers and Committee Assignments (5:00pm, 5 min)
Board President Jennifer Partridge
The board will discuss committee and graduation speaking assignments for 2026.
10. ESchool Proposal (5:05pm, 15 min)
Superintendent Wendy Dau
11. Initial Budget Recommendations (5:20pm, 40 min)
Superintendent Wendy Dau
12. Discussion of Small Land Parcel by Timpview High School (6:00pm, 5 min)
Superintendent Wendy Dau
13. Large Purchase Requests (6:05pm, 5 min)
Superintendent Wendy Dau
14. Policy Review 1st Readings (6:10pm, 30 min)
Superintendent Wendy Dau
Policy Review, 1st Readings
Wendy Dau, Superintendent
Issue
District administration generates or revises policies from time to time as needed, whether due to state

legal requirements or local identified needs. The policy committee, including select board members, helps in this process and, when ready, the policies come before the board in multiple readings, are posted on the district website for public review and finally are voted on by the board.

Background

The following policies will be discussed by the board tonight as 1st readings before being posted on the district website for public comment.

1. Policy 3130 Coordinating Services for School-Aged Youth
2. Policy 3145 Military and DOD Children
3. Policy 3418 Medical Recommendations by School Personnel

15. Policy Review 2nd Readings (6:40pm, 10 min)

Superintendent Wendy Dau

Policy Review, Second Readings

Superintendent Wendy Dau

Issue

District administration generates or revises policies from time to time as needed, whether due to state legal requirements or local identified needs. The policy committee, including select board members, helps in this process and, when ready, the board reviews the policies in multiple readings and posts on the district website for public comment before approving the policies.

Background

The following policies will be reviewed as second readings and possibly brought to the board for a vote tonight.

4. Policy 3115: Homeless Students
5. Policy 3120: Dual Enrollment
6. Policy 3142: Exchange Students
 - a. Policy 3142, Procedure 1: Exchange Students
7. Policy 3135: Re-entry into Public Schools
8. Policy 3168: Vision Screening
9. Policy 3175: Immunizations
10. Policy 5070: Contracts for Certified Employees
11. Policy 5205: Employee Physical Examinations

Recommendation

District administration recommends approval of the policies. The motions to approve may also include language that specifies changes/edits occurring during the study session discussions. The following possible motion language is provided for the board.

Motion Language:

1. I move that we approve (new/updated) policy *Policy name and number* [with any edits agreed to in open meetings tonight].

16. Consent Calendar Review and Questions

Board President Jennifer Partridge

Consent Calendar Review and Questions

President Jennifer Partridge

Issue

The Board of Education is required to approve items in the consent agenda as part of their legal responsibility.

Background

At every board meeting, items come to the agenda that need little if any discussion or debate either because they are routine procedures or already have unanimous consent. A consent agenda (Roberts Rules of Order calls it a consent calendar) allows the board to approve all these items together without discussion or individual motions. Depending upon the organization, this can free up anywhere from a few minutes to a half hour for more substantial discussion on other critical agenda items.

The consent calendar of the Board of Education of Provo School District contains routine items and reports related to approval of minutes, appointment or termination of employees, decisions related to school choice, the monthly financial report including purchases over \$50,000, and other reports requiring no formal Board action.

At times, Board members have questions related to the consent calendar. We encourage Board members to contact staff directly prior to the meeting to explore your questions. However, to facilitate the efficiency of the regular Board meeting, staff desires to provide time for consent agenda questions (if any) during the study session.

Staff recommends Board members fully understand the contents of the consent calendar and recommends its approval; however, no Board action is permitted in the Board study session.

17. Upcoming Board Calendar
Board President Jennifer Partridge
Upcoming Google Calendar Items
President Jennifer Partridge
Martin Luther King Day
Monday, January 19, 2026

Student Advisory Committee

Wednesday, January 21, 2026

PHS

JLC Meetings

Friday, January 23, 2026

11:00am, SLC

Study Session & Business Meeting

Tuesday, January 27, 2026

District Offices

USBA Day on the Hill

Friday, January 30, 2026

JLC Meetings

Friday, February 6, 2026

11:00am, SLC

Study Session & Business Meeting

Tuesday, February 10, 2026

District Offices

JLC Meetings

Friday, February 13, 2026

11:00am, SLC

Presidents' Day

Monday, February 16, 2026

JLC Meetings

Friday, February 20, 2026

11:00am, SLC

Study Session & Business Meeting

Tuesday, February 24, 2026

District Offices

JLC Meetings

Friday, February 27, 2026

11:00am, SLC

18. Motion to Adjourn
Board President Jennifer Partridge

B. 7:00 p.m. Business Meeting

1. Welcome
Board President Jennifer Partridge
Meeting called to order at
2. Roll Call
Board President Jennifer Partridge
Procedural
3. Motion to Convene
Board President Jennifer Partridge
4. Opening Remarks
Board Member Teri McCabe

5. Pledge of Allegiance: Assistant Superintendent Jarod Sites

C. **Community Connections**

Board President Jennifer Partridge

1. NSPRA Superintendent to Watch Award
Board President Jennifer Partridge

2. Provo Way Awards

Provo Way Award Recipients:

Rebecca Larsen, Provost Elementary Title 1 Coordinator

Sean Edwards, CMS Principal

Jay Porter, Spring Creek Principal

Brooke Berges, Spring Creek Assistant Principal

Carolyn Hirz, Amelia Earhart Teacher

Kennedy Cook, SMS Teacher

Nohealani Lynn Henry, THS student

Deputy Superintendent Jason Cox

3. Public Input (No more than 30 minutes)
Board President Jennifer Partridge

D. **Business Items**

Board President Jennifer Partridge

1. Land Parcel by Timpview High School
2. Timpview High School Phase 2 Contract
3. Large Purchase Request
4. Large Purchase Request
5. Policy 3115 Services for Students Experiencing Homelessness
6. Policy 3120 Dual Enrollment
7. Policy 3142 Exchange Students
8. Policy 3135 Re-Entry into Public Schools
9. Policy 3168 Vision Screening
10. Policy 3175 Immunizations
11. Policy 5070 Contracts for Certified Employees
12. Policy 5205 Employee Physical Examinations

E. **Consent Calendar**

1. Consent Calendar: Board Minutes
2. Consent Calendar: Personnel Report
3. Consent Calendar: Financial Reports
4. Consent Calendar: Home School, School Choice, eSchool Report
5. Motion to Approve the Consent Calendar

Board President Jennifer Partridge

Consent Calendar

President Jennifer Partridge

Issue

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Staff recommends Board members fully understand the contents of the consent calendar and recommends its approval.

F. **Reports**

1. Business Administrator Report
2. Student Board Member Report
3. Board Member Roundtable
4. Superintendent Report
Superintendent Wendy Dau
Approved Student Travel and Misc
5. Motion to Adjourn and Convene a Closed Executive Session

G. **Closed Executive Session for the Purpose of Discussing Real Property and the Character, Professional Competence, or Physical or Mental Health of an Individual. UT Code 52.4.205**

1. Welcome
2. Real Estate
3. Personnel
4. Motion to Adjourn

The Best Practice Handbook

For Student Achievement
in Public Education

Board Training: Introduction to The Best Practice Handbook

JAN. 13, 2026

Office of the Legislative
Auditor General

Report to the UTAH LEGISLATURE



LEGISLATIVE
AUDITOR GENERAL
1975 - 2025



Office of the Legislative Auditor General

Kade R. Minchey, Legislative Auditor General

W315 House Building State Capitol Complex | Salt Lake City, UT 84114 | Phone: 801.538.1033

Audit Subcommittee of the Legislative Management Committee

President J. Stuart Adams, Co-Chair | Speaker Mike Schultz, Co-Chair

Senator Kirk Cullimore | Representative Casey Snider

Senator Luz Escamilla | Representative Angela Romero

What is The Best Practice Handbook?

Introduction

The Legislature's vision and mission for public education is "...to assure Utah the best educated citizenry in the world and each individual the training to succeed in a global society."¹ Inherent in this mission is the provision of high-quality education by all of Utah's local education agencies (LEAs) and a focus on student academic achievement. We acknowledge that public education professionals are being asked to do so much in and out of the classroom. But this handbook focuses on the one core function that cannot be delegated, which is student learning. It is therefore the goal of the legislative auditor to provide guidance on achieving the highest student learning and academic outcomes for an educated citizenry by providing these LEA best practices. Our office will consider this handbook a success if its use and implementation lead to markedly improved student academic learning and achievement and better educated children all throughout the state.



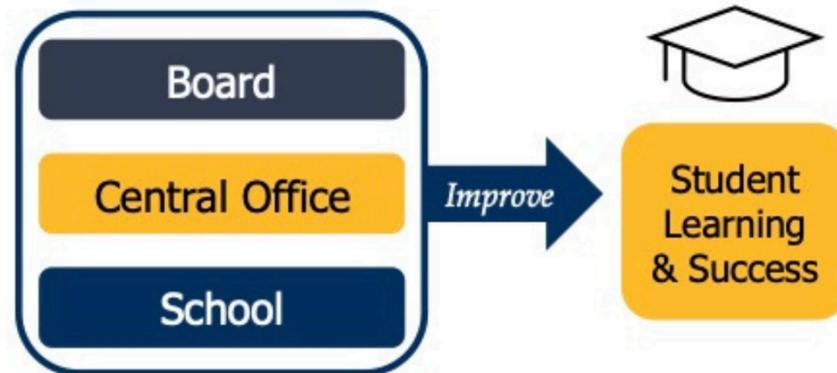
The goal of the legislative auditor is to provide guidance on achieving the highest student learning and academic outcomes for an educated citizenry by providing these LEA best practices.

This handbook contains the best practices LEAs should consider adopting to improve student learning and academic achievement. There are three distinct sections within the handbook that cover the three basic levels of an LEA:

- Section 1 discusses the best practices related to school boards and their role as an oversight body.
- Section 2 discusses the best practices for LEA central offices and how they can support school improvement.
- Section 3 discusses the best practices for school principals and how they oversee and guide teacher performance.

As LEAs adopt these best practices, they will create education systems that are aligned around the clear goal of student learning and academic achievement. Each section has numerous examples as well as questions and resources to help LEAs apply these practices. We encourage LEA leaders throughout the state to carefully consider this handbook, identify ways they can improve, and apply the practices to create strong and effective educational systems.

The core purpose of public education is to produce an educated citizenry. To do that, public education must ensure high-quality student learning and achievement. This handbook is focused on how **boards**, **central offices**, and **schools** can align their efforts to improve academic success for all students.



SELECT BEST PRACTICES FOR SYSTEM-WIDE STUDENT SUCCESS

- ✓ 1.3 Each school board should develop the LEA's vision mission, and goals to focus on student learning and academic achievement.
- ✓ 1.6 School boards should regularly review student achievement data.
- ✓ 2.3 LEA central offices should coordinate efforts to break down department and staff silos to provide robust support to principals.
- ✓ 2.4 LEA central offices should create a principal pipeline to identify and develop promising instructional leaders.
- ✓ 3.1 Principals should develop clear school plans that align with LEA goals.
- ✓ 3.7 Principals should support teacher collaboration.

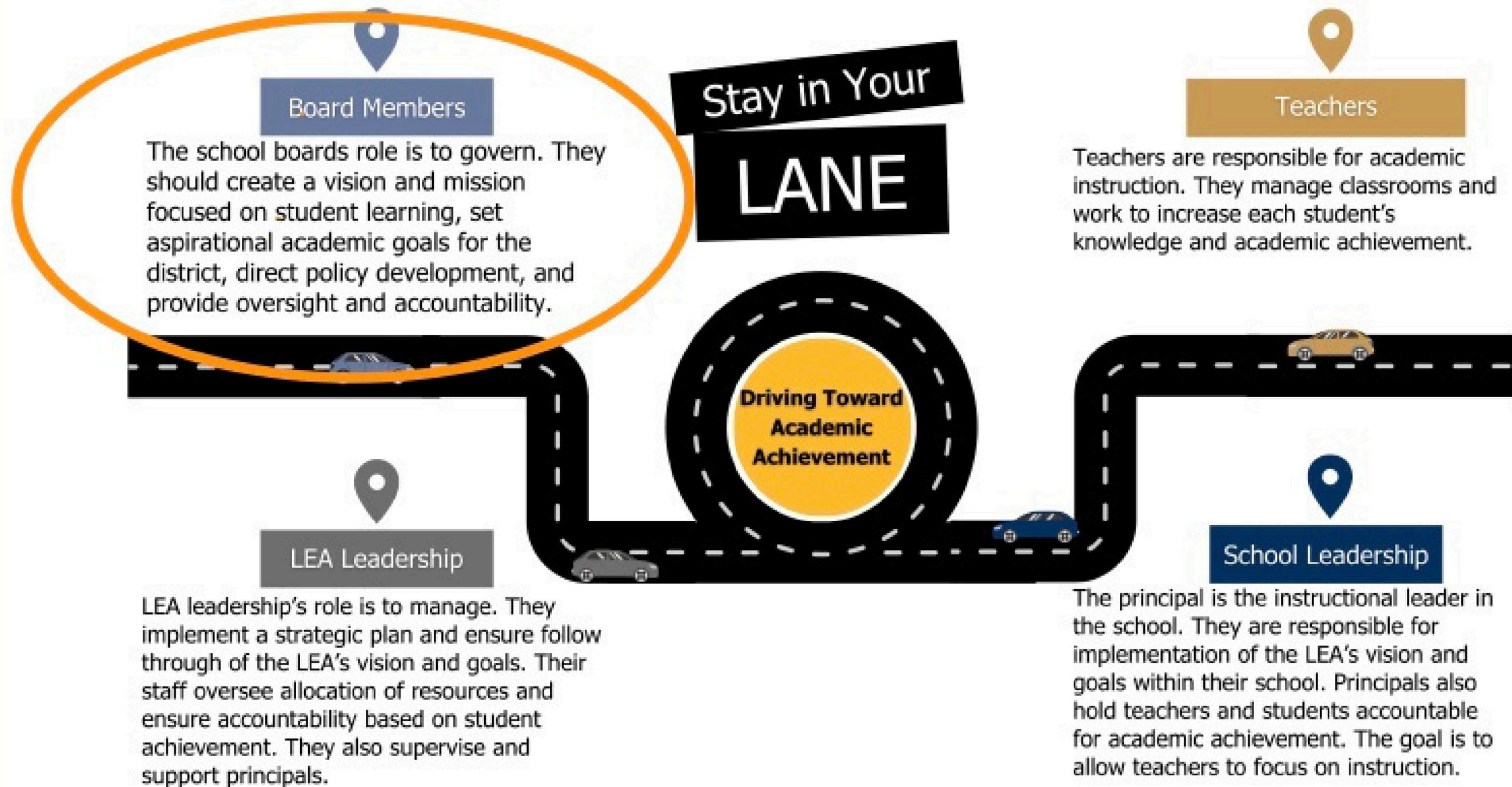
Board Best Practices

1.3

Each school board should develop the LEA's vision, mission, and goals to focus on student learning and academic achievement

1.6

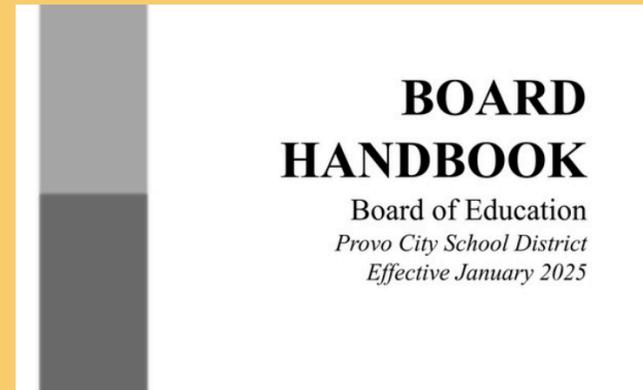
School Boards should regularly review student achievement data



Leaders at each level of public education honoring designated roles is crucial. It is a central theme of this handbook—one we hope will assist everyone involved with improved student learning and achievement.

Training materials Jan-Aug:

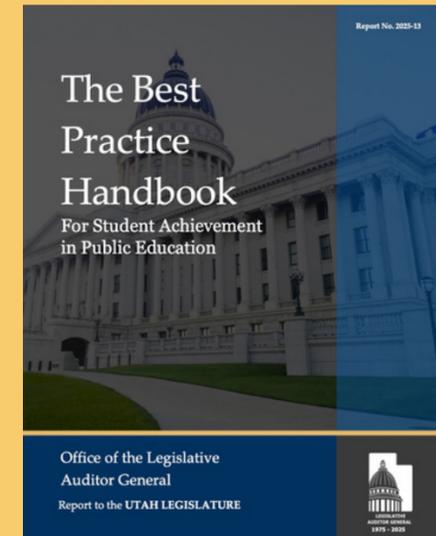
PCDS Policies

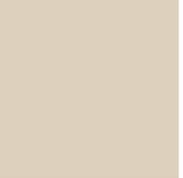


USBA's Guide to Effective School Boards



The Best Practice Manual





THANK YOU



Timpview High - Admin, Performing Arts, CTE

Estimate Summary Sheet

January 13, 2026

<u>Div.</u>		
01a.	GENERAL CONDITIONS	\$1,469,160
01b.	GENERAL REQUIREMENTS	\$885,557
02.	EXISTING CONDITIONS	\$1,510,245
03.	STRUCTURAL CONCRETE	\$4,124,957
04.	MASONRY	\$5,998,530
05.	METALS	\$3,824,281
06.	WOODS & PLASTICS	\$1,519,870
07.	THERMAL & MOISTURE PROTECTION	\$3,139,168
08.	DOORS & WINDOWS	\$2,170,270
09.	FINISHES	\$5,374,656
10.	SPECIALTIES	\$867,906
11.	EQUIPMENT	\$2,325,345
12.	FURNISHINGS	\$424,330
14.	CONVEYING SYSTEMS	\$128,062
21.	FIRE SUPPRESSION	\$806,888
22.	PLUMBING	\$5,851,279
23.	HVAC	\$3,851,745
26-28.	ELECTRICAL	\$8,134,965
31a.	EARTHWORK	\$3,353,827
31b.	SOIL NAIL / SHOTCRETE WALL	\$788,153
31c.	HELICAL PIERS	\$3,340,716
32.	EXTERIOR IMPROVEMENTS	\$2,902,405
33.	UTILITIES	\$1,702,640
	WEATHER CONDITIONS	\$568,990
	FEES & ALLOWANCES	\$190,000
	OWNER CONTINGENCY	\$1,305,079

SUB TOTAL	\$66,559,024
OVERHEAD & PROFIT	\$1,197,207
GL INSURANCE	\$237,813
BUILDER'S RISK INSURANCE	\$0
PERFORMANCE BOND	\$594,940
TOTAL COST OF CONSTRUCTION :	\$68,588,983

Proposal for Boundary Discussions and Decisions 2026-2027 School Year

The purpose of this document is to propose a timeline for discussion of potential boundary shifts for Rock Canyon Elementary and Edgemont Elementary Schools and to discuss moving one area on Carterville Road from the Centennial/Timpview feeder to the Shoreline/Provo feeder since these students all attend Westridge Elementary School. District leadership and the Board of Education want to ensure that we follow state law and district policy and provide ample opportunity for public input prior to making any final decisions. Provo City School District also recognizes the need to make these decisions prior to projections for 2026-2027 enrollment so that appropriate personnel and resources can be allocated to each school based on enrollment.

[Policy 1450](#) outlines the procedures specifically. The timeline proposed here meets all of the requirements of this policy and of state law and seeks to go above what the law requires to ensure that appropriate public input is received before the Board of Education makes a decision.

Proposed Timeline:

- December 9, 2025 Board Meeting:
 - The Board of Education will determine if they wish to move forward with proposed boundary changes for Rock Canyon and Edgemont Elementary Schools and to change a portion of Carterville Road that feeds into Westridge moving these students from the Centennial/Timpview pathway to the Shoreline/Provo pathway.
 - A vote must be taken to consider whether or not to move forward with this process, and each school boundary must be voted on as a separate agenda item.

- By January 6, 2026:
 - Public Hearing Notice issued for the February 24th board meeting.
 - Information would be released on school and district websites as well as mailed to all homes affected by these shifts.
 - Note that we changed the date of the public hearing to ensure that we were meeting all required deadlines.

- January 13, 2026:
 - Further discussion by the Board on the boundaries could take place.
 - The public could provide input during the public input portion of the business meeting.

- By January 16, 2026:
 - Information will be sent to homes affected along Carterville Road
 - Information will be sent to Rock Canyon and Edgemont Elementary boundary areas with maps showing potential changes and dates for information meetings

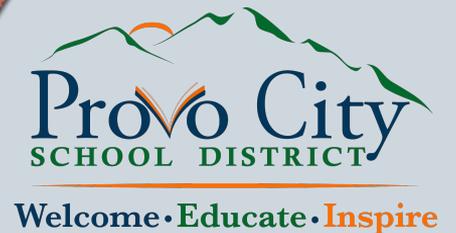
- Information Meetings will be held on the following dates and at the following locations:
 - Tuesday, February 3, 2026 at 6:00 p.m. at Westridge Elementary
 - Tuesday, February 3, 2026 at 7:00 p.m. at Edgemont Elementary
 - Wednesday, February 4, 2026 at 6:00 p.m. at Rock Canyon Elementary

- February 24, 2026:
 - A public hearing for each of these boundary changes would be held. The Board of Education could also schedule a separate night for these hearings to ensure that the public know why the hearings are being held and how to have their voices heard.

- March 10, 2026:
 - The Board can consider action at this business meeting to either adopt or reject boundary changes for Rock Canyon and Edgemont and for the feeder adjustment from Centennial/Timpview to Shoreline/Provo.

Attendance Overview

January 13, 2026



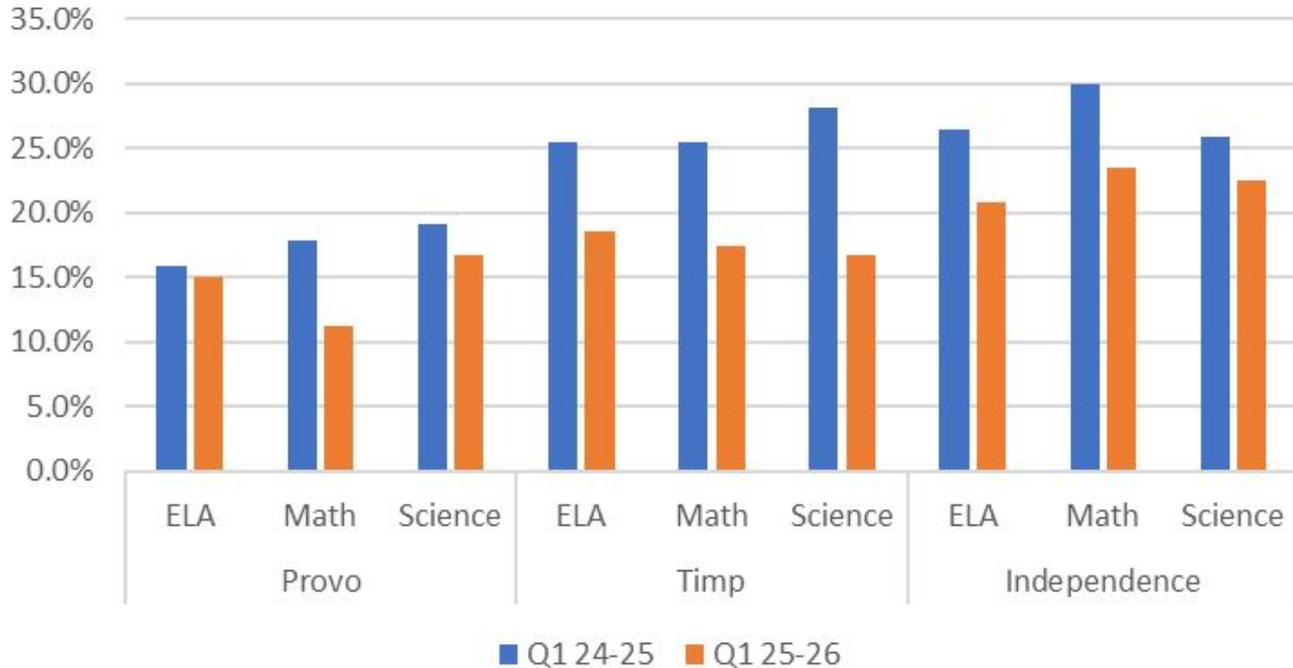
Attendance Data

**Comparative Data from
2024-2025 to 2025-2026**

Secondary Only

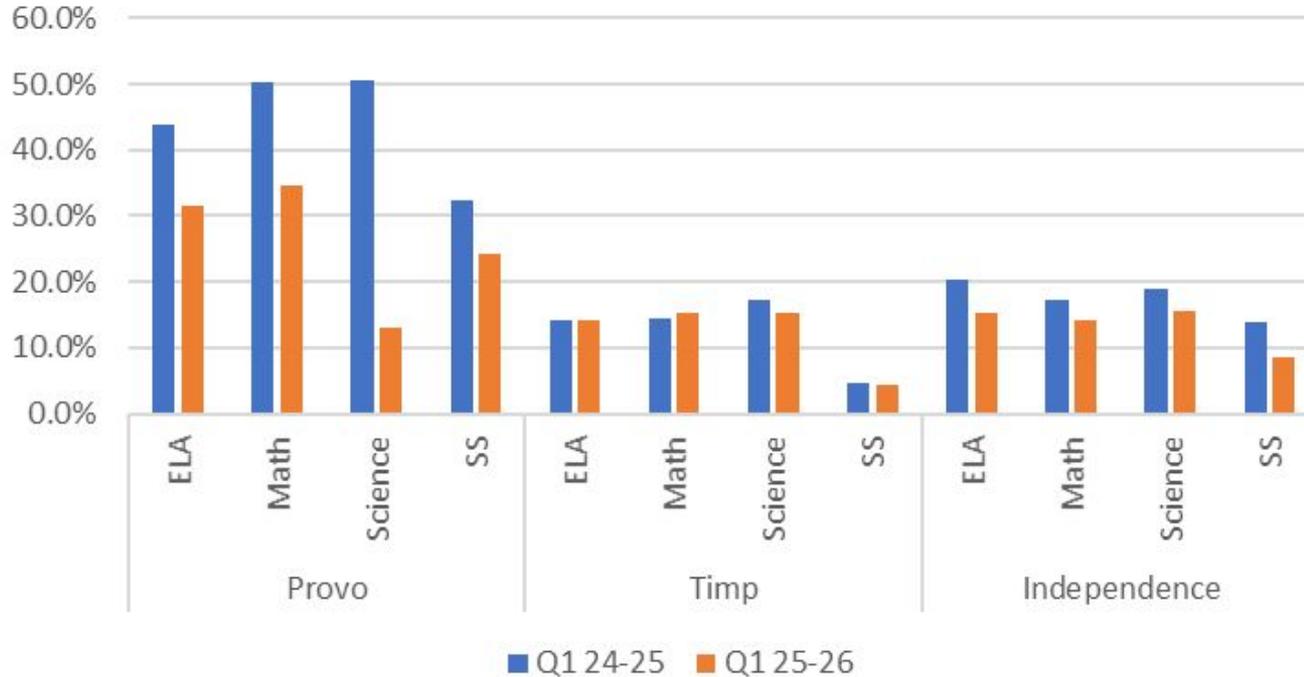
Comparative Attendance Data

9th Grade percent Chronic Absence



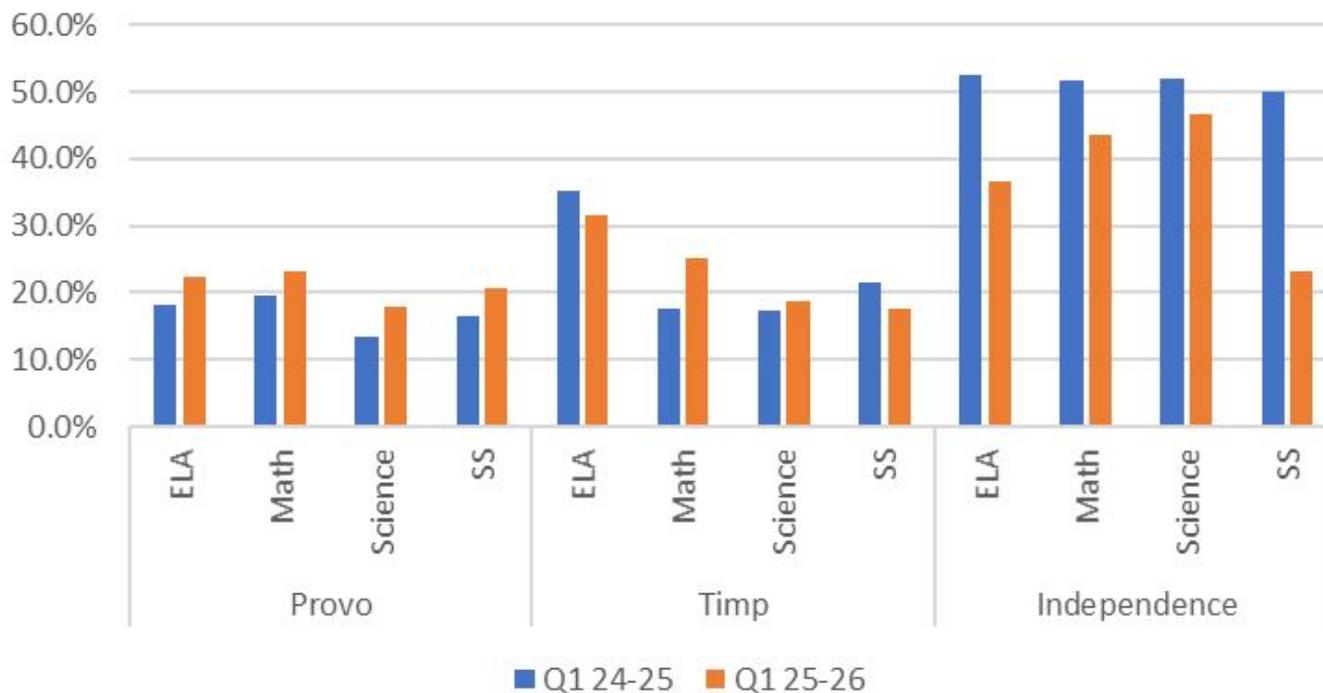
Comparative Attendance Data

10th Grade percent Chronic Absence



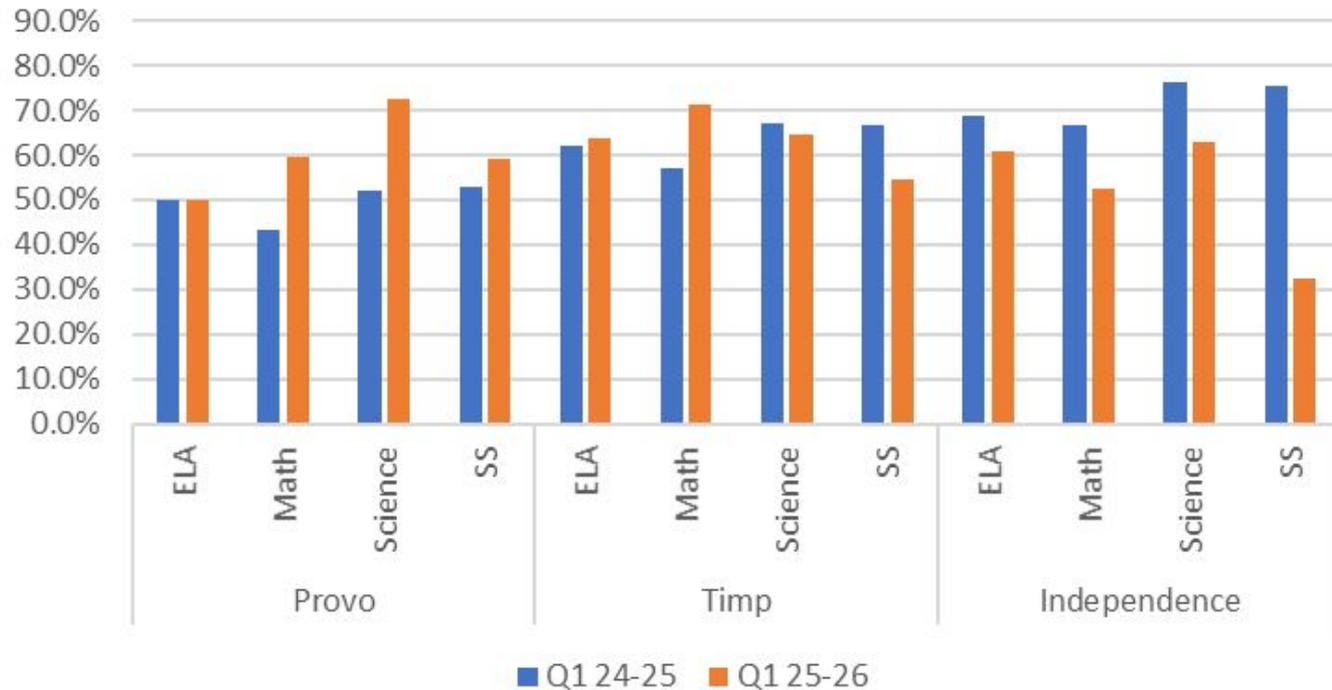
Comparative Attendance Data

11th Grade percent Chronic Absence



Comparative Attendance Data

12th Grade percent Chronic Absence



Comparative Attendance Data



The Impact of Student Attendance on GPA

 Attendance explains about 25% of the variants in student GPA.

	Correlations: GPA with Attendance % By Subject and Grade			
	Math	ELA	Science	Social Studies
9th Grade	0.547	0.520	0.501	0.504
10th Grade	0.508	0.528	0.454	0.511
11th Grade	0.482	0.497	0.457	0.518
12th Grade	0.517	0.504	0.446	0.526

	Percent of Students with Failing GPA and Chronic Absenteeism by Subject and Grade			
	Math	ELA	Science	Social Studies
9th Grade	75%	77%	69%	73%
10th Grade	77%	80%	69%	77%
11th Grade	71%	84%	73%	86%
12th Grade	84%	88%	89%	87%



Students who **attend more frequently** are more likely to **stay on track** for graduation, scholarship eligibility, and postsecondary readiness.



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Takeaways

- Attendance matters when we make it matter
- 11th and 12th graders are more involved in extracurricular activities, accounting for more days missed
- 11th and 12th graders have also figured out “school”
- PAC emphasized that we need to keep focusing on attendance; share this data with parents



Next Steps

- Pull comparative data from 2024-2025 and 2025-2026 for elementary schools
- Compare with MOY Data, particularly Acadience as students are acquiring reading skills
- Share this data with parents





Provo City
SCHOOL DISTRICT

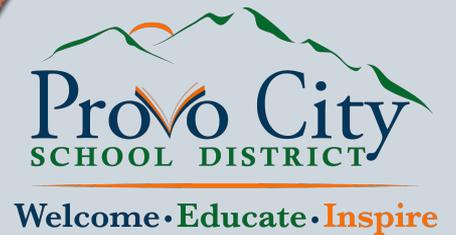
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BELIEVE
IN THE
MAGIC

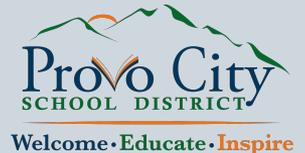
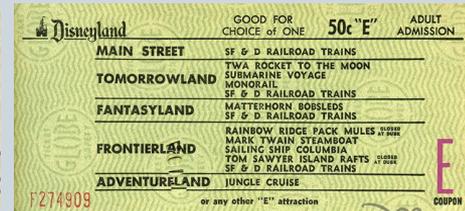
PCSD e-School

2025



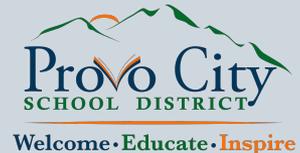
Disneyland Tickets

- Opening- July 1955
 - Pay-Per-Ride tickets
- October 11, 1955 A-C
 - Tiered
 - E tier added in 1959



Disneyland Tickets

- **1971**
 - Six Flags opened and offered unlimited ride access
 - Late 70's Disneyland began introducing "Passports"
- **1982, tickets completely replaced with Passports**



FastPass Evolution

- **FastPass, 1999**
 - Physical ticket with a time window for entry - Free to all ticket holders
- **FastPass+, 2014**
 - evolved from paper to use in the app and use with Magic Bands
 - Still free
- **Genie+, 2021**
 - Paid-Tiered
- **Lightning Lane Single, Multi, Premier, 2024**
 - Paid-Tiered



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e-School Evolution

- **Early version**
 - 1000's of students statewide
 - Multiple teachers, Sped teachers and counselors
- **Current version**
- **Elementary**
 - As of fall 2025 - 30 K-6 students
 - 1.5 elem teachers
 - \$92,000 in teacher costs
 - \$63,000 in curriculum costs
 - $\$155,000/30=5166$ per student



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e-School Evolution

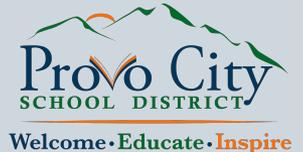
- Secondary
 - 180 PHS students
 - 381 enrollments
 - 429 THS students
 - 1052 enrollments
 - Teacher number - varies
 - \$500 per course \$20 per kid
 - $\$500 \times 609 = \$304,000$
 - \$162,000
 - \$56,000 curriculum
 - Secondary teacher costs \$522,000



Welcome • Educate • Inspire

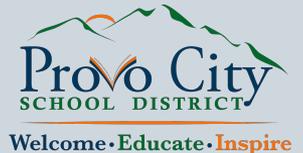
e-School Evolution

- Total e-School costs last year
 - \$833,000



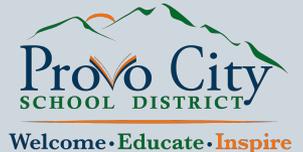
SOEP - UOS

- **SOEP/UOS last year**
 - \$1,170,000
- **LEA's can't deny original credit requests**
 - Can reject recovery or grade replacement
- **Rejected 424 requests, \$63,600, Since May 2025**
- **SOEP costs \$315-\$550 per sem for SEATS**



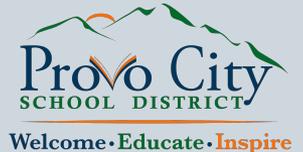
eSchool recommendations

- Contract with UOS
 - Secondary - \$250 per semester course
 - PCSD eSchool awarded 649 credits to PCSD HS students in 24-25. That same amount would have cost \$324,000 under this contract.
 - Elementary \$2250 per student
- Staffing
 - Don't replace retiring eSchool Principal
 - Retain Remaining registrar and specialist



eSchool recommendations

- Possible name change - PCSD Online Services
- UOS-PCSD student enrollment management
- Demonstrated Competency testing site
- GED testing site





Provo City
SCHOOL DISTRICT

Welcome • Educate • Inspire

Board of Education Budget Discussion for the 2026-2027 School Year

PCSD Board of Education Meeting: Study Session

January 13, 2026

Purpose:

The purpose of this budget discussion is to create an atmosphere for open dialogue between district leaders and the Board of Education as we make decisions for our 2026-2027 budget. Our goal is to examine expenditures and to determine how these expenses benefit our student outcomes and the retention of our employees, as these are the primary goals of our strategic plan. From here, we hope the public will engage with board members and district leaders, providing input and asking questions so that we can land in a place that continues to provide exceptional opportunities for our students while also serving our taxpayers responsibly.

We want to engage in these discussions now so that the Board of Education has ample time to gather feedback. We also know that board members and stakeholders will want additional information and will ask additional questions. We want to ensure that we have time to gather this pertinent information before any final decisions are made.

We know that discussions which entail potential cuts to budget items or programs creates angst for many. We all need to look at our budget and expenses through the lens of what we are trying to accomplish as an entire district, not just what benefits a single program. We need to consider how many students benefit and what data we have to show that these expenditures are helping us to reach our strategic plan goals. Having said that, we also recognize that there are benefits that come from a variety of experiences that cannot always be measured purely with quantitative data.

Our goal is to have a transparent, open, and candid conversation. We will explore some tough topics, and it is important to note that this is a process. We seek input that is civil, professional, and insightful, and we welcome creative problem-solving as we face these funding challenges together.

Current Reality:

Our current budget, to pay for programs and for salaries and benefits, required an additional \$4 million over and above what we received from the state and federal governments in education funding. To pay for this \$4 million, our Board of Education went through the Truth in Taxation process to raise the increment levels of our property tax rates. Our process, however, was not certified by the Utah State Tax Commission, and we are currently pulling this additional \$4 million out of our fund balance (i.e. rainy day fund).

The Board of Education recognizes that we cannot continue to use our fund balance to pay for our ongoing expenses. As a result, the Board intends to go through a Truth in Taxation process this year to raise some of this revenue. Because we have also implemented a Municipal

Building Authority Bond to pay for the final phase of construction of Timpview High School and to begin the construction of the new Timpanogos Elementary on the Dixon site, the Board and district leadership want to be sensitive to the fact that we cannot keep making up any shortfalls with continuous tax increases. As a result, we will need to cut at least \$2 million from our current operating budget moving forward.

Other Factors to Consider:

Enrollment:

The enrollment for Provo City School District is expected to drop by at least another 300 students for the 2026-2027 school year, which will reduce our overall budget for 2026-2027 by approximately \$1.5 million. While we know that this drop in enrollment will result in a lower number of teachers needed, it creates challenges in our planning. For example, if an elementary school drops by 25 students, this does not happen in a single grade level. The solution is not to reduce the overall teaching staff by one, specifically if these decreases are split across all grade levels. Often, we will not be able to reduce the number of teachers at this school. This means that we end up subsidizing these classes. A benefit is that it may lead to smaller class sizes, but it takes money that could be used for salaries or to support larger enrollments at other schools. It is much easier to manage these enrollment drops at the secondary level, although this is not where we have typically seen enrollment decreases.

Salaries:

Our desire is to ensure that we retain our employees, and to do so, we must continue to ensure that our salary package keeps up with the increased cost of living in Utah County. Our goal is to fund at least a \$2,000 salary increase for our teachers, longevity bonuses for teachers, and reasonable increases for our other employees. The legislature has indicated that we will likely only receive a 4% WPU increase, which will only allow us to fund our current salary schedule with lanes and increments where they are with no additional salary increases. This reality means that we have to cut other parts of our budget to create salary increases for our employees.

Benefits:

Insurance is always a top-rated priority for our employees, yet the increased costs that we have experienced are difficult to manage. Last year, our insurance costs increased by over 30%, of which only 11% was passed on to employees. The rest of this increase was absorbed by the district. This is budgeted money that is dedicated to these benefits rather than to salary increases or funding programs.

PCSD has put out a Request for Proposal for our insurance to try to secure a better benefit package and/or a more reasonable cost for these benefits. We also know that while many have been dissatisfied with our current insurance, there are many others who are concerned about switching insurance providers yet again, as this disrupts relationships with doctors and specific treatment plans. The Association has consistently listed insurance as a primary concern. However, as we have been to listening tours, we have also heard from employees that these

opinions about our insurance are divided. There is greater concern about switching to another provider once again, as it could disrupt the level of service and connection with doctors and hospital networks. We want to provide good benefits for our employees, but there are some unknowns about how much additional money this may require from our budget.

We Want to Hear from our Stakeholders

We want to provide several opportunities for our stakeholders to provide input, and we will continue to have these discussions about our budget priorities over the next few months. We encourage stakeholders to email the Board of Education at boardofeducation@provo.edu, to provide public comment at the business portion of our board meetings, or to share ideas with district and school-based leaders. We hope that our teachers will share ideas with their Building Leadership Teams. We want our principals to guide this idea-sharing so that we can come up with the best solutions. What ideas have we not thought about that we need to examine? What additional data do we need to make a more informed decision?

We know that we have tough decisions ahead of us. We know that we are not all going to agree on what these decisions should be. Our greatest desire, however, is for us to be transparent as to how and why these decisions are being made, and why we believe they align with the specific goals and outcomes of the strategic plan.

Program/Description of Expense	Potential Cost Savings	Advantages	Concerns	Notes	Additional Information Requested
Restructure Eschool	\$500,000	<p>--Our high school students currently prefer Utah Online School over our services offered through Eschool with BYU online. -- We would continue to provide all the same opportunities for our high school students to support with original credit and credit recovery options.</p> <p>--It would provide a consistent system across our high schools for original credit and credit recovery. --We have the option to not offer elementary and middle school services, but we could also contract with Utah Online School to provide these services at approximately 1/2 of the cost of a WPU.</p> <p>--We have the ability to become a GED testing site.</p> <p>--We can also use the restructure as an opportunity to provide competency-based testing for high school credit, which is a requirement under Utah law and which we have not provided sufficient access for students.</p>	<p>--The elementary teachers in our online school would need to be reassigned to brick and mortar schools within our district.</p> <p>--High school teachers currently supplement their salaries by teaching BYU online courses through eschool. Instead of being paid stipends through the district, they could apply for these positions with Utah Online School. This affects approximately 20 high school teachers currently.</p>	<p>--Currently, we are paying Utah Online School through the SOEP process. If we contract with them directly, then we do not have to pay the additional fees or potentially lose WPU funding through Dual Enrollment options.</p> <p>--Clint Smith, the principal of Eschool is retiring; we would not replace this position. John Anderson would serve as the LEA for this restructure.</p> <p>--We will likely rename the school to rebrand it (possibly Provo Online) with the various services that we will provide.</p> <p>--The full-time and part-time teachers who currently work in the elementary part of the school will be given the opportunity to work as elementary teachers in our brick and mortar schools within the district.</p> <p>--The registrar and administrative assistant will continue to help administer the program.</p>	
Not replacing district positions that are retiring	\$300,000	<p>--Moved an administrative assistant from Communications to Student Services; not replacing this individual. Superintendent's administrative assistant will take on the responsibilities of Communications and the Foundation with support from administrative assistants in Research and Assessment, Teaching and Learning, and School Leadership.</p> <p>--Restructuring our Business and Finance Department</p> <p>--Not replacing Clint Smith at Eschool.</p>	<p>--It does mean that we are dividing responsibilities across other individuals to ensure that the work gets done.</p>	<p>--Hiring freeze is in place for all district positions. These positions have to be vetted and approved by Cabinet to ensure job responsibilities are robust and align with the compensation provided.</p>	
Restructure School Nurses	\$150,000	<p>--Our school nurses will be employees of PCSD, allowing us to assign the nurses to fulfill responsibilities that we define.</p> <p>--Cost savings comes from eliminating the overhead expenses that we pay to the county as well as reducing the contract of some of the school nurses from a 12-month contract to a 10-month contract</p>	<p>--While school nurses would make a higher rate per hour, their overall salary would decrease because most of them would be moved to a 10-month contract.</p> <p>--While some may like a 10-month contract that matches the calendar of their students, others would not be able to handle the reduction in salary.</p>	<p>--Utah County Board of Health has indicated that they will still work closely with us on public health issues.</p> <p>--No other school districts have school nurses under the umbrella of a County Health Department; they either contract with private entities to provide these services or they employ these nurses as district employees.</p>	

Program/Description of Expense	Potential Cost Savings	Advantages	Concerns	Notes	Additional Information Requested
Camp Big Springs	\$350,000	<p>--Serves approximately 500 fifth graders each summer, providing them with an opportunity for outdoor learning that many students may not otherwise ever experience. --</p> <p>Part of a larger tradition in Provo City School District that has become a rite of passage for students</p>	<p>--Data does not support that it helps students achieve at higher levels in 6th grade science.</p> <p>--Safety and liability concerns for the district resulting from the overnight stay.</p> <p>--Pulls current employees off of their regular assignments to run Camp Big Springs in addition to the teachers and administrators of the program (i.e. tech employees and facilities and maintenance employees.</p> <p>--Concerns about the continued costs of repairing platforms and preparing the site each spring.</p> <p>--Several of our employees use this as supplemental income, a type of part-time job in the summer.</p>	<p>--This is a program with lots of emotion tied to it. --</p> <p>To put this in perspective, \$350,000 pays for approximately 3 teachers for an entire school year or for almost 9 instructional assistants for an entire school year.</p>	
Space Labs at elementary schools	\$20,000	<p>--Frees up funds for other STEM-related activities at the elementary school that might be more relevant and applicable (i.e. coding, robotics, etc.)</p> <p>--Prevents us from having to update these labs if we move away from this software for STEM-related activities.</p>	<p>--Some schools use this as a specialty, which provides prep time for teachers. Principals would have to find other STEM-related activities for this time or find an alternative to preserve the necessary prep time that elementary teachers need.</p>	<p>--This is primarily funded by school-based money. The savings will come when the labs need to be upgraded because they can no longer run the software.</p>	
Reduce Chromebook ratios at elementary and middle school (1:2 ratio at elementary)	\$200,000	<p>--Reduces the amount of screentime for elementary students, which is something that our parents have been asking for and will likely be legislated this year.</p> <p>--High school students would still have a 1:1 ratio</p>	<p>--At the middle school, we would have to invest in carts to charge the Chromebooks. While every classroom will not need a Chromebook cart, do we need to go to a system wherein the teachers would check out carts or do we state that certain subject areas would have access to a cart at all times?</p> <p>--Could create challenges during testing (NWEA and end of level testing), so we would want to work with principals to determine what would work best.</p> <p>--This doesn't necessarily address the issue in high schools where some of the teaching is happening purely through Canvas and Chromebooks. --</p> <p>Interventions and some of the Tier 1 curriculum does require access to digital resources; what stress will this place on teachers for lesson design?</p>	<p>--It is our belief that we are going to have restructure some Chromebook usage based on legislation that is coming forward in the upcoming session. However, significant energy placed on this discussion will likely net a small amount of money in the long run. Our estimates here are best case scenarios. Are there better ways to spend our time in this discussion?</p>	<p>- Do all of your middle school classes need access to CB on a weekly basis? --Do</p> <p>parents complain about students having access to Chromebooks at home? --Would</p> <p>having Chromebook carts solve the problem of kids not charging their Chromebooks at home?</p> <p>--Would having students keep Chromebooks at school reduce the cost on repairs of Chromebooks, and would this offset the cost of Chromebook carts?</p>

Program/Description of Expense	Potential Cost Savings	Advantages	Concerns	Notes	Additional Information Requested
After school programs	\$160,000	<p>--If we made these programs a "charge," we would not have to find matching funds for grants.</p> <p>--We do not have definitive data that our after school programs lead to better attendance or to better academic performance.</p>	<p>--These programs are a lifeline for some of our most highly impacted schools in creating safe spaces for students to be after school.</p>	<p>--We are currently funding individuals to help us run these programs. Do we repurpose them to support our schools and district in other ways?</p>	<p>--How do our principals feel about these opportunities for students?</p>
Eliminate turning in of Chromebooks at middle school and high school	\$150,000	<p>--Students will have access to their Chromebooks over the summer, which can be beneficial.</p> <p>--Reduces the personnel needed over the summer to manage Chromebook.</p>	<p>--Middle school parents, in particular, may not want their students to have their Chromebooks over the summer.</p> <p>--May increase the amount of support needed at schools at the beginning of the school year as students return with their Chromebooks to handle any damages, etc.</p>	<p>--We could still have middle school students turn in their Chromebooks but they are issued the same Chromebook upon their return to school?</p> <p>--Have students pay a deposit for their Chromebooks-- this money would have to be refunded if the student returns it with no damage. Does this require more effort than it is worth?</p>	<p>--Do middle school principals want students to be able to take home their Chromebooks over the summer, or do they prefer to have the students turn these in at the end of the year?</p>
AVID (eliminate travel, PD, coordinators, membership fees)	\$335,000	<p>--Secondary schools could choose whether or not to provide the AVID elective. Currently, the district provides each secondary school (except IHS) with a .5 FTE for the AVID elective.</p> <p>--We have a sizable number of staff members who have been trained in AVID.</p> <p>-- Professional development for AVID could still be provided by instructional coaches and those trained in AVID.</p>	<p>--Teachers would lose access to the AVID online resources through myAVID.org</p> <p>--Are we losing a support structure that helps students who are not at the top end of academic performance recognize that they are capable of rigorous postsecondary work? What impact would this have on our postsecondary goals embedded in our strategic plan?</p> <p>--For schools who have implemented AVID for years, it is difficult to find hard core data that the program itself is responsible for the improved academic performance. However, much anecdotal data suggests that AVID is making a difference for the students involved.</p> <p>--Has the money invested in AVID led to more rigorous lessons across the board in our secondary schools?</p>	<p>--SCCs could determine if they want to spend land trust or TSSA dollars to fund the AVID elective</p> <p>--Feedback from students involved in the program is incredibly positive.</p> <p>--The costs of AVID could be pushed to the school's discretionary funds rather than coming out of the district budget. The district could pay for the membership for all schools (approximately \$125k), but the travel and associations with the national organization and the elective could be funded by the school.</p>	<p>--More input from principals and Building Leadership Teams at the secondary schools is needed.</p> <p>--How many students are in the AVID elective?</p> <p>--Do our high school principals feel that AVID is supporting their SIP goals and should be an investment that we continue?</p>

Program/Description of Expense	Potential Cost Savings	Advantages	Concerns	Notes	Additional Information Requested
Reduce equity model from 13 to 10 (or even 8)	\$330,000	--Reduces this amount overall; we can still provide additional supports to schools that need it but reduce our overall operating budget.	--We are eliminating supports to schools that need it the most, even if we are reducing an FTE cushion by just 3.	--Currently, we reserve 13 FTE to support schools who have higher levels of low income students, higher numbers of ML students, and higher numbers of special education students. We used a formula that was strictly based on numbers. Because of the size of some of our schools and that they were DLI, we need to use this data to inform our decisions but allow Cabinet to determine where these extra resources would go to ensure our schools with the greatest needs receive the greatest resources. --Typically, we have provided these additional resources to elementary and middle schools only.	
Move from guaranteed 2 classes per grade level at elementary to possibly one class per grade level if the numbers warrant this.	\$360,000	--This allows us to continue to keep smaller schools open --At our non-DLI schools, it would prevent class sizes that are inordinately small. --It could also reduce the chances for a split class across grade levels.	--This solution really hurts our PLC Process and our goal of creating a culture of collaboration by grade level team; it really ends up isolating teachers at a particular grade level and makes the collaboration time on Friday less meaningful --Creates other challenges in that if two students are having a conflict, we no longer have the option to move the student to another class unless we change their school.	--Eventually, we will need to look at schools whose class sizes are becoming quite small. If this is across the board, do we need to redraw boundaries or even consider closing a school to avoid these situations?	
District 6th grade orchestra/band teachers	\$225,000	--Provides introductory access to band and orchestra so that students are more likely to take these music classes as they move into the secondary schools.	--If this program is eliminated at the elementary school, it could have a negative impact on band and orchestra programs at the middle school and high school. --Would this reduce the number of instruments the district would have to buy for elementary music students? --In speaking with parents, this is an important opportunity for our students (granted, this is not all parents, but certainly those who are involved in the arts.)		
Increase student/teacher ratio at high school to 29:1	\$605,000	--This would be instead of reducing the 0060 budget of the high schools by an additional amount.	--Creates frustration at the secondary level, particularly the high school level, to continue to provide lots of programs and opportunities for students while being expected to fund this out of TSSA and Land Trust.	--Currently, this ratio is 28.5:1. --Amount of money that most high schools have access to from TSSA and Land Trust is \$300,000, which is only an extra \$300 per student. --Middle schools have access to approximately \$x from TSSA and Land Trust.	--Are any of our secondary schools having too large of a carryover in these areas? If so, how often does this happen and by how much?

Program/Description of Expense	Potential Cost Savings	Advantages	Concerns	Notes	Additional Information Requested
Kodaly music teachers that are in addition to BTS teachers	\$635,000	<p>--Use BTS money to fund our Kodaly teachers rather than having the Kodaly teachers in addition to BTS teachers</p> <p>--If we use BTS funds to fund the arts exclusively, it allows us to use class-size reduction money to reduce class sizes, particularly at the younger grades. This is a need that our teachers have and that the Governor has prioritized. Perhaps we need to re-evaluate and ensure that our resources are being put towards literacy at these younger grades.</p>	<p>--Reduces the overall exposure to the arts for our elementary students. For example, at some of our schools, we use BTS money to fund a visual arts teacher and our class-size reduction money to fund a Kodaly music teacher. If we eliminate one or the other, it reduces the overall exposure to the arts.</p> <p>--We will have to find other ways to provide prep time for our teachers, but it would not be at the rate that we pay for a fully certified teacher. We could use instructional assistants.</p> <p>--There is tremendous support for the arts from our community. This would be a highly unpopular decision to reduce arts exposure.</p>	<p>--We currently use this money to provide Kodaly music teachers at our elementary schools that are in addition to our Beverly Taylor Sorensen teachers.</p>	<p>--Does this proposal create problems for our BTS grant? Are there restrictions in the BTS grant that would prevent us from being able to do this?</p>
Increase case loads for high school special education	\$220,000	<p>--Frees up 2 FTE that could be used in other ways to support behavior across our district.</p>	<p>--By reducing the high school FTE by 1-2, it could lead Sped teachers deciding to go elsewhere.</p>	<p>--This money would be more of a reallocation to support behavior across the district rather than an overall savings.</p>	
Social workers at every school (reduce by 2)	\$250,000	<p>--Provides an overall cut in expenses to our budget.</p>	<p>--Schools across the board have identified social workers as a critical need within their buildings.</p>	<p>--Or do we identify key social workers that are highly skilled in behavior that could also be used as part of a district behavior team?</p> <p>--If we only cut one social worker from Timpview and Provo each and allow the school to use their discretionary spending to continue to fund this if they feel it is needed, does this still protect our elementary and middle schools so that they have their needs met?</p>	<p>--How high of a priority are social workers for high schools?</p>
BYU and UVU Partnerships	\$200,000	<p>--Provides opportunities to collaborate with other superintendents and districts.</p> <p>--Creates a pipeline for future educators with interns and student teachers to keep high quality people in our schools.</p> <p>--Provides additional leadership opportunities for principals and aspiring principals.</p>	<p>--Pulls people out of their other job assignments for 2-4 days per month.</p> <p>--Commitments to the partnerships to participate in their professional development which can create additional expenses.</p>	<p>--The professional learning is valuable that is provided. However, it is based on the priorities of the partnership. Do we want to determine what these priorities should be?</p> <p>--It is also to be noted that it is competitive to be part of these partnerships. There are many districts that wish they could be as tightly connected to local universities.</p>	

Program/Description of Expense	Potential Cost Savings	Advantages	Concerns	Notes	Additional Information Requested
Reduce district travel and school-based travel to every other year	\$100,000	--Shows that everyone across the board is willing to make sacrifices for our budget.	--Would we lessen opportunities for employees to participate in important professional development opportunities (literacy conference, etc.)	--We spend \$400,000 a year on staff travel. It is to be noted that much of this is tied to providing supervision and sending coaches, etc. to competitions required by UHSAA at the high school level. --The Superintendent and BA have required meetings that we must attend across the state as does the School Board that could not be eliminated.	
Other district positions that we could reduce: for example, reduce parent/family advocates by one, repurpose PBIS coaches to serve as part of the behavior team, CTE positions	\$40,000 for each part-time position; \$80,000 for each full-time position	--Increase targeted services for schools by shifting the responsibilities of employees. They would still have a job, but it may entail a different assignment.	--People apply for jobs based on what they feel they are good at and what they are interested in.		
Reduce or restructure district specialist positions	\$110,000 (because they are licensed)	--These individuals would still be employed by the district, but perhaps in a different capacity-- returned to teaching etc.	--Reduces the support that departments such as Teaching and Learning, CSI, Student Services, can provide to our schools.		
CAS Supplement	\$165,000	--Revamp the program at one site.	--We may not have this full savings amount if we decide to pay for transportation for students involved in the program.	--This likely doesn't represent a savings for this year.	
DLI FTE Supplement	\$1,320,000	--Can we figure out a way to reduce the amount that this program requires by restructuring some components in the future?	--DLI is effective and popular and well-supported. Changes to the program need to be considered carefully to ensure that unintended consequences do not result from these actions which sacrifice the success of the students and the program.	--This is the amount of FTE that we have to provide over and above enrollment for our DLI programs to secure the two-teacher model at each grade level for each of our DLI elementary schools. --We are not recommending changes to DLI for next year. Thus, these savings would only happen as a result of some restructuring of the DLI program in the future.	
Reduce number of assistant principals (10 at the elementary, 4 at the secondary); create a 1:500 ratio	\$400,000 (keeping in mind that administrators that are left in their positions would want additional compensation); this is a number that would be difficult to determine	--Provides the perception that we are not spending too much money on administrators. -- We could absorb these positions by attrition.	--Creates frustration for our current principals and assistant principals, as their workload would increase exponentially. There would be greater demands for salary increases for current administrators to compensate them for increased responsibilities.	--Eliminating these positions does not save the district significant money, as they would be returned to the classroom but continue to earn administrator salaries. --Teachers have had more support for behavior, and principals have been able to spend more time on instruction as a result of these positions. --Ties directly to our strategic plan to retain good employees, to create safe environments, and to increase student outcomes.	This is a non-negotiable for District Leadership to maintain assistant principals. We cannot keep up with the workload of 504s, IEPs, supervision, instruction, testing.

Program/Description of Expense	Potential Cost Savings	Advantages	Concerns	Notes	Additional Information Requested
Change and streamline all elementary boundaries	This would have to be studied further	<p>--Creates greater efficiencies with the schools. We have some schools that could drop below 300 students next fall.</p> <p>--By redrawing these boundaries, we could ensure that we have enough students for two classes per grade level to support with behavior and collaboration.</p>	<p>--There would be a cost to bus students to schools that are not within their neighborhood; however, our schools would be more efficient so in the long run, it would be a cost worth investing in.</p> <p>--Changing of boundaries involves tough decisions, involves a lot of emotions, and families want to keep neighborhood schools.</p>	<p>--It is to be noted that many of our families already choose not to attend their neighborhood school, either by attending charter schools or enrolling in other schools in Provo.</p>	
Closing an elementary school	This would have to be studied further	<p>--Creates greater efficiencies with the schools. We have some schools that could drop below 300 students next fall.</p> <p>--We could ensure that we have enough students for two classes per grade level to support with behavior and collaboration.</p>	<p>--Closing a school involves tough decisions, involves a lot of emotions, and families want to keep neighborhood schools. We have seen the repercussions of this in other districts.</p>	<p>--While this would definitely save money for the district in the long run, this is a very emotional and difficult process. This is likely something that we may have to consider in a year or two if enrollment continues to drop, particularly in certain parts of the district, and if charter school competition continues to lure students away from our schools.</p> <p>--Before we go down this road, we need to establish clear triggers that would have to be established to start this conversation (i.e. enrollment drops below a certain number, grade levels have to be combined, etc.)</p>	

Other Needs to Consider	Amount	Advantages	Concerns	Notes	Additional Information Requested
Increase teacher salaries (\$2000 minimum)	\$2,096,000	--Aligns with our strategic plan goals of retaining our best teachers and talent. --As we put a greater emphasis on literacy and postsecondary outcomes, we need to recognize the additional demands that we are placing on teachers.	--Is this something we can fund while cutting the budget? Are taxpayers going to see this as unnecessary? --Do we need to cut \$4-6 million out of the budget to pay for teachers' salaries? --Are the salaries more important than the programs that would have to be cut? Traditionally, our employees have said yes.		
Class Size Reduction in lower grades (24:1, 26:1 ratio in K-2 only)	\$1,595,000	--Keeps class sizes smaller in the lowest grades to support literacy efforts. --If we can get kids reading on grade level by third grade, this definitely makes a difference in their opportunities for continued success.	--We will have to find this money somewhere; are we doing this on the backs of middle school or high school teachers or even upper grade teachers? --While our 4th-6th grade teachers are noticing the advantages of the new literacy instruction, if this initiative pushes their class sizes beyond 30, do we then lose ground as we move students towards 8th grade benchmarks?	--It is to be noted that class size alone does not guarantee student success. We do have classes that are quite small where this success in literacy isn't being seen for our ML students and students with disabilities. This number alone does not guarantee literacy success for our students. --The Governor's budget contains a line item to ensure that K-3 classrooms would have access to one instructional aide a piece. The legislature has somewhat indicated that this is not part of their budget nor their priorities. We need to watch this to see if this is incorporated into Utah's overall budget for next year.	
Insurance Costs	Unknown	--We know that we will need to budget for this.	--Ensuring that this does not disrupt service patterns. --Will this eat into the salary increases that we would also like to provide?	--Last year, the district absorbed a majority of the cost in insurance increases. Will we be able to continue to do this?	Do we need to do a survey of our employees to determine their concerns about insurance before we potentially select a new provider?
School fees	\$369,000		--We have to find this money. The legislature awarded it to us to offset the fact that we can no longer charge school fees. They have since decided to capture it back for Catalyst centers, so this will not only be coming out of our budget for this year but also for the next two years.		
Per diem rate	\$400,000	--Separate out the hourly pay so that an employee understands that their per diem is based on the base rate plus the educator salary adjustment	--This money was utilized to fund our salary increases and longevity bonuses last year. While all employees received an overall salary increase, there were concerns expressed that the daily rate and per diem rate went down, so there were times when employees were paid less for the same work. --To fund this, would we need to lower the salary increases to \$1500 per employee, and is this something that elementary teachers would agree to since they are often not the individuals affected by this situation?	-- We could ensure that employees understand that if the legislature fails to fund the educator salary adjustment, then the per diem rate would go back down to the base pay. However, if this is funded, we can ensure that the teachers are paid their true hourly rate. --This has been a major concern expressed by the Association and particularly applies to secondary teachers and employees who have additional days (i.e. Title I coordinators, instructional coaches, counselors, etc.)	--What number of teachers/employees does this entail (85 teachers have extra periods) --How many licensed employees total are getting paid for extra days that this also affects?

Other Needs to Consider	Amount	Advantages	Concerns	Notes	Additional Information Requested
Special Education Increases to serve students	\$1,000,000 additional	--This funding increase allows us to ensure that we are providing the supports that our teachers need while also focusing on instruction.	--This is a big ask. We would rather have this built into the overall budget rather than just putting out fires as they happen.	--Currently, we are supplementing special education over and above the amounts granted from the feds and state to close to \$1.5 million. To provide the level of support that we need to, we need to increase this by another \$500,000. We have traditionally budgeted for \$1 million excess. I am asking for that number to be increased by another \$1 million. --It is important to note that we have had two elementary schools fall into TSI status because of the lack of progress for our ML and Special Education students. If we can tackle the Special Education issues and get this into alignment this year, then we can really focus on ML students next year.	
Assistant Principal in place of Title I Coordinator at Timpanogos Elementary	\$60,000	--Timpanogos is one of our largest elementary schools with some of the greatest behavior challenges. Our Title I Coordinator is extremely helpful, but we do need someone with an administrative license that can support with behavior and complete the Title I responsibilities, similar to what we have done at Franklin Elementary	--Increases administrative costs in a year where we are trying to reduce our overall budget.		
Communication System	\$50,000	--This would provide a cohesive, user-friendly communication system for all parents, K-12, throughout our district. --Provides a communication system wherein our parents can communicate directly with their teachers in their preferred language.	--Costs more money at a time when we are trying to cut back. --Many people already feel overwhelmed by the amount of communication that comes from the school and the district. Would this exacerbate this concern?	--We are currently spending about \$15,000 on our School Messenger System. A system that is more robust would be over and above that amount.	
Behavior Team to support general education students K-8 (3 FTE)	\$330,000	--We could alleviate the stress being placed on special education experts to solve all behavior issues. -- We could provide targeted support out to schools that really supports and trains the teacher and the principal in how to manage and improve the behavior rather than relying on the behavior issue to be removed.	--Is this a primary budget priority? In listening tours, the Superintendent is constantly reminded of the behavior issues, but the only solution seems to be to exclude students from school, which is not in anyone's best interest.	--We also need to ensure that our teachers and principals are appropriately trained and that there is an expectation that this investment in training is utilized to support our students appropriately.	
Professional Development	\$50,000	--This is funding that we have used to train our BLTs that has been over and above our current budget. We are training teachers in how to be teacher leaders, analyze data, and be part of our school and district-problem solving team. We likely need to continue this support for our teacher leaders.	--Is this an important ask? We believe it is to support our goals of the strategic plan to support higher student outcomes. Certainly our schools with greater collaboration efforts are seeing tremendous results.	--There is a bill that has been proposed to continue to fund this program. We have used two years' worth of grant funding in the past, but we still spend over that amount to rent the space, provide the substitutes, and help with stipends for teachers.	Do principals feel the training of BLTs is an important thing for us to continue?
CAS transportation to single site	\$40,000	--This will allow us to have greater equity in who can participate in a gifted and talented program-- not just students whose parents can drive them and have the work schedule to accommodate this.	--For the first years, while we are transitioning from one site to another, we will need to pay for this transportation as well as the expenditures tied to the current sites until we phase the program into a single site.		

Other Needs to Consider	Amount	Advantages	Concerns	Notes	Additional Information Requested
Peer Court (required in legislation: .5 FTE)	\$55,000	--This will provide us with better options to provide some consequences and restorative actions for students who engage in more extreme behaviors, but they will be allowed back in schools because their infractions are not rising to a safe schools level.	--It will be adding on to individuals' responsibilities, but we feel that we have some individuals who can do this.	--We currently have a few employees whom we believe have the bandwidth to assist with such a program.	
Fully certified PE teachers at the elementary level or increased cost of lost prep time	Unknown but could be as high as \$1.2 million	--Other districts start elementary teachers at a base salary that is \$2000 higher than other teachers because they acknowledge that elementary teachers have less prep time.	--The state has issued us a warning that we are not using highly qualified PE teachers or our certified elementary teachers for PE.	--Do we ask our elementary teachers to teach 30 minutes of PE per week? --How do we compensate for this lost prep time? --Do we hire fully certified PE teachers to be shared across schools that would guarantee this prep time but reduce the FTE that we can use at the elementary level to keep class sizes small?	



Search Google Maps



Restaurants

Hotels

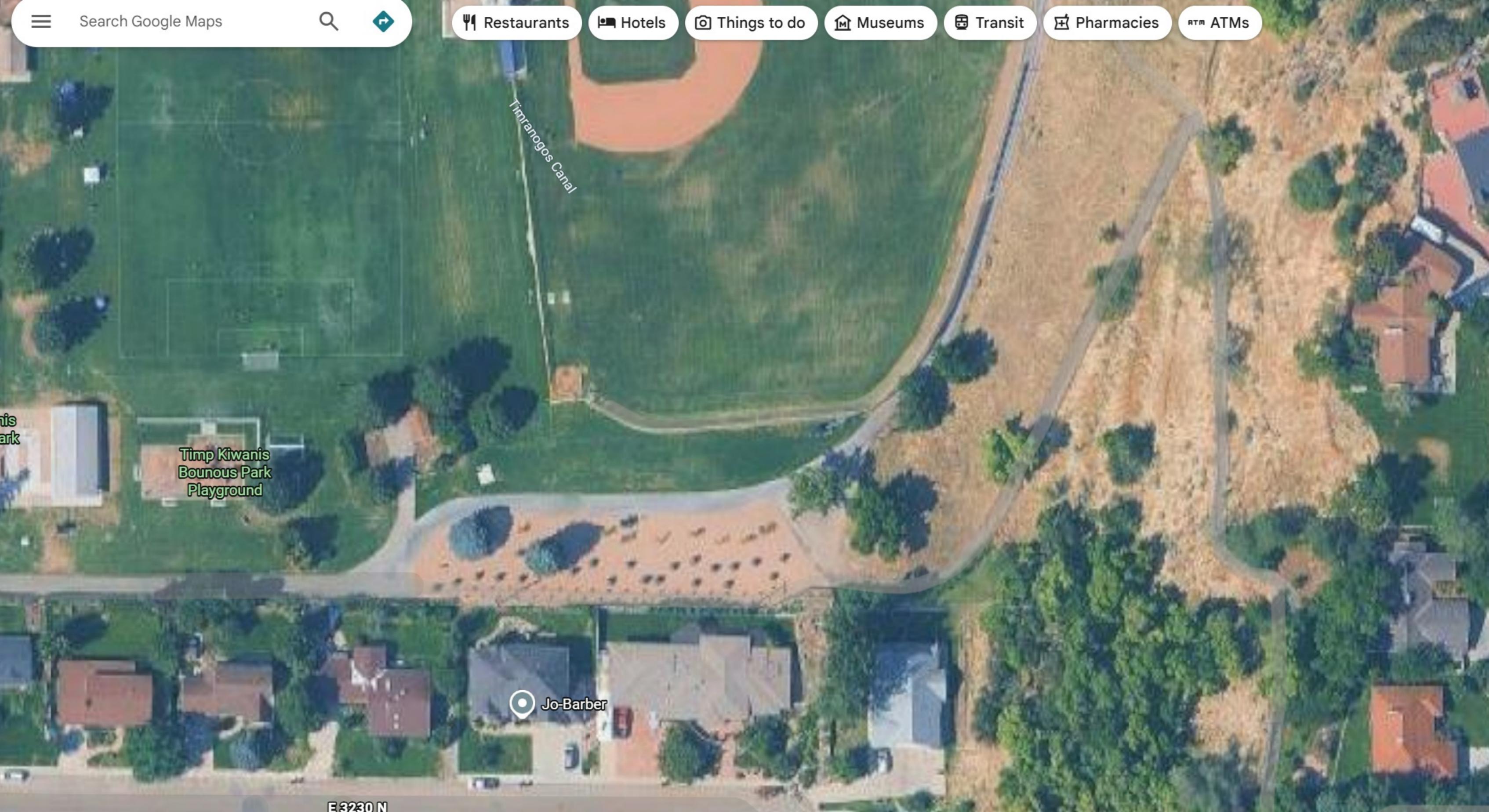
Things to do

Museums

Transit

Pharmacies

ATM



Timranogos Canal

Timp Kiwanis
Bounous Park
Playground

Jo-Barber

E 3230 N

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BOARD OF EDUCATION OF PROVO CI...

3570 N TIMPVIEW DR - PROVO

Value: \$0 -- 6.82 acres

Entry# 11233-1968

Football

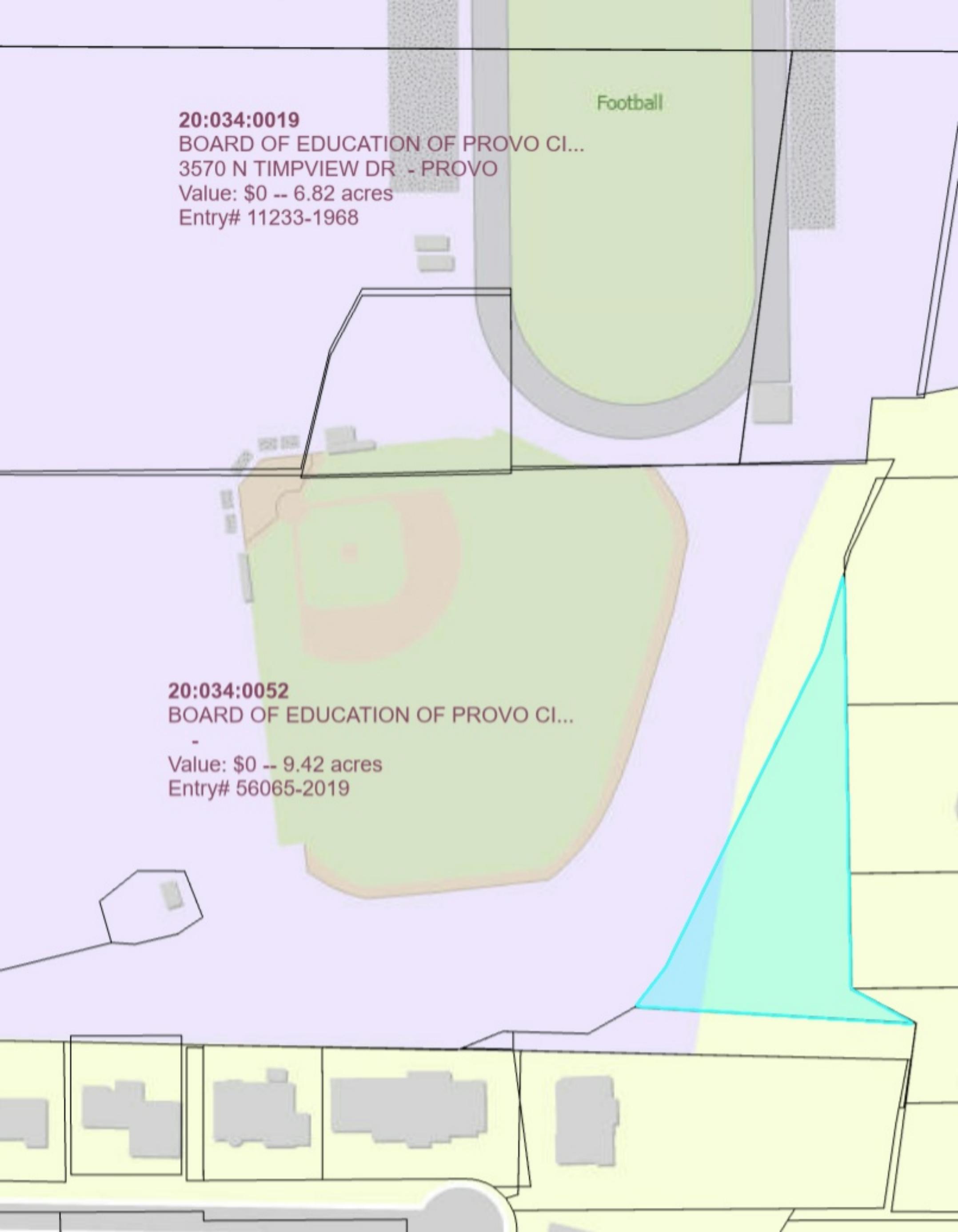
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Value: \$0 -- 9.42 acres

Entry# 56065-2019



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**Coordinating Services for School-Age Youth
Policy Series: 3000**

Policy No. 3130

Evidence of Licensing Authority for Resident Students

10 Any human services program which serves students of the school district who are subject to
11 compulsory education or otherwise entitled to educational services as a student with disabilities
12 must provide an educational services plan that includes evidence satisfactory to the Board of
13 Education that the students served shall receive appropriate educational services under the
14 applicable laws.

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Standards for Accepting Educational Services Plan

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An Educational Services Plan must include the following information provided by the human services program:

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1. the number of children served by the human services program estimated to be enrolled in the District;
2. the ages and grade levels of children served by the human services program estimated to be enrolled in the District;
3. the subjects or hours of the school day for which children served by the human services program are estimated to enroll in the District;
4. the direct contact information for the purposes of taking custody of a child served by the human services program during the school day in case of illness, disciplinary removal by a school, or emergency evacuation of a school; and
5. the method or arrangements for the transportation of children served by the human services program to and from the school.

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The Educational Services Plan, in order to obtain approval for licensing, must also include the following information provided by the District:

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1. enrollment procedures and forms;
2. documentation required prior to enrollment from each of the child's previous schools of enrollment;
3. if applicable, a schedule of the costs for tuition and school fees; and

41 4. schools and services for which a child served by the human services program may be
42 eligible.
43

44 **Evidence of licensure for Students Whose Guardian or Parent Resides Outside of Utah**
45

46 If the human services program serves any children whose custodial parent(s) or legal
47 guardian(s) resides outside the state, then the program shall also provide evidence satisfactory
48 to the Board of Education, in addition to licensure, that all costs for educational services to be
49 provided for those students, including tuition and school fees approved by the local school
50 board, shall be borne solely by the program.
51

52 If the Board finds the evidence of licensure and costs to be satisfactory, then within thirty (30)
53 days, the Board shall issue a letter of approval to the provider of services. Failure to respond to
54 a proposed plan within forty-five (45) days may be deemed as acceptance.
55

56 If the Board finds the evidences of licensure and/or costs to be unsatisfactory, then within thirty
57 (30) days the Board shall issue a letter of disapproval that states the specific requirements the
58 program must meet to obtain approval status. A copy of the letter shall also be provided to the
59 licensing authority. Failure to respond to a proposed plan within forty-five (45) days may be
60 deemed as acceptance.
61

62
63 **Legal References**

64 [Utah Code § 26B-2-116 \(2023\)](#)

65 [Utah Code § 26B-2-116\(3\) \(2023\)](#)

66 [Utah Code § 26B-2-116\(4\) \(2023\)](#)

67 [Utah Code § 26B-2-116\(5\), \(6\) \(2023\)](#)

68 [Utah Code § 26B-2-116\(5\), \(6\) \(2023\)](#)
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71 **Board Approved:**
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**Admissions and Attendance: Military and
Department of Defense (DOD) Civilian Children
Policy Series: 3000 Students**

Policy No. 3145

Definitions: As used in this policy, unless the context clearly requires a different construction:

1. "Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve.
2. "Child of a military family" means a school-aged child, enrolled in Kindergarten through grade 12, in the household of an active duty member.
3. "Child of a DOD civilian family" means a school-aged child, enrolled in Kindergarten through grade 12, in the household of a currently serving DOD civilian.
4. "Deployment" means the period one month prior to the service member or DOD civilian's departure from their home station on orders through six months after return to their home station.
5. "DOD civilian" means an employee of the United States Department of Defense who is assigned to perform the employee's duties at a military organization based in Utah.
6. "Education" or "educational records" means those official records, files, and data directly related to a student and maintained by the school or local education agency, including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
7. "Extracurricular activities" means a voluntary activity sponsored by the school or the District or an organization sanctioned by the school or the District (such as the Utah High School Activities Association). Extracurricular activities include, but are not limited to,

40 preparation for and involvement in public performances, contests, athletic competitions,
41 demonstrations, displays, and club activities.

- 42
- 43 8. “Interstate Commission on Educational Opportunity for Military Children” or “Interstate
44 Commission” means the commission that is created under Article IX of the Interstate
45 Compact on Educational Opportunity for Military Children, which has been adopted by
46 Utah in [Utah Code §§ 53E-3-901 to -921](#).
- 47
- 48 9. “Local education agency” means a public authority legally constituted by the state as an
49 administrative agency to provide control of and direction for Kindergarten through grade
50 12 public educational institutions.
- 51
- 52 10. “Sending state” means the state from which a child of a military family or DOD civilian is
53 sent, brought, or caused to be sent or brought.
- 54
- 55 11. “State” means a state of the United States, the District of Columbia, the Commonwealth
56 of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Mariana
57 Islands, and any other U.S. Territory.
- 58
- 59 12. “Student” means the child of a military family or child of a DOD civilian for whom the
60 local education agency receives public funding and who is formally enrolled in
61 Kindergarten through grade 12.
- 62
- 63 13. “Transition” means:
- 64 a. the formal and physical process of transferring from school to school; or
- 65 b. the period of time in which a student moves from one school in the sending state
66 to another school in the receiving state.
- 67
- 68 14. “Uniformed services” means: the United States Army, Navy, Air Force, Marine Corps,
69 Coast Guard as well as the commissioned corps of the National Oceanic and
70 Atmospheric Administration, and of the United States Public Health Service.
- 71
- 72 15. “Veteran” means a person who served in the uniformed services and who was
73 discharged or released therefrom under conditions other than dishonorable.

74

75

76 **Applicability**

77

78 This policy shall apply to a child of a military family; a child of members or veterans of the
79 uniformed services who are severely injured and medically discharged or retired for a period of
80 one year after medical discharge or retirement; a child of members of the uniformed services
81 who die on active duty or as a result of injuries sustained on active duty for a period of one year
82 after death, and a child of a DOD civilian.

83

84 This policy shall not apply to a child of:

85

86 1. Inactive members of the National Guard and military reserves;

87

88 2. Members of the uniformed services now retired, except as provided in the paragraph
89 above;

90

91 3. Veterans of the uniformed services, except as provided in the paragraph above, and
92 other U.S. Dept. of Defense personnel and other federal agency civilian and contract
93 employees not defined as active duty members of the uniformed services.

94

95

96 **Eligibility**

97

98 1. Eligibility for enrollment:

99

100 a. A special power of attorney, relative to the guardianship of a student and
101 executed under applicable law, shall be sufficient for the purposes of enrollment
102 and all other actions requiring parental participation and consent.

103 b. The District may not charge tuition to a transitioning student placed in the care of
104 a non-custodial parent or other person standing in loco parentis who lives in a
105 jurisdiction other than that of the custodial parent.

106 c. A transitioning student, placed in the care of a non-custodial parent or other
107 person standing in loco parentis who lives in a jurisdiction other than that of the
108 custodial parent, may continue to attend the school in which the student was
109 enrolled while residing with the custodial parent.

110

110 2. Eligibility for extracurricular participation:

111 a. The District shall facilitate the opportunity for transitioning students' inclusion in
112 extracurricular activities, regardless of application deadlines, to the extent they
113 are otherwise qualified.

114

115 3. Provisional Enrollment:

116 a. For purposes of provisional enrollment, an "eligible student" is a student who is a
117 dependent child of a member of the uniformed services or a DOD civilian who is
118 either relocating to Utah and does not reside in Utah during the District's
119 enrollment period or is relocating out of Utah during the school year and on
120 permanent change of station orders or relocating for a civilian assignment or
121 position.

122 b. "Provisional enrollment" means enrollment in a school in the District by an eligible
123 student before the student relocates to Utah or after the student's parent
124 relocates out of Utah but before the student relocates out of Utah.

125 c. Notwithstanding the general enrollment requirements in [Policy 3010](#) and [Policy](#)
126 [3118](#), the District shall allow an eligible student to provisionally enroll in a school
127 in the District at the same time and in the same manner as students who reside

128 in Utah or shall allow an eligible student to provisionally enroll in virtual education
129 options that the District provides in the same manner as students residing in
130 Utah. (Provisionally enrolled students are not considered nonresident students
131 who are required to pay tuition.)

- 132 d. The District shall not require proof of residence at the time that an eligible student
133 applies for enrollment in a District school, but shall require proof of residency
134 within 10 days after the eligible student's first day of residence in Utah.

137 Educational Records and Enrollment

139 1. Unofficial or "hand-carried" education records:

- 140 a. In the event that official education records cannot be released to the parents for
141 the purpose of transfer, the custodian of the records in the sending state shall
142 prepare and furnish to the parent a complete set of unofficial educational records
143 containing uniform information as determined by the Interstate Commission.
144 Upon receipt of the unofficial education records, the District school shall enroll
145 and appropriately place the student based on the information provided in the
146 unofficial records pending validation by the official records, as quickly as
147 possible.

149 2. Official education records or transcripts:

- 150 a. Simultaneous with the enrollment and conditional placement of the student, the
151 District school shall request the student's official education record from the
152 school in the sending state. Upon receipt of this request, the school in the
153 sending state should process and furnish the official education records to the
154 District school within 10 days or within such time as is reasonably determined
155 under the rules promulgated by the Interstate Commission.

157 3. Immunizations

- 158 a. The District shall give 30 days from the date of enrollment or within such time as
159 is reasonably determined under the rules promulgated by the Interstate
160 Commission, for students to obtain any immunization required by state law. For a
161 series of immunizations, initial vaccinations must be obtained within 30 days or
162 within such time as is reasonably determined under the rules promulgated by the
163 Interstate Commission.

165 4. Kindergarten and First grade entrance age

- 166 a. Students shall be allowed to continue their enrollment at grade level in the
167 receiving District school commensurate with their grade level, including
168 Kindergarten, from a local education agency in the sending state at the time of
169 transition, regardless of age. A student that has satisfactorily completed the
170 prerequisite grade level in the local education agency in the sending state shall
171 be eligible for enrollment in the next highest grade level in the receiving District

172 school, regardless of age. Students transferring after the start of the school year
173 in the District shall enter the District school on their validated level from an
174 accredited school in the sending state.

175
176
177 **Placement and Attendance**

178 1. Course placement

179 a. When the student transfers before or during the school year, the receiving District
180 school shall initially honor placement of the student in educational courses based
181 on the student's enrollment in the sending state school and/or educational
182 assessments conducted at the school in the sending state if the courses are
183 offered. Course placement includes but is not limited to Honors, International
184 Baccalaureate, Advanced Placement, vocational, technical, and career pathways
185 courses. Continuing the student's academic program from the previous school
186 and promoting placement in academically and career challenging courses should
187 be paramount when considering placement. This does not preclude the District
188 school from performing subsequent evaluations to ensure appropriate placement
189 and continued enrollment of the student in the course.

190
191 2. Educational program placement

192 a. The receiving District school shall initially honor placement of the student in
193 educational programs based on current educational assessments conducted at
194 the school in the sending state or participation or placement in like programs in
195 the sending state. Such programs include, but are not limited to: 1) gifted and
196 talented programs; and 2) English as a second language (ESL). This does not
197 preclude the District school from performing subsequent evaluations to ensure
198 appropriate placement of the student.

199
200 3. Special education services

201 In compliance with the federal requirements of the Individuals with Disabilities Education
202 Act (IDEA), [20 U.S.C. § 1400 et seq.](#), the receiving District school shall initially provide
203 comparable services to a student with disabilities based on the student's current
204 Individualized Education Program (IEP); and

205 In compliance with the requirements of Section 504 of the Rehabilitation Act, [29 U.S.C. §](#)
206 [794](#), and with Title II of the Americans with Disabilities Act, [42 U.S.C. §§ 12131-12165](#),
207 the receiving District school shall make reasonable accommodations and modifications
208 to address the needs of incoming students with disabilities, subject to an existing 504 or
209 Title II Plan, to provide the student with equal access to education. This does not
210 preclude the District school from performing subsequent evaluations to ensure
211 appropriate placement of the student.

212
213 1. Placement flexibility

214 District administrators shall have flexibility in waiving course or program prerequisites, or
215 other preconditions for placement, in courses or programs offered within the District,
216 subject to State Board of Education rules and regulations.

217 2. Absence as related to deployment activities

218 A student whose parent or legal guardian is an active duty member of the uniformed
219 services, as defined above in this policy, and has been called to duty for, is on leave
220 from, or immediately returned from deployment to a combat zone or combat support
221 posting, shall be granted additional excused absences at the discretion of the
222 superintendent to visit with his or her parent or legal guardian relative to such leave or
223 deployment of the parent or guardian.
224

225

226

Graduation

227

228 In order to facilitate the on-time graduation of students, the District incorporates the following
229 procedures:

230

231 1. Waiver requirements

232 a. The District and its schools shall waive specific courses required for graduation if
233 similar coursework has been satisfactorily completed in another local education
234 agency or shall provide reasonable justification for denial. Should a waiver not be
235 granted to a student who would qualify to graduate from the sending school, the
236 District shall provide an alternative means of acquiring required coursework so
237 that graduation may occur on time.
238

239

2. Exit exams

240 a. State statute provides that with respect to students, the District shall accept:
241 i. Exit or end-of-course exams required for graduation from the sending
242 state;
243 ii. National norm-referenced achievement tests; or
244 iii. Alternative testing, in lieu of testing requirements for graduation in Utah.
245

246

247 In the event the above alternatives cannot be accommodated by the District for a student
248 transferring in the student's Senior year, then the provisions below regarding transfers during
the Senior year shall apply.

249 1. Transfers during Senior year

250 a. Should a student transferring at the beginning or during the student's Senior year
251 be ineligible to graduate from the receiving District school after all alternatives
252 have been considered, the sending local education agency and the District shall
253 ensure the receipt of a diploma from the sending local education agency, if the
254 student meets the graduation requirements of the sending local education
255 agency. In the event that the sending state has not adopted the Interstate
256 Compact on Educational Opportunity for Military Children, the District shall use

257 best efforts to facilitate the on-time graduation of the student in accordance
258 with the waiver and exit exam provisions above.

259 **Legal References**

- 260 [Utah Code § 53E-3-903 \(2019\)](#)
261 [Utah Code § 53E-3-1201 \(2025\)](#)
262 [Utah Code § 53B-8-102\(1\)\(a\) \(2025\)](#)
263 [Utah Code § 53E-3-904 \(2018\)](#)
264 [Utah Code § 53E-3-1204 \(2025\)](#)
265 [Utah Code § 53E-3-907 \(2018\)](#)
266 [Utah Code § 53E-3-1203\(6\) \(2025\)](#)
267 [Utah Code § 53G-6-306\(1\), \(4\) \(2025\)](#)
268 [Utah Code § 53E-3-1202 \(2025\)](#)
269 [Utah Code § 53E-3-1204\(1\) \(2025\)](#)
270 [Utah Code § 53E-3-905 \(2018\)](#)
271 [Utah Code § 53E-3-1202 \(2025\)](#)
272 [20 U.S.C. § 1400 et seq](#)
273 [29 U.S.C. § 794](#)
274 [42 U.S.C. §§ 12131-12165](#)
275 [Utah Code § 53E-3-906 \(2018\)](#)
276 [Utah Code § 53E-3-1203 \(2025\)](#)
277 [Utah Code § 53E-3-908 \(2018\)](#)
278 [Utah Code § 53E-3-1205 \(2025\)](#)

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Board Approved:

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Medical Recommendations by School Personnel to Parents/~~Guardian(s)~~

Policy Series: 3000

Policy No. 3418

Purpose:

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The Provo City School District Board of Education recognizes that the decision for a student to see a health care professional or use medication is a parental/guardian concern. In working with students, school personnel may be in a position to make or give recommendations to parents/guardians which impact their children’s education. As a general rule, all non-medical school district personnel should refrain from discussing and making recommendations to parent(s)/guardian(s) about perceived student medical needs.

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The purpose of this policy and procedure is to clarify for school personnel and parent(s)/guardian(s) the recommendations or directions that school personnel may make or give to parent(s)/guardian(s) about seeing health care professionals or using specific medication for their children. The Board directs the Superintendent to develop procedures to implement this policy.

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Medical Recommendations by School Personnel

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School employees may provide information and observations to a student’s parents about the student’s:

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1. progress;
2. health and wellness;
3. social interactions; and/or
4. behavior.

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School employees may complete a behavioral health evaluation form if requested by a student’s parent to provide information to a licensed physician or physician assistant. In addition, a school employee may communicate information and observations between school personnel regarding a student. School employees may also refer a student to other appropriate school personnel and agents, including referrals and communication with a school counselor or other mental health professionals working within the school.

40
41
42

If a school employee believes a student is at risk of (a) attempting suicide, (b) physical self-harm, or (c) harming others, then the employee may question the student about the suicidal

43 thoughts, self-harming behavior, or thoughts of harming others in order to refer the student to
44 appropriate prevention services and to inform the student's parent. However, the questioning
45 shall be limited to that which is necessary for referral to prevention services or to make the
46 parent aware of the perceived risk.

47
48 If a school employee believes that a situation exists which presents a serious threat to the well-
49 being of a student, that employee shall notify the student's parent without delay. The school
50 employee may consult or use appropriate health care professionals in the event of an
51 emergency while the student is at school, consistent with the student emergency information
52 provided at student enrollment.

53
54 The school shall notify the parent of a student who:

- 55
56 1. threatens to commit suicide; or
57
58 2. is involved in an incident of bullying, hazing, [abusive conduct](#), cyber-bullying,
59 [harassment](#), or retaliation (whether as a victim or as a perpetrator).

60
61 [When the student is involved in an incident, the parent shall also be notified of the action plan.](#)
62 [When a student threatens suicide or is involved in one of these incidents, the school shall also](#)
63 [provide the parent with \(1\) suicide prevention materials and information as recommended by the](#)
64 [State Superintendent, \(2\) information on ways to limit a student's access to fatal means](#)
65 [\(including firearms and medication\), and \(3\) information and resources on the healthy use of](#)
66 [social media and online practices.](#)

67
68 The school shall produce and maintain a record that verifies that the parent was notified of the
69 threats or incidents listed above [and provided the required information.](#) [If applicable, the record](#)
70 [shall also track implementation of the action plan.](#) The record is a private record for purposes of
71 the Government Records Access and Management Act.

72
73 The process for notifying a parent shall consist of:

- 74
75 1. The school principal or designee shall attempt to make personal contact with a parent
76 when the school has notice of a threat or incident listed above. [It is recommended that](#)
77 [the parent be informed of the threat or incident with two school people present.](#) If
78 personal contact is not possible, the parent may be contacted by phone. A second
79 school person should witness the phone call.
80
81 2. Contact with the parent must be documented in a ~~“Parent/Guardian Notification Record~~
82 ~~of Student Bullying Incident or Suicide Threat”~~ [“Verification of Parent Contact Regarding](#)
83 [Threat or Incident.”](#) [When there is an action plan for addressing an incident of bullying,](#)
84 [hazing, abusive conduct, cyber-bullying, or retaliation, the documentation shall be](#)
85 [supplemented to track implementation of the action plan.](#)

86
87 ~~A copy of the “Parent/Guardian Notification Record of Student Bullying Incident or Suicide~~
88 ~~Threat” shall upon request, be provided to the parent/guardian of the student to whom the~~
89 ~~record relates. After the student has graduated, the District shall expunge the record of~~
90 ~~parental/guardian notification upon request of the student.~~

91 [A copy of the “Verification of Parent Contact Regarding Threat or Incident” is linked here.\)](#)
92 [Subject to laws regarding confidentiality of student educational records, at the request of a](#)

93 parent, a school may provide information and make recommendations related to an incident or
94 threat.

95
96 The record of parental notification shall be maintained in accordance with [Policy 3210](#) and
97 [Policy 3210 Procedure 1](#), [Title 53E, Chapter 9, Part 3](#), [Policy 3650 Student Data Protection](#),
98 [Title 53E, Chapter 9, Part 2, Student Privacy](#), and the Federal Family Educational Rights and
99 Privacy Act (“FERPA”). A copy of the record of parental notification shall upon request be
100 provided to the student to whom the record relates. After the student has graduated, the District
101 shall expunge the record of parental notification upon request of the student.

102 103 104 **Schools Cannot Require Students to Take a Specific Medication or Treatment**

105
106 School employees shall not require that a student take or continue to take a specific medication,
107 whether over-the-counter or prescription medicine, as a condition for attending school.

108
109 This policy does not include immunizations against communicable diseases as required by the
110 Department of Health as a prerequisite to school attendance.

111
112 School employees may not:

- 113
114 1. recommend to a parent that a student take or continue to take a psychotropic
115 medication;
- 116
117 2. require that a student take or continue to take a psychotropic medication as a condition
118 for attending school;
- 119
120 3. recommend that a parent seek or use a type of psychiatric or psychological treatment for
121 a student;
- 122
123 4. conduct a psychiatric or behavioral health evaluation or mental health screening, test,
124 evaluation, or assessment of a student, except when necessitated to meet the
125 requirements of the Individuals with Disabilities Education Act, [20 U.S.C. § 1400 et seq.](#),
126 and its subsequent amendments; or
- 127
128 5. make a child abuse or neglect report to authorities, including the Division of Student and
129 Family Services, solely or primarily on the basis that a parent refuses to consent to:
 - 130
131 a. a psychiatric, psychological, or behavioral treatment for a student, including the
132 administration of a psychotropic medication to a student; or
 - 133
134 b. a psychiatric or behavioral health evaluation of a student.
 - 135
136 i. However, school employees may make a report that would otherwise be
137 prohibited under guidance listed above if failure to take the action would present
138 a serious, imminent risk to the student’s safety or the safety of others.

139 140 **School Mental Health Professionals and Counselors Can Recommend Treatment or** 141 **Evaluation**

142
143 A school counselor or other mental health professional acting in accordance with the Mental
144 Health Professional Practice Act, or licensed through the State Board of Education, working
145 within the school system may:
146
147 1. recommend, but not require, a psychiatric or behavioral health evaluation of a student;
148
149 2. recommend, but not require, psychiatric, psychological, or behavioral treatment for a
150 student;
151
152 3. provide to a parent, upon the specific request of the parent, a list of three or more health
153 care professionals or providers, including licensed physicians, psychologists, or other
154 health specialists; and
155
156 4. conduct a psychiatric or behavioral health evaluation or mental health screening, test,
157 evaluation, or assessment of a student; however, prior written consent of the student's
158 parent and a two-week minimum notification period are required prior to conducting the
159 behavioral health evaluation or mental health screening, test, evaluation, or assessment.
160 A parent may waive the two week minimum notification period. However, this written
161 consent and notice is not required before questioning a student believed to be at risk of
162 suicide, physically self-harming behavior, or harming others to the extent needed for
163 referral to appropriate prevention services and to notify the parent of the perceived risk.
164

165 **Training and Discipline**

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167
168 The district shall provide training to the appropriate personnel on the proper application of this
169 policy. An intentional violation of this policy shall be dealt with through employee discipline.
170

171 **Legal References**

172 [Utah Code § 53G-9-203 \(2019\)](#)
173 [Utah Code § 53E-9-203\(7\) \(2024\)](#)
174 [Utah Code § 53G-9-604 \(2024\)](#)
175 [Utah Code § 53G-9-604\(2\)\(a\)\(iii\), \(4\) \(2024\)](#)
176 [Utah Code § 53G-9-902 \(2025\)](#)
177 [Utah Admin. Rules R277-613-4\(3\) \(April 8, 2024\)](#)
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181 **Board Approved:** September 21, 2015

182 Amended:
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**Dual Enrollment
Policy Series: 3000**

Policy No. 3120

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Dual Enrollment

10 Any child who is enrolled in a regularly established private school or a home school may also
11 enroll in a District school for dual enrollment purposes. Any dual enrollment student may
12 participate in any academic activity in the schools of the District subject to compliance with the
13 same rules and requirements that apply to a full-time student's participation in the activity.

14

15 Dual enrollment students are required to attend school part-time as prescribed by the School
16 Board. In addition, a student who attends a portion of the school day at a District school shall be
17 subject to administrative scheduling and teacher discretion of the District's school. Dual
18 enrollment students are subject to the school's tardy and truancy policies according to the
19 school's pre-established time schedules.

20

21 A student enrolled in a dual enrollment program is considered a student of the District for
22 purposes of state funding to the extent of the student's participation in the District school's
23 programs. [Students who receive a Utah Fits All Scholarship do not qualify for dual enrollment.](#)
24 [Provo City School District is not a provider for Utah Fits All Scholarship recipients. Therefore,](#)
25 [students who receive this scholarship cannot participate in courses or activities that occur](#)
26 [during the school day.](#)

27

28 A dual-enrollment student with a disability may participate as a dual enrollment student
29 consistent with State Board rule and federal regulations. The school shall prepare an IEP for
30 such a student prior to the student's participation in dual enrollment using comparable
31 procedures to those required for identifying and evaluating public school students. A student
32 with a disability seeking dual enrollment is entitled to services for the time, or the number of
33 courses, that the student is enrolled in the public school, based on the decision of the IEP team.

34

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Legal References

37 [Utah Code § 53G-6-204 \(2025\)](#)

38 [Utah Code § 53G-6-702 \(2020\)](#)

39 [Utah Admin. Rules R277-438 \(December 8, 2016\)](#)

40 [State Board of Education Special Education Rules VI.D.8](#)

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43 **Board Approved:**

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**Admissions and Attendance: Re-Entry Into Public Schools
Policy Series: 3000 Students**

Policy No. 3135

Students Returning from Private or Home Schools

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Students who have not been enrolled in public school but have been enrolled in private school or home school shall be admitted to the District's public school upon application to the District by the parents, subject to all eligibility requirements imposed by District policy and state and federal law and regulation.

Placement

Students requesting re-admission from private schools or home schools shall be placed as follows:

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1. Students returning from accredited private schools shall be placed according to the grade level and credits shown on the records from the prior school.
2. Students returning from a non-accredited private school which is not a home school shall be evaluated using assessment tools regularly administered to students and placed according to the results of that assessment.
3. Students returning from a home school shall be placed in the grade level, classes, or courses that the student's parent, in consultation with the school administrator, determine are appropriate based on the parent's assessment of the student's academic performance.
 - a. Within 30 days of placement, either the student's teacher or the student's parent may request a conference to consider changing the student's placement. If after conferring the teacher and the parent agree on a placement change, the change will be made.
 - b. If disagreement remains about a placement change, then the student's subject matter mastery shall be evaluated. The parent may choose either:
 - i. to have the school evaluate the student using assessments that are regularly administered to public school students and used to measure subject matter mastery and determine placement, or
 - ii. to have a private entity or individual evaluate the student with subject matter assessments [that align to state core standards](#) at the parent's

41 expense. After a student's subject matter mastery has been evaluated,
42 the school may change the student's placement in a grade level, class, or
43 course.

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46 **Graduation Requirements**

47

48 Students entering the 9th, 10th, 11th, or 12th grade levels after participation in home or private
49 school will be required to fulfill all graduation requirements in order to receive a diploma. The
50 District will not accept home education as credit toward graduation. The District will accept
51 credit toward graduation from an accredited regularly established private school.

52

53 Students may fulfill graduation credits by successfully completing courses required for credit
54 (including approved on-line or correspondence course work), by transfer of credits from
55 accredited schools or providers, or by demonstrating proficiency via assessment tests or
56 evaluation of student work or projects. Student work completed as part of home education may
57 be evaluated for credit purposes, subject to documentation of compliance with [Utah Code §](#)
58 [53G-6-204](#).

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61 **Legal References**

62 [Utah Code § 53G-6-706 \(2019\)](#)

63 [Utah Code § 53G-6-204](#)

64 [Utah Admin. Rules R277-705-3 \(January 11, 2023\)](#)

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67 **Board Approved:**

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**Health Requirements and Services: Vision Screening
Policy Series: 3000 Students**

Policy No. 3168

Vision Screening at Enrollment

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A child under nine years old entering a public school for the first time in this state must present one of the following to the school:

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1. A completed vision screening form signed by a health care professional certifying that the child has received an adequate vision screening; or
2. A written statement signed by a parent that the child will not be screened before attending public school in the state.

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The District shall conduct free vision screening clinics for children who are at least 3 1/2 years old but not yet 16 years old who enrolled at a school within the boundaries of the District pursuant to [Utah Code § 53G-9-404](#).

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A volunteer who serves as a vision screener for a free vision screening clinic for a qualifying child must be either trained by a school nurse or complete the Department of Health and Human Services online training module and must be supervised by a school nurse or an outside entity conducting screening for the District consistent with Department of Health and Human Services regulations. A vision screening volunteer may not market, advertise, or promote a business in connection with assisting at the screening clinic.

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[Students whose primary language is not English will be provided an interpreter if it is determined that this language barrier may change the outcome of the screening results.](#)

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Screening provided under this policy shall follow the procedures and standards set out in [Utah Administrative Rules R384-201](#).

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Legal References

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- [Utah Code § 53G-9-404 \(2023\)](#)
- [Utah Admin. Rules R384-201 \(July 9, 2020\)](#)

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Board Approved:

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Employment Requirements: Physical Examinations and Communicable Diseases
Policy Series: 5000 Personnel

Policy No. 5205

10

Physical and Mental Examinations

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The District may require an applicant for employment or an employee to provide satisfactory evidence that the applicant or employee is mentally and physically qualified to perform the ~~duties~~ **essential functions** of the job **as outlined in the job description**. Satisfactory evidence may include, but is not limited to, regular mental or physical examinations by a qualified physician.

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Confidentiality of Examination Results

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Evidence of mental or physical condition provided by an applicant or employee, pursuant to the previous section, is deemed private and may be disclosed only to:

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Information from the State Board

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An administrator may obtain any information in the possession of the State Board of Education, which is relevant to evaluating the employment of a current or prospective employee of the school. If a decision is made not to hire a prospective employee or to take action against a current employee based upon such information, the individual affected shall be given notice of

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41 the information and be provided an opportunity to refute or respond to the information. An
42 administrator who, in good faith, discloses or receives information under this section is exempt
43 from civil liability relating to the receipt or disclosure.

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46 **Legal References:**

47 [42 U.S.C. § 12112\(d\)\(4\)](#)

48 [29 C.F.R. § 1630.14\(c\)](#)

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51 **Board Approved:**

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**Contracts for Certified Employees
Policy Series: 5000 Personnel**

Policy No. 5070

Certified Personnel

The Board shall employ certified personnel by a written contract that sets forth the terms and conditions of employment. The length or term of the contract shall not exceed five years. All such contracts shall be in writing and shall embody the terms and conditions of employment. Nothing in the terms of the contract shall restrict the power of the Board to terminate the contract for cause at any time. The Board may not enter into a collective bargaining agreement that prohibits or limits individual contracts of employment. Contracts for hiring or rehiring of personnel shall be valid only if entered into by the Board.

Commented [1]: This language does allow the district to enter into individual contracts with employees even if a collective bargaining agreement is in place. For example, if there was a high demand area for expertise, then the district could create a separate contract for that individual that still follows all the requirements of state law.

Separate Salary Schedule for Medical Specialists

The Board may adopt a separate salary schedule for medical specialists providing related services as defined by [34 CFR § 300.34](#). This separate salary schedule can take into consideration the market rate for related services provided outside of a school-based setting.

"Medical specialist" includes the following:

1. An audiologist;
2. A speech-language pathologist;
3. A mental health practitioner;
4. A school nurse;
5. An occupational therapist; and
6. A physical therapist.

Property Interest

A certified employee's contract of employment with the District creates a property interest in the position only for the period of time stated in the contract. Such a contract creates no property interest of any kind beyond the period of time stated in the contract.

Perry v. Sindermann, 92 S. Ct. 2694 (1972)

41 *Board of Regents of State Colleges v. Roth, 92 S. Ct. 2701 (1972)*

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44 **Legal References**

45 [Utah Code § 53G-11-202 \(2018\)](#)

46 [34 CFR § 300.34](#)

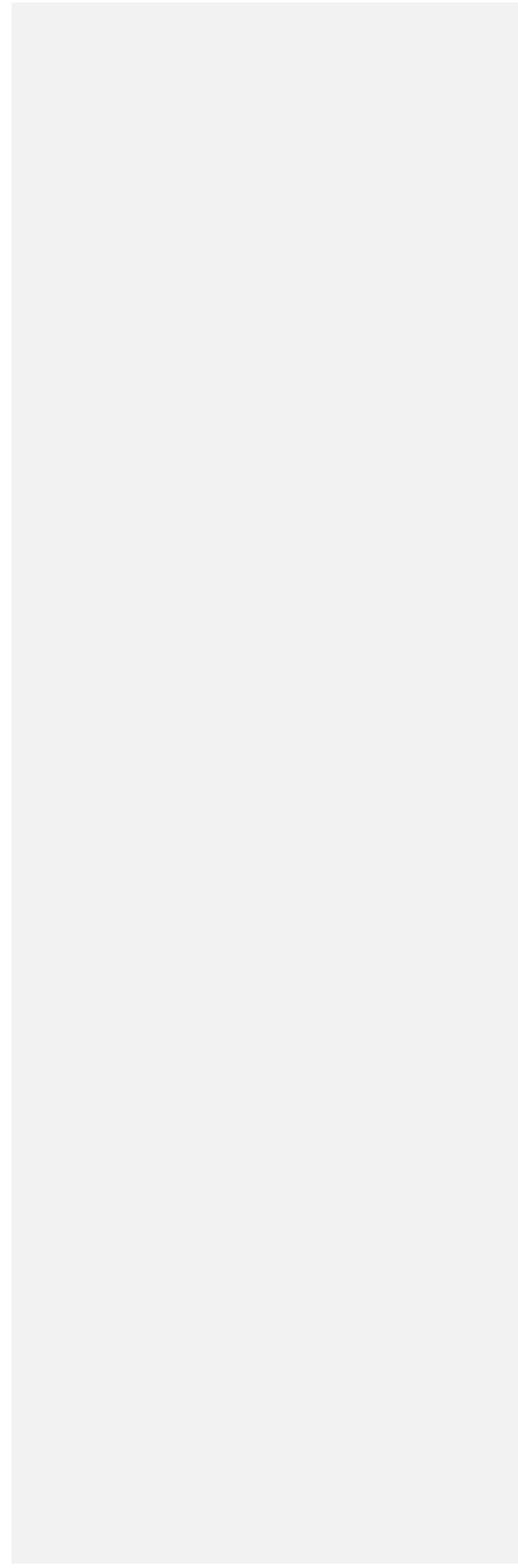
47 [Utah Code § 53G-7-219 \(2022\)](#)

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50 **Board Approved:**

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**Orderly Termination: No Implied Contract Rights
Policy Series: 5000 Personnel**

**Policy No. 5280
Procedure 2**

No Implied Contract Rights

Nothing in these policies may be construed to grant any implied contract rights beyond those contract rights expressly provided for in these policies or by state statute. ~~No Non-contracted~~ employees shall **not** have an expectation of continued employment beyond the current contract period unless expressly stated otherwise in these policies or in state law. All employees not expressly granted expectations of continued employment (i.e. **contracted licensed, contracted ESP, and prof tech**) are employed by the District as at-will employees. (See [Policy 5280](#).)

Board Approved:

Commented [1]: Clean up this language. Policy 5280, orderly termination, states that in the absence of notice, a provisional or career employee has an expectation of continued employment unless notified. However, this policy is for those who are not contracted. There is no expectation that employment will continue from year to year. I would recommend that perhaps this be added as a procedure to Policy 5280 rather than as a separate stand alone policy. We also need to clarify that for contracted provisional and career employees, this does not apply. The policy states that they do have an expectation of continued employment. This procedure would apply only to those positions that come open year to year. Our practice is still to notify these employees, but there is no expectation of continued employment from year to year.

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Services for Students Experiencing Homelessness
Policy Series: 3000 Students

Policy No. 3115

Overview

The Provo City School District desires the success of students who may lack a fixed, regular, or adequate residence or who are in another situation which places them in a temporary or emergency residence, such as economic hardship or the awaiting of foster care placement. In any such circumstance, the District seeks to provide service to these students which will enable them to continue their education with as little interruption as possible. To ensure the best interest of homeless students, procedures have been developed which will determine school placement for these students specific to their circumstances.

The Board directs the Superintendent or designee to develop procedures which will ensure that homeless students are given appropriate attention and are enabled to participate fully in school classes, services, and activities.

Definitions:

1. "Domicile" means the place which a person considers to be the permanent home, even though temporarily residing elsewhere.
2. "Emancipated minor" means:
 - a. a child under the age of 18 who has become emancipated through marriage or by order of a court consistent with Utah Code Title 80 Chapter 7; or
 - b. a child recommended for school enrollment as an emancipated or independent or homeless child/youth by an authorized representative of the Utah State Department of Social Services.
3. "Enrolled" for purposes of this rule means a student has the opportunity to attend classes and participate fully in school and extracurricular activities based on academic and citizenship requirements of all students. "Enroll" and "enrollment" includes attending classes and participating fully in school activities.
4. "Homeless child/youth" means a child who:
 - a. lacks a fixed, regular, and adequate nighttime residence;

- 41 b. has primary nighttime residence in a homeless shelter, welfare hotel, motel,
42 congregate shelter, domestic violence shelter, car, abandoned building, bus or
43 train station, trailer park, or camping ground;
- 44 c. sleeps in a public or private place not ordinarily used as a regular sleeping
45 accommodation for human beings;
- 46 d. is, due to loss of housing or economic hardship, or a similar reason, living with
47 relatives or friends usually on a temporary or emergency basis due to lack of
48 housing; or
- 49 e. is a runaway, a child or youth denied housing by his family, ~~or a school-age~~
50 ~~unwed mother living in a home for unwed mothers~~, or who has no other housing
51 available. "Unaccompanied youth" means a youth not in the physical custody of a
52 parent or guardian, who is homeless as defined above.
- 53 f. Migratory children living in circumstances above.
- 54
- 55 5. "Homeless child" means a child or youth. A child is "homeless" under the McKinney-
56 Vento Homeless Education Act if the child lacks a fixed, regular, and adequate nighttime
57 residence. This includes:
- 58 a. Children who have a primary nighttime residence that is a public or private place
59 not designed for or ordinarily used as a regular sleeping accommodation for
60 human beings;
- 61 b. Children who are sharing the housing of other persons due to a loss of housing,
62 economic hardship, or a similar reason; are living in motels, hotels, trailer parks,
63 or camping grounds due to the lack of alternative adequate accommodations; are
64 living in emergency or transition shelters; are abandoned in hospitals; or are
65 awaiting foster care placement;
- 66 c. Children who are living in cars, parks, public spaces, abandoned buildings,
67 substandard housing, bus or train stations, or similar settings; and
- 68
- 69 6. "Migratory child" means a child who is, or whose parent, spouse, or guardian is a
70 migratory agricultural worker, including a migratory dairy worker, or a migratory fisher,
71 and who, in the preceding 36 months accompany such parent, spouse, or guardian, in
72 order to obtain temporary or seasonal employment in agricultural or fishing work:
- 73 a. Has moved from one school district to another; or
- 74 b. Resides in a school district and migrates a distance of 20 miles or more to a
75 temporary residence to engage in a fishing activity.
- 76
- 77 7. "School district of residence for a homeless child/youth" means the school district in
78 which the student or the student's legal guardian or both currently resides or the charter
79 school that the student is attending for the period that the student or student's family
80 satisfies the homeless criteria. "School of origin" means the school that the child
81 attended when permanently housed or the school in which the child was last enrolled.

82

83 Best Interest: In determining the "best interest" of a child, Provo City School District shall:

1. To the extent feasible, keep a homeless child in the school of origin, except when doing so is contrary to the wishes of a child's parent(s) or guardian(s); and
2. Provide a written explanation to the homeless child's parent(s) or guardian(s), including a statement of appeal rights, if the District sends the child to a school other than the school of origin or a school requested by the parent(s) or guardian(s); and
3. In the case of an unaccompanied youth, consider the views of the child and provide the notice required in the event of an enrollment dispute.

Criteria for Determining Where a Homeless or Emancipated Student Shall Attend School

Under the [McKinney-Vento Homeless Assistance Act of 1987, Title VII, Subtitle B](#), as amended, [42 U.S.C. §§ 11431 through 11435](#) ("the Act"), homeless students are entitled to immediate enrollment and full participation even if they are unable to produce records which may include medical records, birth certificates, school records, or proof of residency normally required for enrollment.

A homeless student shall:

1. be immediately enrolled even if the student does not have documentation required under [Utah Code sections 53G-9-402, 302, 303, 304](#) and [Utah Code sections 53G-6-302 through 306](#);
2. be allowed to continue to attend his school of origin, to the extent feasible, unless it is against the parent/guardian's wishes; be permitted to remain in the student's school of origin for the duration of the homelessness and until the end of any academic year in which the student moves into permanent housing; or
3. transfer to the school district of residence for a homeless child or youth or charter school if space is available; and
4. have all fees waived as described in [Utah Admin. Rules R277-407-5](#) and in accordance with the Act.

Determination of residence or domicile may include consideration of the following criteria:

1. the place, however temporary, where the child actually sleeps;
2. the place where an emancipated minor or an unaccompanied child/youth or accompanied child's/youth's family keeps its belongings;
3. the place which an emancipated minor or an unaccompanied child/youth or accompanied child's/youth's parent considers to be home; or
4. such recommendations concerning a child's domicile as made by the State Department of Human Services.

128 Determination of residence or domicile may not be based upon:

129

- 130 1. rent or lease receipts for an apartment or home;
- 131 2. the existence or absence of a permanent address; or
- 132 3. a required length of residence in a given location.

133

134 *If there is a dispute as to residence or the status of an emancipated minor or an unaccompanied*
135 *child/youth, the issue may be referred to the State Superintendent for resolution.*

136

137 *The purpose of federal homeless education legislation is to ensure that a child's education is not*
138 *needlessly disrupted because of homelessness. If a child's residence or eligibility is in question,*
139 *the child shall be admitted to school until the issue is resolved.*

140

141

142 **Transfer of Guardianship**

143

144 *If guardianship of a minor child is awarded to a resident of a school district by action of a court*
145 *or through appointment by a school district under [Utah Code § 53G-6-303](#), the child becomes a*
146 *resident of the school district in which the guardian resides.*

147

148 *If a child's residence has been established by transfer of legal guardianship, no tuition may be*
149 *charged by the new school district of residence.*

150

151

152 **Services for Homeless Students**

153

154 The District shall serve homeless children according to their best interests. The District shall
155 adopt policies and practices to ensure that homeless children are not stigmatized or segregated
156 on the basis of their homeless status.

157

158

159 **District Homeless Coordinator**

160

161 The District Homeless Coordinator shall inform school personnel, service providers, and
162 advocates working with homeless families of the duties of the Coordinator. The Coordinator
163 shall ensure that:

164

- 165 1. Homeless children are identified by school personnel and through coordination activities
166 with other entities and agencies;
- 167 2. Homeless children enroll in and have a full and equal opportunity to succeed in District
168 schools;
- 169

170

- 171 3. Homeless families and children receive educational services for which they are eligible,
172 including educational programs for disadvantaged students, students with disabilities,
173 and gifted and talented students; vocational programs and technical education;
174 programs for students with limited English proficiency; school meals programs; Head
175 Start and District preschool programs; before and after-school care programs; and
176 referrals to health care, dental, mental health, and other appropriate services;
177
- 178 4. The parent(s) or guardian(s) of homeless children are informed of the available
179 educational and related opportunities, and are provided with meaningful opportunities to
180 participate in the education of their children;
181
- 182 5. Public notice of the educational rights of homeless children is disseminated where such
183 children receive services under the McKinney-Vento Act, such as schools, family
184 shelters, and soup kitchens;
185
- 186 6. Enrollment disputes are mediated in accordance with the McKinney-Vento Act and
187 District Due Process procedure; and
188
- 189 7. The parent(s) or guardian(s) of a homeless child and any unaccompanied youth are fully
190 informed of all transportation services, including transportation to the school of origin,
191 and are assisted in accessing transportation to the school of enrollment.
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194 **Contact Information**

195
196 The District may require the parent(s) or guardian(s) of a homeless child to submit contact
197 information.
198

199
200 **Enrollment**

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202 The school selected in accordance with the McKinney-Vento Homeless Education Assistance
203 Improvements Act shall immediately enroll a homeless child, even if the child is unable to
204 produce records normally required for enrollment. The school shall immediately contact the last
205 school attended to obtain relevant academic and other records. If the child needs to obtain
206 immunizations, or immunization or medical records, the enrolling school shall immediately refer
207 the child's parent(s) or guardian(s) to the District's homeless liaison for assistance.
208

209
210 **Enrollment in School of Origin**

211 In determining feasibility of educating a homeless student in his or her school of origin, the
212 District shall consider the best interests of the student with regard to relevant factors such as:
213

- 214 1. Continuity of instruction;

- 215 2. Age and grade placement of the student;
216 3. Distance of the commute and its impact on the student's education or special needs;
217 4. Personal safety of the student;
218 5. Student's need for special instruction, such as Section 504 or special education and
219 related services;
220 6. Length of anticipated stay in a temporary shelter or other temporary location;
221 7. Likely area of the family's or youth's future housing;
222 8. Time remaining in the school year; and
223 9. School placement of siblings
224

225 Services, including transportation, that the District is required to provide shall not be considered
226 in determining feasibility.
227

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229 **Admissions**

230

231 The principal shall notify the District Homeless Coordinator within one school day of admission
232 of a homeless student.
233

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236 **Enrollment Disputes**

237

238 If a dispute arises over school selection or enrollment in a school, the child shall be immediately
239 admitted to the school in which enrollment is sought, pending resolution of the dispute. The
240 District shall provide the child's parent(s) or guardian(s) with a written explanation of the
241 decision regarding school selection or enrollment, including the right to appeal the decision. The
242 District shall refer the child(ren), parent(s), or guardian(s) to the homeless liaison who shall
243 carry out the dispute resolution process as expeditiously as possible.
244

245

246

247 **School Placement**

248

249 The District shall not segregate homeless children. The District shall, according to the child's
250 best interest and where feasible:

- 251 1. Continue the child's education in the school of origin for the duration of homelessness, if
252 the child's family becomes homeless between academic years or during an academic
253 year;
254 2. Continue the child's education in the school of origin for the duration of the academic
255 year, if the child becomes permanently housed during an academic year;
256 3. Enroll the child in any school that non-homeless students who live in the attendance
257 area in which the child is actually living are eligible to attend; or
258 4. Transfer to the school district or charter school where the child is actually residing or
domiciled, if space is available as defined under Utah Administrative Rules.

259 The District shall make the choice regarding placement without regard to whether the child lives
260 with the homeless parent(s)/guardian(s) or has been temporarily placed elsewhere.

261
262 If a child's residency or eligibility is in question, the child shall be admitted to school until the
263 issue is resolved.

264
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266 **Transportation of Homeless Students**

267
268 The District shall follow practices to ensure that transportation is provided, at the request of the
269 parent(s) or guardian(s) (or in the case of an unaccompanied youth, at the request of the
270 homeless liaison) to and from the school of origin, as follows:

- 271
- 272 1. If the homeless child lives within the district in which the school of origin is located, the
273 district of origin will provide the child's transportation to and from the school of origin;
274
 - 275 2. If the homeless child lives within a district other than that in which the school of origin is
276 located, the district of origin and the district where the homeless child is living shall agree
277 upon a method to apportion the responsibility and costs for providing the child with
278 transportation to and from the school of origin; or
279
 - 280 3. If the districts are unable to agree, the responsibility and costs shall be shared equally.

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282
283 **Continuation of Transportation**

284
285 The District shall provide transportation to a homeless student assigned to attend the school of
286 origin, as provided by law. If such a student ceases to be homeless, the District shall continue to
287 provide transportation to and from the school of origin through the end of the school year, upon
288 request from the parent(s) or guardian(s).

289
290
291 **Barriers to Enrollment**

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293 The District shall review and revise any policies that may act as barriers to the enrollment of
294 homeless children. The District shall give consideration to issues concerning transportation,
295 immunization, residency, birth certificates, school records and other documentation, and
296 guardianship. The District shall give special attention to ensuring the enrollment and attendance
297 of homeless children who are not currently attending school. In addition, the District shall adopt
298 policies and practices to ensure that homeless children are not stigmatized or segregated on the
299 basis of their homeless status.

300
301
302 **Comparable Services**

Commented [1]: This has already been stated earlier in the policy; perhaps we can strike this part.

303
304 The District shall provide a homeless child with services that are comparable to services offered
305 to other students in the school in which the child is enrolled, including:
306 1. Transportation services;
307 2. Educational services for which the child meets the eligibility criteria;
308 3. Programs in vocational and technical education;
309 4. Programs for gifted and talented students; and
310 5. School nutrition programs.

311
312
313 **Notice**

314 Information regarding this policy will be:
315 1. Distributed to all students identified as homeless upon enrollment and once during the
316 school year or as requested; and
317 2. Posted in every school in the district
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321 **Dispute Resolution Process**

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323 In the event that a homeless student, or his or her parent(s) or guardian(s), have a complaint
324 about admission, placement, or services provided by the District, that person shall use the
325 complaint resolution procedures set out in Provo School District Due Process procedure ([Policy](#)
326 [7315](#) and [Policy 7315 Procedure 1](#)). When the principal becomes aware of a complaint, he or
327 she shall notify the District Homeless Coordinator for homeless students within one school day.
328 At all times the District Homeless Coordinator or designee shall accompany and assist the
329 student, parent(s), or guardian(s) in the dispute resolution process. Throughout the dispute
330 resolution process, the homeless student shall be permitted to attend classes, receive the
331 requested services, and participate fully in school activities.

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333
334 **Legal References**

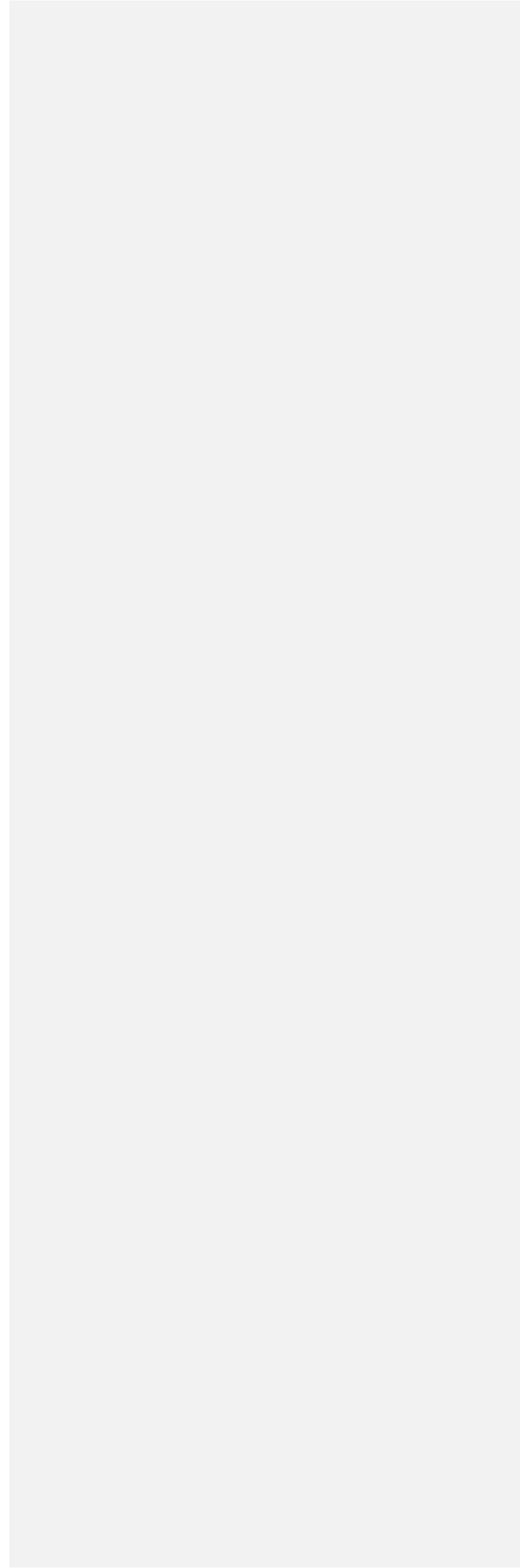
335 [Utah Code Title 80 Chapter 7](#)
336 [Utah Admin. Rules R277-616 \(December 16, 2020\)](#)
337 [42 U.S.C. §§ 11431 through 11435 \("the Act"\)](#)
338 [53G-9-402, 302, 303, 304 53G-6-302 through 306](#)
339 [McKinney-Vento Act Subtitle B](#)

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342 **Board Approved:** 2006
343 Revised: March 12, 2013

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Immunizations
Policy Series: 3000 Students

Policy No. 3175

Purpose:

The purpose of this policy is to ensure a safe and healthy learning environment by requiring students to comply with state and local immunization requirements state-mandated immunization standards. The district is committed to preventing the spread of vaccine-preventable diseases, protecting vulnerable individuals, and maintaining compliance with applicable state laws and public health guidelines. This policy establishes the expectations, documentation requirements, and procedures necessary to support student well-being and promote a safe school community.

Definitions:

The following definitions apply within this policy:

1. "Enroller" means an individual who enrolls a student in a public school.
2. "Immunization record" means a record relating to a student that includes:
 - a. Information regarding each required vaccine that the student has received, including the date each vaccine was administered, and which is verified by one of the following: a licensed health care provider, a registered nurse, a pharmacist, an authorized representative of a local health department, or an authorized representative of the Utah Department of Health and Human Services; and
 - b. Information regarding each disease against which the student has been immunized by previously contracting the disease; and
 - c. An exemption form identifying each required vaccination from which the student is exempt.
3. "Legally responsible individual" means:
 - a. The student's parent, legal guardian, or (if the student does not have a legal guardian) an adult brother or sister of the student; or
 - b. The student, if the student is an adult or is a minor who may give consent under [Utah Code § 26B-4-321](#) (which identifies certain minors who may consent to vaccinations and examinations for school attendance).
4. "Licensed health care provider" means a health care provider licensed by the Division of Occupational and Professional Licensing of the Utah Department of Commerce as a

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- 40 medical doctor, an osteopathic doctor, a physician assistant, or an advance practice
41 registered nurse.
- 42 5. "Local health department" means the same as that term is defined in [Utah Code § 26A-](#)
43 [1-102](#).
- 44 6. "Newcomer student" means a student who is three through 21 years old, was not born in
45 [the United States or U.S. territory](#) ~~any state~~, and has not attended one or more schools
46 in one or more states for more than three full academic years.
- 47 7. "Required vaccine" means a vaccine required by the Utah Department of Health and
48 Human Services as a condition of attending school.
- 49 8. "Social service provider" means one of the following persons licensed to practice under
50 [Utah Code § 58-60-205](#) or staff employed to provide direct support to one of these
51 persons:
- 52 a. A clinical social worker;
53 b. A certified social worker; or
54 c. A social service worker
- 55 9. "Vaccination exemption form" means a form established by the Utah Department of
56 Health and Human Services and which documents and verifies that a student is exempt
57 from the requirement to receive one or more vaccines.

60 **Immunization Required for School Admission**

61 Except for the circumstances specified elsewhere in this policy, a student may not attend a
62 school in the District unless the school has received an immunization record from a permitted
63 source ~~(which are the legally responsible individual of the student, the student's former school,~~
64 ~~or a statewide registry)~~ [\(i.e. the student's legal guardian, the student's former school, or a](#)
65 [statewide registry\)](#) that shows either that the student has received all required vaccinations or
66 that the student has immunity from the disease for which the vaccination is required or that the
67 student is exempt from receiving the vaccination.

71 **Obtaining and Maintaining Immunization Records**

72 Each school shall request an immunization record for each student at the time the student
73 enrolls in the school and shall retain the immunization record as part of the student's permanent
74 school record.

75
76 Within five business days after a student enrolls in a school, a person designated by the
77 principal or other administrator shall determine whether the school has received an
78 immunization record for the student, shall review the student's immunization record for
79 compliance with the requirements for that record, and shall identify any deficiencies in the
80 immunization record.

81
82
83 Each school shall maintain a current list of all enrolled students which notes:

- 84 1. Each student for whom the school has received a valid and complete immunization
85 record;
86 2. Each student who is exempt from receiving a required vaccine;
87 3. Each student who is attending school under conditional enrollment; and
88 4. For each student, each disease against which the student is not immunized.
89

90 The student names on this immunization list are confidential and private information and,
91 notwithstanding the requirements of GRAMA, may only be released as provided for in [Utah](#)
92 [Code Title 26B](#) or [Utah Code § 53E-9-202](#).

93 The District and district schools may share a student immunization record or other records
94 relating to vaccination or immunization with other schools or school districts and with local and
95 state health departments and the Utah Department of Human Services as necessary to ensure
96 compliance with student immunization requirements and to prevent, investigate, and control the
97 causes of epidemic, infectious, communicable, and other diseases affecting the public health.
98

99 Upon request, a school shall provide a student's immunization record to a new school to which
100 a student transfers (this does not require consent of the student's legally responsible individual).
101 If no specific request is made for a student's immunization record, that record shall be
102 transferred when any student records are transferred to a new school.
103

104

105 **Exemptions**

106

107 Vaccination with required vaccines is not a prerequisite for admission to the District schools if
108 the student qualifies for a medical or personal exemption to the vaccination requirement.

- 109 1. A student qualifies for the medical exemption if the student's legally responsible
110 individual provides the school with:
111 a. A completed vaccination exemption form and
112 b. A written notice signed by a licensed health care provider stating that, due to the
113 physical condition of the student, administration of the vaccine would endanger
114 the student's life or health.
115 2. A student qualifies for the personal exemption if the student's legally responsible
116 individual provides the school with a completed vaccination form stating that the student
117 is exempt from the vaccination because of a personal or religious belief.
118

119 A vaccination exemption form remains valid for as long as the student remains enrolled in the
120 public education system. The exemption form is part of the student's permanent school record,
121 including if the student transfers schools. If the school offers both remote and in-person learning
122 options, a student with a vaccination exemption may not be denied the opportunity to participate
123 in in-person learning based on the student's vaccination status.
124

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126 **Conditional Enrollment**

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128 If upon review it is determined that the school has not received an immunization records for a
129 newly enrolled student, or that there are deficiencies in the immunization record, the school
130 shall place the student on conditional enrollment and within five days of doing so provide notice
131 to the student's enroller. This notice shall state that the student has been placed on conditional
132 enrollment for failing to meet the immunization record requirements, shall describe the
133 deficiencies in the immunization record or state that no immunization record has been provided,
134 shall give notice that the student will not be allowed to attend school unless a compliant record
135 is provided or the deficiencies are cured within the conditional enrollment period, and shall
136 describe the process for obtaining a required vaccination. When possible, the notice shall be
137 delivered in the enroller's preferred language and using one of the following methods as
138 determined by mutual agreement between the enroller and the school: written notice delivered
139 in person, written notice by mail, written notice by email or other electronic means, or telephone
140 (including voice mail).

141
142 If the school receives a compliant immunization record within the conditional enrollment period,
143 the student shall ~~remove the~~ **be removed from the** conditional enrollment status. Unless an
144 extension is granted as provided below, if the record is not provided within the conditional
145 enrollment period, the student shall be prohibited from attending the school.

146
147 The conditional enrollment period is the time period during which the student's immunization
148 record is under review by the school or 30 calendar days after the school provides notice of the
149 lack of or a deficiency in an immunization record. The student must begin receiving required
150 immunizations within 30 calendar days of school enrollment. Where the student is receiving
151 multiple doses of a required vaccine, the principal or other administrator shall extend the
152 conditional enrollment period by the amount of time medically recommended to complete all
153 required vaccination dosages. The principal or other administrator may grant an extension of the
154 conditional enrollment period in extenuating circumstances if there is agreement between the
155 administrator one of the following that an extension will likely lead to compliance with the
156 immunization record requirement: a school nurse, a health official, or a health official designee
157 (including a social service provider or a culturally competent and trauma-informed community
158 representative). A newcomer student enrolling in a school for the first time constitutes an
159 extenuating circumstance.

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161

162 **Conditional Enrollment of Military Child**

163
164 A military child who at the time of school enrollment has not been completely immunized against
165 each specified disease may attend under a conditional enrollment, and shall be given 30 days
166 from the day of enrollment to obtain:

- 167 1. each specified vaccine if the specified vaccine only requires one dose; and
- 168 2. at least the first dose of a specified vaccine, if the specified vaccine is a series of
169 vaccines.

170

171 Except as provided above, a military child is subject to rules developed by the Utah Health
172 Department in accordance with [Utah Code § 53G-9-305](#).

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175 **Action Upon Disease Outbreak**

176

177 In the case of a disease outbreak, the ~~school principal or other administrator~~ **Superintendent or**
178 **Designee** shall, upon the request of an official from a local health department, take the following
179 steps:

- 180 1. Identify each student who is not immune to the outbreak disease;
- 181 2. Notify the legally responsible individual of any such student, providing information
182 regarding steps the legally responsible individual may take to protect students; and
- 183 3. For a period determined by the local health official, but not to exceed the duration of the
184 disease outbreak, **the Superintendent or Designee shall, upon approval and direction**
185 **from the local health department, prevent non-immune students from attending school.**
186 ~~do one of the following at the discretion of the principal or other administrator~~
187 ~~Superintendent or Designee and only after obtaining approval and direction from the~~
188 ~~local health department:~~

- 189 a. ~~Provide a separate educational environment for non-immune students that~~
190 ~~ensures the protection of those students and of the remainder of the student~~
191 ~~body; or~~
- 192 b. ~~Prevent non-immune students from attending school.~~

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195 **Legal References**

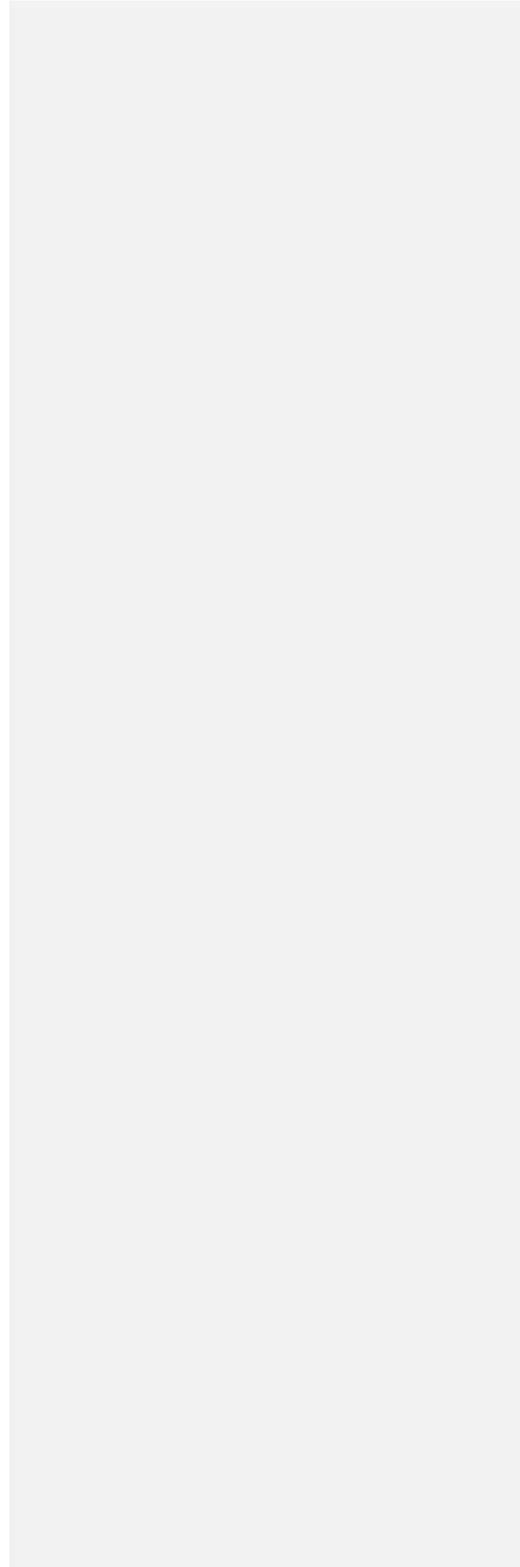
- 196 [Utah Code § 26B-1-212 \(2022\)](#)
197 [Utah Code § 26B-1-212 \(2022\)](#)
198 [Utah Code § 53E-3-524\(1\)\(a\), \(d\) \(2023\)](#)
199 [Utah Code § 53E-3-905\(3\) \(2018\)](#)
200 [Utah Code § 53E-9-202 \(2019\)](#)
201 [Utah Code § 53G-6-603\(1\)\(b\) \(2024\)](#)
202 [Utah Code § 53G-9-301 \(2024\)](#)
203 [Utah Code § 53G-9-302\(1\) \(2018\)](#)
204 [Utah Code § 53G-9-303 \(2025\)](#)
205 [Utah Code § 53G-9-306\(1\) \(2025\)](#)
206 [Utah Code § 53G-9-306\(2\)\(a\) \(2025\)](#)
207 [Utah Code § 53G-9-306\(2\)\(b\) \(2025\)](#)
208 [Utah Code § 53G-9-306\(3\) \(2025\)](#)
209 [Utah Code § 53G-9-308\(1\) \(2022\)](#)
210 [Utah Code § 53G-9-308\(3\) \(2022\)](#)
211 [Utah Code § 53G-9-308\(4\), \(5\) \(2022\)](#)
212 [Utah Code § 53G-9-308\(2\), \(6\) \(2022\)](#)
213 [Utah Code § 53G-9-309\(3\) \(2022\)](#)
214 [Utah Code § 53G-9-309\(4\) \(2022\)](#)
215 [Utah Admin. Rules R396-100-3 \(February 25, 2024\)](#)
216 [Utah Admin. Rules R396-100-7 \(February 25, 2024\)](#)

Commented [1]: I believe this "shall" needs to align with the "shall" in line 178 which is in statute.

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Board Approved:

January 13, 2026





Timpview High - Admin, Performing Arts, CTE

Estimate Summary Sheet

January 13, 2026

<u>Div.</u>		
01a.	GENERAL CONDITIONS	\$1,469,160
01b.	GENERAL REQUIREMENTS	\$885,557
02.	EXISTING CONDITIONS	\$1,510,245
03.	STRUCTURAL CONCRETE	\$4,124,957
04.	MASONRY	\$5,998,530
05.	METALS	\$3,824,281
06.	WOODS & PLASTICS	\$1,519,870
07.	THERMAL & MOISTURE PROTECTION	\$3,139,168
08.	DOORS & WINDOWS	\$2,170,270
09.	FINISHES	\$5,374,656
10.	SPECIALTIES	\$867,906
11.	EQUIPMENT	\$2,325,345
12.	FURNISHINGS	\$424,330
14.	CONVEYING SYSTEMS	\$128,062
21.	FIRE SUPPRESSION	\$806,888
22.	PLUMBING	\$5,851,279
23.	HVAC	\$3,851,745
26-28.	ELECTRICAL	\$8,134,965
31a.	EARTHWORK	\$3,353,827
31b.	SOIL NAIL / SHOTCRETE WALL	\$788,153
31c.	HELICAL PIERS	\$3,340,716
32.	EXTERIOR IMPROVEMENTS	\$2,902,405
33.	UTILITIES	\$1,702,640
	WEATHER CONDITIONS	\$568,990
	FEES & ALLOWANCES	\$190,000
	OWNER CONTINGENCY	\$1,305,079

SUB TOTAL	\$66,559,024
OVERHEAD & PROFIT	\$1,197,207
GL INSURANCE	\$237,813
BUILDER'S RISK INSURANCE	\$0
PERFORMANCE BOND	\$594,940
TOTAL COST OF CONSTRUCTION :	\$68,588,983

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**Services for Homeless Students
Policy Series: 3000 Students**

Policy No. 3115

Overview

The Provo City School District desires the success of students who may lack a fixed, regular, or adequate residence or who are in another situation which places them in a temporary or emergency residence, such as economic hardship or the awaiting of foster care placement. In any such circumstance, the District seeks to provide service to these students which will enable them to continue their education with as little interruption as possible. To ensure the best interest of homeless students, procedures have been developed which will determine school placement for these students specific to their circumstances.

The Board directs the Superintendent or designee to develop procedures which will ensure that homeless students are given appropriate attention and are enabled to participate fully in school classes, services, and activities.

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Definitions:

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1. "Domicile" means the place which a person considers to be the permanent home, even though temporarily residing elsewhere.
2. "Emancipated minor" means:
 - a. a child under the age of 18 who has become emancipated through marriage or by order of a court consistent with Utah Code Title 80 Chapter 7; or
 - b. a child recommended for school enrollment as an emancipated or independent or homeless child/youth by an authorized representative of the Utah State Department of Social Services.
3. "Enrolled" for purposes of this rule means a student has the opportunity to attend classes and participate fully in school and extracurricular activities based on academic and citizenship requirements of all students. ~~"Enroll" and "enrollment" includes attending classes and participating fully in school activities.~~
4. "Homeless child/youth" means a child who:
 - a. lacks a fixed, regular, and adequate nighttime residence;

- 41 b. has primary nighttime residence in a homeless shelter, welfare hotel, motel,
42 congregate shelter, domestic violence shelter, car, abandoned building, bus or
43 train station, trailer park, or camping ground;
- 44 c. sleeps in a public or private place not ordinarily used as a regular sleeping
45 accommodation for human beings;
- 46 d. is, due to loss of housing or economic hardship, or a similar reason, living with
47 relatives or friends usually on a temporary or emergency basis due to lack of
48 housing; or
- 49 e. is a runaway, a child or youth denied housing by his family, ~~or a school-age~~
50 ~~unwed mother living in a home for unwed mothers,~~ or who has no other housing
51 available. “Unaccompanied youth” means a youth not in the physical custody of a
52 parent or guardian, who is homeless as defined above.
- 53 f. Migratory children living in circumstances above.
- 54
- 55 5. “Homeless child” means a child or youth. A child is “homeless” under the McKinney-
56 Vento Homeless Education Act if the child lacks a fixed, regular, and adequate nighttime
57 residence. This includes:
- 58 a. Children who have a primary nighttime residence that is a public or private place
59 not designed for or ordinarily used as a regular sleeping accommodation for
60 human beings;
- 61 b. Children who are sharing the housing of other persons due to a loss of housing,
62 economic hardship, or a similar reason; are living in motels, hotels, trailer parks,
63 or camping grounds due to the lack of alternative adequate accommodations; are
64 living in emergency or transition shelters; are abandoned in hospitals; or are
65 awaiting foster care placement;
- 66 c. Children who are living in cars, parks, public spaces, abandoned buildings,
67 substandard housing, bus or train stations, or similar settings; and
- 68
- 69 6. “Migratory child” means a child who is, or whose parent, spouse, or guardian is a
70 migratory agricultural worker, including a migratory dairy worker, or a migratory fisher,
71 and who, in the preceding 36 months accompany such parent, spouse, or guardian, in
72 order to obtain temporary or seasonal employment in agricultural or fishing work:
- 73 a. Has moved from one school district to another; or
- 74 b. Resides in a school district and migrates a distance of 20 miles or more to a
75 temporary residence to engage in a fishing activity.
- 76
- 77 7. “School district of residence for a homeless child/youth” means the school district in
78 which the student or the student’s legal guardian or both currently resides or the charter
79 school that the student is attending for the period that the student or student’s family
80 satisfies the homeless criteria. “School of origin” means the school that the child
81 attended when permanently housed or the school in which the child was last enrolled.
- 82

83 Best Interest: In determining the “best interest” of a child, Provo City School District shall:

- ~~1. To the extent feasible, keep a homeless child in the school of origin, except when doing so is contrary to the wishes of a child's parent(s) or guardian(s); and~~
- ~~2. Provide a written explanation to the homeless child's parent(s) or guardian(s), including a statement of appeal rights, if the District sends the child to a school other than the school of origin or a school requested by the parent(s) or guardian(s); and~~
- ~~3. In the case of an unaccompanied youth, consider the views of the child and provide the notice required in the event of an enrollment dispute.~~

Criteria for Determining Where a Homeless or Emancipated Student Shall Attend School

Under the McKinney-Vento Homeless Assistance Act of 1987, Title VII, Subtitle B, as amended, 42 U.S.C. §§ 11431 through 11435 ("the Act"), homeless students are entitled to immediate enrollment and full participation even if they are unable to produce records which may include medical records, birth certificates, school records, or proof of residency normally required for enrollment.

A homeless student shall:

1. be immediately enrolled even if the student does not have documentation required under Utah Code sections 53G-9-402, 302, 303, 304 and Utah Code sections 53G-6-302 through 306;
2. be allowed to continue to attend his school of origin, to the extent feasible, unless it is against the parent/guardian's wishes; be permitted to remain in the student's school of origin for the duration of the homelessness and until the end of any academic year in which the student moves into permanent housing; or
3. transfer to the school district of residence for a homeless child or youth or charter school if space is available; and
4. have all fees waived as described in Utah Admin. Rules R277-407-5 and in accordance with the Act.

Determination of residence or domicile may include consideration of the following criteria:

1. the place, however temporary, where the child actually sleeps;
2. the place where an emancipated minor or an unaccompanied child/youth or accompanied child's/youth's family keeps its belongings;
3. the place which an emancipated minor or an unaccompanied child/youth or accompanied child's/youth's parent considers to be home; or
4. such recommendations concerning a child's domicile as made by the State Department of Human Services.

128 Determination of residence or domicile may not be based upon:

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- 130 1. rent or lease receipts for an apartment or home;
- 131 2. the existence or absence of a permanent address; or
- 132 3. a required length of residence in a given location.

133

134 If there is a dispute as to residence or the status of an emancipated minor or an unaccompanied
135 child/youth, the issue may be referred to the State Superintendent for resolution.

136

137 The purpose of federal homeless education legislation is to ensure that a child's education is not
138 needlessly disrupted because of homelessness. If a child's residence or eligibility is in question,
139 the child shall be admitted to school until the issue is resolved.

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142 **Transfer of Guardianship**

143

144 If guardianship of a minor child is awarded to a resident of a school district by action of a court
145 or through appointment by a school district under [Utah Code § 53G-6-303](#), the child becomes a
146 resident of the school district in which the guardian resides.

147

148 If a child's residence has been established by transfer of legal guardianship, no tuition may be
149 charged by the new school district of residence.

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152 **Services for Homeless Students**

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154 The District shall serve homeless children according to their best interests. The District shall
155 adopt policies and practices to ensure that homeless children are not stigmatized or segregated
156 on the basis of their homeless status.

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159 **District Homeless Coordinator**

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161 The District Homeless Coordinator shall inform school personnel, service providers, and
162 advocates working with homeless families of the duties of the Coordinator. The Coordinator
163 shall ensure that:

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165 1. Homeless children are identified by school personnel and through coordination activities
166 with other entities and agencies;

167

168 2. Homeless children enroll in and have a full and equal opportunity to succeed in District
169 schools;

170

- 171 3. Homeless families and children receive educational services for which they are eligible,
172 including educational programs for disadvantaged students, students with disabilities,
173 and gifted and talented students; vocational programs and technical education;
174 programs for students with limited English proficiency; school meals programs; Head
175 Start and District preschool programs; before and after-school care programs; and
176 referrals to health care, dental, mental health, and other appropriate services;
177
- 178 4. The parent(s) or guardian(s) of homeless children are informed of the available
179 educational and related opportunities, and are provided with meaningful opportunities to
180 participate in the education of their children;
181
- 182 5. Public notice of the educational rights of homeless children is disseminated where such
183 children receive services under the McKinney-Vento Act, such as schools, family
184 shelters, and soup kitchens;
185
- 186 6. Enrollment disputes are mediated in accordance with the McKinney-Vento Act and
187 District Due Process procedure; and
188
- 189 7. The parent(s) or guardian(s) of a homeless child and any unaccompanied youth are fully
190 informed of all transportation services, including transportation to the school of origin,
191 and are assisted in accessing transportation to the school of enrollment.
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194 **Contact Information**

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196 The District may require the parent(s) or guardian(s) of a homeless child to submit contact
197 information.
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200 **Enrollment**

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202 The school selected in accordance with the McKinney-Vento Homeless Education Assistance
203 Improvements Act shall immediately enroll a homeless child, even if the child is unable to
204 produce records normally required for enrollment. The school shall immediately contact the last
205 school attended to obtain relevant academic and other records. If the child needs to obtain
206 immunizations, or immunization or medical records, the enrolling school shall immediately refer
207 the child's parent(s) or guardian(s) to the District's homeless liaison for assistance.
208

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210 **Enrollment in School of Origin**

211 In determining feasibility of educating a homeless student in his or her school of origin, the
212 District shall consider the best interests of the student with regard to relevant factors such as:
213

- 214 1. Continuity of instruction;

- 215 2. Age and grade placement of the student;
216 3. Distance of the commute and its impact on the student's education or special needs;
217 4. Personal safety of the student;
218 5. Student's need for special instruction, such as Section 504 or special education and
219 related services;
220 6. Length of anticipated stay in a temporary shelter or other temporary location;
221 7. Likely area of the family's or youth's future housing;
222 8. Time remaining in the school year; and
223 9. School placement of siblings
224

225 Services, including transportation, that the District is required to provide shall not be considered
226 in determining feasibility.
227

228

229 **Admissions**

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231 The principal shall notify the District Homeless Coordinator within one school day of admission
232 of a homeless student.
233

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235 **Enrollment Disputes**

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237 If a dispute arises over school selection or enrollment in a school, the child shall be immediately
238 admitted to the school in which enrollment is sought, pending resolution of the dispute. The
239 District shall provide the child's parent(s) or guardian(s) with a written explanation of the
240 decision regarding school selection or enrollment, including the right to appeal the decision. The
241 District shall refer the child(ren), parent(s), or guardian(s) to the homeless liaison who shall
242 carry out the dispute resolution process as expeditiously as possible.
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246 **School Placement**

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248 The District shall not segregate homeless children. The District shall, according to the child's
249 best interest and where feasible:

- 249 1. Continue the child's education in the school of origin for the duration of homelessness, if
250 the child's family becomes homeless between academic years or during an academic
251 year;
252 2. Continue the child's education in the school of origin for the duration of the academic
253 year, if the child becomes permanently housed during an academic year;
254 3. Enroll the child in any school that non-homeless students who live in the attendance
255 area in which the child is actually living are eligible to attend; or
256 4. Transfer to the school district or charter school where the child is actually residing or
257 domiciled, if space is available as defined under Utah Administrative Rules.
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259 The District shall make the choice regarding placement without regard to whether the child lives
260 with the homeless parent(s)/guardian(s) or has been temporarily placed elsewhere.

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262 ~~If a child's residency or eligibility is in question, the child shall be admitted to school until the~~
263 ~~issue is resolved.~~

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266 **Transportation of Homeless Students**

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268 The District shall follow practices to ensure that transportation is provided, at the request of the
269 parent(s) or guardian(s) (or in the case of an unaccompanied youth, at the request of the
270 homeless liaison) to and from the school of origin, as follows:

271

- 272 1. If the homeless child lives within the district in which the school of origin is located, the
273 district of origin will provide the child's transportation to and from the school of origin;
274
- 275 2. If the homeless child lives within a district other than that in which the school of origin is
276 located, the district of origin and the district where the homeless child is living shall agree
277 upon a method to apportion the responsibility and costs for providing the child with
278 transportation to and from the school of origin; or
279
- 280 3. If the districts are unable to agree, the responsibility and costs shall be shared equally.

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283 **Continuation of Transportation**

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285 The District shall provide transportation to a homeless student assigned to attend the school of
286 origin, as provided by law. If such a student ceases to be homeless, the District shall continue to
287 provide transportation to and from the school of origin through the end of the school year, upon
288 request from the parent(s) or guardian(s).

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291 **Barriers to Enrollment**

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293 The District shall review and revise any policies that may act as barriers to the enrollment of
294 homeless children. The District shall give consideration to issues concerning transportation,
295 immunization, residency, birth certificates, school records and other documentation, and
296 guardianship. The District shall give special attention to ensuring the enrollment and attendance
297 of homeless children who are not currently attending school. In addition, the District shall adopt
298 policies and practices to ensure that homeless children are not stigmatized or segregated on the
299 basis of their homeless status.

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302 **Comparable Services**

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The District shall provide a homeless child with services that are comparable to services offered to other students in the school in which the child is enrolled, including:

1. Transportation services;
2. Educational services for which the child meets the eligibility criteria;
3. Programs in vocational and technical education;
4. Programs for gifted and talented students; and
5. School nutrition programs.

Notice

Information regarding this policy will be:

1. Distributed to all students identified as homeless upon enrollment and once during the school year or as requested; and
2. Posted in every school in the district

Dispute Resolution Process

In the event that a homeless student, or his or her parent(s) or guardian(s), have a complaint about admission, placement, or services provided by the District, that person shall use the complaint resolution procedures set out in Provo School District Due Process procedure ([Policy 7315](#) and [Policy 7315 Procedure 1](#)). When the principal becomes aware of a complaint, he or she shall notify the District Homeless Coordinator for homeless students within one school day. At all times the District Homeless Coordinator or designee shall accompany and assist the student, parent(s), or guardian(s) in the dispute resolution process. Throughout the dispute resolution process, the homeless student shall be permitted to attend classes, receive the requested services, and participate fully in school activities.

Legal References

[Utah Code Title 80 Chapter 7](#)
[Utah Admin. Rules R277-616 \(December 16, 2020\)](#)
[42 U.S.C. §§ 11431 through 11435 \("the Act"\)](#)
[53G-9-402, 302, 303, 304 53G-6-302 through 306](#)
[McKinney-Vento Act Subtitle B](#)

Board Approved: 2006
Revised: March 12, 2013

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**Dual Enrollment
Policy Series: 3000**

Policy No. 3120

Dual Enrollment

Any child who is enrolled in a regularly established private school or a home school may also enroll in a District school for dual enrollment purposes. Any dual enrollment student may participate in any academic activity in the schools of the District subject to compliance with the same rules and requirements that apply to a full-time student's participation in the activity.

Dual enrollment students are required to attend school part-time as prescribed by the School Board. In addition, a student who attends a portion of the school day at a District school shall be subject to administrative scheduling and teacher discretion of the District's school. Dual enrollment students are subject to the school's tardy and truancy policies according to the school's pre-established time schedules.

A student enrolled in a dual enrollment program is considered a student of the District for purposes of state funding to the extent of the student's participation in the District school's programs. [Students who receive a Utah Fits All Scholarship do not qualify for dual enrollment. Provo City School District is not a provider for Utah Fits All Scholarship recipients. Therefore, students who receive this scholarship cannot participate in courses or activities that occur during the school day.](#)

A dual-enrollment student with a disability may participate as a dual enrollment student consistent with State Board rule and federal regulations. The school shall prepare an IEP for such a student prior to the student's participation in dual enrollment using comparable procedures to those required for identifying and evaluating public school students. A student with a disability seeking dual enrollment is entitled to services for the time, or the number of courses, that the student is enrolled in the public school, based on the decision of the IEP team.

Legal References

- [Utah Code § 53G-6-204 \(2025\)](#)
- [Utah Code § 53G-6-702 \(2020\)](#)
- [Utah Admin. Rules R277-438 \(December 8, 2016\)](#)

40 [State Board of Education Special Education Rules VI.D.8](#)

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43 **Board Approved:**

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**Admissions and Attendance: Re-Entry Into Public Schools
Policy Series: 3000 Students**

Policy No. 3135

Students Returning from Private or Home Schools

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Students who have not been enrolled in public school but have been enrolled in private school or home school shall be admitted to the District's public school upon application to the District by the parents, subject to all eligibility requirements imposed by District policy and state and federal law and regulation.

Placement

Students requesting re-admission from private schools or home schools shall be placed as follows:

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1. Students returning from accredited private schools shall be placed according to the grade level and credits shown on the records from the prior school.
2. Students returning from a non-accredited private school which is not a home school shall be evaluated using assessment tools regularly administered to students and placed according to the results of that assessment.
3. Students returning from a home school shall be placed in the grade level, classes, or courses that the student's parent, in consultation with the school administrator, determine are appropriate based on the parent's assessment of the student's academic performance.
 - a. Within 30 days of placement, either the student's teacher or the student's parent may request a conference to consider changing the student's placement. If after conferring the teacher and the parent agree on a placement change, the change will be made.
 - b. If disagreement remains about a placement change, then the student's subject matter mastery shall be evaluated. The parent may choose either:
 - i. to have the school evaluate the student using assessments that are regularly administered to public school students and used to measure subject matter mastery and determine placement, or
 - ii. to have a private entity or individual evaluate the student with subject matter assessments [that align to state core standards](#) at the parent's

41 expense. After a student's subject matter mastery has been evaluated,
42 the school may change the student's placement in a grade level, class, or
43 course.
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46 **Graduation Requirements**

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48 Students entering the 9th, 10th, 11th, or 12th grade levels after participation in home or private
49 school will be required to fulfill all graduation requirements in order to receive a diploma. The
50 District will not accept home education as credit toward graduation. The District will accept
51 credit toward graduation from an accredited regularly established private school.
52

53 Students may fulfill graduation credits by successfully completing courses required for credit
54 (including approved on-line or correspondence course work), by transfer of credits from
55 accredited schools or providers, or by demonstrating proficiency via assessment tests or
56 evaluation of student work or projects. Student work completed as part of home education may
57 be evaluated for credit purposes, subject to documentation of compliance with [Utah Code §](#)
58 [53G-6-204](#).
59

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61 **Legal References**

62 [Utah Code § 53G-6-706 \(2019\)](#)
63 [Utah Code § 53G-6-204](#)
64 [Utah Admin. Rules R277-705-3 \(January 11, 2023\)](#)
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67 **Board Approved:**
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**Health Requirements and Services: Vision Screening
Policy Series: 3000 Students**

Policy No. 3168

Vision Screening at Enrollment

A child under nine years old entering a public school for the first time in this state must present one of the following to the school:

1. A completed vision screening form signed by a health care professional certifying that the child has received an adequate vision screening; or
2. A written statement signed by a parent that the child will not be screened before attending public school in the state.

The District shall conduct free vision screening clinics for children who are at least 3 1/2 years old but not yet 16 years old who enrolled at a school within the boundaries of the District pursuant to [Utah Code § 53G-9-404](#).

A volunteer who serves as a vision screener for a free vision screening clinic for a qualifying child must be either trained by a school nurse or complete the Department of Health and Human Services online training module and must be supervised by a school nurse or an outside entity conducting screening for the District consistent with Department of Health and Human Services regulations. A vision screening volunteer may not market, advertise, or promote a business in connection with assisting at the screening clinic.

[Students whose primary language is not English will be provided an interpreter if it is determined that this language barrier may change the outcome of the screening results.](#)

Screening provided under this policy shall follow the procedures and standards set out in [Utah Administrative Rules R384-201](#).

Legal References

[Utah Code § 53G-9-404 \(2023\)](#)

[Utah Admin. Rules R384-201 \(July 9, 2020\)](#)

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Board Approved:

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**Contracts for Certified Employees
Policy Series: 5000 Personnel**

Policy No. 5070

10 **Certified Personnel**

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12 The Board shall employ certified personnel by a written contract that sets forth the terms and
13 conditions of employment. The length or term of the contract shall not exceed five years. All
14 such contracts shall be in writing and shall embody the terms and conditions of employment.
15 Nothing in the terms of the contract shall restrict the power of the Board to terminate the
16 contract for cause at any time. The Board may not enter into a collective bargaining agreement
17 that prohibits or limits individual contracts of employment. Contracts for hiring or rehiring of
18 personnel shall be valid only if entered into by the Board.

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21 **Separate Salary Schedule for Medical Specialists**

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23 The Board may adopt a separate salary schedule for medical specialists providing related
24 services as defined by [34 CFR § 300.34](#). This separate salary schedule can take into
25 consideration the market rate for related services provided outside of a school-based setting.
26 "Medical specialist" includes the following:

- 27 1. An audiologist;
- 28 2. A speech-language pathologist;
- 29 3. A mental health practitioner;
- 30 4. A school nurse;
- 31 5. An occupational therapist; and
- 32 6. A physical therapist.

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35 **Property Interest**

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37 A certified employee's contract of employment with the District creates a property interest in the
38 position only for the period of time stated in the contract. Such a contract creates no property
39 interest of any kind beyond the period of time stated in the contract.

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Perry v. Sindermann, 92 S. Ct. 2694 (1972)

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Board of Regents of State Colleges v. Roth, 92 S. Ct. 2701 (1972)

Legal References

[Utah Code § 53G-11-202 \(2018\)](#)

[34 CFR § 300.34](#)

[Utah Code § 53G-7-219 \(2022\)](#)

Board Approved:

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Employment Requirements: Physical Examinations and Communicable Diseases
Policy Series: 5000 Personnel

Policy No. 5205

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Physical and Mental Examinations

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Confidentiality of Examination Results

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Information from the State Board

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An administrator may obtain any information in the possession of the State Board of Education, which is relevant to evaluating the employment of a current or prospective employee of the school. If a decision is made not to hire a prospective employee or to take action against a current employee based upon such information, the individual affected shall be given notice of

41 the information and be provided an opportunity to refute or respond to the information. An
42 administrator who, in good faith, discloses or receives information under this section is exempt
43 from civil liability relating to the receipt or disclosure.

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46 **Legal References:**

47 [42 U.S.C. § 12112\(d\)\(4\)](#)

48 [29 C.F.R. § 1630.14\(c\)](#)

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51 **Board Approved:**

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2026.01.13 Employee Releases Dec Board Report

FIRST NAME	LAST NAME	LOCATION	POSITION	Last Day of Employment
Claudia Lissett	RIVERA	District	Child Nutrition	12.19.2025
Martha	CHAVEZ	Transportation	Asst 3 / Transportation	10.23.2025
David	TINGEY	Amelia Earhart	IA 2 Title 1	11.18.2025
Ingrid	ROUNDY	PHS	Coach	11.19.2019
Araceli	GALARZA	Adult Ed/ Community Ed	Office Asst	06.26.2025
Duce Tyler	ANDERSON	THS	Inst Asst 3 / Extra Curricular	11.20.2025
Tyler	ANDERSON	THS	Inst Asst 3 / Extra Curricular	11.20.2025
Donald	MCGINNIS	THS	Inst Asst 3 / Extra Curricular	11.13.2020
Madelyn	BOULTON	THS	Inst Asst 3 / Extra Curricular	11.15.2024
Diana	BRYSON	THS	Inst Asst 3 / Extra Curricular	11.13.2020
Hudson	CHAPPLE	THS	Inst Asst 3 / Extra Curricular	05.04.2021
Nathaniel	CHATWIN	THS	Inst Asst 3 / Extra Curricular	11.16.2020
Maggie	CLARK	THS	Inst Asst 3 / Extra Curricular	05.15.2020
McKenzie	HOLDEN	Sunset View	Campus Supervision	11.20.2025
Kani	CORREA	THS	Inst Asst 3 / Extra Curricular	01.09.2023
Ashley	EYRE	THS	Inst Asst 3 / Extra Curricular	11.15.2022
Wayne	FAALAFUA	THS	Inst Asst 3 / Extra Curricular	11.15.2023
Rachel	JAMISON	THS	Inst Asst 3 / Extra Curricular	11.15.2023
Andrea	JOHNSON	THS	Inst Asst 3 / Extra Curricular	05.14.2021
Ashton	JOHNSON	THS	Inst Asst 3 / Extra Curricular	11.15.2023
Jacob	JOHNSON	THS	Inst Asst 3 / Extra Curricular	11.15.2023
William	ROSS	PHS	Coach	05.15.2020
Emma	STEPHENS	PHS	Coach	05.14.2021
David	WALKER	PHS	Coach	05.15.2017
Ben	WHEELER	PHS	Coach	11.21.2023
Madelynn	WHITNEY	PHS	Coach	02.15.2023
Michael	WILCOX	PHS	Coach	05.13.2022
Jeffrey	WILLAMS	PHS	COACH	08.13.2021
Joshua	ZIEGNER	PHS	COACH	11.15.2021
Babata	SONNENBERG	PHS	COACH	02.15.2022
McKinsey	SMITH	PHS	COACH	05.15.2023
Trevor	SHURTLIFF	PHS	Coach	02.15.2023
Ann	SHERRILL	PHS	COACH	11.15.2022
Carter	SHELLEY	PHS	COACH	07.15.2021
Matthew	SCHENK	PHS	COACH	02.14.2020
Kevin	ROYAL	PHS	coach	05.15.2023
Jeffrey	ROWLEY	PHS	coach	05.13.2023
Ingrid	ROUNDY	PHS	COACH	11.19.2019
Jay	PHUNG	Rock Canyon	IA 3 / Ext Day	10.23.2025
Alexia	RAWLE	THS	IA 3 / Extra Curricular	02.15.2023
Megan	SAGERS	THS	IA 3 / Extra Curricular	11.15.2024

2026.01.13 Employee Releases Dec Board Report

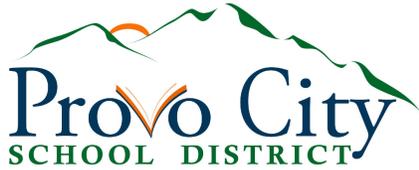
Diego Serna	BALDERAS	THS	IA 3 / Extra Curricular	05.15.2024
Elizabeth	TOIAIAVO	THS	IA 3 / Extra Curricular	11.13.2020
Litia	TOLUTA'U'ULUNGA	THS	IA 3 / Extra Curricular	05.17.2023
Weston	WARDROP	THS	IA 3 / Extra Curricular	05.16.2023
Sierra	VANCE	Provo Peaks	IA 3 / SpEd	05.27.2023
Patricia A	OVESON	Wasatch	Asst 1 Campus Supervision	03.01.2024
Toree	HAFEN	THS	IA 4 / Career CTR	11.20.2025
Kayden	MELDING	Transportation	Trades 5 / Bus Driver	09.19.2025
Melinda	MORGAN	THS	Asst 2 / Custodial	11.14.2025
Ashlee	PRATT	Provo Peaks	IA 3 / SpEd	12.08.2025
Deborah Amanda	WALKER	Provo Peaks	Supervisor 6 / Custodial	12.31.2025
Kincade W	BRICKEY	Tech Building	Coord 8 / AV Tech Services	12.12.2025

2026.01.13 Hourly New Hires Dec Board Report

LAST NAME	FIRST NAME	POSITION	LOCATION	FIRST DAY OF WORK
FRAZIER	KATHERINE	INST ASST 3/ GENERAL	TIMPANOGOS	12.1.25
ZHAO	AUTUMN	INST ASST 2/ GENERAL	WASATCH	12.1.25
SAVAGE	SERGIO	INST ASST 3/ GENERAL	TIMPANOGOS	12.1.25
WEST	TALITHA	PRODUCTION TECH CREW	THS	12.1.25
ROSSEAN	KELILYN	INST ASST 4/ CAREER CTR	THS	12.1.25
SULLIVAN	EMMA	ASST 1/ CUSTODIAL	WASATCH	12.1.25
TELLEZ	HUNTER	ASST 2/ CUSTODIAL	THS	12.3.25
NELSON	RONALD	INST ASST 3/ EXTRA CURRICULAR	THS	12.3.25
SAILI	KIM	INST ASST 3/ EXTRA CURRICULAR	THS	12.3.25
MARVELL	JEFFERSON	INST ASST 3/ EXTRA CURRICULAR	THS	12.8.25
ANDERSON	VALERIE	INST ASST 1/ GENERAL	ROCK CANYON	12.8.25
STEVENSON	CYNTHIA	INST ASST 2/ GENERAL	WESTRIDGE	12.8.25
JORGENSEN	SOPHIE	INST ASST 2/ TITLE 1	AMELIA	12.12.25
SORENSEN	MADISON	INST ASST 3/ GENERAL	TIMPANOGOS	12.15.25
SHROPSHIRE	KIMBERLY	PRODUCTION TECH CREW	THS	12.15.25
ANDERSON	PRESTON	ASST 3/ CAMPUS MONITOR	CMS	12.15.25
MABES	BRIANNE	INST ASST 2/ TITLE 1	PROVOST	12.15.25
PERFILI	JULIA	INST ASST 2/ EXTENDED DAY	PROVO PEAKS	12.17.25
MARTINEZ	KINLEY	INST ASST 3/ EXTENDED DAY	PROVOST	12.17.25
REID	JOHN	INST ASST 3/ GENERAL	SLATE CANYON	12.17.25
FRICA	ARISMENDY	INST ASST 3/ GENERAL	TIMPANOGOS	12.17.25
PERALTA	ARETZI	OFFIC ASST 1/ K-12 CASHIER	THS	12.17.25
BARROW	IRENE	INST ASST 4/ GENERAL	OAK SPRINGS	12.1.25
FENNEGAN	OLIVIA	INST ASST 2/ TITLE 1	PROVOST	12.15.25

2026.01.13 Certified New Hires Board Report

Last Name	First Name	Start Date	Subject/Grade	Full/Part Time	Location
Calder	Kalli Lynn	12.8.2025	Sp Ed Teacher	Full	Provost



STUDENT SERVICES
Jason Garrison
Director
Carrie Rawlins
Assistant Director

January 7, 2026

Re: Homeschool Requests

Dear Provo City Board of Education

In compliance with Utah State Law 53G-6-204, each Home School request for release from compulsory attendance must be approved by the School Board. Please see the attached report of homeschool requests. Each applicant has signed an agreement that they understand the time requirements of the Utah State Board of Education.

It is my recommendation that the Board releases all 50 students on the list to home school and shall annually issue a certificate stating that the school age minor is excused from attendance for the specified school year.

Respectfully,

A handwritten signature in black ink, appearing to read "Jason Garrison", is written above the printed name.

Jason Garrison
Director
Student Services

Homeschool List
January 2026

	Home School Request	Dual Enrollment	K	1st	2nd	3rd	4th	5th	6th								Unknown
Amelia Earhart																	
Canyon Crest																	
Edgemont	1								1								
Franklin																	
Lakeview																	
Provost	4		2			1		1									
Provo Peaks																	
Rock Canyon																	
Spring Creek	1					1											
Sunset View	1		1														
Timpanogos	2					2											
Wasatch	1								1								
Westridge																	
										7th	8th						
Centennial	23	19								13	10						
Shoreline	8	7								6	2						
												9th	10th	11th	12th		
eSchool	1									1							
Independence HS	3												1			2	
Provo HS	2													2			
Timpview HS	3											2	1				
UNKNOWN																	
TOTALS	50	26	3	0	0	4	0	1	2	20	12	2	2	2	2	2	0

Homeschool List
January 2026

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Year to Date Open Enrollment/Homeschool Report

January 2026

	2026-2027			2025-2026					2024-2025					2023-2024					2022-2023				
	Applications Received	Approved	CHOICE OUT	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual
Amelia Earhart	0	0	1	26	7	34	18	0	21	11	24	24	1	17	13	32	17		28	26	29	22	
Canyon Crest	12	9	0	86	46	33	40	5	57	39	20	45	4	69	45	44	37	3	103	74	60	35	3
Edgemont	9	7	1	133	74	23	44	6	78	39	21	51	6	106	76	42	46	7	107	64	31	37	2
Franklin	0	0	0	44	21	50	22	1	56	39	64	29	2	79	61	59	2	2	52	43	31	15	2
Lakeview	0	0	0	52	38	15	31	1	67	40	9	40	3	63	39	33	33	2	57	39	18	34	
Provo Peaks	1	0	2	60	36	36	36	2	76	48	31	57	9	60	40	64	38	5	48	38	48	38	5
Provost	0	0	1	50	36	25	20	2	52	40	24	13	2	59	32	29	23	4	67	36	27	22	
Rock Canyon	1	0	6	82	37	24	46	3	48	32	22	51	5	44	31	49	35	2	72	52	24	28	1
Spring Creek	1	0	1	23	10	42	28	1	14	8	37	27	1	24	14	72	16	1	30	14	43	21	1
Sunset View	0	0	2	82	54	24	41	3	73	53	32	31	7	78	56	46	19	7	70	38	46	19	8
Timpanogos	11	0	1	81	53	36	37	5	81	45	34	46	5	116	76	70	35	3	114	78	41	28	2
Wasatch	3	1	1	63	49	26	47	8	50	36	20	69	18	84	64	41	68	25	62	47	19	67	21
Westridge	5	4	5	49	19	24	37	2	37	21	21	47	2	54	30	46	42	2	47	27	35	36	3
Centennial	2	2	0	22	7	18	305	222	21	6	13	327	231	42	19	37	280	197	30	25	10	261	168
Shoreline/Dixon	3	2	1	43	24	2	255	189	45	32	11	227	155	39	28	20	164	111	33	30	21	146	95
eSchool							16	7				25	12				18	9				17	7
PHS	2	2	0	62	46	17	327	173	83	38	24	345	158	94	57	29	240	92	102	81	26	196	55
THS	3	3	0	82	46	19	562	366	91	38	13	562	345	58	22	56	469	272	81	71	48	388	222
IHS	0	0	0	29	22		48	1	42	38		74		47	37	0	51		40	37		42	
EBPHS																							
Sunrise Preschool																							
Title 1 Preschool																							
Unknown homeschool							56					87				79						75	
TOTALS	53	30	22	1069	625	448	2016	997	992	603	420	2177	966	1133	740	769	1712	744	1143	820	557	1527	595
Transfers from:																							
Alpine			9			106					112					71					164		
Nebo			4			44					51					115					65		
Others			1			28					19					35					44		
eSchool				Registered YTD		38			Registered YTD		49			Registered Y		87			Registered Y		91		

Approved Student Travel

DATE OF EVENT	Superintendent or Board Approved	SCHOOL	GROUP/ACTIVITY	LOCATION	Anticipated Cost per Student	School Days Missed
July 4-9 2025	Superintendent	THS	FCCLA National Conference	Orlando, FL	\$1,314	0
September 4-6 2025	Superintendent	PHS	Football SUU FB Camp	Boise, ID	\$347	1
October 2-4 2025	Superintendent	PHS	Drama	Cedar City	\$220	1
July 10-12 2025	Superintendent	THS	Cheer Summer Camp	Layton	\$550	0
August 7-9 2025	Superintendent	THS	Girls Volleyball	St. George	\$280	0
August 14-16 2025	Superintendent	PHS	Girls Tennis	St. George	\$350	1
September 12-13, Oct 10-11 2025	Superintendent	IHS	Student Body	Ruth Lake or Sunset Peak	\$35	0
September 24-26 2025	Superintendent	IHS	Student Body	Bryce Canyon	\$48	2
September 5-6 2025	Superintendent	PHS	Boys Golf	Vernal	\$200	2
August 21-24 2025	Superintendent	THS	Girls Volleyball	Las Vegas	\$820	2
November 6-7 2025	Superintendent	PHS	Marching Band	St. George	\$50	2
May 29 - June 4 2026	Board	SMS	History Seminar	Washington D.C.	\$2,000	0
September 12-13 2025	Superintendent	PHS	Girls Volleyball	Logan	\$0	0 (1 period)
October 16-18 2025	Superintendent	THS	German	Bryce and Zion	\$200	0
April 9-14 2026	Board	PHS	Performing Arts	NYC	\$2,000	2
October 2-4 2025	Superintendent	THS	Drama	Cedar City	\$265	2
October 2-4 2025	Superintendent	THS	Drama	Cedar City	\$250	2
November 6-9 2025	Superintendent	THS	Marching Band	St. George	\$645.25	2
April 9-11 2026	Superintendent	THS	Girls Lacrosse	St. George	\$250	0
February 18-22 2026	Board	THS	Cheer	Anaheim CA	\$2,000	2
June 2-6 2026	Board	THS	Drama	NYC	\$1,700	0
March 4-8 2026	Board	THS	Dance	California	\$1,500	2
Changed to Feb 25-Mar 1 2026	Board	THS	Dance	California	\$1,500	2
Jan 9-10 2026	Superintendent	THS	Swim	St. George	\$180	1
Nov 6-7 2025	Superintendent	PHS	Marching Band	St. George	\$0	2
Dec 11-13 2025	Superintendent	THS	Girls Basketball	St. George	\$550	2
February 18-22 2026	Board	PHS	Cheer	Anaheim CA	\$1,915	2
March 13-14 2026	Superintendent	PHS	Baseball	St. George	\$275	1
April 2-3 2026	Superintendent	PHS	Baseball	Uintah High School	\$115	1.5
December 18-23 2025	Superintendent	THS	Boys Basketball	Las Vegas	\$1,020	2
March 19-21 2026	Superintendent	THS	Boys Lacrosse	St. George	\$405	1
March 19-21 2026	Superintendent	PHS	Boys Tennis	St. George	\$450	1
March 19-21 2026	Superintendent	THS	Track	St. George	\$240	1
November 20-22 2025	Superintendent	PHS	Boy Basketball	St. George	\$500	2
December 11-13 2025	Superintendent	PHS	Girls Basketball	St. George	\$500	2
November 6-7 2025	Superintendent	PHS	Football	Hurricane	\$180	1
January 2-3 2026	Superintendent	PHS	Wrestling	Richfield	\$190	0
December 19-20 2025	Superintendent	PHS	Boys Basketball	Ephriam	\$150	2
March 5-7 2026	Superintendent	PHS	Boys Soccer	St. George	\$273	2
January 28-29 2026	Superintendent	PHS	Girls Wrestling	Washington , UT	\$190	2
April 16-17 2026	Superintendent	THS	HOSA	Layton	\$80	1.5
March 10-11 2026	Superintendent	THS	FBLA	Layton	\$130	1
June 28 - July 3 2026	Superintendent	THS	FBLA	San Antonio, TX	\$1,587	0
February 19-20 2026	Superintendent	THS	DECA	Layton	\$130	2
April 24-30 2026	Superintendent	THS	DECA	Atlanta, GA	\$2,000	5