

Friday, March 27, 2026
PCSD Study Session and Business Meeting

Study Session
Grandview Technology Center
1591 Jordan Ave.
Provo, UT 84604

A. **9:00 a.m. Morning Study Session Held at GTC 1591 N Jordan Ave, Provo UT 84604**

The public is welcome to attend our open meetings at the district office.

In the event that a board member or district staff member needs to attend remotely, a Zoom link will be provided to the entire board for that purpose.

The following YouTube links are available to watch the meetings live or at the viewer's convenience:

PCSD Live YouTube Channel: youtube.com/channel/UCFmB8Jxqa9-RMOSvfwbyIUQ

AM Study Session: <https://youtube.com/live/2zckmCm6NqE?feature=share>

PM Study Session: <https://youtube.com/live/87XWMTjVWOk?feature=share>

Business Meeting: <https://youtube.com/live/diFMWplKqn8?feature=share>

1. Welcome: Board President Jennifer Partridge
Meeting called to order at
2. Roll Call
Procedural
3. Motion to Convene
4. Board Member Training: Emily Harrison, Best Practice Handbook Section 1.2 (9:02am, 3 min)
Most meetings will include a training presented by rotating board members on the Board Handbook, USBE Guide, or Policies. This training will come from Best Practice Handbook, pp. 12-16 Boards Focus on Learning and Achievement and Strategic Plan.
5. Policy Review 1st Readings (9:05am, 50min)
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. Updated Policy 3200 Student Records
 2. Updated Policy 3210 FERPA
 1. 3210 Procedure 1 FERPA Protocols
 2. 3210 Procedure 2 Prohibited Disclosure or Psychological Testing
 3. New Policy 3116 Married Students
 4. New Policy 3117 Pregnant Students
 5. New Policy 3328 Student Complaints
 6. New Policy 5082 Limitations on Extra Duty Assignments
 7. New Policy 5080 Employee Contracts: Education Support Professionals
 8. Updated 5320 Procedure 3 Employee Compensation and Benefits: Overtime
 9. New Policy 5026 Mediation of Contract Negotiations
 10. New Policy 5095 Reporting Child Sexual Abuse

11. New Policy 5096 Reporting Student Prohibited Acts
12. New Policy 5125 Personal Protective Equipment
13. New Policy 5328 Nursing Mothers
14. New 7060 Procedure 3 Visitors to District Schools: Students Leaving with an Adult During School Hours
15. New Policy 3220 School Uniforms
16. New Policy 3006 Special Programs: Higher Education Savings Options
17. Updated Policy 3510 Student Activities
 1. 3510 Procedure 1 Eligibility for Student Activities
 2. 3510 Procedure 2 Student Conduct

6. Policy Review 2nd Readings (9:55am, 10 min)

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.

18. Updated Policy 3170, School Readiness: Student Toilet Training
 1. 3170 P1 Confirmation of Student Toilet Training
19. Updated Policy 3540 Student Clubs
 1. 3540 P1 Secondary Student Clubs
20. New Policy 3530 Student Publications
21. New Policy 3550 Student Demonstrations

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].
 7. TSSP High Needs Positions (10:05am, 5 min)
 8. Break (10:10am, 10min)
 9. 2026-27 Teacher Allocation (FTE) Overview (10:20am, 20min)
 10. Property Taxes Update (10:40am, 15min)
 11. Large Purchase Requests: Chromebooks, Asbestos Removal, and Wireless Routers (10:55am, 5 min)
The board must approve expenditures over \$50,000. For review tonight:
 1. Chromebooks, \$347,116.00
 2. Dixon Asbestos Removal, \$98,550.00
 3. Wireless Routers for Erate, \$422,000.00
 12. SET (Behavior) Data (11:00am, 20 min)
 13. CAS Updates: Rename and Preparing for Next Year (11:20am, 10min)
 14. Motion to Adjourn Study Session and Convene a Closed Executive Session

B. Closed Executive Session

1. Character, Professional Competence or Physical or Mental Health of an Individual
2. Motion to Adjourn
Procedural

C. Lunch

D. 12:30pm Afternoon Study Session

1. Welcome: Board President Jennifer Partridge

2. Roll Call
3. Motion to Convene
4. Special Education Location Restructure (30 min)



Issue:

Proposal to shift our Special Education Special Classes from one site to three.

5. School Boundary and Dual Language Immersion Options and Discussion (1:00pm, 90 minutes plus 10 minute break)
6. Motion to Adjourn

E. 2:45pm Business Meeting

1. Welcome: Board President Jennifer Partridge
2. Roll Call
3. Motion to Convene
4. Pledge of Allegiance

F. Community Connections

1. Public Input (No more than 30 min)

G. Business Items

1. Business Item: Updated Policy 3170 School Readiness: Toilet Training
2. Business Item: Updated Policy 3540 Student Clubs
3. Business Item: New Policy 3530 Student Publications
4. Business Item: New Policy 3550 Student Demonstrations
5. Large Purchase Item: Chromebooks
6. Large Purchase Request: Dixon Building Asbestos Removal
7. Large Purchase Request: Wireless Routers for Erate

H. Motion to Adjourn

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Student Records
Policy Series: 3000 Students **Policy No. 3200**

9 **Purpose:**

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11 The purpose of this policy is to establish guidelines for the creation, maintenance, access, and
12 protection of student education records. The Board of Education recognizes the importance of
13 safeguarding student information while ensuring that parents, eligible students, and authorized
14 individuals have appropriate access to educational records as permitted by law.

15
16 This policy is intended to protect the privacy and confidentiality of student records, ensure the
17 accuracy and security of educational information, and provide clear procedures for the
18 inspection, disclosure, and amendment of records. The Board is committed to complying with
19 applicable federal and state laws governing student education records while supporting
20 transparency, responsible record management, and the educational interests of students.

21
22 Further specificity regarding the Family Education Rights and Privacy Compliance Policy
23 (FERPA) can be found in [Policy 3210](#) which complements the requirements laid out in this
24 policy.

25
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27 **“Education Records” Defined**

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29 For the purposes of this policy, the term “education records” means those records, files,
30 documents, and other materials that contain information directly related to a student and are
31 maintained by an education agency or institution or by a person acting for such agency or
32 institution.

33
34 The term “education records” does not include:

- 35 1. Records that contain only information about a student after he or she is no longer a
36 student in the District.
- 37
38 2. Records made by District personnel that are kept in the sole possession of the maker
39 and are not accessible or revealed to anyone other than a temporary substitute for the
40 maker of the record.

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3. Records maintained by a law enforcement unit of the educational agency or institution that were created by that law enforcement unit for the purpose of law enforcement.
4. Records relating to an individual who is employed by an educational agency or institution, that:
 - a. Are made and maintained in the normal course of business;
 - b. Relate exclusively to the individual in that individual's capacity as an employee; and
 - c. Are not available for use for any other purpose.
 - i. Records relating to an individual in attendance at the school who is employed as a result of his or her status as a student are education records and not excepted under paragraph (4).
5. Records on a student who is eighteen (18) years of age or older that are:
 - a. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - b. Made, maintained, or used only in connection with treatment of the student; and
 - c. Disclosed only to individuals providing the treatment.
 - i. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.

Notification of Significant Data Breach

The District shall notify the parent of a student (or the student if the student is an adult) if there is a significant data breach (as defined by the State Board of Education) at the District or a District school.

Student Identification Number

The District may not use a nine-digit number as a student's identification number with the District.

Screening Records

84 The Principal of each school shall maintain records of screening for special senses and
85 communication disorders and spinal screening for each student in the school. Records shall be
86 open for inspection by the state or local health department. Individual screening records may be
87 transferred among schools in accordance with provisions in the section entitled "Access to
88 Education Records" below.

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91 **Immunization Records**

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93 The District shall maintain an individual immunization record during the period of attendance for
94 each student admitted. The records shall be open for inspection at all reasonable times by
95 representatives of local health departments or the Utah Department of Health. The District shall
96 cooperate with other districts in transferring students' immunization records between schools.
97 Specific approval from students, parents, or guardians is not required prior to making such
98 record transfers.

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101 **Assessment Transfers**

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103 The results of individual student performance on basic skills assessment instruments or other
104 achievement tests administered by the District are confidential and may be made available only
105 to the student, the student's parent or guardian, and to the school personnel directly involved
106 with the student's educational program. However, overall student performance data shall be
107 aggregated by school and District and made available to the public, with appropriate
108 interpretations, at regularly scheduled Board meetings. The information may not contain the
109 names or other identifying information of individual students or teachers.

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112 **Academic Achievement Record**

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114 The District shall maintain a student academic achievement record on each student enrolled in
115 the District. This record shall reflect courses of studies completed and shall substantiate the
116 fulfillment of course requirements toward qualifying for high school graduation. A copy of this
117 record shall be furnished to each student transferring to another school district.

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120 **Access to Education Records**

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122 Access to the education records of a student who is or has been in attendance at a school in the
123 District shall be granted to the parent of the student who is a minor or who qualifies as a
124 dependent for tax purposes. "Parent" includes a natural parent, a guardian, or an individual
125 acting as a parent in the absence of a parent or guardian.

126

127 The District shall presume that a parent has authority to inspect and review the student's
128 records unless it has been provided with evidence that there is a court order, state statute, or
129 legally binding document that specifically revokes these rights.

130
131 Except as provided for by [Utah Code § 53E-9-203\(7\)](#), or unless a parent's right of access has
132 been specifically revoked by a state statute, court order, or other legally binding document,
133 schools must provide a parent access to the education records of the parent's student.

134
135 Whenever a student has attained eighteen (18) years of age or is attending an institution of
136 post-secondary education, the rights accorded to, and consent required of, parents transfer from
137 the parents to the student.

138
139 If material in the education record of a student includes information on another student, only the
140 portion of the material relating to the student whose records were requested may be inspected
141 and reviewed.

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144 **Request Procedure**

145

146 Upon request of a properly qualified individual, access to a student's education record shall be
147 granted within a reasonable period of time, not to exceed forty-five (45) days. The District shall
148 respond to reasonable requests for explanations and interpretations of the records. **Please see**
149 [Policy 3210 Procedure 1](#) for specific details on requesting a student's record.

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152 **Access by Other Persons**

153

154 Personally identifiable information in education records shall not be released without the written
155 consent of the student's parents, except to the following:

156

157 1. School officials, including teachers, who have legitimate educational interests. An
158 administrator or teacher is entitled to access to a student's medical records maintained
159 by the District only if he or she has completed in-service training on HIV infection. In
160 addition, a school employee may only access a student's records if that employee is
161 included on the list of authorized employees and if federal and state privacy laws
162 otherwise authorize the access.

163

164 2. Officials of other schools or school systems in which the student seeks or intends to
165 enroll, provided that the District either:

166

167 a. Includes in its policies a statement that notifies the parent or student that it

168 forwards education records on request of the other school to such officials; or

169 b. Makes a reasonable attempt to notify the parent (unless the record transfer is
initiated by the parent.)

170 i. In either case, the District shall furnish a copy of the transferred records
171 to the parent if requested and give the parent an opportunity for a hearing
172 to challenge the content of the record.

173
174 3. Authorized representatives of the Comptroller General of the United States, the
175 Secretary of Education, or state and local educational authorities who require access to
176 student or other records necessary in connection with the audit and evaluation of federal
177 or state-supported education programs or in connection with the enforcement of or
178 compliance with federal legal requirements that relate to such programs.

179
180 4. Personnel involved with a student's application for, or receipt of, financial aid.

181
182 5. State and local officials to whom such information is specifically required to be reported
183 or disclosed by state statute.

184
185 6. Organizations conducting studies for educational agencies or for the purpose of
186 developing, validating, or administering predictive tests, administering student aid
187 programs, and improving instruction. Such studies must be conducted so that personal
188 identification of students and their parents will not be revealed to persons other than
189 authorized personnel of the organizations conducting the studies. Such information must
190 be destroyed when no longer needed for the original purposes of the studies.

191
192 7. Accrediting organizations that require the information for purposes of accreditation.

193
194 8. Parents of a student who qualifies as a dependent for tax purposes.

195
196 9. Appropriate persons who, in an emergency, must have such information in order to
197 protect the health or safety of the student or other person.

198
199 10. Any person requesting directory information, as defined in local policy, after the District
200 has given public notice of that definition.

201
202 In order for personally identifiable information in education records to be released to any
203 individual, agency, or organization other than to the student and those listed above, written
204 consent must be obtained from the student's parent. Such consent shall specify records to be
205 released, the reason for such release, and to whom the records are to be released. Such
206 information may also be released in compliance with a judicial order or subpoena provided that
207 the District makes a reasonable effort to notify the parent and student of the order or subpoena
208 in advance of compliance. **See [Policy 3210](#) and accompanying procedures for more details
209 regarding the Family Education and Right to Privacy Act.**

210
211

212 **Transfer Not Permitted**
213

214 Personal information from student education records shall be transferred to a third party only on
215 the condition that such party will not permit any other party to have access to such information
216 without the written consent of the student's parent.

217
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219 **Notice of Behavior that may Threaten Safety**

220

221 Notwithstanding any other provision of this policy, in the event a student is expelled for a period
222 of more than ten (10) days for use or distribution of alcohol or a controlled substance, or for
223 possession of an incendiary device or firearm, a record stating the cause of expulsion shall be
224 created and provided only to the following persons:

- 225 1. The Principal and Vice-Principal over students in any alternative educational setting
226 where the student will be educated;
- 227
- 228 2. Any teachers of the student in the alternative education placement; and
- 229
- 230 3. Counselors in any school where the student attends who may provide counseling
231 services to the student.

232

233 If appropriate, the record shall also state any appropriate precautions to be observed in the
234 education of the student.

235

236 The Board finds that dissemination of such information to those persons identified is necessary
237 to provide an appropriate and safe education to the student of the District. The District shall not
238 provide copies of such private records to any persons except those identified and the parent or
239 legal guardian of the student without a court order.

240

241 If the student is receiving educational services pursuant to an Individual Education Program,
242 then the record shall be considered by the Individual Education Program Team to determine an
243 appropriate placement in the least restrictive environment consistent with safety and well-being
244 of all students in the District.

245

246 A copy of this policy shall be made available to parents and students upon request.

247

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249 **Record of Access to Student Record**

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251 Each school shall maintain a record, kept with the education record of each student, that
252 indicates all individuals, agencies, or organizations that have requested or obtained access to a
253 student's education records. The records shall include at least the name of the person or
254 agency that made the request and the legitimate interest the person or agency had in the
255 information. The record will be maintained as long as the District maintains the student's
256 education record. The record of access shall be available only to parents, school officials

257 responsible for custody of the records, and those state, local, and federal officials authorized to
258 audit the operation of the system.

259
260 The record shall not include requests for access by, or access granted to, parents of the student
261 or officials of the District, requests accompanied by prior written consent of the parent, requests
262 for directory information, or a party seeking or receiving the records as directed by a Federal
263 grand jury or other law enforcement subpoena and the issuing court or other issuing agency has
264 ordered that the existence or the contents of the subpoena or the information furnished in
265 response to the subpoena not be disclosed.

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268 **Right to Amend Records**

269
270 The parent of a student whose records are covered by this policy may ask the District to amend
271 the student's record if the parent believes it contains information that is inaccurate, misleading,
272 or in violation of the student's right of privacy or other rights. **Specific steps for amending a**
273 **student record can be found in [Policy 3210, Procedure 1 \(FERPA Protocols\)](#).** If, after a
274 reasonable time, the District decides not to amend the education records requested, it shall
275 inform the parent of its decision and his right to a hearing to challenge the content of the
276 student's education records.

277
278 If the District decides to amend the records as a result of the hearing, it shall inform the parent
279 in writing. If, as a result of the hearing, the District decides not to amend the records, it shall
280 inform the parent of the right to place a statement in the records commenting on the contested
281 information and/or stating why the parent disagrees with the decision of the District. Any
282 explanation shall be maintained with the contested part of the record as long as the record is
283 maintained and shall be disclosed whenever the contested portion of the record is disclosed.

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286 **Restriction on Gender Identity Changes in Student Records**

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288 "Gender identity" has the meaning provided in the Diagnostic and Statistical Manual (DSM-5). A
289 person's gender identity can be shown by providing evidence, including, but not limited to,
290 medical history, care or treatment of the gender identity, consistent and uniform assertion of the
291 gender identity, or other evidence that the gender identity is sincerely held, part of a person's
292 core identity, and not being asserted for an improper purpose. "Sex" means the biological,
293 physical condition of being male or female, determined by an individual's genetics and anatomy
294 at birth. Written parental consent is required to change the gender or gender identity in an
295 education record to a gender or gender identity that does not conform with the student's sex.

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301 **Annual Notification of Rights**

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303 The District shall give parents of in-attendance students or the in-attendance students
304 themselves annual notification of their rights under the Family Educational Rights and Privacy
305 Act of 1974 and of the places where copies of this policy may be located. **More specific**
306 **information and protocols can be found in [Policy 3210](#) and its accompanying procedures that**
307 **outline Family Educational Rights and Privacy Act (FERPA).** The District shall effectively notify
308 parents or eligible students who are disabled. The District shall effectively notify parents who
309 have a primary or home language other than English. The notice must include:

310

- 311 1. The procedure for exercising the right to inspect and review education records.
- 312
- 313 2. The procedure for requesting amendment of records.
- 314
- 315 3. A specification of criteria for determining who constitutes a school official and what
- 316 constitutes a legitimate educational interest.
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Directory of Information

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321 The District may release information if it has given public notice of:

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- 323 1. The types of personally identifiable information that it has designated as directory
- 324 information.
- 325
- 326 2. The right of the parent to refuse to permit the District to designate any or all of that
- 327 information about the student as directory information.
- 328
- 329 3. The period of time within which the parent must notify the District in writing that he or she
- 330 does not want any or all of those types of information about the student designated as
- 331 directory information.
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Directory Information

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336 Directory information may include a student's name, address, telephone listing, email address,
337 photograph, date and place of birth, major field of study, grade level, participation in officially
338 recognized activities and sports, weight and height of members of athletic teams, enrollment
339 status, dates of attendance, degrees, honors, and awards received, and the most recent
340 previous school attended by a student.

341

342 Directory information shall be released to any individual or organization that files a written
343 request with the Superintendent or designee.

344

345 **Fee for Copies**

346

347 No fee shall be charged to search for or to retrieve the education records of a student. A
348 **minimal** fee may be charged for copies of education records that are made for the parents or
349 students under this policy provided that the fee does not effectively prevent them from
350 exercising their right to inspect and review those records. Hardship cases shall be dealt with on
351 an individual basis.

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354 **Records of Students With Disabilities**

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356 The District shall permit parents to inspect and review education records collected, maintained,
357 or used for purposes of identifying, evaluating, placing, or educating students with disabilities.

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360 **Access Rights**

361

362 In addition to policies applicable to all student records, the following guidelines shall apply when
363 parents of a student with a disability request to review or inspect District records relating to the
364 education of their child:

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366 Parents may request that a representative inspect and review the records.

367

368 The District shall comply with a ~~requested request~~ **request to access student records** without
369 unnecessary delay and before any meeting regarding an individual education plan (IEP) or
370 hearing relating to the identification, evaluation, or placement of the child.

371

372 The District shall keep a record of persons obtaining access to these student records (except
373 access by parents and authorized employees) including name, date of access, and the purpose
374 for which the person is authorized to use the records.

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376

377 **Parental Consent**

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379 Parental consent must be obtained before personally identifiable information is used for any
380 purpose other than meeting a requirement under the Individuals with Disabilities Education Act
381 (IDEA) or disclosed to anyone other than officials of agencies collecting or using this
382 information. The District may not release information from these records without parental
383 consent except as provided in the Family Educational Rights and Privacy Act (FERPA) and
384 [Policy 3210](#).

385

386 No student shall be required without parental consent to submit to psychiatric examination,
387 testing or treatment of which the purpose or effect is to reveal information concerning:

388

- 389 1. political affiliations or philosophies (except as provided in [Policy 4340](#));
- 390 2. mental or psychological problems;
- 391 3. sexual behavior, orientation, gender identity, and/or attitudes;
- 392 4. illegal, anti-social, self-incriminating or demeaning behavior;
- 393 5. critical appraisals of close family members;
- 394 6. any legally privileged information;
- 395 7. income (except as required to receive financial assistance or fee waivers); and
- 396 8. religious affiliations or beliefs.

397
398 The parent shall be notified in writing of the means and purposes of the testing and the
399 person(s) doing the testing at least two weeks, but not more than five months, before
400 information protected by this policy is sought. This written notice must include the survey to be
401 administered, the intended purposes and uses of the data collected, the types of persons or
402 governmental entities that share the data (including a list of recipients of student-level data) or
403 receive the data on a regular or contractual basis, and (if applicable), the record series in which
404 the data is or will be included.

405
406 The school may not provide either a reward or a consequence to a student for participation or
407 lack of participation in any such psychiatric examination, testing, treatment, survey, analysis, or
408 evaluation. (See specific protocols in Policy 3210, Procedure 2.)

409
410 The data collected through an authorized test or survey is a private record which may not be
411 shared except in accordance with the Family Educational Rights and Privacy Act ("FERPA").

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413

414 **Confidentiality**

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416 The District shall protect the confidentiality of personally identifiable information in collection,
417 storage, disclosure, and destruction of records. One official in the District shall assume
418 responsibility for ensuring confidentiality of personally identifiable information. All persons
419 collecting or using this information shall receive training or instruction concerning the legal
420 requirements involved in handling these records. The District shall maintain for public inspection
421 a current listing of the names and positions of employees who may have access to this
422 information.

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425 **Destruction of Information**

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427 The District shall inform parents when personally identifiable information pertaining to education
428 of students with disabilities is no longer needed to provide educational services to the student.
429 Such information shall be destroyed on request of the parent. A permanent record of the
430 student's name, address, and phone number, grades, attendance record, classes attended,
431 grade level completed, and year completed may be maintained for up to 5 years.

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Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school personnel.

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for non-enrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent.

Custodian of Records

The Principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of records for students who have withdrawn or graduated. ~~Addresses of all District schools as well as the Superintendent's business address will be made available on the District's website. The student handbook distributed annually to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.~~

Types and Locations of Records

Each record custodian, at the location listed on the District and school website shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluation.
4. Health services records, including:
 - a. The results of any tuberculin tests administered by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides.

- 477 c. Information and follow-up to ensure that parents have been notified of identified
478 problems and of how they can obtain needed services for the students.
479 d. Immunization records.
- 480
- 481 5. Attendance records.
- 482
- 483 6. Student questionnaires.
- 484
- 485 7. Records of teacher, counselors or administrative conferences with the student or
486 pertaining to the student.
- 487
- 488 8. Verified reports of serious or recurrent behavior patterns.
- 489 9. Copies of correspondence with parents and others concerned with the student.
- 490
- 491 10. Records transferred from other districts the student has been enrolled in.
- 492
- 493 11. Records pertaining to participation in extracurricular activities.
- 494
- 495 12. Information relating to student participation in special programs.
- 496
- 497 13. Records of fees assessed and paid.
- 498
- 499 14. Other records that may contribute to an understanding of the student.

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502 **Request Procedures**

503

504 The cumulative record shall be made available to the parent. Records may be reviewed during
505 regular school hours upon written request to the record custodian. The record custodian or
506 designee shall be present to explain the record and to answer questions. The confidential
507 nature of the student's records shall be maintained at all times, and the records shall be
508 restricted to use only in the Superintendent's, Principal's, or counselor's office, or other
509 restricted area designated by the record custodian. The original copy of the record or any
510 document contained in the cumulative record shall not be removed from the school.

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513 **Student Rights**

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515 Whenever a student has attained eighteen (18) years of age or is attending an institution of
516 post-secondary education, the rights accorded to, and consent required of, parents transfer from
517 the parents to the student.

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520 **Access by School Officials**

521
522 For the purposes of this policy, “school officials” shall mean any employees, trustees, or agents
523 of the District, of cooperatives of which the District is a member, or of facilities with which the
524 District contracts for placement of handicapped students. The term also includes attorneys,
525 consultants, and independent contractors who are retained by the District, by cooperatives of
526 which the District is a member, or by facilities with which the District contracts for placement of
527 handicapped students.

528
529 School officials have a “legitimate educational interest” in a student’s records when they are
530 working with the student, considering disciplinary or academic actions, or developing a
531 handicapped student’s individual education plan; compiling statistical data; or investigating or
532 evaluating programs.

533
534
535 **Access by School Employees**

536
537 Each school within the District shall create and maintain a list that includes the name and
538 position of each school employee who is authorized to have access to student education
539 records. This list shall be provided to the Board of Education and whenever the list is updated
540 the updated list shall be provided to the Board of Education.

541
542 Each person included on the list of employees authorized to have access to student education
543 records shall complete training on student privacy laws and upon completion of such training
544 shall sign a statement certifying that the employee completed the training and that the employee
545 understands student privacy requirements. Each employee training certification statement shall
546 be provided to the Board of Education.

547
548 Unless written consent has been given by the student’s parent (or the student if over 18 years of
549 age) the school may only share student education records with or allow access to such records
550 by those school employees included on the list of employees authorized to access student
551 education records.

552
553
554 **Access by Parents**

555
556 Parents may be denied copies of records after the student reaches age eighteen (18) and no
557 longer qualifies as a dependent for tax purposes, when the student is attending an institution of
558 post-secondary education, or if the parents fail to follow proper procedures and pay the copying
559 charge. If the student qualifies for free or reduced-price lunches and the parents are unable to
560 view the records during regular school hours, upon written request of the parent, one copy of
561 the record shall be provided at no charge.

562
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564

565 **Transcripts and Transfers of Records**

566

567 A school shall request a certified copy of a transfer student's record, directly from the transfer
568 student's previous school, within fourteen (14) days after enrolling the transfer student unless
569 the student is a military child (see below).

570

571 The District shall promptly forward education records upon request to officials of other schools
572 or school systems in which the student intends to enroll within thirty (30) school days of the
573 request, unless the student is a military child (see below).

574

575

576 **Military Child's Records**

577

578 If the parent or legal guardian of a military child requests an official education record and the
579 school is unable to release the official education record, the school shall provide the parent or
580 guardian of the military child with an unofficial education record.

581

582 If a school requires an official education record in order to enroll a student, the school shall
583 enroll and appropriately place a military child based on information in an unofficial record
584 pending validation by an official record.

585

586 A school that enrolls a military child shall request a certified copy of a military child's official
587 education record, directly from the military child's previous school, simultaneously with enrolling
588 the military child.

589

590 If a school receives a request to forward a certified copy of a military child's official education
591 record, the school shall comply within ten (10) days of the request.

592

593 "Military child" means a child enrolled in kindergarten through grade 12 who is in the household
594 of an active duty service member. (An "active duty service member" is an individual on full-time
595 duty status in the active uniformed service of the United States, including members of the
596 National Guard and Reserve on active duty orders.

597

598

599 **Records of a Missing Child**

600

601 Upon notification by the Criminal Investigations and Technical Services Division of the
602 Department of Public Safety ("division") of a missing child, the school in which that child is
603 currently or was previously enrolled shall flag the record of that child in a manner that whenever
604 a copy of or information regarding the record is requested, the school is alerted to the fact that
605 the record is that of a missing child.

606

607 The school shall immediately report any request concerning flagged records or knowledge as to
608 the whereabouts of any missing child to the division. The school may not forward the record to
609 the new school.

610
611 Upon notification by the division that a missing child has been recovered, the school shall
612 remove the flag from that child's record.

613
614

615 **The Records Responsibility for Students with Disabilities**

616

617 The official responsible for ensuring the confidentiality of any personally identifiable information
618 in student records for those students with disabilities shall be the Superintendent or designee.

619

620 A current listing of names and positions of persons who have access to student records for
621 those students with disabilities is maintained at the office of the Superintendent or designee.

622

623

624 **Procedure to Amend**

625

626 Within fifteen (15) school days of the record custodian's receipt of a request to amend records,
627 the District shall notify the parents in writing of its decision on the request and, if the request is
628 denied, of their right to a hearing. If a hearing is requested, it shall be held within ten school
629 days after the request is received. Parents shall be notified in advance of the date, time, and
630 place of the hearing.

631

632 An administrator who is not responsible for the contested records and who does not have a
633 direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be
634 given a full and fair opportunity to present evidence, and at their own expense, may be assisted
635 or represented at the hearing. The parents shall be notified of the decision in writing within ten
636 school days of the hearing. The decision shall be based solely on the evidence presented at the
637 hearing and shall include a summary of the evidence and reasons for the decision. If the
638 decision is to deny the request, the parents shall be informed that they have 30 school days
639 within which to exercise their right to place in the record a statement commenting on the
640 contested information and/or stating any reason for disagreeing with the District's decision.

641

642

643 **Notice of Parent and Student Rights**

644

645 The Provo City School District maintains general education records required by law ([Policy](#)
646 [3210](#)). A student's school records are private and are protected from unauthorized inspection or
647 use. A cumulative record is maintained for each student from the time the student enters the
648 District until the student withdraws or graduates. This record moves with the student from school
649 to school.

650

651 By law, both parents, whether married, separated, or divorced, have access to the records of a
652 student who is a minor or a dependent for tax purposes, as do students who are eighteen (18)
653 years of age or older. A parent whose rights have been legally terminated will be denied access
654 to the records if the school is given a copy of the court order terminating these rights.
655

656 The Principal is custodian of all records for currently enrolled students at the assigned school.
657 The Superintendent is the custodian of all records for students who have withdrawn or
658 graduated. Records may be reviewed during regular school hours. The record custodian or
659 designee will respond to reasonable requests for explanation and interpretation of the records.
660 The address of the Superintendent's office is: 280 West 940 North Provo, UT 84604
661

662 The addresses of the school principals can be found on our website or by contacting either the
663 Assistant Superintendent over Elementary Education or the Assistant Superintendent over
664 Secondary Education.
665

666 Parents of a minor or a student who is a dependent for tax purposes, the student (if 18 or older),
667 and school officials with legitimate educational interests are the only persons who have general
668 access to a student's records. "School officials with legitimate educational interests" include any
669 employees, agents, or Board Members of the District, or of cooperatives of which the District is
670 a member, or of facilities with which the District contracts for placement of students with
671 disabilities, as well as their attorneys and consultants, who are (1) working with the student; (2)
672 considering disciplinary or academic actions, the student's case, or a student's individual
673 education plan; (3) compiling statistical data; or (4) investigating or evaluating programs.
674

675 Certain other officials from various governmental agencies may have limited access to the
676 records. The District forwards a student's records on request to a school in which a student
677 seeks or intends to enroll without the necessity of the parent's permission. Parental consent is
678 required to release the records to anyone else. When the student reaches eighteen (18) years
679 of age, he or she has the right to consent to release of records transfers to the student.
680

681 The parent's or student's right of access to, and copies of, student records does not extend to
682 all records. Materials such as, but not limited to, teachers' personal notes on a student that are
683 shared only with a substitute teacher and records on former students do not have to be made
684 available to the parents or students.
685

686 Students over eighteen (18) and parents of minor students may inspect the student's records
687 and request a correction if the records are inaccurate, misleading, or otherwise in violation of
688 the student's privacy or other rights. If the District refuses the request to amend the records, the
689 requestor has the right to a hearing. If the records are not amended as a result of the hearing,
690 the requestor has 30 school days to exercise the right to place a statement commenting on the
691 information in the student's record. Although improperly recorded grades may be challenged,
692 parents and students are not allowed to contest a student's grade in a course through this
693 process. Parents or students have the right to file a complaint with the U.S. Department of

694 Education if they feel that the District is not in compliance with the law regarding student
695 records.

696
697 Copies of student records are available at a minimal cost, payable in advance. Parents may be
698 denied copies of student's records (1) after the student reaches age eighteen (18) and is no
699 longer a dependent for tax purposes; (2) when the student is attending an institution of post-
700 secondary education; or (3) if the parent fails to follow proper procedures and pay the copying
701 charge. If the student qualifies for free or reduced-price lunches and the parents are unable to
702 view the records during regular school hours, upon written request of the parent, one copy of
703 the record will be provided at no charge.

704
705 ~~Certain information about District students is considered directory information. This information~~
706 ~~will be released to anyone who follows procedures for requesting it, unless the parent objects to~~
707 ~~the release of any or all directory information about his child. In connection with receiving~~
708 ~~federal funding, the District is also required by law to provide requesting military recruiters with~~
709 ~~secondary student names, addresses and telephone numbers unless the parent objects to the~~
710 ~~release of that information. (The same objection may be used for both general directory~~
711 ~~information release and release to military recruiters.) This objection must be made in writing to~~
712 ~~the Principal within ten school days after the issuance of this notice. Directory information~~
713 ~~includes: a student's name, address, telephone listing, email address, photograph, date and~~
714 ~~place of birth, major field of study, grade level, participation in officially recognized activities and~~
715 ~~sports, weight and height of members of athletic teams, enrollment status, dates of attendance,~~
716 ~~degrees, honors, and awards received, and most recent previous school attended.~~

717
718 ~~Certain student information is designated as directory information and may be released upon~~
719 ~~request unless a parent designates that they do not want this information shared. The District is~~
720 ~~also required to provide secondary students' names, addresses, and telephone numbers to~~
721 ~~military recruiters upon request unless a parent objects. Parents will be given an opportunity to~~
722 ~~provide permission for this information to be shared during the online registration process.~~

723
724 ~~Directory information includes a student's name, contact information, photograph, date and~~
725 ~~place of birth, field of study, grade level, participation in activities and sports, physical~~
726 ~~measurements of athletes, enrollment status, attendance dates, degrees, honors, awards, and~~
727 ~~most recent school attended.~~

728
729 ~~The District's complete policy regarding student records is available on the district website.~~
730 ~~from the Principal's or Superintendent's office.~~

731

732

733 **Legal References**

734 [20 U.S.C. § 1232g](#)

735 [34 CFR § 99.3](#)

736 [Utah Code § 53E-9-202 \(2019\)](#)

737 [Utah Code § 53E-9-204\(1\) \(2019\)](#)

738 [Utah Code § 53E-9-304\(2\) \(2020\)](#)

739 [Utah Code § 63G-15-201 \(2012\)](#)
740 [20 U.S.C. § 1232g](#)
741 [34 CFR § 99.3](#)
742 [Utah Code § 53E-9-205 \(2023\)](#)
743 [34 CFR § 99.4](#)
744 [Utah Code § 53E-9-205\(2\) \(2023\)](#)
745 [34 CFR § 99.5\(a\)\(1\)](#)
746 [34 CFR § 99.3](#)
747 [34 CFR § 99.12\(a\)](#)
748 [34 CFR § 99.10](#)
749 [Utah Code § 53E-9-204\(4\)\(a\) \(2019\)](#)
750 [34 CFR § 99.31](#)
751 [34 CFR § 99.35](#)
752 [34 CFR § 99.31](#)
753 [34 CFR § 99.37](#)
754 [34 CFR § 99.31](#)
755 [20 U.S.C. § 1232g](#)
756 [34 CFR § 99.20](#)
757 [34 CFR § 99.21](#)
758 [Utah Code § 53E-9-205 \(2023\)](#)
759 [20 U.S.C. § 1232g\(e\)](#)
760 [34 CFR § 99.7](#)
761 [34 CFR § 99.37](#)
762 [20 U.S.C. § 1232g](#)
763 [34 CFR § 99.3](#)
764 [20 U.S.C. § 1232g](#)
765 [34 CFR § 99.11](#)
766 [34 CFR § 300.501\(a\)](#)
767 [State Board of Education Special Education Rules IV.A.1](#)
768 [34 CFR § 300.613\(b\)\(3\)](#)
769 [State Board of Education Special Education Rules IV.V.5](#)
770 [34 CFR § 300.613\(a\)](#)
771 [State Board of Education Special Education Rules IV.V.5](#)
772 [34 CFR § 300.614](#)
773 [State Board of Education Special Education Rules IV.V.6](#)
774 [34 CFR § 300.622](#)
775 [20 U.S.C. § 1232h](#)
776 [Utah Code § 53E-9-203 \(2024\)](#)
777 [34 CFR § 300.623](#)
778 [34 CFR § 300.624](#)
779 [34 CFR § 99.5\(a\)\(1\)](#)
780 [34 CFR § 99.3](#)
781 [34 CFR § 300.625](#)
782 [Utah Code § 53E-9-204\(4\)\(b\)\(ii\) \(2019\)](#)
783 [34 CFR § 300.622\(b\)\(1\)](#)
784 [Utah Code § 53E-9-204 \(2019\)](#)
785 [Utah Code § 53G-6-604 \(2018\)](#)
786 [Utah Code § 53E-3-903\(1\) \(2019\)](#)
787 [Utah Code § 53E-3-905\(1\), \(2\) \(2018\)](#)

788 [*Family Education Rights and Privacy Act, 20 U.S.C. § 1232g*](#)
789 [*20 U.S.C. § 1232g\(e\)*](#)
790 [*Utah Code § 53E-9-202\(2\) \(2019\)*](#)
791 [*20 U.S.C. § 7908*](#)

792

793 **Board Approved:**

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DRAFT



Family Education Rights and Privacy Compliance Policy (FERPA)
Policy Series: 3000 Students

Policy No. 3210

Purpose:

The purpose of this policy is to ensure that the District protects the privacy and confidentiality of student education records in accordance with the Family Educational Rights and Privacy Act (FERPA) and applicable state law. The Board of Education recognizes the importance of safeguarding student information while allowing appropriate access to educational records by parents, eligible students, and authorized individuals.

This policy establishes guidelines for the collection, maintenance, access, use, and disclosure of student education records. The Board is committed to ensuring that district employees understand their responsibilities under FERPA and that student information is handled in a manner that protects student privacy while supporting the effective operation of the educational program.

This policy closely aligns with Policy 3200: Student Records.

Overview:

It is the policy of the Provo City School District Board of Education to follow state and federal laws and guidelines pertaining to student records and family privacy rights. In general, district employees are directed not to disclose personal information about students or their school performance unless the individual or agency requesting such information has both a legal right and a legitimate educational need to obtain it.

The purpose of this policy is to assure students and their parent(s)/guardian(s) of their rights under the law, including the following:

1. The right to examine and request the amendment of education records (Family Educational Rights and Privacy Act (FERPA));

- 39 2. The right to limit access to student records and/or personal information, in certain
40 circumstances, by requiring the prior written consent of a parent(s)/guardian(s) before
41 the information or records can be released (FERPA);
42
43 3. The right to be notified of, examine, and either consent to or opt out of participating in
44 surveys or educational activities that relate to specific protected areas (Protection of
45 Pupil Rights Amendment (PPRA));
46
47 4. The right to deny the release of names, addresses, and telephone numbers of high
48 school students to military or college recruiters (Elementary and Secondary Education
49 Act (ESEA)); and
50
51 5. ~~To maintain the rights of~~ The right of students, 18 years and older, to make their own
52 educational decisions and keep their school-related information confidential.
53
54

55 **Legal References:**

56 [20 U.S.C. 1232g](#)

57 [20 U.S.C. 1232h](#)

58 [10 U.S. Code § 503](#)

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60 **Board Approved:**

August 12, 2014

61 **Revised:**

February 11, 2020

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Family Education Rights and Privacy Act (FERPA) Protocols
Policy Series: 3000 Students

Policy No. 3210
Procedure 1

Definitions:

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1. "School Official" means a person employed by or acting on behalf of the District who has a legitimate educational interest in accessing a student's education records in order to fulfill assigned professional responsibilities. This includes teachers, administrators, supervisors, school board members, support staff (such as health, counseling, clerical, transportation, food service, safety, and IT personnel), and law enforcement or school resource officers assigned to the District.
2. "Legitimate educational interest" means access to the education record is necessary to perform a task related to the individual's professional duties for the District.
3. "Eligible student" means a student who has reached 18 years of age or is attending an institution of postsecondary education, at which point all rights under the Family Educational Rights and Privacy Act (FERPA) transfer from the parent to the student. An eligible student has the right to access, inspect, and request amendment of the student's education records, and to consent to the disclosure of personally identifiable information from those records, except as otherwise permitted by law.

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Family Educational Rights and Privacy Act (FERPA) Protocols

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1. General Procedures:
 - a. A copy of the Annual FERPA Notice must be included in the student registration process. Provo City School District's online registration process will include the FERPA notice, and parents will have to acknowledge receipt of the policy and agree to any student information that is shared (i.e. media release, directory information).

- 39 b. The Annual FERPA Notice will be posted on the Provo City School District
40 website, ~~and/or otherwise widely distributed and available to~~
41 ~~parent(s)/guardian(s).~~
42
43 c. The Provo City School District Notice for Directory Information will be included in
44 the school registration process, and posted on the Provo City School District
45 website. ~~and/or otherwise widely distributed and available to~~
46 ~~parent(s)/guardian(s).~~
47

48 2. Denial of Release of Student Information:

- 49
50 a. When a school receives either a parent's/guardian's, or eligible student's (those
51 over the age of 18 or who have been emancipated) written request, using the
52 district student registration process, to deny the release of the student's directory
53 information, the school will enter the request into the student information system
54 in a timely manner and in such a way that any employee being asked to provide
55 student information may readily determine whether a request has been made to
56 deny disclosure of the student's information.
57
58 b. ~~When parent(s)/guardian(s) or eligible student chooses the option of denying the~~
59 ~~release of directory information, they are opting out of the release of all~~
60 ~~designated information, except to the extent that FERPA authorizes disclosure~~
61 ~~deemed by the district as necessary to protect the health or safety of the student~~
62 ~~or other individuals. and disclosure to school officials with legitimate educational~~
63 ~~interests. If a parent, guardian, or eligible student chooses to deny the release of~~
64 ~~directory information, they are opting out of sharing all designated information.~~
65 ~~However, there are exceptions. The district may still disclose information if~~
66 ~~allowed under FERPA to protect the health or safety of the student or others.~~
67 ~~Information may also be shared with school officials who have a legitimate~~
68 ~~educational interest.~~
69
70 c. ~~A school official is a person employed by the district as an administrator,~~
71 ~~supervisor, instructor, or support staff member (including health or medical staff~~
72 ~~and law enforcement unit personnel); a person serving on the school board; a~~
73 ~~person or company with whom the district has contracted to perform a special~~
74 ~~task (such as an attorney, hearing officer, auditor, medical consultant, therapist,~~
75 ~~or app/website); or a parent/guardian or student serving on an official committee,~~
76 ~~such as a disciplinary or grievance committee, or assisting another school official~~
77 ~~in performing his/her tasks. A school official has legitimate educational interest if~~
78 ~~the official needs to review an education record in order to fulfill his or her~~
79 ~~professional responsibility.~~
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81 d. Parent(s)/guardian(s) may not select items or circumstances under which some
82 information may or may not be released.

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~~e. Once an eligible student or parent(s)/guardian(s) have made a request to deny the release of the student's information, the request will be effective in successive school years, unless changed in writing by the eligible student or parent(s)/guardian(s).~~ Parental permission to either deny or allow the release of the student's information must be renewed annually during the registration process.

f. Each school will monitor requests to deny release of their students' directory information to ensure that the request is honored.

g. At the high school level, all requests for student names, addresses and telephone listings received from military recruiters or institutions of higher education will be referred to the Provo City School District Office of Student Services for a response.

h. Before releasing student directory information, the Superintendent's Designee Assistant Superintendent of Student Services, or school administration, or designee will review the district database to verify that parent(s)/guardian(s) or eligible student's requests to deny release of the student's information have been correctly entered into the Student Information System.

i. The district will not release directory information of any eligible student who has requested, or whose parent(s)/guardian(s) have requested that the information not be released.

3. Requests to Review Student Records:

 a. Parents and legal guardians of students currently enrolled or eligible students may submit a written request to the school principal or designee to review or obtain copies of the student's records.

 b. Before allowing a person access to student records, school personnel must verify the identity of the person making the request. The district designates certain student information as Directory Information. Such information may be released without parental/guardian consent; however, student information should not be released routinely on request from the public. School employees should contact Student Services if they have questions about requests they may receive.

c. Access to school records under FERPA pertains only to official educational records, such as grades, attendance, and other information found in the cumulative file. It does not extend to classroom records held by an individual teacher, principal, counselor or other staff.

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- d. Schools are not required to prepare special reports or to recreate lost or destroyed records to satisfy a request for student records.
 - e. Copies of records must be provided to parent(s)/guardian(s), and students at a reasonable **minimal** cost. Inability to pay reproduction costs may not prohibit access to the record itself.
 - f. Requests for access to records should be granted in a timely manner and no longer than 45 days from the date of the request.
 - g. Schools must maintain a record of each request for access to, and each disclosure they make from an education record.
 - h. The record of access must include the name(s) of party(ies) who have requested or received information from the records and the reason for the request.
 - i. A copy of the signed parent/guardian consent to NOT release a record must be kept on file.

146 4. Custody Issues and Non-Custodial Parent Requests for Information & Contact:

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- a. Non-custodial parent/guardian has the right to access their student's record unless the school is presented with a court order that prohibits the non-custodial parent/ guardian from such access.
 - b. Custodial parent/guardian may not prohibit the non-custodial parent's/guardian's access to their child's record unless prohibited by court order.
 - c. Non-custodial parent/guardian must make a written request to obtain their student's educational record.
 - d. Schools will not accept or honor any standing request for periodic release of records to non-custodial parent/guardian.
 - e. FERPA applies only to written educational records. It does not govern personal contacts, visits, or conferences.
 - f. Typically, parent(s)/guardian(s) do not visit children at school during school hours, regardless of whether the parent(s)/guardian(s) have custody. If a school permits parent(s)/guardian(s) to visit their child during school hours, and there is a court order regarding custody, a noncustodial parent/guardian may only have access to the child with the permission of the custodial parent or as specifically authorized in the court order.

- 171 g. School personnel are prohibited from writing letters of support for parent(s)/
172 guardian(s) who are involved in legal custody disputes or proceedings, nor may
173 they be acting as a mediator for custody disputes or visitation disagreements.
174
- 175 h. In situations where legal custody cannot be verified or staff cannot determine
176 who has legal authority over and access to the child, the school will:
- 177 i. Allow only the person who enrolled the student to un-enroll the student;
 - 178 ii. Contact a police officer or DCFS and release the student to one of them
179 when parties are in conflict and cannot agree upon to whom the student
180 may be released.
- 181
- 182 i. If any person causes a disruption on a school campus, the principal has the legal
183 authority to require disruptive parent(s)/guardian(s) or other adults to refrain from
184 coming on to school property without making arrangements through him or her.
185 Principals can deny such persons any access to school property if there is safety,
186 annoyance, or potential injury concerns, [Utah Code 53G-8-603](#). ~~53A-3-503~~ The
187 principal should notify the person in writing of his or her decision about their
188 access.
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190 5. Requests to Amend Student Records:

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- 192 a. If a parent(s)/guardian(s) believes their student's record contains information that
193 is inaccurate, misleading or in violation of the student's right of privacy, they may
194 request that the record be amended or corrected.
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 - 196 b. Parents or guardians should submit a written request to the principal for a review
197 of their student's record. The parent(s)/guardian(s) should cite information they
198 believe to be inaccurate, misleading or a violation of their child's privacy rights
199 and provide any documentation that supports their belief.
200
 - 201 c. The principal will review the record and gather more information which may
202 include conferencing with the parent(s)/guardian(s) to clarify their concerns. The
203 principal will render a decision within 20 school days of the receipt of the request.
204
 - 205 d. If parent(s)/guardian(s) wish to appeal the principal's decision, they may send a
206 written request for a hearing to the ~~Teaching and Learning Office~~ **Assistant**
207 **Superintendent over Elementary or Secondary Education** within ten (10) school
208 days of the principal's decision.
209
 - 210 e. The ~~Teaching and Learning Office~~ **Assistant Superintendent of Elementary or**
211 **Secondary Education** will refer the appeal to the ~~Assistant Superintendent~~
212 **Director** of Student Services who will conduct a hearing within 20 school days in
213 which the parent(s)/guardian(s) have the opportunity to present evidence
214 supporting their request that the record be changed.

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- f. Parent(s)/guardian(s) may be assisted or represented by one or more individuals, including their attorney; however, parent(s)/guardian(s) must give advanced notice if they intend to bring legal counsel so that the district has the opportunity to have legal representation as well.
- g. The ~~Assistant Superintendent~~ **Director** of Student Services will render a written decision within 20 school days. The decision will include a summary of the evidence and the reasons for the decision.
- h. If the decision is made to amend or correct the student's record, the amendment will be made and the parent(s)/guardian(s) will be informed of the amendment in writing.
- i. If the ~~Assistant Superintendent~~ **Director of** Student Services determines that the record will not be changed, the parent(s)/guardian(s) may place a statement in the record commenting on the contested information and/or an explanation of why they disagree with the district's decision.

6. Requests for Records by Subpoena or in an Emergency:

- a. Before releasing student information when subpoenaed by law (unless otherwise ordered in the subpoena not to), the school should notify the parent(s)/guardian(s) that their child's record has been subpoenaed so that the parent(s)/guardian(s) have the opportunity to seek legal counsel.
- b. School officials may disclose student information to appropriate parties in an emergency situation, if the sharing of information is necessary to protect the health or safety of the student or others.

7. Notification and Requests to Review Materials under [Protection of Pupil Rights Amendment \(PPRA\)](#):

- a. Parents or guardians must receive notification at least two weeks before any survey, analysis, or evaluation may be administered to students or any planned activities or class assignments are implemented, if the content relates to one or more of the eight protected areas under PPRA.
- b. Parents or guardians must give written consent for their student to participate in any of the above named activities.
- c. School staff will provide appropriate consent forms to parent(s)/guardian(s) and will monitor student participation as per written parental/guardian consent.
- d. Parents or guardians may waive the two-week minimum notification period.

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e. Parents or guardians will have access to and the opportunity to review any and all materials, surveys, assignments, or evaluations if the content relates to any of the protected areas under PPRA.

8. Media Requests and Internet Safety:

a. Unless the release of a student’s information has been denied as described in the Annual FERPA Notice, the student may be photographed or videotaped by news media during coverage of school events or programs.

Legal References

[Utah Code § 53G-7-204 \(2018\)](#)

Adopted:



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Prohibited Disclosure or Psychological Testing
Policy Series: 3000 Students

Policy No. 3210
Procedure 2

10 Except as permitted below for crisis intervention, the School District prohibits the administration
11 of any psychological or psychiatric examination, test, treatment, survey, analysis or evaluation
12 or the obtaining or disclosing of defined information in curriculum or other school activities
13 unless the student's parent has been given prior written notice and the School District has
14 obtained consent as defined in this policy. ~~if such disclosure would tend to reveal information~~
15 ~~concerning the student's or a family member's~~ This requirement applies if such administration,
16 obtaining, or disclosure would tend to reveal information concerning the student's or a family
17 member's:

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1. political affiliation or philosophies (except as provided in [Policy 4340](#));
2. mental or psychological problems;
3. sexual behavior, orientation, gender identity or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of individuals with whom the student or family member has close family relationships;
6. religious affiliation or beliefs;
7. legally recognized privileged and analogous relationships, such as those with attorneys, medical professionals or religious clerics; and
8. income, except as otherwise required by law.

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Providing mental health services to students (as distinguished from testing or inquiries about the topics above) can only be done as provided in [Policy 3419](#).

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A school may not provide either a reward or a consequence to a student for participation or lack of participation in any such psychiatric examination, testing, treatment, survey, analysis, or evaluation.

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At least two weeks before the identified information is obtained or disclosed, the parent of the affected student shall be given written notice of intent to obtain or disclose requested information. However, this requirement does not apply if there is a contrary court order, or the school employee is acting in response to a situation that the employee reasonably believes is

41 an emergency, or where the matter has been reported to the Division of Family Services and
42 the Division has asked that the information not be disclosed to the parent.

43
44 The notice to the parent shall state the availability of written information concerning:

- 45
46 1. the nature of records or information about relationships that have been requested for
47 examination;
- 48 2. the means by which the records or information shall be examined;
- 49 3. a copy of any questions to be asked of the student in obtaining the desired survey
50 information to be made available to the school;
- 51 4. the means by which the information shall be obtained;
- 52 5. the identity of the person(s) or entity requesting release of the information;
- 53 6. the purposes for which the records are needed;
- 54 7. a method by which the parent of a student can grant permission to access or examine
55 the personally identifiable information.

56
57 The written notice shall also include the survey or examination to be administered to the
58 student, the intended purposes and uses of the data collected, the types of persons or
59 governmental entities that share the data (including a list of recipients of student-level data) or
60 receive the data on a regular or contractual basis, and (if applicable), the record series in which
61 the data is or will be included. If express written consent from the parent has not been obtained
62 authorizing the collection or release of information and documents defined above, such
63 documents and information shall not be obtained or disclosed.

64 65 66 **Term of Consent**

67
68 Unless specifically stated otherwise in the authorization, the authorization is valid only for the
69 activity for which it was granted. However, the school district is authorized to request parental
70 authorization that shall be valid until the commencement of the subsequent school year or until
71 the student withdraws from the program in which such testing, evaluation or survey is
72 conducted. A school may not use a prior written consent that was obtained by a different school
73 district for a student that transfers to the District after the beginning of the school year.

74 75 76 **Annual Prior Written Consent**

77
78 Each year at the time of registration, each school shall obtain prior parental written consent for
79 surveys relating to an early warning system described in Utah Code § 53F-4-207, surveys that
80 include social emotional learning questions, and if the school elects to administer it, the school
81 climate survey described in Utah Code § 53G-8-802 and Policy 7140.

82 83 84 **Permitted Crisis Intervention**

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Notwithstanding the prohibitions stated above, if a school employee, agent, or resource officer believes a student is at risk of (a) attempting suicide, (b) physical self-harm, or (c) harming others, then the employee, agent, or officer may question the student about the suicidal thoughts, self-harming behavior, or thoughts of harming others in order to refer the student to appropriate prevention services and to inform the student’s parent. However, the questioning shall be limited to that which is necessary for referral to prevention services or to make the parent aware of the perceived risk.

Private Information

The data collected through an authorized test or survey is a private record which may not be shared except in accordance with the Family Educational Rights and Privacy Act (“FERPA”). Such data also may not be included in a student’s Student Achievement Backpack, as that term is defined in Utah Code § 53E-3-511. The data may only be used for the purposes and by the persons or entities identified in the written notice to the parent.

Legal References

- [Utah Code § 53E-9-203\(1\)\(a\) \(2024\)](#)
- [Utah Code § 53G-9-902 \(2025\)](#)
- [Utah Code § 53E-9-203\(4\)\(b\) \(2024\)](#)
- [Utah Code § 53E-9-203\(6\)\(a\) \(2024\)](#)
- [Utah Code § 53E-9-203\(2\), \(5\) \(2024\)](#)
- [Utah Code § 53E-9-203\(4\)\(a\), \(6\)\(c\) \(2024\)](#)
- [Utah Code § 53E-9-203\(1\)\(b\) \(2024\)](#)
- [Utah Code § 53E-9-203\(8\) \(2024\)](#)
- [Utah Code § 53E-9-203\(11\) \(2024\)](#)

Adopted:

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Married Students
Policy Series: 3000 Students **Policy No. 3116**

Purpose

The purpose of this policy is to ensure that all students are afforded equal access to educational opportunities and school programs regardless of marital status. In accordance with applicable federal and state laws, the Board affirms that students who are married retain the same rights, privileges, and responsibilities as other enrolled students.

The Board is committed to maintaining a learning environment that treats all students fairly and supports their continued engagement in their education.

Policy

This policy establishes that marriage shall not be used as a basis to deny, limit, or otherwise restrict a student's participation in academic programs, extracurricular activities, services, or other school-sponsored opportunities. Married students shall have the same rights and responsibilities as unmarried students. This includes the right to participate in any extracurricular activities on the same basis, and subject to the same requirements, as unmarried students.

Legal References

- [Utah Constitution, Article X, Section 2](#)
- [Utah Code § 53G-6-302](#)
- [34 C.F.R. § 106.40](#)
- [Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681](#)

Board Approved:

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Pregnant Students
Policy Series: 3000 Students **Policy No. 3117**

9 **Purpose**

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11 The purpose of this policy is to ensure that students who are pregnant, have recently given
12 birth, or are experiencing pregnancy-related conditions are able to continue their education
13 without discrimination or unnecessary barriers. The Board recognizes that pregnancy and
14 related conditions do not diminish a student's right to participate fully in the educational
15 program.

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18 **Policy**

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20 This policy establishes expectations for schools to provide reasonable support, flexibility, and
21 access to academic and extracurricular opportunities so that pregnant and parenting students
22 may continue their education and progress toward graduation. The Board is committed to
23 maintaining a school environment that protects the dignity, privacy, and educational rights of
24 students while complying with applicable state and federal law.

25
26 The District shall provide for maintaining the educational program of pregnant students.
27 Students who, for an appropriate period of time, desire to continue their education in an
28 alternative setting rather than continuing in the regular education program may be provided
29 services through the special education program. The District may also provide alternative
30 settings or other services to pregnant students using allowable funds.

31
32 The decision whether to continue in the regular school program or in an alternative setting shall
33 rest with the student.

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35 Pregnancy and related conditions shall be treated as justification for a leave of absence for a
36 period of time as deemed medically necessary by the student's physician. Students shall be
37 reinstated to the status they held when the leave began.

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40 **Legal References**

41 [Utah Constitution, Article X, Section 2](#)
42 [Utah Code § 53G-6-302](#)
43 [34 C.F.R. § 106.40](#)
44 [Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681](#)

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Board Approved:

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Student Complaints
Policy Series: 3000 Students

Policy No. 3328

Purpose

The purpose of this policy is to secure, at the first possible level, prompt and equitable resolution of student complaints, including those alleging discrimination on the basis of race, religion, color, sex, national origin, disability, sexual orientation, or gender identity.

Overview

The Board recognizes the right of students to express concerns and provide public comment at Board meetings in accordance with the Board's procedures for public participation.

Students who wish to address the Board may do so during the public comment portion of a Board meeting, subject to time limits and procedures established by the Board. Comments should be respectful and limited to matters within the authority of the Board.

Concerns or complaints regarding individual students, employees, or specific school matters should first be addressed through the appropriate school or district administrative channels outlined below before bringing them to an open board meeting. The Board generally will not hear complaints regarding personnel matters, student discipline, or other issues that are appropriately addressed through established complaint or grievance procedures.

The Board may direct individuals raising concerns to the appropriate administrator so the matter may be reviewed and resolved through the proper process.

Exclusions

Student complaints regarding instructional materials (policy TBD), removal to alternative education programs (new policy TBD), expulsion, prior review of non-school materials intended for distribution to students (Policy 3530), or special education appeals (Policy 4160) are covered by separate procedures. Student complaints relating to sexual harassment (which is one form of

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41 sex discrimination) are addressed using the procedure in [Policy 3214](#) instead of the procedure
42 in this policy. (Student complaints about other forms of sex discrimination can be raised under
43 this policy.)

46 **Aggrieved Students**

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48 A student aggrieved by a violation of a constitutional, statutory, or common law right, or a
49 violation of a rule adopted by the State Board of Education or a policy adopted by the Board
50 shall be afforded a hearing in accordance with applicable law and as provided in this policy.
51 However, this provision shall not be construed to create an independent right to a hearing
52 before the Board in addition to hearings required by law.

55 **Presentations and Hearings**

56
57 In most circumstances, students shall be entitled to administrative conferences and informal
58 presentations of the complaint as outlined in this policy.

60 **Representation**

61
62 The student may be represented by an adult at any level of the complaint.

63
64 If the complaint involves a problem with a teacher, the student shall in most circumstances be
65 expected to discuss the matter with the teacher before requesting a conference with the
66 **Assistant Principal at Level One.**

69 **Level One**

70
71 A student who has a complaint shall request a conference with the **Assistant Principal** within ten
72 calendar days of the time the student knew, or should have known, of the event or series of
73 events causing the complaint. The **Assistant Principal** shall schedule and hold a conference with
74 the student within five days.

76 **Level Two**

77 **If the outcome of the conference with the Assistant Principal is not to the student's satisfaction,**
78 **the student has ten calendar days to request a conference with the Principal. A student who**
79 **has a complaint shall request a conference with the Principal within ten calendar days of the**
80 **time the student knew, or should have known, of the event or series of events causing the**
81 **complaint.** The Principal shall schedule and hold a conference with the student within five days.

84 **Level Two Three**

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If the outcome of the conference with the Principal is not to the student's satisfaction, the student has ten calendar days to request a conference with the Assistant Superintendent over Elementary or Secondary education or designee who shall schedule and hold a conference. Prior to or at the conference, the student shall submit a written complaint that includes a statement of the complaint and any evidence in its support, the solution sought, the student's signature, and the date of the conference with the Principal.

Level Three Four

If the outcome of the conference with the Assistant Superintendent or designee is not to the student's satisfaction, the student may present the complaint to the Deputy Superintendent or Superintendent.

Level Five

If the outcome of the conference with the Deputy Superintendent or Superintendent is not to the student's satisfaction, the student may present the complaint to the Board at the next regular meeting during public comment. The student shall, at least 5 days before the meeting, provide a written statement identifying specifically the claimed violation and the relief requested. The Board shall designate a portion of its regular monthly meeting to hear public comment. The Board President may set reasonable time limits on public comment. The Board shall listen to the complaint but is not required to respond or take action on the matter unless it determines that is appropriate. If at least three board members deem that the complaint should be addressed in a future public meeting, Board Leadership may add the complaint/issue to an upcoming board meeting agenda.

Closed Hearing

If the complaint involves complaints or charges about another person, the complaint shall be heard by the Board in a closed meeting unless the other person complained about requests for the meeting to be public.

Legal References

Utah Code § 52-4-201.3

Board Approved:

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Limitations on Employee Extra Duty Assignments

Policy Series: 5000 Personnel

Policy No. 5082

Purpose:

The purpose of this policy is to establish clear expectations regarding the assignment of extra duty responsibilities to employees. The Board recognizes the importance of maintaining reasonable workloads for employees while ensuring that schools are able to provide high-quality programs, services, and extracurricular opportunities for students.

This policy is intended to promote fairness, transparency, and consistency in the assignment of extra duty responsibilities by establishing guidelines for the distribution and approval of such assignments. The Board seeks to ensure that extra duty assignments do not interfere with employees' primary professional responsibilities or compromise the effective operation of the school program while supporting employee well-being and organizational effectiveness.

Definitions

For purposes of this policy, "extra duty assignment" means an appointment which is in addition to the regular work duties of the employee, such as an assignment for coaching or directing athletics, choirs, bands, debate programs, drama and similar extracurricular activities.

For purposes of this policy, "volunteer" is a person who donates services without pay or other compensation except expenses actually and reasonably incurred, reasonable benefits and/or a nominal fee.

Extra Duty Employment for Education Support Professionals

Education support professionals may support a school in an extra duty position provided that the assignment is significantly different from their current job description and if the compensation is a stipend and similar to that offered to licensed employees. If the extra duty

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40 assignment is similar to their current job assignment, then the district would be required to
41 compensate the employee at the overtime rate.

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44 **Career Status Not Available in Extra Duty Assignment**

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46 Certified employees do not acquire an expectation of continued employment or career status in
47 the extra duty portion of any contract. The District retains the right to terminate extra duty
48 appointments assignments and the pay for such extra duty appointments assignments within its
49 sole discretion at the end of a contract term.

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52 **Legal References**

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54 **Board Approved:**

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**Contracts: Education Support Professionals
Policy Series: 5000 Personnel**

Policy No. 5080

10 **Purpose**

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12 The purpose of this policy is to define and recognize Education Support Professionals (ESPs)
13 within the District and outline the parameters that must exist for an ESP to be eligible for
14 benefits consistent with District practice, state law, and applicable contracts or agreements. In
15 2013, the State of Utah changed its eligibility thresholds (e.g., required hours per week) for
16 retirement and health insurance benefits. The District is committed to ensuring transparency in
17 what we provide to our Education Support Professionals who contribute significantly to a safe
18 and effective learning environment.

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21 **Definitions:**

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23 Education Support Professional: non-licensed staff who provide essential services that support
24 student learning and school operations, such as paraprofessionals, clerical staff, custodial and
25 maintenance personnel, transportation employees, food service workers, and other classified
26 employees.

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29 **Job Descriptions**

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31 The Board shall direct the Superintendent to adopt job descriptions ~~adopt policies~~ specifying the
32 duties of each of its education support positions of employment. The Board shall direct the
33 Superintendent to assign positions of employment to meet the specific needs of the District.

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36 **Benefits for Employees Hired after July 1, 2013**

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38 Unless otherwise defined by District policy or negotiated agreement and subject to Federal law,
39 an education support professionals (ESPs) hired on or after July 1, 2013:

- 40 1. may be required to work twenty (20) hours or more in a regular work week; and
- 41 2. may be exempt from receiving benefits normally provided to education support
42 professionals [if they work fewer than 30 hours and are not a contracted Education](#)
43 [Support Professional](#).

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47 **Legal References**

48 [Utah Code § 53G-4-402\(5\), \(17\) \(2025\)](#)

49 [Utah Code § 49-12-102\(5\)\(c\) \(2025\)](#)

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52 **Board Approved:**

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Employee Compensation and Benefits: Overtime
Policy Series: 5000 Personnel

Policy No. 5320
Procedure 3

10 **Definitions:**

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1. "Work week" is defined as the period of time beginning at midnight between Saturday night and Sunday morning and ending the next Saturday midnight.
2. "Regular time" is the number of hours an employee is authorized to work during the work week through 40 hours.
3. "Overtime work" is defined as time worked in the "work week," as defined by policy, exceeding 40 hours for a non-exempt employee in which non-exempt employee is compensated at a rate not less than 1 ½ times the employee's hourly rate. Exceptions exist for an Education Support Professional engaged in work that is decidedly different from their daily assignment and is paid as part of a stipend (i.e. coaching assignment).

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25 **Overtime Requires Prior Approval**

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Before overtime is recorded or overtime work is performed for the District, an employee shall obtain written or verbal approval from the employee's supervisor or from another officer or administrator having authority to authorize the overtime.

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32 **Location**

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All regular time work and authorized overtime work must be completed on site unless prior authorization is obtained. Employees must receive written authorization prior to the start of any off-site work.

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1. "On-site work" is defined as work performed within the normal course and scope of employment at the District's regular places of business, e.g., schools, district office, bus warehouse, etc.

- 40 2. "Off-site work" is any work performed at a location different from the District's regular
41 places of business.
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44 **Time Keeping**
45

46 Each employee will comply with District time-keeping protocols by promptly recording daily
47 regular time worked only by time clock or specific method prescribed by the District.
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50 **Failure to Comply**
51

52 Failure to comply with this policy and/or the District's overtime procedures may result in
53 disciplinary action, up to and including termination.
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56 **Compensatory Time**
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58 Compensatory (Comp) time off in lieu of overtime pay is not permitted. (See [Flex Time](#)
59 [Procedure 5320 P5](#))
60

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62 **Education Support Professional (ESP) Overtime Work**
63

64 The Provo City School District determines the working hours and shift schedule for all non-
65 exempt employees.
66

67 The workweek for employees will be Sunday through Saturday and no more than forty (40)
68 hours per week, except in unusual circumstances or during seasonal overloads. Except when
69 life, limb or property is at risk, overtime requires the prior written approval (email) of the
70 employee's supervisor. All overtime must be submitted in the pay period earned with the written
71 request to and approval by the Supervisor. Supervisors will coordinate with employees to
72 schedule assigned work within allotted time when possible.
73

- 74 1. Non-exempt employees required to work over forty (40) hours in the same week shall be
75 paid one and one-half (1.5) times their hourly rate for each hour over forty (40).
76
77 2. Off-duty, non-exempt employees who are called in to work shall be given a minimum of
78 one (1) hour of pay. If the work hours exceed the forty (40) hour per week maximum, the
79 employee will be paid at the overtime rate.
80
81 3. Non-exempt, contracted employees required to work days beyond those specified on
82 their contract will be compensated at their appropriate daily rate.
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84 **Licensed Overtime Work**

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86 Professional teachers, as exempt employees, are expected to work the number of hours to
87 successfully complete their job assignments. Teachers' professional salaries are calculated
88 based upon a forty-hour work week. As professional employees, teachers are not expected to
89 clock in and out each day.

90

91 Teachers in Provo School District should be commended for their professional work ethic and
92 the dedication they have for their students. It is the minimum expectation that all educators
93 arrive 30 minutes before class begins and remain at the school 30 minutes after class is
94 dismissed.

95

96 Licensed employees are exempt when working in their primary contract position and therefore,
97 not eligible for overtime. Additional hourly assignments that are significantly different from the
98 primary licensed contract must be completed outside the contract working hours (eight hour
99 contract day, total number of contract days, etc.) ~~and will not exceed 40 hours per week.~~

100 Compensation for certified, exempt employees performing hourly work will be according to the
101 appropriate District pay schedule for the work performed. **Other assignments, such as coaches
102 and advisors will be compensated according to a stipend schedule. Because the assignment is
103 different from their daily teaching duties, it can require them to work beyond the 40 hours per
104 week.**

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107 **Legal References**

108 [Utah Code 477-8-5](#) Comp time for FLSA Non-Exempt Employees

109 [29 U.S.C. 201 Fair Labor Standards Act of 1983](#)

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112 **Adopted by Board of Education**

December 10, 2013

113 Revised

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Mediation of Contract Negotiations
Policy Series: 5000 Personnel

Policy No. 5026

Purpose:

The purpose of this policy is to establish a structured process for mediation when the Board of Education and a recognized teacher association are unable to reach agreement on matters subject to discussion or negotiation. The Board recognizes the value of collaborative relationships with employee associations and is committed to resolving differences in a constructive, professional, and timely manner.

This policy provides for the use of mediation as a neutral and voluntary process intended to assist the parties in clarifying issues, exploring options, and working toward mutually acceptable solutions. The Board believes that mediation can promote effective communication, strengthen working relationships, and support decisions that serve the best interests of students, employees, and the educational mission of the district.

Mediation

In the course of contract negotiations between a professional local organization representing a majority of certified employees of the District, either the president of the professional local organization or the chairman of the Board may, after the parties have negotiated for ninety days, declare an impasse. If the Board elects to declare an impasse, the chairman of the Board shall deliver a written notification of the impasse to the president of the professional local organization and to the State Board of Education.

Upon declaring an impasse, or upon receiving notice of declaration of an impasse from the local professional organization, the Board shall name a third-party mediator agreeable to the Board. If agreement on a third-party mediator cannot be reached between the Board and the local professional organization, the Board will request the state superintendent to appoint a mediator.

The Board shall work together with the state superintendent and the professional local organization in appointing a mediator who is mutually acceptable to the Board and to the

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40 professional organization. The Board shall share equally in the cost of mediation with the local
41 professional organization.

42
43 In the event that no agreement is reached regarding a mediator, the Board shall appoint a
44 mediator.

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46 The mediator may not without the consent of both parties make findings of fact or recommend
47 terms for settlement.

48 49 50 **Hearing**

51
52 If the mediator appointed by the state superintendent is unable to effect settlement of the
53 controversy within fifteen working days after his or her appointment, either the Board or the
54 president of the local professional organization may request that the dispute be submitted to a
55 hearing officer who will make findings of fact and recommend terms of settlement. The request
56 shall be made in writing to the other party and to the state superintendent. The state
57 superintendent shall appoint a hearing officer who is mutually acceptable to the Board and the
58 professional organization. The Board will furnish the hearing officer, on request, all relevant
59 records, documents and information, but only such records, documents, and information whose
60 disclosure is not otherwise prohibited by state or federal law or privileged or confidential.

61
62 If the final position of the parties is not resolved, the hearing officer shall issue a report
63 containing the agreements of the parties with respect to all resolved negotiated contract issues
64 and the positions that the hearing officer considers appropriate on all unresolved final positions
65 of the parties. Ten days after receiving the hearing officer's written findings and report, the
66 Board may make the hearing officer's report public if the dispute has not been settled at that
67 time.

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69 The Board may, in its sole discretion, accept or reject the recommendations and findings of the
70 hearing officer and make its own determination.

71 72 73 **Legal References**

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75 [Utah Code § 53E-6-801 \(2019\)](#)

76 [Utah Code § 53E-6-802 \(2019\)](#)

77 78 79 **Board Approved:**

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Reporting Child Sexual Abuse
Policy Series: 5000 Personnel

Policy No. 5095

9 **Purpose:**

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11 The purpose of this policy is to ensure that all employees understand their responsibility to
12 promptly report suspected child sexual abuse and to support the protection and safety of
13 students. The Board of Education is committed to maintaining a safe learning environment and
14 recognizes that timely reporting of suspected abuse is critical to safeguarding children and
15 ensuring that appropriate authorities can respond quickly and effectively.

16
17 This policy establishes clear expectations and procedures for employees regarding the reporting
18 of suspected child sexual abuse in accordance with applicable law. The Board affirms that all
19 school employees are mandatory reporters and that concerns regarding possible abuse must be
20 reported immediately to the appropriate authorities so that students receive protection, support,
21 and appropriate intervention.

22
23
24 **Reporting of Child Abuse**

25
26 Whenever any employee of the District knows or reasonably believes that a child has been
27 neglected, or physically or sexually abused, such employee shall immediately notify the nearest
28 peace officer, law enforcement agency or office of the State Division of Child and Family
29 Services (DCFS). Under such circumstances, the employee shall **also** notify the building
30 principal. Such a report to the principal does not satisfy the employee's personal duty to report
31 to law enforcement or DCFS. It is not the responsibility of school employees to prove that the
32 child has been abused or neglected or determine whether the child is in need of protection.
33 Investigations are the responsibility of the Division of Child and Family Services. Investigation
34 by education personnel prior to submitting a report should not go beyond that necessary to
35 support a reasonable belief that a reportable problem exists.

36
37 School officials shall cooperate appropriately with DCFS and law enforcement agency employees
38 authorized to investigate charges of child abuse and neglect, assisting as asked as members of
39 interdisciplinary child protection teams in providing protective, diagnostic, assessment, treatment,
40 and coordination services, including:

- 41 1. allowing appropriate access to students;
- 42
- 43 2. allowing authorized agency employees to interview children consistent with DCFS and
- 44 local law enforcement protocols;
- 45
- 46 3. making no contact with parents/legal guardians of children being questioned by DCFS or
- 47 local law enforcement; and
- 48
- 49 4. cooperating with ongoing investigations and maintaining appropriate confidentiality.
- 50

51 The employee shall maintain the confidentiality of and not disclose any information learned in
52 connection with an investigation except with those persons with whom the employee is required
53 to cooperate, including the Division, law enforcement, the State Board of Education, or
54 supervisory District officials. Persons making reports or participating in an investigation of
55 alleged child abuse or neglect in good faith are immune from any civil or criminal liability that
56 otherwise might arise from such actions, as provided by law.

57
58 The anonymity of those reporting or investigating child abuse or neglect will be preserved and
59 information provided pursuant only to the manner provided for in [Utah Code § 80-2-1005](#).

60 61 62 **Reporting of Child Abuse by a School Employee**

63
64 An employee who has reasonable cause to believe that a student may have been physically or
65 sexually abused by a school employee shall immediately report that belief to **both** the school
66 principal **and** the Superintendent. A District administrator, including the Superintendent, who
67 has received such a report or who otherwise has reasonable cause to believe that a student
68 may have been physically or sexually abused by an educator shall immediately report that
69 information to the State Board of Education and to the Utah Professional Practices Advisory
70 Commission.

71 72 73 **Legal References**

74 [Utah Admin. Rules R277-217-3\(5\), \(6\) \(January 10, 2024\)](#)

75 [Utah Admin. Rules R277-401-3 \(September 21, 2017\)](#)

76 [Utah Code § 80-2-602 \(2022\)](#)

77 [Utah Code § 80-2-1005 \(2025\)](#)

78 [Utah Admin. Rules R277-217-3\(5\) \(January 10, 2024\)](#)

79 [Utah Code § 53E-6-701 \(2022\)](#)

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82 **Board Approved:**

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Reporting Student Prohibited Acts
Policy Series: 5000 Personnel

Policy No. 5096

Purpose:

The purpose of this policy is to establish clear expectations for the reporting of student prohibited acts in order to promote a safe, orderly, and respectful learning environment. The Board of Education recognizes that timely and accurate reporting of misconduct is essential for addressing concerns appropriately, maintaining school safety, and supporting positive student behavior.

This policy outlines the responsibility of employees to report known or suspected violations of school rules, district policy, or applicable law involving student conduct. The Board is committed to ensuring that reports of prohibited acts are addressed promptly, fairly, and consistently so that appropriate interventions, disciplinary actions, and supports may be provided in a manner that protects the well-being of students and the school community.

Reporting of Student Prohibited Acts

School employees shall immediately report to the school principal or District superintendent any reasonable belief that a violation of Policy 3510 has occurred, wherein any student participating in student government and/or extracurricular activities, if occurring while the student is in the classroom, on school property, or during school-sponsored activities, regardless of location or circumstances:

1. Uses foul, abusive, or profane language while engaged in school-related activities;
2. Illicitly uses, possesses, or distributes a controlled substance, drug paraphernalia, a tobacco product, an electronic cigarette product, or an alcoholic beverage; or
3. Hazes, demeans, or engages in assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under state law.

40

41
42 Principals who receive a report of a violation of Policy 3510 shall submit a report of the alleged
43 incident, and actions taken in response, to the District superintendent or the superintendent's
44 designee within ten working days after receipt of the report.

45
46 Failure of a person holding a professional certificate to report these prohibited acts as required
47 under this policy constitutes an unprofessional practice.

48
49

50 **Duty to Report Student Use or Possession of Illegal Drugs or Alcohol**

51
52 A school employee with reasonable cause to believe that a student has used or possessed
53 alcohol or illegal drugs, counterfeit substances, or any associated paraphernalia at a school
54 District location shall immediately report that fact to the school's designated Administrator.

55
56

57 **School District Location Defined**

58
59 "School district location" means in any school building or on any school premises; on any
60 school-owned vehicle or in any other school-approved vehicle used to transport students to and
61 from school or school activities; off school property at any school-sponsored or school-approved
62 activity, event or function, such as a field trip or athletic event, where students are under the
63 jurisdiction of the school district; or during any period of time such employee is supervising
64 students on behalf of the school district or otherwise engaged in school district business.

65
66

67 **Notice to Parent or Legal Guardian**

68
69 Upon receiving a report from a school employee of student use or possession of illegal drugs or
70 alcohol, counterfeit substances, or any associated paraphernalia at a school District location,
71 the designated Administrator shall immediately report the information to the student's parent or
72 legal guardian. If the violation involves illegal drugs or counterfeit substances or drug
73 paraphernalia, the Administrator may also report the information to law enforcement agencies or
74 officials if that is permitted under Utah Code § 53G-8-211. The identity of the school
75 Administrator who reported the prohibited act shall not be disclosed to the student or the parent
76 or legal guardian.

77
78

79 **Immunity for Good Faith Reporting**

80
81 A school employee who in good faith reports student use or possession of illegal drugs or
82 alcohol, counterfeit substances, or any associated paraphernalia at a school District location in
83 accordance with these provisions is immune from any civil or criminal liability resulting from that
84 action.

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Legal References

- [Utah Code § 53G-8-209 \(2025\)](#)
- [Utah Code § 53G-8-501 \(2018\)](#)
- [Utah Code § 53G-8-502 \(2018\)](#)
- [Utah Code § 58-37-8 \(2025\)](#)
- [Utah Code § 53G-8-502 \(2018\)](#)
- [Utah Code § 53G-8-504 \(2018\)](#)

Board Approved:

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Personal Protective Equipment (PPE)

Policy Series: 5000 Personnel

Policy No. 5125

Purpose

10

The Board has determined that employees of the District must take accountability for assessing workplace hazards and wearing personal protective equipment (PPE).

13

14

Protective Equipment Assessment

16

Each employee who works in any area of a District building or on District property that is around or uses electric or power operating equipment or chemicals of any nature shall:

19

20

1. Assess the dangers and hazards present in the working environment;

21

22

2. Submit a written assessment of the dangers and a plan as to safety precautions and to specify the PPE that will be worn whenever the chemicals are deployed or the power equipment is used.

24

25

26

27

Training

28

29

As a part of orientation of employees who encounter hazards in the workplace, the head custodian of each school shall train employees in the following:

31

32

1. When PPE is necessary;

33

2. What PPE is necessary;

34

3. How to properly put on, wear, take off and adjust the PPE;

35

4. The limitations of the PPE;

36

5. The proper care, maintenance, useful life, and disposal of the PPE.

37

38

39

Eye and Face Equipment

40

41 Employees must wear eye or face protection when they would otherwise be exposed to eye or
42 face hazards from flying particles, **excessive dust**, molten metal or welding sparks, liquid
43 chemicals, acids or other caustic liquids, chemical gases or vapors, or potentially injurious light
44 radiation.

45

46 Employees must wear eye protection that provides side protection when there is a hazard from
47 flying objects, **particles** or splashing liquids. Detachable side pieces are acceptable.

48

49

50 **Prescription Lenses Notification and Responsibility**

51

52 Employees who wear prescription lenses while engaged in operations that involve eye hazards
53 must wear eye protection that incorporates the prescription in its design, or wear eye protection
54 that can be worn over the prescription lenses without disturbing the proper position of the eye
55 protection.

56

57

58 **Head Protection**

59

60 Employees must wear head protection when working in areas where there is a potential for
61 injury to the head from falling objects. In addition, head protection must be worn near exposed
62 electrical conductors which could contact the head.

63

64

65 **Foot Protection**

66

67 Employees must wear foot protection when working in areas where there is a danger of foot
68 injuries due to falling or heavy rolling objects, or objects that may pierce the soles of shoes or
69 where the employees' feet are exposed to electrical hazards.

70

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72 **Hand Protection**

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74

75 Employees must use appropriate hand protection when employees' hands are exposed to
76 hazards such as those from skin absorption of harmful substances, severe cuts or lacerations,
77 abrasions, punctures, chemical burns, thermal burns and temperature extremes.

78

79

80 **Employee Responsibilities**

81

82 Each employee has the duty upon entering the workplace to examine it carefully to determine if
83 it is safe, to assess dangers, and to determine appropriate measures to be taken to maintain a
84 safe working environment. After such an examination, it is the duty of each employee to make

85 the place, tools and equipment safe. If the place and equipment cannot be made safe, then the
86 employee must immediately report the unsafe place, tools, equipment or conditions to his or her
87 immediate supervisor.

88 89 90 **Compliance with Governing Rules**

91
92 An employee has a duty to:

- 93
94 1. Comply with all safety rules of the District and all federal and state laws and rules which
95 are applicable to the employment;
- 96
97 2. Use safety devices, products, or tools to enhance general safety requirements that the
98 District identifies to provide employees with a greater level of protection;
- 99
100 3. Be familiar with and comply with proper health and safety practices;
- 101
102 4. Use the required safety devices and proper personal protective equipment provided;
- 103
104 5. Follow all safe work procedures outlined by the District; and
- 105
106 6. Report all accidents to his or her immediate supervisor immediately.

107 108 109 **Injuries at Workplace**

110
111 In the event that an employee is injured at District property within the scope of employment, and
112 it is determined that the injury resulted from the employee's neglect of any of the requirements
113 set forth in this policy, the employee will be subject to willful misconduct reduction of 15%
114 pursuant to [Utah Code § 34A-2-302\(3\)\(a\)](#) whenever the injury is caused by the willful failure of
115 the employee to:

- 116
117 1. Use safety devices when provided by the District; or
- 118
119 2. Obey an order or reasonable rule adopted by the District for the safety of the employee.

120 121 122 **Use of Controlled Substances Leading to Injuries on the Job**

123
124 Disability compensation shall not be paid to any employee when a major contributing cause of
125 the employee's injury is the employee's:

- 126
127 1. Knowing use of a controlled substance for which the employee did not obtain a valid
128 prescription;

129 2. Intentional abuse of a controlled substance in excess of amount prescribed or use in an
130 otherwise abusive manner; or

131
132 3. Intoxication with a blood alcohol level of .08 grams or greater as shown by a reliable test.

133
134 Disability compensation may be reduced when any of the above are a contributing cause of the
135 injury but not the major contributing cause.

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138 **Legal References**

139 [Utah Code § 34A-2-302 \(2024\)](#)

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141 **Board Approved:**

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Nursing Mothers in the Workplace
Policy Series: 5000 Personnel

Policy No. 5328

10 **Purpose**

11
12 The purpose of this policy is to support employees who are nursing mothers by providing
13 reasonable accommodations for expressing breast milk during the workday. The Board of
14 Education recognizes the importance of supporting the health and well-being of employees and
15 their children and is committed to maintaining a workplace that respects the needs of nursing
16 mothers.

17
18 This policy establishes guidelines for providing reasonable break time and access to a private,
19 appropriate space for employees to express breast milk, consistent with applicable federal and
20 state law. The Board seeks to ensure that nursing employees are treated with dignity and
21 respect while continuing to perform their professional responsibilities in a supportive and
22 accommodating work environment.

23
24
25 **Reasonable Breaks**

26
27 With regard to a breastfeeding employee, the District shall provide, for at least one year after
28 the birth of the employee's child, reasonable breaks to accommodate the employee's needs to
29 breast feed or express milk. The District shall consult with the employee to determine the
30 frequency and duration of the breaks. A break shall, to the extent possible, run concurrent with
31 any other break period otherwise provided to the employee.

32
33
34 **Private Location**

35
36 The District shall provide for a breastfeeding employee a room or other location in close
37 proximity to the breastfeeding employee's work area. The room or location may not be a
38 bathroom or toilet stall. The room or location shall be maintained in a clean and sanitary
39 condition, provide privacy shielded from the view of and intrusion from coworkers or the public,

40 be available for the reasonable breaks as determined in consultation with the District and have
41 an electrical outlet.

42
43 The District is not required to provide a room or other location if compliance would create an
44 undue hardship on the operations of the District by causing the District significant difficulty or
45 expense when considered in relation to the size, financial resources, nature, or structure of the
46 District's operations.

47
48

49 **Refrigerator or Freezer**

50
51 The District shall provide access to a clean and well-maintained refrigerator or freezer for the
52 temporary storage of a breastfeeding employee's breast milk. For any District employees who
53 do not work in an office building, the District may instead provide a non-electric insulated cooler
54 for storage of the breast milk.

55
56

57 **Legal References**

- 58 [Utah Code § 34-49-202 \(2016\)](#)
- 59 [29 U.S.C. § 218d\(a\)\(1\)](#)
- 60 [Utah Code § 34-49-202 \(2016\)](#)
- 61 [29 U.S.C. § 218d\(a\)\(2\)](#)
- 62 [Utah Code § 34-49-202 \(2016\)](#)

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65 **Board Approved:**

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Visitors to District Schools: Students Leaving with Adult During School Hours

Policy Series: 7000 Community

**Policy No. 7060
Procedure 3**

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Removal During School Day

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No person shall be allowed to remove a student from school during the school day unless that person reports first to the Principal (or Designee) at the school's administrative offices, and one of the following circumstances is true:

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1. The person positively identifies him or herself as the student's custodial parent, including identification of the person, as well as production of documentation sufficient to establish custodial rights to the child, if circumstances warrant it.
2. The person is in possession of and produces a validly issued subpoena or court order instructing the school to deliver the student to the person named in it, and the person can positively identify him or herself as the person named to receive the student in the subpoena.
3. The person is a properly identified law enforcement officer in possession of a validly issued warrant naming the student, and the Principal or his designee examines the warrant and is satisfied that the student is properly and sufficiently identified.

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School Uniforms
Policy Series: 3000 Students

Policy No. 3220

Purpose

The purpose of this policy is to establish guidelines for the adoption and implementation of school uniform requirements in accordance with Utah law, which authorizes local boards of education to determine whether school uniforms will be required within the District. This policy ensures that any decision regarding school uniforms is made at the local level, reflects community input, and supports the educational mission of the District.

This policy is intended to promote a safe, orderly, and positive learning environment by outlining expectations for student dress when uniforms are adopted, while also respecting student rights and accommodating individual circumstances as required by law. The District is committed to ensuring that any uniform policy is implemented fairly, does not create undue financial burden on families, and includes appropriate provisions for exemptions and assistance.

Definitions

1. "Principal" includes the chief administrator of a school that does not have a principal.
2. "School Uniform" means special clothing items or shoes that meet specific requirements (including a specific color, style, fabric, or imprint) that students are required to provide and wear during school attendance and that are the property of the student. "School uniform" does not include "school activity clothing," which is special shoes or items of clothing required to be worn for a course-related or program-related activity that the student rents while participating in the activity or that become the student's property upon exiting the activity, course, or program.

School student uniform policies authorized

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School principals may, as set out in this policy, require students enrolled at a school to wear a designated school uniform during the school day.

School uniform policy

The school uniform policy may not include very expensive or prescriptive clothing requirements unless the school uniform requirements are to be considered a fee. (In that case, the school uniform requirements would need to be approved as a fee under [Policy 6160 School Fees and Fee Waivers](#). In addition, the policy shall:

1. Protect students' free exercise of religious beliefs;
2. Specify whether the uniform policy is voluntary or mandatory for students;
3. Specify whether the uniform policy has an opt-out provision in addition to principal-approved exemptions for extenuating circumstances;
4. Include a provision for financial assistance to families who cannot afford to purchase a required uniform, which may include:
 - a. The school providing school uniforms to students;
 - b. The school making used school uniforms available to students; or
 - c. Other programs to make school uniforms available to economically disadvantaged students.

A school uniform policy is not considered a fee for either an elementary or a secondary school unless the policy requires clothing that is expensive or prescriptive.

Parent-initiated uniform policy

~~Parents of students attending a school may petition the principal to initiate, modify, or discontinue a uniform policy for that school. Upon receipt of such a petition signed by parents of students enrolled in the school for the following year and of 20% of the school's students, the principal is required to submit the question to parents of students subject to the proposed policy.~~

Parents of students attending a school may petition the principal to initiate, modify, or discontinue a school uniform policy. If the principal receives a petition signed by parents representing at least 20% of the students enrolled for the following school year, the principal must submit the question to all parents of students who would be affected by the proposed policy.

District-level uniform policy

85
86 The Board of Education may implement a uniform policy for all schools in the District, or may
87 modify or discontinue an existing uniform policy, subject to the approval of a majority of those
88 voting at an election held to consider the question. Only parents of students subject to the
89 proposed policy or change may vote at this election, limited to one vote per family. The Board
90 shall establish the manner and time of this election. The Board shall also submit for approval a
91 proposal to implement, modify or discontinue a District uniform policy upon receipt of a petition
92 signed by the parents of 20% of the District's students **enrolled for the following school year.**

93
94

95 **Public hearing**

96
97 Prior to formally adopting, modifying, or discontinuing a school uniform policy, the principal or
98 Board of Education shall hold a public hearing on the matter.

99

100

101 **Parent approval required to implement, modify, or discontinue**

102

103 Before any school or district-wide uniform policy may be initiated, modified, or discontinued, that
104 action must be approved by a majority of those voting at an election held for that purpose. Only
105 parents of students subject to the proposed policy or change may vote at this election, limited to
106 one vote per family. The principal or Board shall establish the manner and time of this election.

107

108

109 **Limitation on vote to discontinue uniform policy**

110

111 A vote to discontinue an adopted uniform policy may not take place during the first year of the
112 policy's operation.

113

114

115 **Exemption from uniform policy**

116

117 A school uniform policy shall include a provision which authorizes the principal, in his or her
118 discretion, to grant individual students an exemption from complying with the uniform policy
119 because of extenuating circumstances. Students shall utilize the procedures outlined in Policy
120 3328: Student Complaints, if they desire a review of a denial of a requested exemption from the
121 uniform policy or a related complaint.

122

123

124 **Legal References**

125 [Utah Code § 53G-7-501\(14\), \(16\) \(2025\)](#)

126 [Utah Code § 53G-7-801 \(2023\)](#)

127 [Utah Code § 53G-7-802 \(2019\)](#)

128 [Utah Code § 53G-7-501\(14\), \(16\) \(2025\)](#)

129 [Utah Code § 53G-7-801\(9\) \(2023\)](#)
130 [Utah Code § 53G-7-802\(2\), \(3\), \(4\), \(5\) \(2019\)](#)
131 [Utah Code § 53G-7-803 \(2019\)](#)
132 [Utah Code § 53G-7-803 \(2019\)](#)
133 [Utah Code § 53G-7-803\(2\) \(2019\)](#)
134 [Utah Code § 53G-7-803\(2\) \(2019\)](#)
135 [Utah Code § 53G-7-803\(4\)\(b\) \(2019\)](#)
136 [Utah Code § 53G-7-802\(5\) \(2019\)](#)

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**Special Programs: Higher Education Savings Options
Policy Series: 3000 Students**

Policy No. 3006

Purpose

The purpose of this policy is to provide guidance regarding the use and administration of higher education savings plans available to students and families. The Board of Education recognizes the value of encouraging postsecondary education and supporting opportunities that help students and their families plan and save for future educational expenses.

This policy establishes parameters for the district's participation in, communication about, or facilitation of higher education savings plans in accordance with applicable state and federal law. The Board seeks to ensure that any information or opportunities related to such plans are provided in a manner that is transparent, voluntary, and supportive of students' long-term educational goals.

Overview

During kindergarten enrollment, each elementary school shall provide the parents of a kindergarten student with information about higher education savings options, including information about opening a Utah Educational Savings Plan account.

Legal References

[Utah Code § 53G-10-305 \(2019\)](#)

Board Approved:

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**Student Activities
Policy Series: 3000 Students**

Policy No. 3510

Purpose:

11 Student activities **support and/or supplement** the school district’s academic program and provide
12 opportunities for students to extend classroom learning, develop individual abilities, learn the
13 value of group effort, and use time constructively.

15 ~~Participation in competitive athletics, student government, and other extracurricular activities~~
16 ~~confer important educational and lifetime benefits upon students. However, there is no~~
17 ~~constitutional or legally protected right to participate in these types of extracurricular activities.~~
18 ~~Students who participate in extracurricular activities become role models for others in the school~~
19 ~~and community. These students often play major roles in establishing standards of acceptable~~
20 ~~behavior in the school and community, and establishing and in maintaining the reputation of the~~
21 ~~school and the level of community confidence and support afforded to the school. Accordingly,~~
22 ~~students involved in extracurricular activities must comply with school and District policies, team~~
23 ~~and organization rules and applicable local, state, and federal laws regarding their conduct and~~
24 ~~behavior.~~

Definitions

29 ~~Definitions of curricular, co-curricular, and extracurricular activities shall be as follows:~~

- 31 1. ~~Curricular activities occur within the regular school day and constitute the delivery of~~
32 ~~instruction to students in the District.~~
- 34 2. ~~Co-curricular activities are an extension of classroom instruction in which participation is~~
35 ~~by the entire class or a significant portion thereof. They relate directly to, and enhance~~
36 ~~student learning of, essential elements through participation, demonstration, illustration,~~
37 ~~and observation. Co-curricular activities are included in the teacher's instructional plan~~
38 ~~and are conducted by or supervised by a classroom teacher or other educational~~
39 ~~professional such as a librarian, school nurse, counselor, or administrator. Students~~
40 ~~suspended from extracurricular activities because of a grade point average below 2.0 or~~

41 more than one failed course shall not be prevented from participating in after-school co-
42 curricular activities.

43
44 3. Extracurricular activities are school-sponsored activities that are not directly related to
45 instruction of the essential elements, but that may have an indirect relation to some
46 areas of the curriculum. They offer worthwhile and significant contributions to a student's
47 personal, physical, and social development. Participation in extracurricular activities is a
48 privilege and not a right, and students must meet specific requirements in order to
49 participate. Activities may include, but are not limited to, performances, contests,
50 demonstrations, displays, and club activities.

51
52 4. Secret societies are student organizations whose membership, rituals, selection
53 process, or activities are intentionally kept confidential or restricted to members.

54 55 56 **Overview**

57
58 Student activities recommended by the principal must be authorized by the Superintendent or
59 designee and must be supervised by an appropriately assigned advisor or coach.

60
61 The superintendent shall establish procedures relevant to participation in athletic, **co-curricular**
62 and **other extracurricular** ~~co-curricular~~ activities. The minimum academic standard for
63 participation in athletics and other ~~co-~~**extra**curricular activities is a grade point average of 2.0 for
64 the **preceding grading period** ~~preceding grade period~~, with no more than one failing or
65 incomplete grade. Students who do not maintain this academic standard will be deemed
66 ineligible until they reach this standard. **Incoming ninth grade students are exempt from these**
67 **grading requirements for the first quarter of participation of their ninth grade year. Thereafter,**
68 **the same grading criteria must be met as for all other students.**

69 70 71 **Secret Societies**

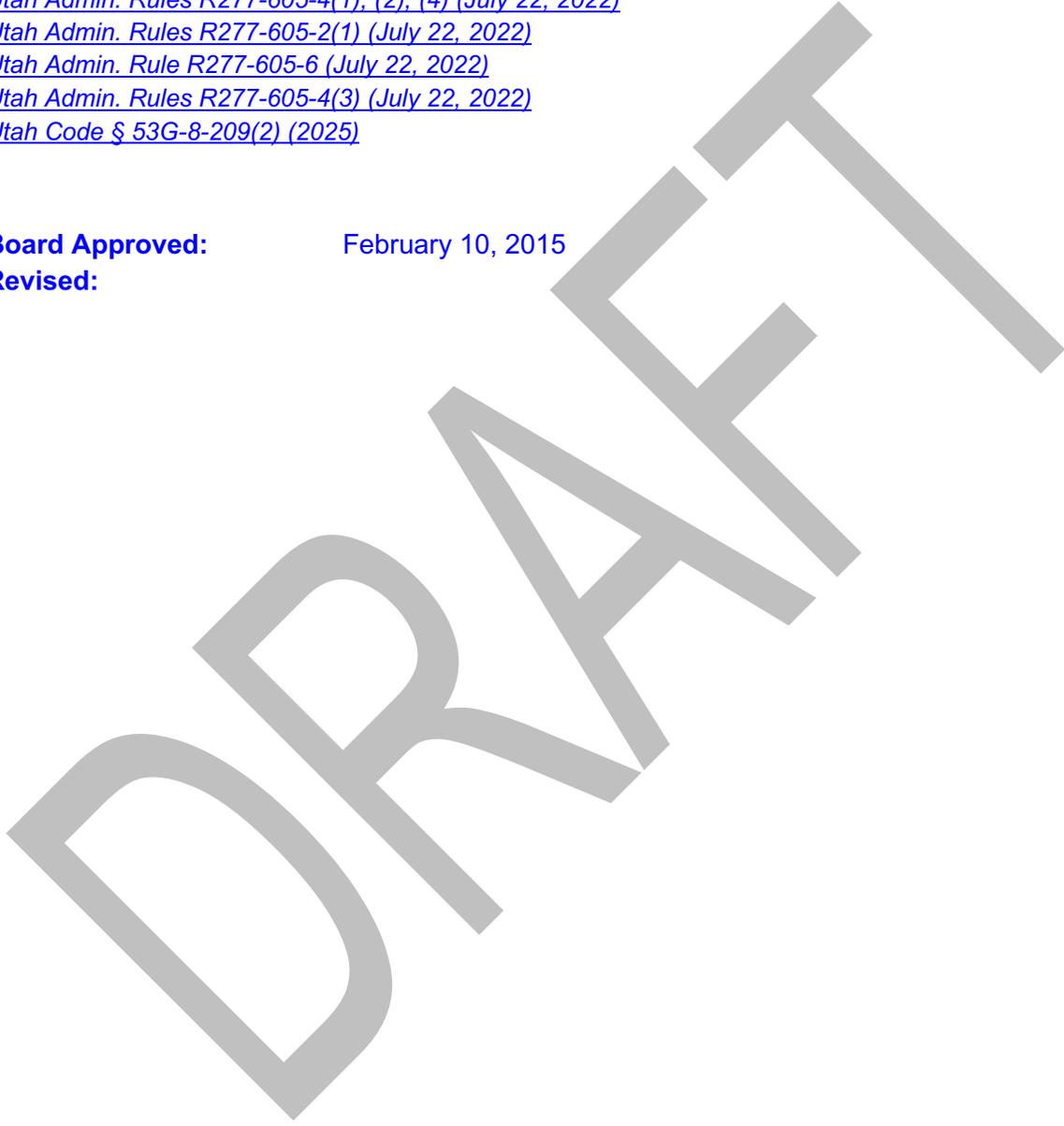
72
73 ~~The Board prohibits any fraternity, sorority, or secret society, or any organization composed~~
74 ~~wholly or in part of pupils of public schools below the rank of college or junior college which~~
75 ~~seeks to perpetuate itself by taking in additional members from the pupils enrolled in such~~
76 ~~school on the basis of the decision of its membership, rather than upon the free choice of any~~
77 ~~pupil in the school, who is qualified under the rules of the school, to fill the special aims of the~~
78 ~~organization.~~

79
80 The Board prohibits fraternities, sororities, secret societies, or similar organizations made up of
81 K–12 public school students that select their own members rather than allowing any student
82 who meets school requirements and the organization's purpose to join voluntarily.

83 84 85 86 **Legal References**

- 87
- 88 [Utah Code § 53G-8-209 \(2025\)](#)
- 89 [Utah Code § 53G-8-209 \(2025\)](#)
- 90 [Utah High Schools Activities Association Handbook 2024-25, Bylaws Art. 2](#)
- 91 [Utah Admin. Rules R277-605-3 \(July 22, 2022\)](#)
- 92 [Utah Admin. Rules R277-605-5 \(July 22, 2022\)](#)
- 93 [Utah High Schools Activities Association Handbook 2024-25, Bylaws Art. 2, Sec. 3](#)
- 94 [Utah Admin. Rules R277-605-4\(1\), \(2\), \(4\) \(July 22, 2022\)](#)
- 95 [Utah Admin. Rules R277-605-2\(1\) \(July 22, 2022\)](#)
- 96 [Utah Admin. Rule R277-605-6 \(July 22, 2022\)](#)
- 97 [Utah Admin. Rules R277-605-4\(3\) \(July 22, 2022\)](#)
- 98 [Utah Code § 53G-8-209\(2\) \(2025\)](#)
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101 **Board Approved:** February 10, 2015
102 **Revised:**
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**Eligibility for Student Activities
Policy Series: 3000 Students**

**Policy No. 3510
Procedure 1**

10 Provo City School District follows the rules and regulations established by the Utah High School
11 Activities Association (UHSAA) for participation in extracurricular activities.

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Definitions:

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1. Ineligibility: A status indicating that a student does not meet the established requirements to participate in athletics. Ineligibility may result from academic, enrollment, age, residency, or other eligibility criteria not being satisfied.
2. Suspension: A temporary removal of a student's ability to participate in athletics due to a violation of rules, policies, or standards of conduct. A suspension is imposed as a consequence of a specific action and remains in effect for a defined period or until stated conditions are met.

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~~**Participation Eligibility** In order to be eligible to participate in an extracurricular activity event for a grade report period following the initial grade report period of a school year, a student shall not have a recorded grade average lower than 2.0 on a scale of 0-100 in course(s) for the preceding grade report period or have more than 1 failed or incomplete courses for the preceding grade report period.~~

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Fees for Participation in Co-Curricular and Extracurricular Activities

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Participation in certain co-curricular and extracurricular activities may require the payment of activity fees to offset costs associated with equipment, uniforms, transportation, officials, event entry, and other program-related expenses.

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The District may establish reasonable fees for participation in these activities. Payment of required fees, or approval of a fee waiver or payment plan when applicable, is a condition of participation and travel with the activity or team.

41
42 The District and school reserve the right to restrict participation in practices, competitions,
43 performances, and travel opportunities when required fees have not been paid or arrangements
44 have not been made in accordance with established procedures.

45
46 The District shall maintain procedures to ensure that students are not excluded from
47 participation solely due to financial hardship, including processes for fee waivers, scholarships,
48 or alternative payment arrangements, consistent with District policy and applicable law. Please
49 see [Policy 6160: School Fees and Fee Waivers](#) on School Fees for further information.

50
51 **Rule 1: Academic Eligibility**

52
53 A student in grades 7-12 may participate in extracurricular activities on or off campus at the
54 beginning of the school year.

55
56 For students to maintain academic eligibility, they must be enrolled as full-time students carrying
57 a minimum of ~~four (4)~~ six (6) academic, credit-bearing courses within the high school's eight
58 period block schedule. Exceptions can be made by school administrators as long as it does not
59 allow the student to be off-track for graduation. Parent approved Ed-Release periods count as
60 periods of enrollment at a school.

61
62 ~~At the conclusion of every academic quarter, At each term grade checkpoint, students must~~
63 ~~have a minimum 2.0 G.P.A. and no more than one failing grade to remain eligible to participate~~
64 ~~in athletics or school activities. Incompetes (I), no grades (NG) and no credits (NC) are~~
65 ~~considered failures and must be factored into the grade point average (GPA) until made up.~~
66 ~~Incoming ninth grade students are eligible by default and do not have to use fourth quarter~~
67 ~~grades from their eighth grade year to meet academic eligibility requirements. However,~~
68 ~~beginning with the first quarter of their ninth grade, academic eligibility requirements are in~~
69 ~~place.~~

70
71 At the end of each academic quarter, a student must maintain a minimum grade point average
72 (GPA) of 2.0 and may have no more than one failing grade in order to remain eligible to
73 participate in athletics or school activities.

74
75 Grades of Incomplete (I), No Grade (NG), or No Credit (NC) shall be treated as failing grades
76 and included in the calculation of the student's GPA until the grade is changed or credit is
77 earned.

78
79 Incoming ninth-grade students are eligible to participate in athletics and activities at the
80 beginning of the school year and are not required to use fourth-quarter grades from eighth
81 grade to establish eligibility. Beginning with the end of first quarter grades of the ninth-grade
82 year, students must meet the academic eligibility requirements described above.

83

84 Students who take online courses or courses that are outside of the purview of the school in
85 which they are participating in extracurricular activities must provide transcripts and evidence
86 that they meet the academic eligibility requirements. If they do not produce this documentation,
87 they can be prohibited from participating until they do. Homeschooled students must provide
88 documentation in alignment with [Policy 4158](#), with parents providing evidence of courses taken
89 and grade level standards being met. Administrators at the school level may seek assistance
90 from the Assistant Superintendent of Secondary Education and the Director of Secondary
91 Education Teaching and Learning to determine if grade level standards have been met for a
92 specific quarter.

93
94

95 **Rule 2: Students must refrain from possessing or using alcohol and/or drugs**

96

97 *First Offense*

98

99 Suspension from two weeks of games, meets, matches, competitions, or performances **at the**
100 **same level of play (and any intermediary levels as well).**

101

102 *Second Offense*

103 Suspension from six weeks of games, meets, matches, competitions, or performances.

104

105 *Third Offense*

106

107 Suspension from eighteen weeks of games, meets, matches, competitions, performances, and
108 practices.

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111 **Additional Drug and Alcohol Guidelines**

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113 Violations carry over year-to-year and sport/activity to sport/activity in a participant's career.
114 (There is no "fresh start" each school year.)

115

116 Violations must occur and be discovered during a sport/activity season.

117

118 Any penalties for violations follow the student to any school to which they transfer.

119

120 Any violation beyond the third offense carries the same penalty as the third offense.

121

122 The school district discipline screening committee can impose a greater sanction than those
123 described in each of the offense, if there are extenuating circumstances.

124

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126 **Rule 3: Tobacco Use/Possession/Sale/Distribution**

127

128 *First Offense*

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130 Use, possession, sale or distribution of tobacco or e-cigarette products, in any form is
131 prohibited.

132

133 The consequence for the first violation will be suspension from all extracurricular
134 programs/athletic competitions for one week.

135

136 *Second Offense*

137

138 The consequence for a second violation will be suspension for two weeks.

139

140 *Third Offense*

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142 The consequence for a third violation and beyond will be determined by the school
143 administration. The penalty will be determined based on the seriousness of the offense, any
144 harm or injury to person or property, the remorse of the student, and any other relevant factors.

145

146

147 **Additional Tobacco Guidelines**

148

149 Violations carry over year-to-year and sport/activity to sport/activity in a participant's career.
150 (There is no "fresh start" each school year.)

151

152 Violations must occur and be discovered during a sport/activity season.

153

154 Any penalties for violations follow the student to any school to which they transfer.

155

156 The school district discipline screening committee can impose a greater sanction than those
157 described in each of the offenses if there are extenuating circumstances.

158

159

160 **Rule 4: Students shall demonstrate satisfactory conduct in and out of school**

161

162 Students shall represent the school and team in a positive manner. Students shall display
163 appropriate public conduct, school behavior, and sportsmanship at all times and refrain from
164 breaking team rules, school rules, or the law.

165

166 *Administrators can enhance any requirements for participation in extracurricular activities (i.e.
167 attendance requirements).*

168

169 *Coaches may also enhance any requirements for participation in extracurricular activities with
170 the approval of the principal (i.e. higher GPA requirements).*

171

172

173 **Limit on Ineligibility**

174

175 A student may not be found ineligible under this provision during the period in which school is
176 recessed for the summer or during the initial grade reporting period of a regular school term on
177 the basis of grades received in the final grade report period of the preceding regular school
178 term.

179

180

181 **Reinstatement to Extracurricular Activities**

182

183 At the end of any grade report period in which a student attains a course grade average for that
184 period of 2.0 or more in each course taken, any suspension from participation in extracurricular
185 activities and/or suspension from out-of-school practice **that resulted from academic ineligibility**
186 ~~for extracurricular activities~~ shall be removed.

187

188

189 **Student Code of Conduct**

190

191 Students and their parent(s)/guardian(s) must sign a Student Code of Conduct as part of
192 [Register My Athlete](#) before beginning any athletic season or activity. This Code of Conduct
193 clarifies expectations and gives clear guidelines for student participation. [Coaches will review](#)
194 [the Code of Conduct with their athletes and parents in the parent meeting prior to the start of the](#)
195 [season.](#)

196

197

198 **Prohibited Conduct**

199

200 The following prohibited conduct may render a student **suspended from or** ineligible for and/or
201 **unable to continue participation in student government and/or extracurricular activities,** if
202 **occurring while the student is in the classroom, on school property, or during school-sponsored**
203 **activities, regardless of location or circumstances:**

204

205 1. Use of foul, abusive, profane, **racist, or discriminatory** language while engaged in
206 school-related activities;

207

208 2. Illicit use, possession, or distribution of a controlled substance, drug paraphernalia, a
209 tobacco product, an electronic cigarette product, or an alcoholic beverage; or

210

211 3. Hazing, **harassing,** demeaning, or assaultive behavior, whether consensual or not,
212 including behavior involving physical violence, restraint, improper touching, or
213 inappropriate exposure of body parts not normally exposed in public settings, forced
214 ingestion of any substance, or any act which would constitute a crime against a person
215 or public order under state law.

216

217 **~~Ineligibility Suspension from Extracurricular Activities~~**

218 A student whose recorded report period grade average in any course is lower than
219 _____ a 2.0 _____ at the end of a grade report period shall be suspended from
220 participation in any extracurricular activity event during succeeding grade report periods
221 until the end of a grade report period during which the student achieves a course grade
222 average for that grade report period of at least _____ in each course. This
223 suspension shall become effective seven days after the last day of the grade report
224 period during which the grade lower than _____ was earned.
225

226 **Students with Disabilities**

229 Suspension of a student with a disability whose disability that significantly interferes with the
230 student's **their** ability to meet regular academic standards shall be based on the student's failure
231 to meet the requirements of the student's Individual Education Program, as determined by the
232 IEP Team. ~~Special Education Committee.~~
233

234 **Out-of-School Practice**

237 A student who has been suspended from extracurricular activity events shall also be suspended
238 from out-of-school practice in extracurricular activities until suspension from participation has
239 been lifted. A student who is suspended from school is also suspended from any and all
240 extracurricular activities until the suspension period has ended and the student has been
241 reinstated by the school administration.
242

243 **Practice and Performance**

246 Schools shall comply with the rules and regulations of the Utah High School Activities
247 Association in scheduling and conducting practices and performances of competitive play,
248 **including prescribed moratoriums.**
249

250 **Classes**

253 Schools shall not schedule full-year physical education or athletic fitness and movement classes
254 for specific school teams. In schools where in-season fitness and movement classes are
255 scheduled, the classes shall not be used to violate the starting and stopping dates for practice
256 and competitive play as prescribed by the UHSAA. High school competitive extracurricular
257 programs shall be supplementary to the high school curriculum.
258

259 Athletic classes conducted for specific school teams shall not be scheduled throughout the
260 regular school day. First and last period athletic assignments may not preclude a coach from
261 teaching a full load of classes during the school day.
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Off-Season Clinics

~~Required or voluntary participation in~~ Summer or other off-season clinics, workshops, and leagues may not be used as criteria for team membership or for the opportunity to try out for team membership. School personnel, activity leaders, coaches, advisory and other personnel shall not require students to attend out-of-school camps, clinics or workshops for which the personnel, activity leaders, coaches, or advisory personnel receive remuneration from a source other than the school or district in which they are employed.

A summer workshop or clinic conducted by a school for any sport or activity shall be scheduled and held consistent with UHSAA bylaws and policies.

Supervision

Coaches and other designated school leaders shall diligently supervise students at all times while on school-sponsored activities, including during the activity itself, in locker rooms, seating areas, eating establishments, lodging facilities and during travel. Coaches and designated school leaders are responsible for a student as long as the student remains on school grounds following a school-sponsored activity unless the student has been turned over to the personal custody and supervision of the student's parent. Coaches and school leaders accompanying school players and teams shall at no time leave them unsupervised.

Coaches, assistants, and advisers shall not permit hazing, demeaning, or assaultive behavior (whether consensual or not), including behavior involving physical violence, restraint, improper touching, inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under Utah law.

Training

Coaches are expected to follow the Code of Conduct ([Policy 5090 Procedure 1](#)). Coaches shall complete required training relating to child sexual abuse prevention as provided for in Policy 5095 and bullying, cyber-bullying, hazing and retaliation as provided for in Policy 3025. Athletic coaches shall also complete required training relating to concussions as provided for in [Policy 3422](#). In addition, athletic coaches shall maintain high-quality hands-on cardiopulmonary resuscitation and first aid certification through an approved provider. (Approved providers are the American Heart Association, the American Red Cross, the American Safety and Health Institute, the National Safety Provider, or another provider approved by the State Superintendent.)

Example

307 ~~A coach or other designated school leader shall not participate in the use of alcoholic~~
308 ~~beverages, tobacco products, electronic cigarette products, controlled substances, or~~
309 ~~promiscuous sexual relationships while on school-sponsored activities.~~

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312 **Legal References**

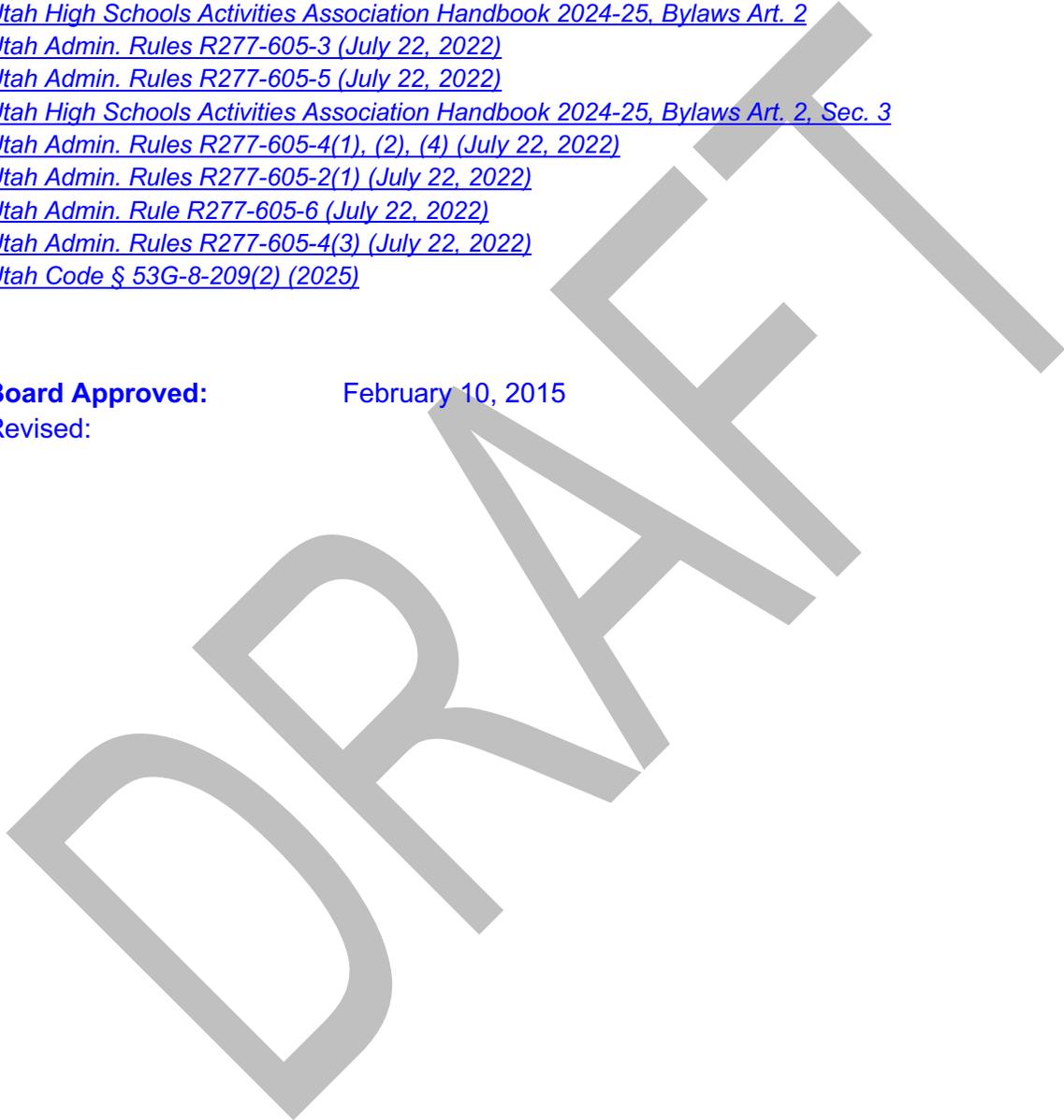
- 313 [Utah Code § 53G-8-209 \(2025\)](#)
314 [Utah High Schools Activities Association Handbook 2024-25, Bylaws Art. 2](#)
315 [Utah Admin. Rules R277-605-3 \(July 22, 2022\)](#)
316 [Utah Admin. Rules R277-605-5 \(July 22, 2022\)](#)
317 [Utah High Schools Activities Association Handbook 2024-25, Bylaws Art. 2, Sec. 3](#)
318 [Utah Admin. Rules R277-605-4\(1\), \(2\), \(4\) \(July 22, 2022\)](#)
319 [Utah Admin. Rules R277-605-2\(1\) \(July 22, 2022\)](#)
320 [Utah Admin. Rule R277-605-6 \(July 22, 2022\)](#)
321 [Utah Admin. Rules R277-605-4\(3\) \(July 22, 2022\)](#)
322 [Utah Code § 53G-8-209\(2\) \(2025\)](#)

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325 **Board Approved:** February 10, 2015

326 Revised:

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**Student Code of Conduct for Student Activities
Policy Series: 3000 Students**

**Policy No. 3510
Procedure 2**

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This Student Code of Conduct is reviewed as part of the Register My Athlete process through the Utah High School Activities Association. Both students and parents review this code of conduct. As part of Provo City School District’s procedure, this code of conduct is also reviewed by the coach and/or Athletic Director with parents and athletes at the season’s first parent meeting.

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I, _____, have read and understand the Provo City School District “Student Activity Code of Conduct”. I agree to abide by all requirements of this code.

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Participation in competitive athletics, student government, and other extracurricular activities confer important educational and lifetime benefits upon students. However, there is no constitutional or legally protected right to participate in these types of extracurricular activities. Students who participate in extracurricular activities become role models for others in the school and community. These students often play major roles in establishing standards of acceptable behavior in the school and community, and establishing and maintaining the reputation of the school and the level of community confidence and support afforded to the school. Accordingly, students involved in extracurricular activities must comply with school and District policies, team and organization rules, and applicable local, state, and federal laws in regards to their conduct and behavior.

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Academic Eligibility

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To be eligible to participate a student:

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1. Must be a full-time student. The minimum requirements of a full-time student requires enrollment in at least four credit bearing classes. A senior may be enrolled in fewer than four credit bearing classes as long as they are on track to graduate;
2. Cannot fail more than one subject in the preceding grading period;
3. Must have a minimum grade point average (GPA) of 2.0 based on a 4.0 scale in the preceding grading period;

- 41 4. Incompletes (I), no grades (NG), and no credits (NC) are considered failures and must
42 be factored into the GPA until made up. Once made up, the GPA must be recalculated
43 with the new grade replacing the deficiency;
- 44 5. A recalculation of the GPA would also be done if deficiencies were replaced during the
45 summer grading period;
- 46 6. To replace the deficiency obtained during the final grading period, the new grade must
47 be earned in the same subject area and must come from a summer program that has
48 been approved by the Provo City School District;
- 49 7. Incoming 9th grade students are accountable to the requirements of #1 above **but do not**
50 **need to meet academic eligibility requirements based on the fourth quarter of their eighth**
51 **grade year.**
- 52 8. Transferring students are accountable to the requirements of #1 and #2 **and #3** listed
53 above; and
- 54 9. Students who are scholastically ineligible for a grading period cannot represent their
55 school.
56

57 **Student Disciplinary Sanctions**

58 **1. Drugs and Alcohol:**

- 59 a. First Offense – Suspension from two weeks of games, meets, matches,
60 competitions, or performances. Practice may be continued following a personal
61 assessment of the student by a licensed substance abuse intervention or
62 treatment program and/or participation in a district level approved intervention
63 program.
64
- 65 b. Second Offense – Suspension from six weeks of games, meets, matches,
66 competitions, or performances. Student participation in an assessment by a
67 licensed substance intervention or treatment program with prescribed follow-up is
68 required. Practice may continue only after the assessment has been completed
69 and positive participation in the prescribed follow-up is occurring.
- 70 c. Third Offense – Suspension from eighteen weeks of games, meets, matches,
71 competitions, performances, and practices. Reinstatement of eligibility at the end
72 of the eighteen-week suspension is predicated upon successful completion of a
73 formal assessment intervention and treatment program.
74

75 **2. Additional Drug and Alcohol Guidelines:**

- 76 a. Violations carry over year-to-year and sport/activity to sport/activity in a
77 participant's career (there is no "fresh start" each school year);
- 78 b. Violations must occur and be discovered during a sport/activity season;
- 79 c. Any penalties for violation follow the student to any school to which he/she
80 transfers;
- 81 d. Any violation beyond the third offense carries the same penalty as the third
82 offense; and
- 83 e. The school district discipline screening committee can impose a greater
84 sanction than those described in each of the offenses if there are extenuating
85 circumstances.

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3. Tobacco Use/Possession/Sale/Distribution

- a. First Offense – Use, possession, sale, or distribution of tobacco or tobacco products, in any form, is prohibited. The consequence for the first violation will be suspension from all extra-curricular programs/athletic competitions for one week.
- b. Second Offense – The consequence for a second violation will be suspension for two weeks.
- c. Third Offense – The consequence for a third offense and beyond will be determined by the school administration. The penalty will be determined based on the seriousness of the offense, any harm or injury to person or property, the remorse of the student, and any other relevant factors.

4. Additional Tobacco Guidelines:

- a. Violations carry over year-to-year and sport/activity to sport/activity in a participant’s career (there is no “fresh start” each school year). Violations must occur and be discovered during a sport/activity season;
- b. Any penalties for violation follow the student to any school to which he/she transfers; and
- c. The school district discipline screening committee can impose a greater sanction than those described in each of the offenses, if there are extenuating circumstances.

5. Violation of Team Rules and Regulations: Coaches may establish reasonable rules and regulations, subject to the approval of school administration, for behavior not otherwise specified in the code of conduct. Coaches may determine reasonable penalties for violations of team rules and regulations subject to review by school administration.

6. Attendance – Truancy: Student attendance is critical to a student’s success in the classroom; much the same, attendance at practice is essential. Students involved in extracurricular programs are expected to attend all of their classes on time and avoid truancy.

- a. Students who receive a truancy citation letter shall be suspended from participation in extracurricular programs for one week for a first offense;
- b. A second truancy citation letter during a student’s high school enrollment shall result in a two-week suspension; and
- c. Subsequent truancy citations will result in additional suspensions; the consequences will be determined by the school administration in consultation with coaches and the athletic director.
- d. Additional attendance requirements may be established by the Principal and/or Coach.

7. School Suspension: Students who are suspended from school under either school or school district policy are prohibited from participation in practices and games, meets, matches, competitions, or performances during the length of the suspension.

8. Academic Fraud: Students who admit to and/or who are caught cheating in their classes will be subject to disciplinary action. The impact on participation in extracurricular programs will be determined by school administration in consultation with the classroom teacher in whose class the cheating occurred and the

132 coach/advisor over the program the student is participating in, but shall in no case be
133 less than a one-week removal from participation.

134 9. **Unsportsmanlike Conduct:** Unsportsmanlike conduct and other unacceptable
135 behaviors not specifically covered in this code of conduct, but which are contrary to
136 the spirit of being a role model to others, are subject to an appropriate penalty at
137 the discretion of the school administration, taking into consideration the
138 seriousness of the offense, any harm or injury to person or property, the remorse
139 of the athlete, and any other relevant factors.

140 10. **Unlawful Behavior:** If a student has committed an unlawful or delinquent act as
141 defined by Utah State Code, regardless of where or when the unlawful or delinquent
142 act occurred, an appropriate penalty will be determined based on the seriousness of
143 the offense, any harm or injury to person or property, and any other relevant factors,
144 such as previous acts of misconduct. In all such cases school administration reserves
145 the right to suspend a student's extracurricular privileges until all charges have been
146 resolved with the courts. The school administration also reserves the right to suspend
147 extracurricular privileges once the court has rendered a guilty verdict, the student has
148 plead guilty or no contest, or a disposition through a settlement is reached. *(Please*
149 *note that specific consequences for Drug/Alcohol and Tobacco infractions are*
150 *detailed in an earlier portion of this document.)*

151 11. **New Enrollees/Transfer Students:** New enrollees, including transfer students with prior
152 violations at other schools will be considered to have violated the Provo Student Code of
153 Conduct, and therefore, will be subject to applicable consequences for any additional
154 violations as provided in this Code of Conduct.

155 12. **Grievance Procedure Guidelines:** If a student or parent(s)/guardian(s) have a
156 grievance based on an outcome of the Provo City School District Code of Conduct, the
157 following procedures are to be followed:

- 158 a. Request a meeting with the person who gave a consequence;
- 159 b. If not resolved, request a meeting with the school assistant principal over
160 athletics and activities;
- 161 c. If not resolved, request a hearing with the Extra-Curricular Participation Review
162 Board. This Board will consist of the following individuals: School Athletic
163 Director, School Principal, Director of Student Services and Assistant
164 Superintendent of Secondary Education for Provo City Schools. The decision of
165 this board is final and exhausts all grievance processes.
- 166 d. Note: The Grievance Procedure Guidelines do not apply for outcomes that are
167 given by the Provo City School District Discipline Screening Committee. A
168 separate appeal process is available for this level of student discipline.

169 170 **Utah High School Activities Association Handbook**

171
172 For matters that are not defined above, the Utah High School Activities Handbook will be used
173 to help determine appropriate outcomes.

174
175 **Consent:**
176 Parents and students will consent to abide by the rules and guidelines of this document and the

DRAFT



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3 **Kindergarten Readiness School Readiness: Student Toilet Training**
4 **Policy Series: 3000 Students**

5
6 **Policy No. 3170**
7

8 **Purpose:**
9

10 The purpose of this policy is to establish clear expectations regarding student readiness for
11 independent toileting in order to support a safe, healthy, and effective learning environment in
12 Utah's K–12 schools. Developmentally appropriate self-care skills, including toilet training, are
13 an important component of school readiness and help ensure that instructional time can be
14 focused on teaching and learning while maintaining appropriate health and safety standards for
15 all students.
16

17 This policy provides guidance to families and school personnel regarding expectations for
18 student independence in toileting, procedures for addressing concerns when a student is not yet
19 toilet trained, and appropriate accommodations when medical conditions, disabilities, or
20 individualized education plans require additional support. The intent is to promote consistency
21 across schools, protect student dignity, and ensure that schools are able to meet both
22 educational and health-related responsibilities.
23

24
25 **Definitions:**
26

27 "Toilet Trained" means that a child can:

- 28 1. Communicate the need to use the bathroom to an adult;
- 29 2. Sit down on a toilet;
- 30 3. Use the toilet without assistance;
- 31 4. Undress and dress as necessary; and
- 32 5. Tend to personal hygienic needs after toileting.
33

34 If an accident occurs, a toilet-trained child can independently tend to hygienic needs and
35 change clothes. A child is not toilet trained if the child has accidents with sufficient frequency to
36 impact the educational experience of the child or the child's peers, as determined by the District.
37 (See [Utah Code 53G-7-302\(6\)](#) and [Utah Administrative Rules R277-631-2.](#))
38

39 **Toilet Training Requirement for Kindergarten School Enrollment:**

40 A student may not be enrolled in ~~Kindergarten~~ in school unless the student is toilet trained or the
41 student's lack of toilet training results from a condition addressed that is subject to federal child



42 [find requirements or is addressed](#) by an Individualized Education Program (IEP) or Section 504
43 Plan [that includes toilet training as a component](#). Prior to enrollment, the parent of each student
44 to be enrolled shall provide assurance to the District during the online registration process that
45 the student is toilet trained.

46

47 **Addressing the Needs of Students Who are Not Toilet Trained:**

48 When a Kindergarten student is determined not to be toilet trained, the District shall:

- 49 1. Consider whether the student's delay in toileting capability may be a sign of a disability
50 that could impact the student's education and if appropriate shall conduct an initial
51 evaluation under IDEA;
- 52 2. Refer the student and the student's parent to a school social worker or counselor:
- 53 a. To provide additional family supports and resources; and
 - 54 b. To create an individualized plan to address the student's needs;
 - 55 c. Establish the circumstances, if appropriate, under which a parent or parent's
56 adult designee may aid in toilet training; and
 - 57 d. Coordinate with appropriate District personnel and parents to reintegrate the
58 student, as appropriate, once the student has become toilet trained.
- 59

60 **Legal References**

61 [Utah State Code 53G-7-203\(6\)](#)

62 [Utah Administrative Rule R277-631-2](#)

63 [Utah Administrative Rules R277-631-3\(3\)](#)

64 [Utah Code § 53G-7-203\(6\)\(a\), \(c\) \(2025\)](#)

65 [Utah Admin. Rules R277-631-3\(1\), \(2\) \(March 10, 2025\)](#)

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68 **Board Approved:** April 13, 2024

69 Revised:

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~~Kindergarten Student Toilet Training~~ **School Readiness: Confirmation of Toilet Training**
Policy Series: 3000 Students

Policy No. 3170
Procedure 1

Parent Confirmation of Toilet Training:

Provo City School District will provide a way for parents to verify **electronically** that their ~~Kindergarten~~ student is toilet trained in ~~one of two ways: as part of the online registration process, wherein the parent will confirm electronically that their child is toilet trained. ; or~~
1. ~~Fill out the form provided in Policy 3170, Form 1 and submit to their school's principal.~~

School Support if the Student is Not Toilet Trained:

If the parent indicates that the lack of toilet training is a result of a disability defined in an existing IEP or Section 504 Plan, the parent will provide a copy of these documents to the school principal so that accommodations can be put in place for the student.

If the parent indicates that they believe the lack of toilet training may be a result of a disability and they would like the District to evaluate if an IEP or Section 504 Plan would be appropriate, this information would be shared with the school principal to begin the proper evaluation process.

If the ~~Kindergarten~~ student is not toilet trained and the parent does not believe this is a result of a disability or they do not agree to allow the District to evaluate the student for a possible IEP or Section 504 Plan, the school will connect the family to the social worker to identify resources that may be available to assist with the toilet training of the child. Once the child is toilet trained, the social worker and Student Support Team at the school will assist the family as they integrate the student into the ~~Kindergarten~~ **school** classroom.

Training of School- and District-based Personnel:

Provo City School District will provide training for school- and district-based personnel on this policy to ensure compliance and support for families. The Assistant Superintendent over Elementary Education and the Student Services Director will oversee this training process which will be reviewed annually.

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Legal References

[Utah State Code 53G-7-203\(6\)](#)

[Utah Administrative Rule R277-631-2](#)

[Utah Administrative Rules R277-631-3\(3\)](#)

Adopted: April 13, 2024

Revised:

DRAFT

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Secondary School Clubs-Curricular and Non-curricular Student Clubs
Policy Series: 3000 Students

Policy No. 3540

Purpose:

The Provo City School District Board of Education has determined that the educational goals of the District are furthered by recognizing curricular clubs and these noncurricular student groups which comply with this policy and accompanying procedure.

Definitions:

1. "Club" means any student organization that meets during noninstructional time.
2. "Limited Open Forum" means the district allows student groups, both curricular and noncurricular, to meet on school grounds outside of instructional time, giving students a structured but not fully public platform for expression, subject to state and district rules. If any noncurricular club is authorized, then the district must provide equal access to all noncurricular clubs, within district policy and state and federal law.
3. "Curricular club" means a club that is school-sponsored and that may receive leadership, direction, and support from the school or District beyond providing a meeting place during noninstructional time. An elementary school curricular club means a club that is organized and directed by school sponsors at the elementary school. A secondary school curricular club means a club:
 - a. whose subject matter is taught or will soon be taught in a regular course;
 - b. whose subject matter concerns the body of courses as a whole;
 - c. in which participation is required for a particular course; orA
 - d. in which participation results in academic credit.

Secondary curricular club fees can be waived when students qualify per [Policy 6160](#).

4. "Noncurricular club" is a student-initiated group that may be authorized and allowed school facilities use during noninstructional time in secondary schools by a school and school governing board in accordance with law. A noncurricular club's meetings, ideas,

40

41 and activities are not sponsored or endorsed in any way by the Board, the District or
42 District employees. A noncurricular club shall have a minimum of three members.
43 Noncurricular club fees do not qualify for fee waivers.
44

- 45 5. "Closed Forum" means that only curricular clubs are allowed and student-initiated non-
46 curricular clubs are not authorized.
47

48 **Policy:**

49 Provo City School District Board of Education maintains a "limited open forum" for clubs in
50 secondary schools.
51

52 Curriculum clubs are authorized in grades ~~7-12~~ K-12. Curriculum clubs are sponsored by District
53 schools and may receive leadership, direction, and support from the school and the District.
54

55 Non-curricular clubs are authorized in grades ~~9-12~~ 7-12 under state and federal laws and
56 regulations only for the purpose of granting a place within the school for students to meet during
57 non-instructional time. Non-curricular clubs are student initiated. Their meetings, ideas and
58 activities are not sponsored or endorsed in any way by the Board, the schools, or by school or
59 District employees.
60

61 ~~The Board reserves the right to create a "closed forum" at any time during the school year or at
62 any other time by allowing curricular clubs only.~~
63

64 **Limited Open Forum and Reservation of Right to Close Forum**

65 Schools within the District may establish and maintain a limited open forum for student clubs
66 pursuant to law, State Board of Education rules, and District Policy. Notwithstanding, the Board
67 of Education retains the right to create a closed forum in the District or at any of its schools at
68 any time by allowing curricular clubs only.
69

70 **Delegation of Authority to Local Schools**

71 The Board hereby authorizes local schools within the District to review applications for club
72 authorization. A local school principal shall review applications for authorization of clubs on a
73 case-by-case basis. Before granting an authorization, the school shall find that the proposed
74 club meets the requirements of a curricular club or a noncurricular club, and that the proposed
75 club's purpose and activities comply with this Policy and accompanying procedure.
76

77 A school shall grant authorization and school facilities use to curricular and noncurricular clubs
78 whose applications are found to meet the requirements of this Policy, rules of the State Board of
79 Education, and policies of the District and shall limit or deny authorization or school facilities use
80
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85 to proposed clubs that do not meet ~~the requirements of this part~~, rules of the State Board of
86 Education, and policies of the District. Further instructions on how to establish and maintain a
87 club can be found in the accompanying procedure.

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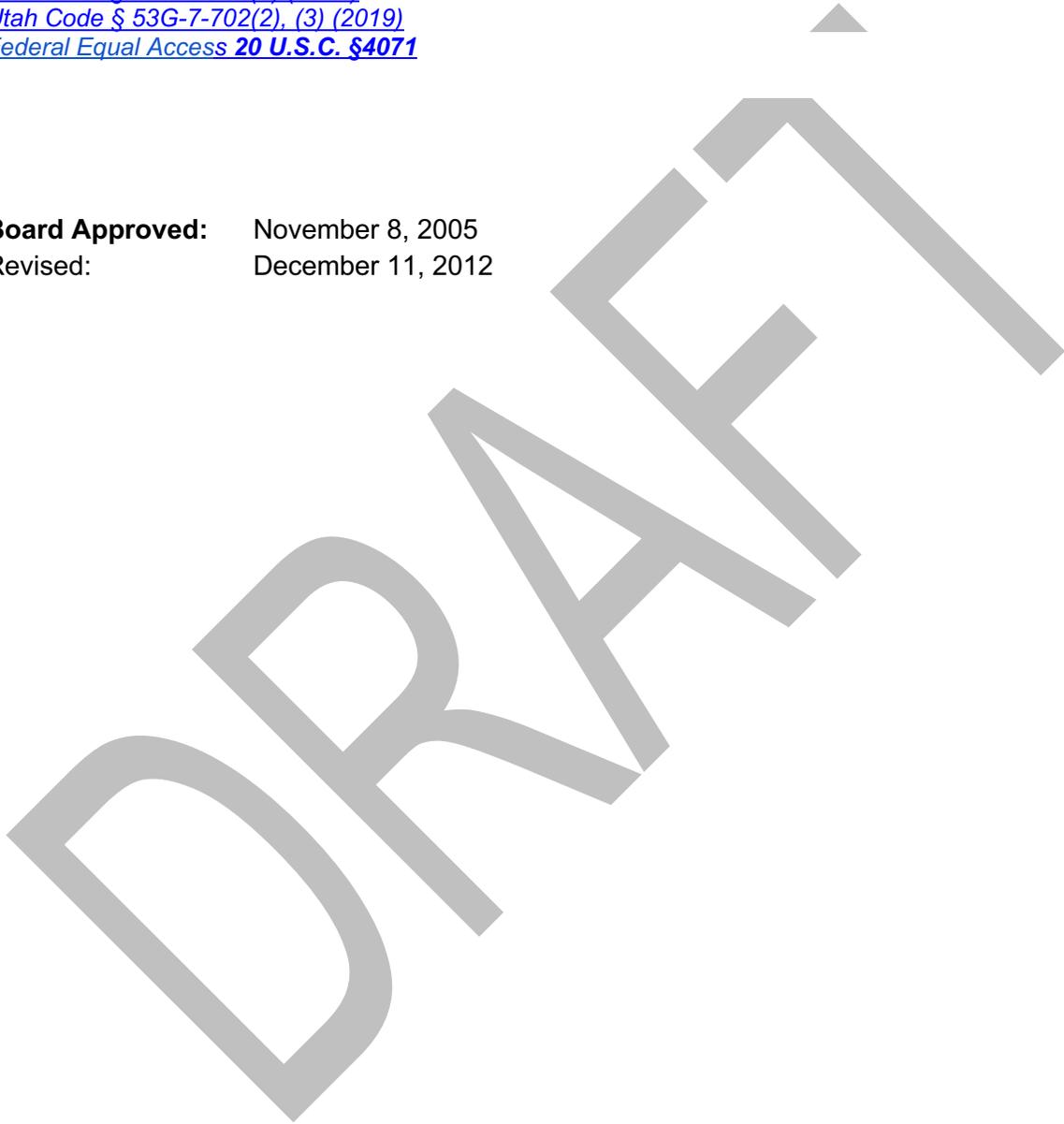
90 **Legal References**

91 [Utah Code § 53G-7-702\(1\) \(2019\)](#)
92 [Utah Code § 53G-7-702\(2\), \(3\) \(2019\)](#)
93 [Federal Equal Access 20 U.S.C. §4071](#)

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98 **Board Approved:** November 8, 2005
99 **Revised:** December 11, 2012

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**Secondary Student Clubs
Policy Series: 3000 Students**

**Policy No. 3540
Procedure 1**

Definitions

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1. "Bigotry" means action or advocacy of imminent action involving:
 - a. the harassment or denigration of a person or entity; or
 - b. any intent to cause a person not to freely enjoy or exercise any right secured by the constitution or laws of the United States or the state, except that an evaluation or prohibition may not be made of the truth or falsity of any religious belief or expression of conscience unless the means of expression or conduct arising therefrom violates the standards of conduct outlined by law.
2. "Club" means any student organization that meets during noninstructional time.
3. "Conscience" means a standard based upon learned experiences, a personal philosophy or system of belief, religious teachings or doctrine, an absolute or external sense of right and wrong which is felt on an individual basis, a belief in an external absolute, or any combination of the foregoing.
4. "Curricular club" means a club that is school sponsored and that may receive leadership, direction, and support from the school or District beyond providing a meeting place during noninstructional time. An elementary school curricular club means a club that is organized and directed by school sponsors at the elementary school. A secondary school curricular club means a club:
 - a. whose subject matter is taught or will soon be taught in a regular course;
 - b. whose subject matter concerns the body of courses as a whole;
 - c. in which participation is required for a particular course; or
 - d. in which participation results in academic credit.
5. "Discretionary time" means school-related time for students that is not instructional time, including free time before and after school, during lunch and between classes or on buses, and private time before athletic and other events or activities.
6. "Encourage criminal or delinquent conduct" means action or advocacy of imminent action that violates any law or administrative rule but does not include discussions

41 concerning changing of laws or rules or actions taken through lawfully established
42 channels to effectuate such change.

- 43
- 44 7. “Instructional time” means time during which a school is responsible for a student and
45 the student is required or expected to be actively engaged in a learning activity, including
46 instructional activities in the classroom or study hall during regularly scheduled hours,
47 required activities outside the classroom, and counseling, private conferences, or
48 tutoring provided by school employees or volunteers acting in their official capacities
49 during or outside of regular school hours.
- 50
- 51 8. “Involve human sexuality” means:
- 52 a. presenting information in violation of laws governing sex education, including
53 Utah Code §§ 53G-10-402 and 53E-9-203;
- 54 b. advocating or engaging in sexual activity outside of legally recognized marriage
55 or forbidden by state law; or
- 56 c. presenting or discussing information relating to the use of contraceptive devices
57 or substances, regardless of whether the use is for purposes of contraception or
58 personal health.
- 59
- 60 9. “Limited open forum” means a forum created by the District for student expression within
61 the constraints of Utah Code § 53G-10-203(2)(b).
- 62
- 63 10. “Noncurricular club” is a student-initiated group that may be authorized and allowed
64 school facilities use during noninstructional time in secondary schools by a school and
65 school governing board in accordance with law. A noncurricular club’s meetings, ideas,
66 and activities are not sponsored or endorsed in any way by the Board, the District or
67 District employees. A noncurricular club shall have a minimum of three members.
- 68
- 69 11. “Noninstructional time” means time set aside by a school before instructional time begins
70 or after instructional time ends, including discretionary time.
- 71
- 72 12. “Religious club” means a noncurricular club designated in its application as either being
73 religiously based or based on expression or conduct mandated by conscience.
- 74
- 75 13. “School facilities use” means access to a school facility, premises, or playing field.
76 “School facilities use” includes access to a limited open forum.
- 77
- 78 14. “Administrator” means the school principal or assistant principal responsible for
79 implementing this Policy in each school.
- 80
- 81 15. “Board” means the Provo City School District Board of Education.
- 82
- 83 16. “Closed forum” means allowing only curriculum clubs.
- 84

- 85 17. "District" means the Provo City School District.
86
87 18. "Monitor" means the faculty member assigned by the administrator to a religious club to
88 ensure compliance with this policy. The assignment of a monitor does not constitute
89 sponsorship of the club.
90
91 19. "Sponsor" means the school faculty member assigned by the administrator to work with
92 a curriculum club.
93
94 20. "Sponsorship" includes the act of promoting, leading, or directing a curriculum club or its
95 meetings.
96
97 21. "Supervisor" means the faculty member assigned by the administrator to a non-
98 curriculum non-religious club to ensure compliance with this policy. The assignment of a
99 supervisor does not constitute sponsorship of the club.
100
101 22. "Superintendent" means the Superintendent of Provo City School District.

102 **Formation and Renewal of Student Club**

103
104 Within twenty (20) school days after the beginning of the school year, each student group
105 seeking to establish a club under this Policy must submit an application. In addition to filing an
106 initial application to form the club, within twenty (20) days after the beginning of the school year
107 each club must submit to the principal or a designee an application annually. All money
108 collected for the club needs to go through the main office and advisors, sponsors, and monitors
109 must follow cash handling policies established by the District ([Policy 6130](#)).
110
111
112
113

114 **Clubs: Limitations and Denials**

- 115
116 1. A school shall limit or deny authorization or school facilities use to a club or require
117 changes prior to granting authorization or school facilities use:
118 a. as the school determines it to be necessary to
119 i. protect the physical, emotional, psychological, or moral well-being of
120 students and faculty;
121 ii. maintain order and discipline on school premises;
122 iii. prevent a material and substantial interference with the orderly conduct of
123 a school's educational activities;
124 iv. protect the rights of parents and students;
125 v. maintain the boundaries of socially appropriate behavior; or
126 vi. ensure compliance with all applicable laws, rules, regulations, and
127 policies; or

- 128 b. whose proposed application and proposed activities indicate students or advisors
129 in club related activities would as a substantial, material, or significant part of
130 their conduct or means of expression:
131 i. encourage criminal or delinquent conduct;
132 ii. promote bigotry;
133 iii. involve human sexuality; or
134 iv. involve any effort to engage in or conduct mental health therapy,
135 counseling, or psychological services for which a license would be
136 required under state law.
137
138 2. If a school or the District limits or denies authorization to a club, the school or the District
139 shall provide, in writing, to the applicant the factual and legal basis for the limitation or
140 denial.
141
142

143 **Application for Authorization for Curriculum and Non-Curriculum Clubs**

- 144 1. Authorization for Curriculum Clubs
145 a. Faculty members or students proposing curriculum clubs must submit a written
146 application for authorization on the District Club Authorization Form ~~no later than~~
147 ~~October 15~~ **within twenty (20) school days of the start of the school year** of the
148 club's inception.
149 b. Clubs whose membership is determined by student body election, and clubs
150 which are governed by the Utah High Schools ~~Activities Athletic Association~~, are
151 exempt from the authorization requirements.
152 c. Written application for authorization of curriculum clubs must include:
153 i. Recommended club name **which must be consistent with the club's**
154 **purposes and school sponsorship**;
155 ii. Statement of the club's purpose, goals, and activities;
156 iii. **a statement of the club's categorization, which shall be included in the**
157 **parental consent required under Utah Code § 53G-7-709, indicating all of**
158 **the following that may apply:**
159 1. Athletic;
160 2. business/economic;
161 3. Agriculture;
162 4. art/music/performance;
163 5. Science;
164 6. Gaming;
165 7. Religious;
166 8. community service/social justice; and
167 9. other;
168 iv. Recommended meeting times, dates, and places; and
169 d. The proposed club charter, constitution, or bylaws, which shall include at least:
170 i. the rules of organization,
171 ii. the election of officers,

- 172 iii. objective membership criteria, meeting rules of order, procedures for
- 173 amending the rules, and
- 174 iv. a statement that the club will comply with all applicable Utah laws, rules,
- 175 and policies,
- 176 v. A budget showing the amount and source of any outside (non-District)
- 177 funding provided or to be provided to the club and its proposed use.
- 178 e. Names for Curricular Clubs: The administrator shall approve the names of
- 179 curriculum clubs consistent with law and policy.
- 180 f. If the school finds that the proposed club is a noncurricular club, the school may:
- 181 i. return the application to the faculty member or students proposing the
- 182 club for amendment; or
- 183 ii. review the application as an application for authorization of a non-
- 184 curricular club.
- 185

186 2. Annual Authorization for Non-Curricular Clubs

- 187 a. Non-curricular clubs must be reauthorized annually. Students proposing non-
- 188 curricular clubs must submit a written application for authorization **using their**
- 189 **school's club application and authorization form** ~~on the District Club~~
- 190 ~~Authorization Form no later than October 15~~ **within twenty (20) school days of the**
- 191 **start of the school year** ~~of each year.~~
- 192 b. Written application for annual authorization of non-curricular clubs must include:
- 193 i. Recommended club name **which must be consistent with the club's**
- 194 **purposes and school sponsorship;**
- 195 ii. **a statement of the club's categorization, which shall be included in the**
- 196 **parental consent required under Utah Code § 53G-7-709, indicating all of**
- 197 **the following that may apply:**
 - 198 1. Athletic;
 - 199 2. business/economic;
 - 200 3. Agriculture;
 - 201 4. art/music/performance;
 - 202 5. Science;
 - 203 6. Gaming;
 - 204 7. Religious;
 - 205 8. community service/social justice; and
 - 206 9. other;
- 207 iii. Statement of proposed purpose, goals, and activities;
- 208 iv. Recommended meeting times, dates, and places; and
- 209 c. The proposed club charter, constitution, or bylaws, which shall include at least:
 - 210 i. the rules of organization,
 - 211 ii. the election of officers,
 - 212 iii. objective membership criteria, meeting rules of order, procedures for
 - 213 amending the rules, and
 - 214 iv. a statement that the club will comply with all applicable Utah laws, rules,
 - 215 and policies,
 - 216 v. A budget showing the amount and source of any funding provided or to
 - 217 be provided to the Club and its proposed use.

- 218 d. **Name Approval:** A school may grant access to the club but condition such
219 access on the change of the club name to ensure that the club name:
220 i. accurately reflects the actual nature, purpose and activities of the club;
221 ii. does not improperly imply school sponsorship or affiliation; or
222 iii. will not result in undue disruption of school operations, subject students to
223 harassment or persecution, imply inappropriate association with any non-
224 school organizations or groups, or imply that the club would operate in
225 violation of laws or rules.

226 **Review of Applications by the Administrator for Curricular and Non-Curriculum Clubs**

- 227
- 228
- 229 1. The administrator shall review applications for authorization of curricular clubs on a
230 case-by-case basis. Before granting authorization, the administrator must find:
231 a. that the proposed club meets this policy's definition of a curricular club and
232 b. that the proposed club's purpose and activities comply with this policy.
233
- 234 2. The administrator may request additional information from the faculty sponsor, from
235 students proposing the club, or from the Assistant Superintendent of Secondary
236 Education. ~~District Compliance Officer (Director of Student Services)~~ if desired.
237
- 238 3. ~~Determining Curriculum Relatedness~~ The administrator determines curricular
239 relatedness by strictly applying this policy's definition of curricular club to the club
240 application. If the administrator finds that the proposed club is a curricular club, the
241 administrator shall continue to review the application as an application for a curricular
242 club. If the administrator finds that the proposed club is a non-curricular club, the
243 administrator may return the application to the faculty member or students proposing the
244 club for amendment, or review the application as an application for a non-curricular club.
245
246

247 **Purpose and Activities for Curriculum Clubs**

248

249 ~~The administrator shall deny authorization to any club or require changes prior to granting~~
250 ~~authorization if the administrator finds that its purpose or activities would:~~

- 251 1. ~~Violate the law or administrative rules or advocate such imminent violation. This~~
252 ~~restriction does not apply to appropriate discussions concerning the changing of laws or~~
253 ~~rules, or to actions taken through appropriate channels or procedures to effectuate such~~
254 ~~changes.~~
- 255 2. ~~Harass or denigrate any person or advocate such imminent action.~~
- 256 3. ~~Intend to cause a person to fear to freely exercise or enjoy any right secured by the~~
257 ~~Constitution or laws of the United States or the state of Utah, or advocate such imminent~~
258 ~~action.~~
- 259 4. ~~Advocate or approve sexual activity outside of marriage, or involve presentations in~~
260 ~~violation of laws or regulations governing sex education or privacy rights of individuals or~~
261 ~~families.~~

- 262 5. ~~Include any effort to engage in or conduct mental health therapy, counseling, or~~
263 ~~psychological services for which a license would be required under Title 58, Chapters 60~~
264 ~~or 61 of the Utah Code.~~

265
266 The administrator may request information and shall require changes in a club's proposed
267 purpose or activities which the administrator finds necessary to:

- 268
269 1. Prevent any material or substantial interference with the orderly operation of the school;
270 2. Protect the well-being of students and faculty;
271 3. Ensure compliance with all applicable laws, rules, regulations and policies;
272 4. Maintain order and discipline;
273 5. Protect the rights of parents and students;
274 6. Maintain boundaries of socially appropriate behavior; or
275 7. Restrict activities harmful to the school's educational mission.

276
277 In deciding the purpose and activities of clubs, students should consider ways in which the club
278 can be of service to the school or community.

279 280 281 ~~Procedures for~~ **Reviewing Applications for Non-Curricular Clubs**

282
283 The administrator shall review applications for authorization of non-curricular clubs on a case-
284 by-case basis. Before granting authorization, the administrator must find:

- 285
286 1. the proposed club's purpose and activities are lawful and comply with this policy and
287 2. the proposed name complies with this policy.

288
289 The administrator may request additional information from the students proposing the club or
290 from the [Assistant Superintendent of Secondary Education](#) ~~District Compliance Officer (Director~~
291 ~~of Student Services)~~ if desired; and may request that a school committee made up of faculty,
292 parents, and students make recommendations to the administrator on a case-by-case basis.

293 294 295 **Purpose and Activities of Non-Curriculum Clubs**

296
297 ~~The administrator shall deny authorization to any club or require changes prior to granting~~
298 ~~authorization if the administrator finds that its purpose or activities could:~~

- 299 1. ~~Violate the law or administrative rules or advocate such imminent violation. This~~
300 ~~restriction does not apply to appropriate discussions concerning the changing of laws or~~
301 ~~rules, or to actions taken through appropriate channels or procedures to effectuate such~~
302 ~~changes.~~
303 2. ~~Harass or denigrate any person or advocate such imminent action.~~

- 304 ~~3. Intend to cause a person to fear to freely exercise or enjoy any right secured by the~~
305 ~~Constitution or laws of the United States or the state of Utah, or advocate such imminent~~
306 ~~action.~~
307 ~~4. Advocate or approve sexual activity outside of marriage, or involve presentations in~~
308 ~~violation of laws or regulations governing sex education or privacy rights of individuals or~~
309 ~~families.~~
310 ~~5. Include any effort to engage in or conduct mental health therapy, counseling, or~~
311 ~~psychological services for which a license would be required under Title 58, Chapters 60~~
312 ~~or 61 of the Utah Code.~~
313

314 The administrator may request information and shall require changes in a club's proposed
315 purpose or activities which the administrator finds necessary to:

- 316
317 1. Prevent any material or substantial interference with the orderly operation of the school;
318 2. Protect the well-being of students and faculty;
319 3. Ensure compliance with all applicable laws, rules, regulations, and policies;
320 4. Maintain order and discipline;
321 5. Protect the rights of parents and students;
322 6. Maintain boundaries of socially appropriate behavior; or
323 7. Restrict activities harmful to the school's educational mission.
324

325 In deciding the purpose and activities of clubs, students should consider ways in which the club
326 can be of service to the school or community.
327

328 329 **Granting or Denying Authorization**

330
331 The administrator shall grant authorization to curricular and non-curricular clubs whose
332 applications meet the requirements of this policy and shall deny authorization to proposed clubs
333 that do not.
334

335 336 **Review of Authorization**

337
338 The administrator shall investigate any report or allegation that an authorized curricular or non-
339 curricular club is participating in activities beyond the scope of its charter, constitution, or
340 bylaws, or is in violation of any applicable law, rule, regulation, or policy. After meeting with the
341 faculty sponsor, supervisor, or monitor and the students involved, the administrator may do any
342 of the following:
343

- 344 1. Allow the original charter, constitution, or bylaws to be modified to include the activities if
345 they are in compliance with the law, rules, regulations or policies;
346
347 2. Instruct the sponsor, supervisor or monitor not to allow similar violations in future;

- 348 3. Suspend the club’s authorization pending further corrective action as determined by the
349 principal; or
350
351 4. Terminate the club’s authorization.
352
353

354 **Authorized Curricular and Non-Curricular Clubs Oversight**
355 **Faculty Oversight of Authorized Clubs**
356

- 357 1. A school shall approve the faculty sponsor, supervisor, or monitor for each authorized
358 curricular, noncurricular, and religious club to provide oversight consistent with this
359 Policy and the needs of the school to ensure that the methods of expression, religious
360 practices, or other conduct of the students or advisors involved do not:
361 a. unreasonably interfere with the ability of school officials to maintain order and
362 discipline;
363 b. unreasonably endanger or threaten the well-being of persons or property;
364 c. violate concepts of civility or propriety appropriate to a school setting; or
365 d. violate applicable laws, rules, regulations, and policies.
366
367 2. Sponsors.
368 a. A school shall annually approve faculty members as sponsors of curricular clubs.
369 b. Sponsors shall organize and direct the purpose and activities of a curricular club.
370
371 3. Supervisors and monitors.
372 a. A school shall approve faculty members to serve as supervisors and monitors for
373 authorized noncurricular clubs.
374 b. A supervisor and monitor shall provide oversight to ensure compliance with the
375 approved club purposes, goals, and activities and with the provisions of this part
376 and other applicable laws, rules, and policies.
377 c. A monitor approved for a religious club may not participate in the activities of the
378 religious club, except to perform the supervisory role required by this Policy.
379 d. The approval of a faculty supervisor or monitor does not constitute school
380 sponsorship of the club.
381
382 4. Without the prior approval by the school, a person who is not a school faculty member or
383 a club member may not:
384 a. make a presentation to a noncurricular club; or
385 b. direct, conduct, control, or regularly attend the meetings of a noncurricular club.
386

387 The administrator will make faculty or staff assignments for each curricular and non-curricular
388 club to provide oversight consistent with this policy and the needs of the school. Those assigned
389 oversight responsibility, or substitute who has been pre-approved by an administrator, shall be
390 in attendance at all Club meetings.

- 391 ~~1. Curricular Clubs: The administrator will annually assign faculty or staff members as~~
392 ~~sponsors of curricular clubs. Sponsors organize and direct the purpose and activities of~~
393 ~~the curriculum club.~~
394 ~~2. Non-Curriculum Clubs: The administrator will determine whether the club is a religious~~
395 ~~club.~~
396 ~~a. Non-Curriculum Non-Religious Clubs: The administrator will assign faculty or~~
397 ~~staff members to serve as supervisors for non-curricular non-religious clubs.~~
398 ~~Supervisors provide oversight to ensure compliance with the approved club~~
399 ~~charter, constitution, or bylaws and with applicable laws, rules, and this policy.~~
400 ~~b. Non-Curricular Religious Clubs: The administrator will assign faculty or staff~~
401 ~~members to serve as monitors for religious clubs. Monitors provide oversight to~~
402 ~~ensure compliance with the approved club charter, constitution, or bylaws, and~~
403 ~~with applicable laws, rules, and this policy. Monitors and other district or~~
404 ~~government employees shall not participate in religious clubs in any other~~
405 ~~capacity. No faculty member or school or district employee shall be required to~~
406 ~~attend any religious club meeting if the content of the speech at the meeting is~~
407 ~~contrary to the beliefs of the employee.~~
408
409

410 Facilities

411
412 The administrator will determine and assign facilities for curricular and non-curricular clubs
413 consistent with the needs of the school.
414

- 415 1. In assigning facilities, the administrator may give priority to curricular clubs over non-
416 curricular clubs.
417
418 2. The school may provide financial or other support to curricular clubs but not to non-
419 curricular clubs.
420
421 3. A school may not spend public funds to support or supplement noncurricular club fees,
422 except as required to implement the provisions of this Policy, including providing space
423 and faculty oversight for noncurricular clubs;
424
425 4. In assigning facilities, no preference or priority shall be given among non-curricular
426 clubs.
427
428 5. The school shall provide space for non-curricular club meetings.
429
430 6. Each school may establish the non-instructional times during which non-curricular clubs
431 may meet (e.g. Non-curriculum club meetings will be scheduled between 2:30 and 6:00
432 PM Monday through Friday).

433 7. Each school may set the number of hours non-curricular clubs may meet per month
434 except that all non-curricular clubs must be treated equally (e.g. Up to 4 hours of
435 meetings per month may be scheduled for individual non-curriculum clubs).
436

437

438 **Fees for Participation in Co-Curricular and Non-Curricular Clubs**

439

440 Participation in certain co-curricular and non-curricular activities may require the payment of
441 activity fees to offset costs associated with meetings, events and other program-related
442 expenses.

443

444 The District may establish reasonable fees for participation in these activities. Payment of
445 required fees, or approval of a fee waiver or payment plan when applicable, is a condition of
446 participation in the club.

447

448 The District and school reserve the right to restrict participation in clubs when required fees
449 have not been paid or arrangements have not been made.

450

451 The District shall maintain procedures to ensure that students are not excluded from co-
452 curricular club participation solely due to financial hardship, including processes for fee waivers,
453 scholarships, or alternative payment arrangements, consistent with District policy and applicable
454 law.

455

456 Students participating in non-curricular clubs may not use a fee waiver in lieu of paying
457 membership dues and other requirements for participation in the club. Please see [Policy 6160:
458 School Fees and Fee Waivers](#) for further information.

459

460

461 **Communications**

462

463 1. Curricular Clubs: Each school Administrator shall determine what access curricular clubs
464 shall be given to the school newspaper, yearbook, bulletin boards, public address
465 system, etc.

466

467 2. Non-Curricular Clubs: Each school Administrator shall determine what access non-
468 curricular clubs shall be given to the school newspaper, school yearbook, bulletin
469 boards, public address system, etc.; provided that all non-curricular clubs are given
470 equal access to communications media.

471

472

473 **Membership**

474

475 1. Curriculum Clubs: Membership in individual curriculum clubs is governed by the
476 following guidelines:

- 477 a. Membership is limited to students who are currently registered in the District.
478 Members from schools other than the sponsoring school must have parental
479 permission.
480 b. Clubs may require that prospective members try out based on objective criteria
481 outlined in the application materials. Try-outs shall not require activities which
482 violate laws, policies, or regulations of the State or District.
483 c. Other guidelines as determined ~~by the administrator.~~ **by the State Board of**
484 **Education, the District, or the school.**
485
2. Non-Curricular Clubs: Membership in individual non-curriculum clubs is governed by the
486 following guidelines:
487
- 488 a. Membership is limited to students who are currently registered in the **sponsoring**
489 **school.**
 - 490 b. **Student membership in a noncurricular club is voluntary**
 - 491 c. Clubs may require that prospective members try out based on objective criteria
492 outlined in the application materials. Try-outs shall not require activities that
493 violate laws, policies, or regulations of the State or District.
 - 494 d. Membership may not be limited on the basis of race, gender, ethnicity, national
495 origin, or disability.
 - 496 e. Clubs will begin each year with an informational meeting so prospective
497 members can decide if they wish to join. A parent/guardian signature/approval
498 ~~on the District approval form~~ is required for membership.
 - 499 f. Attendance or participation in club meetings or activities is limited to members,
500 except that non-school persons may attend on occasion to make presentations if
501 approved in advance by the administrator. Non-school persons shall not direct,
502 conduct, control, or regularly attend meetings or activities of clubs.
 - 503 g. **A club fee may be charged for participation provided that the fee has been**
504 **approved by the Board of Education. Fees for non-curricular clubs are not**
505 **subject to fee waivers.**

506 507 508 **Parental Consent**

509
510 A school shall require written parental consent for student participation in all curricular and non-
511 curricular clubs at the school.

- 512 1. The consent shall include an activity disclosure statement containing the following
513 information:
- 514 a. the specific name of the club;
 - 515 b. a statement of the club's purpose, goals, and activities;
 - 516 c. a statement of the club's categorization, which shall be obtained from the
517 application for authorization of a club in accordance with the provisions of Utah
518 Code §§ 53G-7-703 or 53G-7-704, indicating all of the following that may apply:
 - 519 i. Athletic;
 - 520 ii. business/economic;

- 521 iii. Agriculture;
522 iv. art/music/performance;
523 v. Science;
524 vi. Gaming
525 vii. Religious;
526 viii. community service/social justice; and
527 ix. Other;
528 d. beginning and ending dates;
529 e. a tentative schedule of the club activities with dates, times, and places specified;
530 f. personal costs associated with the club, if any;
531 g. the name of the sponsor, supervisor, or monitor who is responsible for the club;
532 and
533 h. any additional information considered important for the students and parents to
534 know.
535
536 2. All completed parental consent forms shall be filed by the parent or the club's sponsor,
537 supervisor, or monitor with the school's principal or designee.
538
539

540 **Materials Presented at Noncurricular Club Meetings**

541
542 A copy of any written or other media materials that were presented at a noncurricular club
543 meeting by a non-school person shall be delivered to a school administrator no later than 24
544 hours after the noncurricular club meeting and, if requested, a student's parent shall have an
545 opportunity to review those materials.
546
547

548 **Violations, Investigations, and School Responses:**

- 549
550 1. A school shall investigate any written complaint that an authorized curricular or
551 noncurricular club is:
552 a. participating in activities beyond the scope of its purpose; or
553 b. in violation of a provision of this part or another applicable law, rule, regulation, or
554 policy.
555
556 2. After meeting with the faculty sponsor, faculty supervisor, or faculty monitor, the students
557 involved, and the person making the written complaint, if a violation is substantiated, the
558 school may do any of the following:
559 a. allow the club's original statement of its purpose, goals, and activities to be
560 modified to include the activities if they are in compliance with the provisions of
561 this Policy and other applicable laws, rules, regulations, or policies;
562 b. instruct the faculty sponsor, supervisor, or monitor not to allow similar violations
563 in the future;

- 564 c. limit or suspend the club's authorization or school facilities use pending further
565 corrective action as determined by the school; or
566 d. terminate the club's authorization and dissolve the club.
567
- 568 3. Any limitation on expression, practice, or conduct of any student, advisor, or guest in a
569 meeting of a curricular or noncurricular club, or limitation on school facilities use, shall be
570 by the least restrictive means necessary to satisfy the school's interests as identified in
571 this Policy.
572
- 573 4. A club that has been terminated may not reapply for authorization until the following
574 school year.
575
- 576 5. A student who makes a false allegation or report under this section shall be subject to
577 school discipline.
578

579 **Appeal of Decisions Affecting Curricular and Non-Curricular Clubs**

581
582 Any student directly affected by a decision made under this policy may appeal the decision in
583 writing **following the guidelines below.** ~~within the time and as provided in the District's~~
584 ~~Parent/Patron Grievance Procedure.~~

585
586 Each completed application or written complaint shall be approved, denied, or investigated by
587 the school within a reasonable amount of time.
588

- 589 1. If an application or complaint is denied, written reasons for the denial or results of the
590 investigation shall be stated and, if appropriate, suggested corrections shall be made to
591 remedy the deficiency.
592
- 593 2. Each club that is denied school facilities use shall be informed at the time of the denial of
594 the factual and legal basis for the denial, and, if appropriate, how the basis for the denial
595 could be corrected.
596
- 597 ~~3. If denied, suspended, or terminated, a club, student desirous of participating or~~
598 ~~speaking, or a complaining parent, has ten school days from the date of the denial,~~
599 ~~suspension, or termination to file a written appeal from the denial, suspension, or~~
600 ~~termination to the Board of Education or its designee. If a club is denied recognition,~~
601 ~~suspended, or terminated, or if a student is denied the opportunity to participate or~~
602 ~~speak, the affected club, student, or a parent may file a written appeal with the Board of~~
603 ~~Education or its designee. The appeal must be filed within ten (10) school days of the~~
604 ~~date of the denial, suspension, or termination.~~
605

- 606 4. The Board of Education or its designee shall issue a determination within a reasonable
607 amount of time from receipt of the appeal, which decision is final and constitutes
608 satisfaction of all administrative remedies unless the time for evaluation is extended by
609 agreement of all parties.
610
- 611 5. A person directly affected by a decision made in accordance with the provisions of this
612 part may appeal the decision by writing to the Board of Education or its designee.
613

614 **Construction of Policy with Respect to Certain Rights**

615
616 Nothing in this Policy is intended to:

- 617
- 618 1. Influence the form or content of any prayer or other religious activity;
 - 619 2. Require any person, student, or employee to participate in any prayer or other religious
620 activities;
 - 621 3. Compel any school employee to attend a meeting of a noncurricular student group if the
622 content of the speech at the meeting is contrary to the beliefs of the employee;
 - 623 4. Sanction meetings that are otherwise unlawful; or
 - 624 5. Abridge the constitutional rights of any person.
625
- 626
627

628 **Evaluation**

629
630 ~~The Board will evaluate the results of the implementation of this policy at the Board meeting~~
631 ~~closest to one year from the policy's adoption. Factors to be considered shall include, but not be~~
632 ~~limited to:~~ **The Superintendent or Designee will provide a report to the Board of Education**
633 **annually that includes the following:**

- 634 1. The number and types of clubs **at each school**; ~~including clubs that existed prior to the~~
635 ~~policy adoption and those authorized thereafter;~~
- 636 2. Time spent by administrators administering this policy and procedure;
- 637 3. Faculty time spent sponsoring, supervising, and monitoring clubs;
- 638 4. Class time used for club related activities such as announcements;
- 639 5. Value of clubs to the education and leadership of District students.
640

641 **Legal References**

642 [Utah Code § 53G-7-705 \(2019\)](#)
643 [Utah Code § 53G-7-706 \(2018\)](#)
644 [Utah Code § 53G-7-707 \(2019\)](#)
645 [Utah Code § 53G-7-709,](#)
646 [Utah Code § 53G-7-708 \(2019\)](#)
647 [Utah Code § 53G-7-709 \(2019\)](#)
648 [Utah Code § 53G-7-710 \(2018\)](#)
649 [Utah Code § 53G-7-711 \(2019\)](#)
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Board Adopted: November 8, 2005
Revised: December 11, 2012

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Student Publications and Prior Review
Policy Series: 3000 Students

Policy No. 3530

Purpose:

The purpose of this policy is to establish guidelines for student publications within the district's schools, consistent with Utah law and the principles of responsible student expression. Student publications provide valuable opportunities for students to develop skills in writing, journalism, critical thinking, and civic engagement while learning the responsibilities that accompany freedom of expression in a school setting.

This policy is intended to define the rights and responsibilities of student journalists, advisors, and school administrators; outline standards for appropriate content; and ensure that student publications operate in a manner that supports educational objectives while maintaining a safe and respectful learning environment. The policy also seeks to promote student voice and authentic learning experiences while ensuring compliance with applicable state and federal laws and district expectations.

School-Sponsored Expressive Activities

The District's professional employees shall exercise editorial control over style and content of student speech in school-sponsored expressive activities. Inclusion of student material in school-sponsored activities shall not be the basis of a grade.

The District may refuse to disseminate or sponsor student speech that:

1. Might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order.
2. Is inappropriate for the level of maturity of the readers.
3. Does not meet the standards of the professional employees who supervise the production of the publication.
4. Associates the school with any position other than neutrality on matters of political controversy.

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School-Sponsored Publications

Students who have a complaint regarding a decision about the content or style of a school's sponsored publication shall present that complaint through the appropriate school or district administrative channels outlined in Policy 3328 Student Complaints.

Prior Review of Non-School Materials

“Written Material” includes any book, magazine, pamphlet, newspaper, year book, picture, photograph, drawing, or any other written or printed matter or visual representation however produced, but does not include private, written student communications from one student to another.

All written material over which the District does not exercise control that is intended for distribution to students shall be submitted for prior review according to the following procedures:

Material shall be submitted to the building Principal for review.

1. The Principal or the Principal’s designee shall approve or disapprove submitted material within three (3) school days of the time the material is received. If the submitted material is disapproved, the principal or his designee shall provide a written explanation of the reason(s) the material is disapproved and allow the student(s) to resubmit the material after the student(s) have revised the written material. If the student(s) believe that the written material is urgent or emergent and requires approval sooner than three (3) school days, the student shall provide a written explanation of the urgent or emergent circumstances along with the submitted material.
2. Disapproval may be appealed to the Superintendent who shall decide the appeal within five (5) school days of receipt of the appeal. Failure of the Superintendent to act within the five (5) school day period shall be interpreted as disapproval.
3. Disapproval of a request to distribute material may be appealed to the Board.

Non-School Publications

Content of the non-school-sponsored materials to be distributed must conform to the following standards:

1. Materials that are indecent, vulgar, obscene to minors or sexually inappropriate for the age and maturity of the audience, or that endorse actions endangering the health and safety of students shall not be distributed.
 - a. “Obscene to minors” is defined as:
 - i. The average person, applying contemporary community standards, would find that the written material, taken as a whole appeals to the prurient interest of minors of the age to whom distribution is requested;

- 84 ii. The material depicts or describes, in a manner that is patently offensive to
85 prevailing standards in the adult community concerning how such conduct
86 should be presented to minors of the age to whom distribution is
87 requested, sexual conduct such as intimate sexual acts (normal or
88 perverted), excretory functions, and lewd exhibition of the genitals; and
89 iii. The material, taken as a whole, lacks serious literary, artistic, political, or
90 scientific value for minors.

91
92 2. Material may not be forbidden if the portions or specific language objected to may also
93 be found in material that is made available to students through school facilities, i.e., the
94 school library or readings assigned by teachers.

95
96 3. Libelous material may be prohibited from distribution. Libelous material includes
97 defamatory falsehoods and unprivileged statements about public figures or
98 governmental officials, which are made with knowledge of their falsity or reckless
99 disregard for truth.

100
101 4. Publications that criticize Board members or school officials or advocate violation of
102 school rules may be prohibited if it appears likely that the publication of this material will
103 substantially interfere with or disrupt the operations of the school. "Bare allegations" of
104 disruption or unsubstantiated speculation as to what "might" happen or "could result" are
105 not sufficient to support a reasonable forecast of disruption of the normal operations of
106 the school. Material that is merely offensive or unpopular, or that stimulates controversy,
107 shall not be restricted or forbidden.

108
109 5. Advocacy directed toward inciting or producing imminent lawless or disruptive action and
110 that is likely to incite or produce such action shall be restricted.

111
112 6. Hate literature that scurrilously attacks ethnic, religious, or racial groups, and similar
113 irresponsible publications aimed at creating hostility and violence may be banned if it
114 falls within the disruption standard described at item (4) above.

115 116 117 **Distribution of Non-School Publications**

118
119 Distribution may be limited in order to prevent material and substantial interference with normal
120 school operations in circumstances where there is evidence that reasonably supports a forecast
121 that disruption will likely result directly from the distribution. "Bare allegations" of disruption or
122 unsubstantiated speculation as to what "might" happen or "could result" are not sufficient to
123 support a reasonable forecast of disruption of the normal operations of the school. Moreover,
124 material that is merely offensive or unpopular, or that stimulates controversy, shall not be
125 restricted or forbidden.

126
127

128 **Legal References**

129 [Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 272 \(1988\)](#)

130 [Bystrom v. Fridley High School, 822 F.2d 747 \(8th Cir. 1987\)](#)

131 [Shanley v. Northeast ISC, 462 F.2d. 960 \(5th Cir. 1972\);](#)

132 [Williams v. Spencer, 622 F.2d 1200 \(4th Cir. 1980\);](#)

133 [Trachtman v. Anker, 563 F. 512 \(2nd Cir. 1977\), cert denied 98 S. Ct. 1491 \(1977\)](#)

134 [Channing Club v. Board of Regents, 317 F. Supp. 688 \(1970\)](#)

135 [Shanley v. Northeast ISD, 462 F.2d 960, 964 \(5th Cir. 1972\)](#)

136 [Gertz v. Robert Welch, Inc., 418 U.S. 323 \(1974\)](#)

137 [Tinker v. Des Moines ISD, 393 U.S. 503 \(1969\)](#)

138 [Shanley v. Northeast ISD, 462 F.2d 960 \(5th Cir. 1972\)](#)

139 [Sullivan v. Houston ISD, 475 F.2d 1071 \(5th Cir. 1973\)](#)

140 [Healey v. James, 408 U.S. 169, 189 \(1972\)](#)

141 [Brandenburg v. Ohio, 395 U.S. 444, 447 \(1969\)](#)

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143 **Board Approved:**

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Student Demonstrations
Policy Series: 3000 Students

Policy No. 3550

Purpose:

The purpose of this policy is to provide clear guidelines regarding student demonstrations within the district's schools in a manner consistent with Utah law and the educational mission of the district. Schools recognize that students may wish to express their views on social, political, or community issues, and appropriate opportunities for expression can contribute to civic learning and responsible participation in a democratic society.

This policy is intended to balance students' rights to express their viewpoints with the district's responsibility to maintain a safe, orderly, and disruption-free learning environment. It establishes expectations for when and how student demonstrations may occur, outlines the responsibilities of students and school administrators, and ensures that such activities do not materially and substantially disrupt the educational process or infringe upon the rights and safety of others.

Definitions

A *student demonstration* is an organized or coordinated activity conducted by one or more students on school property or during the school day in which students publicly express a viewpoint, opinion, or concern on a social, political, school-related, or community issue. Student demonstrations may include, but are not limited to, activities such as protests, walkouts, sit-ins, rallies, or the distribution or display of messages intended to influence the views or actions of others.

For purposes of district policy, a student demonstration is distinguished from routine student expression in that it involves a collective action or planned activity intended to draw public attention to an issue. Student demonstrations must be conducted in a manner that does not materially and substantially disrupt the educational process, interfere with school operations, or infringe upon the rights or safety of other students or staff.

39
40

41 **Demonstrations**

42

43 Students shall be subject to the provisions of Board policy [\(3310\)](#) regarding disruptive behavior.

44

45 Any demonstration on school property during school hours must be authorized by the school's
46 principal in writing.

47

48 Student demonstrations and similar activities shall be prohibited when there is evidence that
49 **such activity** may reasonably lead school authorities to forecast substantial disruption of, or
50 material interference with, normal school operations or approved school activities. The evidence
51 must support a "reasonable forecast of substantial disruption" of school operations;
52 "undifferentiated fear" or mere apprehension of disturbance is not sufficient to justify restrictions
53 on students' otherwise legitimate right to freedom of expression.

54

55

56 **Violations**

57

58 Students who participate in any prohibited activities described above are subject to disciplinary
59 action, based on the severity of the violation and its overall effect on the welfare of other
60 students.

61

62

63 **Legal References**

64 [*Tinker v. Des Moines, 393 U.S. 503 \(1969\)*](#)

65 [*Barker v. Hardway, 394 U.S. 905 \(1969\)*](#)

66 [*Burnside v. Byars, 363 F.2d 744 \(1966\)*](#)

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69 **Board Approved:**

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Franklin Elementary
Certified FTE Allotment for School Year 2026-27

<i>Grade Level</i>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>							Total	Total		
<i>Staffing Ratio</i>	27.5	27.5	27.5	27.5	27.5	27.5	27.5	27.5	27.5					Other Certified FTE	Certified FTE		
	<u>K-6 FTE</u>																
2025-26 FTE Allotment	16.50																
2025-26 Staffed	16.50																
Under / (Over) Staffed based on 2025-26 FTE Allotment	-																
								Equity & Other FTE	Total	5256 BTS Art	5232 Music Tchr	0999 Instr Coach	7510 Title I Coord	Total Certified FTE	Total Certified FTE		
Current Year Staffed FTE	2.50	3.00	3.00	1.00	3.00	2.00	2.00	-	16.50	0.50	1.00	2.00	-	3.50	20.00		
Under (Over) Staffed based on Actual Enrollment	(0.79)	(1.55)	(1.15)	0.89	(1.44)	(0.15)	(0.69)		(4.88)								
Actual Fall 2025 Head Count without Self-Contained	47	40	51	52	37	51	36		314								
PY Projection for Fall 2025 Head Count	58	41	60	60	46	54	41		360								
Difference (Actual Enrollment less PY Projection)	(11)	(1)	(9)	(8)	(9)	(3)	(5)		(46)								
Projected Fall 2026 Head Count without Self-Contained	46	43	37	46	43	36	49		300								
Projected Enrollment Growth/(Decline)	(1)	3	(14)	(6)	6	(15)	13		(14)								
FTE Allotment for Move Up or Projection	1.50	1.50	1.50	1.50	1.50	1.50	2.00		11.00								
FTE Allotment for Growth	-	-	-	-	-	-	-		-								
Round-Up by Grade Level & CASS/DLI (if applicable)	0.50	0.50	0.50	0.50	0.50	0.50	-		3.00								
Equity FTE Allotment								2.00	2.00								
Other Certified FTE Allotment									-	0.50	1.00	2.00	-	3.50			
Total FTE Allotment for School Year 2026-27	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	16.00	0.50	1.00	2.00	-	3.50	19.50		
2026-27 FTE Allotment less Current Year Staffed	(0.50)	(1.00)	(1.00)	1.00	(1.00)	-	-	2.00	(0.50)	-	-	-	-	-	-		
Projected Class-size for School Year 2026-27	26.00	21.50	18.50	23.00	21.50	18.00	24.50										
Over (Under) the Staffing Ratio	(1.50)	(6.00)	(9.00)	(4.50)	(6.00)	(9.50)	(3.00)										
Certified FTE's to Add/(Reduce) for School Year 2026-27	(0.50)																

Notes:

Independence High
Certified FTE Allotment for School Year 2026-27

Staffing Ratio **25.00**

	Regular + CTE FTE	Equity FTE	Counselor FTE	District paid ROTC FTE	Instr Coach FTE	Total FTE	Air Force paid ROTC FTE
2025-26 FTE Allotment	9.88	0.50	1.50	1.00	1.00	13.88	1.00
2025-26 Staffed	11.00	0.50	1.50	1.00	1.00	15.00	1.00
Under (Over) Staffed for Current Year	(1.12)	-	-	-	-	(1.12)	-
2026-27 FTE Allotment	11.00	0.50	1.50	1.00	1.00	15.00	1.00
Less: 2025-26 Staffed	11.00	0.50	1.50	1.00	1.00	15.00	1.00
Certified FTE's to Add/(Reduce) for School Year 2026-27	-	-	-	-	-	-	-

PY Projection for Fall 2025 Head Count	231
Actual Fall 2025 Head Count without Self-Contained	259
Over (Under) Prior Year Projection	28

Actual Fall 2025 Head Count without Self-Contained	259
Projected Fall 2026 Head Count without Self-Contained	212
Projected Head Count Growth (Decline)	(47)

Actual Avg Daily Membership 2024-25 School Year	255
Estimated Avg Daily Membership 2025-26 School Year	269
Estimated ADM Increase (Decrease)	14

Projected Fall 2026 Head Count without Self-Contained	212
State Counselor Ratio (350 to 1)	0.61
Calculated Counselor FTE Allotment (rounded up)	1.00
Additional Counselor Allotment paid by Youth-in-Care program	0.50
Total Counselor FTE Allotment	1.50

Notes:

There are 2.0 ROTC FTE employed at IHS. The Air Force covers a little less than half of each FTE. Therefore, the District is supplementing the ROTC program by just over 1.0 FTE.

Lakeview Elementary
Certified FTE Allotment for School Year 2026-27

Grade Level	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>								
Staffing Ratio	27.5	27.5	27.5	27.5	27.5	27.5	27.5								
	<u>K-6 FTE</u>														
2025-26 FTE Allotment	27.50														
2025-26 Staffed	26.75														
Under / (Over) Staffed based on 2025-26 FTE Allotment	<u>0.75</u>														
	K	1	2	3	4	5	6	Equity & Other FTE	Total	5256 BTS Art	5232 Music Tchr	0999 Instr Coach	7510 Title I Coord	Total Other Certified FTE	Total Certified FTE
Current Year Staffed FTE	4.00	4.00	3.00	4.00	3.50	4.00	3.25	1.00	26.75	1.00	1.00	1.00	-	3.00	29.75
Under (Over) Staffed based on Actual Enrollment	(1.42)	(0.07)	0.24	(0.80)	(0.45)	(0.04)	0.39		(2.15)						
Actual Fall 2025 Head Count without Self-Contained	71	108	89	88	93	109	100		658						
PY Projection for Fall 2025 Head Count	98	110	88	92	94	110	100		692						
Difference (Actual Enrollment less PY Projection)	(27)	(2)	1	(4)	(1)	(1)	-		(34)						
Projected Fall 2026 Head Count without Self-Contained	75	75	109	88	84	94	106		631						
Projected Enrollment Growth/(Decline)	4	(33)	20	-	(9)	(15)	6		(27)						
FTE Allotment for Move Up or Projection	2.50	2.50	4.00	3.00	3.00	3.50	4.00		22.50						
FTE Allotment for Growth	-	-	-	-	-	-	-		-						
Round-Up by Grade Level & CASS/DLI (if applicable)	0.50	0.50	-	1.00	1.00	0.50	-		3.50						
Equity FTE Allotment								-	-						
Other Certified FTE Allotment									-	0.75	1.00	1.00	-	2.75	
Total FTE Allotment for School Year 2026-27	3.00	3.00	4.00	4.00	4.00	4.00	4.00	-	26.00	0.75	1.00	1.00	-	2.75	28.75
2026-27 FTE Allotment less Current Year Staffed	(1.00)	(1.00)	1.00	-	0.50	-	0.75	(1.00)	(0.75)	(0.25)	-	-	-	(0.25)	
Projected Class-size for School Year 2026-27	26.00	25.00	27.25	22.00	21.00	23.50	26.50								
Over (Under) the Staffing Ratio	(1.50)	(2.50)	(0.25)	(5.50)	(6.50)	(4.00)	(1.00)								
Certified FTE's to Add/(Reduce) for School Year 2026-27	(1.00)														

Notes:

Provo High
Certified FTE Allotment for School Year 2026-27

Staffing Ratio 28.50

	Regular + CTE FTE	Equity FTE	Counselor FTE	Athletic Director FTE	AVID FTE	Instr Coach FTE	Total FTE
2025-26 FTE Allotment	70.32	1.50	6.00	1.13	0.50	1.00	80.45
2025-26 Staffed	69.49	1.50	7.00	1.13	0.50	1.00	80.61
Under (Over) Staffed for Current Year	0.83	-	(1.00)	0.00	-	-	(0.16)
2026-27 FTE Allotment	68.50	1.50	6.00	1.13	0.50	1.00	78.63
Less: 2025-26 Staffed	69.50	1.50	7.00	1.13	0.50	1.00	80.63
Certified FTE's to Add/(Reduce) for School Year 2026-27	(1.00)	-	(1.00)	0.00	-	-	(2.00)

PY Projection for Fall 2025 Head Count	1,979
Actual Fall 2025 Head Count without Self-Contained	1,901
Over (Under) Prior Year Projection	<u>(78)</u>

Actual Fall 2025 Head Count without Self-Contained	1,901
Projected Fall 2026 Head Count without Self-Contained	1,896
Projected Head Count Growth (Decline)	<u>(5)</u>

Actual Avg Daily Membership 2024-25 School Year	1,900
Estimated Avg Daily Membership 2025-26 School Year	1,873
Estimated ADM Increase (Decrease)	<u>(27)</u>

Projected Fall 2026 Head Count without Self-Contained	1,896
State Counselor Ratio (350 to 1)	5.42
Counselor FTE Allotment	<u>6.00</u>

Provo Peaks Elementary
Certified FTE Allotment for School Year 2026-27

<i>Grade Level</i>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<i>Staffing Ratio</i>	27.5	27.5	27.5	27.5	27.5	27.5	27.5

	K-6 FTE								Equity & Other FTE	Total	5256 BTS Art	5232 Music Tchr	0999 Instr Coach	7510 Title I Coord	Total Other Certified FTE	Total Certified FTE
	K	1	2	3	4	5	6		Total							
2025-26 FTE Allotment	18.50															
2025-26 Staffed	19.00															
Under / (Over) Staffed based on 2025-26 FTE Allotment	(0.50)															
Current Year Staffed FTE	3.00	2.00	2.00	3.00	2.00	3.00	4.00	-	19.00	0.50	1.00	1.00	1.00	3.50	22.50	
Under (Over) Staffed based on Actual Enrollment	(0.27)	0.07	0.15	(1.11)	(0.11)	(0.82)	(1.53)		(3.62)							
Actual Fall 2025 Head Count without Self-Contained	75	57	59	52	72	60	68		443							
PY Projection for Fall 2025 Head Count	64	59	59	52	77	57	75		443							
Difference (Actual Enrollment less PY Projection)	11	(2)	-	-	(5)	3	(7)		-							
Projected Fall 2026 Head Count without Self-Contained	64	65	55	56	52	72	60		424							
Projected Enrollment Growth/(Decline)	(11)	8	(4)	4	(20)	12	(8)		(19)							
FTE Allotment for Move Up or Projection	2.50	2.50	2.00	2.00	2.00	2.50	2.00		15.50							
FTE Allotment for Growth	-	-	-	-	-	-	-		-							
Round-Up by Grade Level & CASS/DLI (if applicable)	0.50	-	-	-	-	0.50	0.50		1.50							
Equity FTE Allotment								1.50	1.50							
Other Certified FTE Allotment									-	0.50	1.00	1.00	1.00	3.50		
Total FTE Allotment for School Year 2026-27	3.00	2.50	2.00	2.00	2.00	3.00	2.50	1.50	18.50	0.50	1.00	1.00	1.00	3.50	22.00	
2026-27 FTE Allotment less Current Year Staffed	-	0.50	-	(1.00)	-	-	(1.50)	1.50	(0.50)	-	-	-	-	-	-	
Projected Class-size for School Year 2026-27	26.00	26.00	27.50	28.00	26.00	24.00	24.00									
Over (Under) the Staffing Ratio	(1.50)	(1.50)	-	0.50	(1.50)	(3.50)	(3.50)									

Certified FTE's to Add/(Reduce) for School Year 2026-27 (0.50)

Notes:

Provost Elementary
Certified FTE Allotment for School Year 2026-27

Grade Level	K	1	2	3	4	5	6							Total	Total		
Staffing Ratio	27.5	27.5	27.5	27.5	27.5	27.5	27.5	27.5	27.5							Other	Certified
K-6 FTE																	
2025-26 FTE Allotment	18.50																
2025-26 Staffed	18.00																
Under / (Over) Staffed based on 2025-26 FTE Allotment	0.50																
	K	1	2	3	4	5	6	Equity & Other FTE	Total	5256 BTS Art	5232 Music Tchr	0999 Instr Coach	7510 Title I Coord	Other Certified FTE	Total Certified FTE		
Current Year Staffed FTE	3.00	2.00	3.00	2.00	3.00	3.00	2.00	-	18.00	0.50	1.00	1.00	1.00	3.50	21.50		
Under (Over) Staffed based on Actual Enrollment	(0.93)	(0.15)	(0.42)	0.65	(0.42)	(0.27)	0.36		(1.18)								
Actual Fall 2025 Head Count without Self-Contained	57	51	71	73	51	75	65		443								
PY Projection for Fall 2025 Head Count	74	52	82	79	69	79	60		495								
Difference (Actual Enrollment less PY Projection)	(17)	(1)	(11)	(6)	(18)	(4)	5		(52)								
Projected Fall 2026 Head Count without Self-Contained	62	53	48	71	71	49	76		430								
Projected Enrollment Growth/(Decline)	5	2	(23)	(2)	20	(26)	11		(13)								
FTE Allotment for Move Up or Projection	2.00	2.00	2.00	2.50	2.50	2.00	2.50		15.50								
FTE Allotment for Growth	0.50	-	-	-	-	-	0.50		1.00								
Round-Up by Grade Level & CASS/DLI (if applicable)	-	-	-	-	-	-	-		-								
Equity FTE Allotment								0.50	0.50								
Other Certified FTE Allotment									-	0.50	1.00	1.00	1.00	3.50			
Total FTE Allotment for School Year 2026-27	2.50	2.00	2.00	2.50	2.50	2.00	3.00	0.50	17.00	0.50	1.00	1.00	1.00	3.50	20.50		
2026-27 FTE Allotment less Current Year Staffed	(0.50)	-	(1.00)	0.50	(0.50)	(1.00)	1.00	0.50	(1.00)	-	-	-	-	-	-		
Projected Class-size for School Year 2026-27	26.00	26.50	24.00	28.40	28.40	24.50	25.33										
Over (Under) the Staffing Ratio	(1.50)	(1.00)	(3.50)	0.90	0.90	(3.00)	(2.17)										

Certified FTE's to Add/(Reduce) for School Year 2026-27 **(1.00)**

Notes:

Rock Canyon Elementary
Certified FTE Allotment for School Year 2026-27

<i>Grade Level</i>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<i>Staffing Ratio</i>	27.5	27.5	27.5	27.5	27.5	27.5	27.5

	K-6 FTE									5256	5232	0999	7510	Total	Total	
	K	1	2	3	4	5	6	Equity & Other FTE	Total	BTS Art	Music Tchr	Instr Coach	Title I Coord	Other Certified FTE	Certified FTE	
2025-26 FTE Allotment	18.00															
2025-26 Staffed	18.00															
Under / (Over) Staffed based on 2025-26 FTE Allotment	-															
Current Year Staffed FTE	2.00	2.00	3.00	2.00	3.00	3.00	3.00	-	18.00	0.50	1.00	1.00	-	2.50	20.50	
Under (Over) Staffed based on Actual Enrollment	0.04	0.25	(0.85)	0.47	(0.53)	(0.27)	0.02		(0.87)							
Actual Fall 2025 Head Count without Self-Contained	56	62	59	68	69	75	83		472							
PY Projection for Fall 2025 Head Count	74	49	56	63	65	77	87		471							
Difference (Actual Enrollment less PY Projection)	(18)	13	3	5	4	(2)	(4)		1							
Projected Fall 2026 Head Count without Self-Contained	61	54	63	59	68	70	77		452							
Projected Enrollment Growth/(Decline)	5	(8)	4	(9)	(1)	(5)	(6)		(20)							
FTE Allotment for Move Up or Projection	2.00	2.00	2.50	2.00	2.50	2.50	2.50		16.00							
FTE Allotment for Growth	-	-	-	-	-	-	0.50		0.50							
Round-Up by Grade Level & CASS/DLI (if applicable)	1.00	-	0.50	-	-	-	-		1.50							
Equity FTE Allotment								-	-							
Other Certified FTE Allotment									-	0.50	1.00	1.00	-	2.50		
Total FTE Allotment for School Year 2026-27	3.00	2.00	3.00	2.00	2.50	2.50	3.00	-	18.00	0.50	1.00	1.00	-	2.50	20.50	
2026-27 FTE Allotment less Current Year Staffed	1.00	-	-	-	(0.50)	(0.50)	-	-	-	-	-	-	-	-	-	
Projected Class-size for School Year 2026-27	26.00	27.00	21.00	29.50	27.20	28.00	25.67									
Over (Under) the Staffing Ratio	(1.50)	(0.50)	(6.50)	2.00	(0.30)	0.50	(1.83)									

Certified FTE's to Add/(Reduce) for School Year 2026-27 -

Notes:

Shoreline Middle
Certified FTE Allotment for School Year 2026-27

Staffing Ratio 28.00

	Regular + CTE FTE	Equity FTE	Counselor FTE	AVID FTE	Instr Coach FTE	Total FTE
2025-26 FTE Allotment	30.68	1.00	3.00	0.50	1.00	36.18
2025-26 Staffed	34.25	1.00	3.00	0.50	2.00	40.75
Under (Over) Staffed for Current Year	(3.57)	-	-	-	(1.00)	(4.57)
2026-27 FTE Allotment	33.00	1.00	3.00	0.50	1.00	38.50
Less: 2025-26 Staffed	34.25	1.00	3.00	0.50	2.00	40.75
Certified FTE's to Add/(Reduce) for School Year 2026-27	(1.25)	-	-	-	(1.00)	(2.25)

PY Projection for Fall 2025 Head Count	830
Actual Fall 2025 Head Count without Self-Contained	914
Over (Under) Proir Year Projection	<u>84</u>

Actual Fall 2025 Head Count without Self-Contained	914
Projected Fall 2026 Head Count without Self-Contained	895
Projected Head Count Growth (Decline)	<u>(19)</u>

Actual Avg Daily Membership 2024-25 School Year	914
Estimated Avg Daily Membership 2025-26 School Year	913
Estimated ADM Increase (Decrease)	<u>(1)</u>

Projected Fall 2026 Head Count without Self-Contained	895
State Counselor Ratio (350 to 1)	2.56
Counselor FTE Allotment (rounded up)	<u>3.00</u>

Notes:

Spring Creek Elementary
Certified FTE Allotment for School Year 2026-27

<i>Grade Level</i>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<i>Staffing Ratio</i>	27.5	27.5	27.5	27.5	27.5	27.5	27.5

	K-6 FTE									5256	5232	0999	7510	Total	Total
	K	1	2	3	4	5	6	Equity & Other	Total	BTS	Music	Instr	Title I	Other	Total
								FTE		Art	Tchr	Coach	Coord	Certified	Certified
														FTE	FTE
2025-26 FTE Allotment															
2025-26 Staffed															
Under / (Over) Staffed based on 2025-26 FTE Allotment															
Current Year Staffed FTE	3.00	3.00	1.00	3.00	3.00	3.00	2.00	-	18.00	0.36	1.00	1.00	1.00	3.36	21.36
Under (Over) Staffed based on Actual Enrollment	(1.15)	(0.96)	0.64	(0.82)	(0.96)	(0.75)	(0.07)		(4.07)						
Actual Fall 2025 Head Count without Self-Contained	51	56	45	60	56	62	53		383						
PY Projection for Fall 2025 Head Count	62	56	49	63	60	60	51		401						
Difference (Actual Enrollment less PY Projection)	(11)	-	(4)	(3)	(4)	2	2		(18)						
Projected Fall 2026 Head Count without Self-Contained	50	44	51	42	56	51	60		354						
Projected Enrollment Growth/(Decline)	(1)	(12)	6	(18)	-	(11)	7		(29)						
FTE Allotment for Move Up or Projection	2.00	1.50	2.00	1.50	2.00	2.00	2.00		13.00						
FTE Allotment for Growth	-	-	-	-	-	-	-		-						
Round-Up by Grade Level & CASS/DLI (if applicable)	-	0.50	-	0.50	-	-	-		1.00						
Equity FTE Allotment								2.00	2.00						
Other Certified FTE Allotment									-	0.50	1.00	1.00	1.00	3.50	
Total FTE Allotment for School Year 2026-27	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	16.00	0.50	1.00	1.00	1.00	3.50	19.50
2026-27 FTE Allotment less Current Year Staffed	(1.00)	(1.00)	1.00	(1.00)	(1.00)	(1.00)	-	2.00	(2.00)	0.14	-	-	-	0.14	
Projected Class-size for School Year 2026-27	26.00	22.00	25.50	21.00	28.00	25.50	30.00								
Over (Under) the Staffing Ratio	(1.50)	(5.50)	(2.00)	(6.50)	0.50	(2.00)	2.50								

Certified FTE's to Add/(Reduce) for School Year 2026-27 **(1.86)**

Notes:

Sunset View Elementary
Certified FTE Allotment for School Year 2026-27

Grade Level	K	1	2	3	4	5	6			5256	5232	0999	7510	Total	Total	
Staffing Ratio	27.5	27.5	27.5	27.5	27.5	27.5	27.5	Equity & Other	Total	BTS Art	Music Tchr	Instr Coach	Title I Coord	Other Certified FTE	Certified FTE	
2025-26 FTE Allotment	K-6 FTE															
2025-26 Staffed	22.00															
Under / (Over) Staffed based on 2025-26 FTE Allotment	23.00															
	(1.00)															
Current Year Staffed FTE	3.00	3.00	3.00	3.00	4.00	4.00	3.00	-	23.00	0.50	1.00	1.00	1.00	3.50	26.50	
Under (Over) Staffed based on Actual Enrollment	(0.13)	(0.42)	(0.16)	(0.13)	(1.27)	(0.65)	0.38		(2.38)							
Actual Fall 2025 Head Count without Self-Contained	79	71	78	79	95	92	93		587							
PY Projection for Fall 2025 Head Count	74	62	72	89	105	97	96		595							
Difference (Actual Enrollment less PY Projection)	5	9	6	(10)	(10)	(5)	(3)		(8)							
Projected Fall 2026 Head Count without Self-Contained	73	79	74	78	75	98	95		572							
Projected Enrollment Growth/(Decline)	(6)	8	(4)	(1)	(20)	6	2		(15)							
FTE Allotment for Move Up or Projection	2.50	3.00	2.50	3.00	2.50	3.50	3.50		20.50							
FTE Allotment for Growth	-	-	-	-	-	-	-		-							
Round-Up by Grade Level & CASS/DLI (if applicable)	0.50	-	0.50	-	-	-	-		1.00							
Equity FTE Allotment								0.50	0.50							
Other Certified FTE Allotment									-	0.50	1.00	1.00	1.00	3.50		
Total FTE Allotment for School Year 2026-27	3.00	3.00	3.00	3.00	2.50	3.50	3.50	0.50	22.00	0.50	1.00	1.00	1.00	3.50	25.50	
2026-27 FTE Allotment less Current Year Staffed	-	-	-	-	(1.50)	(0.50)	0.50	0.50	(1.00)	-	-	-	-	-	-	
Projected Class-size for School Year 2026-27	26.00	26.33	24.67	26.00	30.00	28.00	27.14									
Over (Under) the Staffing Ratio	(1.50)	(1.17)	(2.83)	(1.50)	2.50	0.50	(0.36)									

Certified FTE's to Add/(Reduce) for School Year 2026-27 (1.00)

Notes:

Timpanogos Elementary
Certified FTE Allotment for School Year 2026-27

<i>Grade Level</i>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<i>Staffing Ratio</i>	27.5	27.5	27.5	27.5	27.5	27.5	27.5

	K-6 FTE								Equity & Other FTE	Total	5256 BTS Art	5232 Music Tchr	0999 Instr Coach	7510 Title I Coord	Total Other Certified FTE	Total Certified FTE
	K	1	2	3	4	5	6	Total								
2025-26 FTE Allotment	26.50															
2025-26 Staffed	26.00															
Under / (Over) Staffed based on 2025-26 FTE Allotment	0.50															
Current Year Staffed FTE	3.00	3.50	4.00	4.00	3.50	3.00	4.00	1.00	26.00	-	1.50	1.00	1.00	3.50	29.50	
Under (Over) Staffed based on Actual Enrollment	0.13	(0.12)	(0.73)	(0.84)	(0.48)	(0.42)	(1.02)		(3.48)							
Actual Fall 2025 Head Count without Self-Contained	86	93	90	87	101	71	82		610							
PY Projection for Fall 2025 Head Count	95	102	91	81	91	81	78		619							
Difference (Actual Enrollment less PY Projection)	(9)	(9)	(1)	6	10	(10)	4		(9)							
Projected Fall 2026 Head Count without Self-Contained	91	89	88	85	83	94	69		599							
Projected Enrollment Growth/(Decline)	5	(4)	(2)	(2)	(18)	23	(13)		(11)							
FTE Allotment for Move Up or Projection	3.00	3.00	3.00	3.00	3.00	3.50	2.50		21.00							
FTE Allotment for Growth	0.50	-	-	-	-	-	-		0.50							
Round-Up by Grade Level & CASS/DLI (if applicable)	-	-	0.50	1.00	1.00	-	0.50		3.00							
Equity FTE Allotment								1.50	1.50							
Other Certified FTE Allotment									-	-	1.00	1.00	1.00	3.00		
Total FTE Allotment for School Year 2026-27	3.50	3.00	3.50	4.00	4.00	3.50	3.00	1.50	26.00	-	1.00	1.00	1.00	3.00	29.00	
2026-27 FTE Allotment less Current Year Staffed	0.50	(0.50)	(0.50)	-	0.50	0.50	(1.00)	0.50	-	-	(0.50)	-	-	(0.50)		
Projected Class-size for School Year 2026-27	26.00	29.67	25.14	21.25	20.75	26.86	23.00									
Over (Under) the Staffing Ratio	(1.50)	2.17	(2.36)	(6.25)	(6.75)	(0.64)	(4.50)									

Certified FTE's to Add/(Reduce) for School Year 2026-27 **(0.50)**

Notes:

Timpview High
Certified FTE Allotment for School Year 2026-27

Staffing Ratio 28.50

	Regular + CTE FTE	Equity FTE	Counselor FTE	Athletic Director FTE	AVID FTE	Instr Coach FTE	Total FTE
2025-26 FTE Allotment	80.04	1.50	7.00	1.13	0.50	1.00	91.17
2025-26 Staffed	77.10	1.50	6.13	1.13	0.50	1.00	87.35
Under (Over) Staffed for Current Year	2.94	-	0.88	0.00	-	-	3.82
2026-27 FTE Allotment	76.50	1.00	6.00	1.13	0.50	1.00	86.13
Less: 2025-26 Staffed	77.10	1.50	6.13	1.13	0.50	1.00	87.35
Certified FTE's to Add/(Reduce) for School Year 2026-27	(0.60)	(0.50)	(0.13)	0.00	-	-	(1.22)

PY Projection for Fall 2025 Head Count	2,277
Actual Fall 2025 Head Count without Self-Contained	2,215
Over (Under) Prior Year Projection	(62)

Actual Fall 2025 Head Count without Self-Contained	2,215
Projected Fall 2026 Head Count without Self-Contained	2,134
Projected Head Count Growth (Decline)	(81)

Actual Avg Daily Membership 2024-25 School Year	2,289
Estimated Avg Daily Membership 2025-26 School Year	2,181
Estimated ADM Increase (Decrease)	(108)

Projected Fall 2026 Head Count without Self-Contained	2,134
State Counselor Ratio (350 to 1)	6.10
Counselor FTE Allotment	6.00

Notes:

Timpview High's enrollment generates 6.0 Counselor FTE paid by program 0999 for the School Year 2026-27. They are currently staffed with 6.13 Counselor FTE out of program 0999 and 1.0 Counselor FTE out of TSSA.

Wasatch Elementary
Certified FTE Allotment for School Year 2026-27

<i>Grade Level</i>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<i>Staffing Ratio</i>	27.5	27.5	27.5	27.5	27.5	27.5	27.5

	K-6 FTE															
	K	1	2	3	4	5	6	Equity & Other FTE	Total	5256 BTS Art	5232 Music Tchr	0999 Instr Coach	7510 Title I Coord	Total Other Certified FTE	Total Certified FTE	
2025-26 FTE Allotment	24.00															
2025-26 Staffed	21.00															
Under / (Over) Staffed based on 2025-26 FTE Allotment	3.00															
Current Year Staffed FTE	3.00	3.00	3.00	3.00	3.00	3.00	3.00	-	21.00	-	1.00	1.00	-	2.00	23.00	
Under (Over) Staffed based on Actual Enrollment	(0.75)	(0.56)	(0.05)	(0.71)	(0.89)	0.42	(0.42)		(2.96)							
Actual Fall 2025 Head Count without Self-Contained	62	67	81	63	70	94	71		508							
PY Projection for Fall 2025 Head Count	84	68	74	61	69	85	68		509							
Difference (Actual Enrollment less PY Projection)	(22)	(1)	7	2	1	9	3		(1)							
Projected Fall 2026 Head Count without Self-Contained	72	70	64	79	58	69	94		506							
Projected Enrollment Growth/(Decline)	10	3	(17)	16	(12)	(25)	23		(2)							
FTE Allotment for Move Up or Projection	2.50	2.50	2.50	3.00	2.00	2.50	3.50		18.50							
FTE Allotment for Growth	-	-	-	-	-	-	-		-							
Round-Up by Grade Level & CASS/DLI (if applicable)	-	0.50	0.50	-	1.00	0.50	-		2.50							
Equity FTE Allotment								-	-							
Other Certified FTE Allotment									-	-	1.00	1.00	-	2.00		
Total FTE Allotment for School Year 2026-27	2.50	3.00	3.00	3.00	3.00	3.00	3.50	-	21.00	-	1.00	1.00	-	2.00	23.00	
2026-27 FTE Allotment less Current Year Staffed	(0.50)	-	-	-	-	-	0.50	-	-	-	-	-	-	-	-	
Projected Class-size for School Year 2026-27	26.00	23.33	21.33	26.33	19.33	23.00	26.86									
Over (Under) the Staffing Ratio	(1.50)	(4.17)	(6.17)	(1.17)	(8.17)	(4.50)	(0.64)									

Certified FTE's to Add/(Reduce) for School Year 2026-27 -

Notes:

Westridge Elementary
Certified FTE Allotment for School Year 2026-27

<i>Grade Level</i>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<i>Staffing Ratio</i>	27.5	27.5	27.5	27.5	27.5	27.5	27.5

	K-6 FTE								Equity & Other FTE	Total	5256 BTS Art	5232 Music Tchr	0999 Instr Coach	7510 Title I Coord	Total Other Certified FTE	Total Certified FTE
	K	1	2	3	4	5	6	Total								
2025-26 FTE Allotment	22.50															
2025-26 Staffed	21.50															
Under / (Over) Staffed based on 2025-26 FTE Allotment	1.00															
Current Year Staffed FTE	3.00	3.00	3.00	3.00	3.00	3.00	3.50	-	21.50	0.50	1.00	1.00	-	2.50	24.00	
Under (Over) Staffed based on Actual Enrollment	(0.35)	(0.75)	(0.24)	(0.38)	(0.45)	0.09	(0.08)		(2.16)							
Actual Fall 2025 Head Count without Self-Contained	73	62	76	72	77	85	94		539							
PY Projection for Fall 2025 Head Count	101	72	80	75	82	85	99		594							
Difference (Actual Enrollment less PY Projection)	(28)	(10)	(4)	(3)	(5)	-	(5)		(55)							
Projected Fall 2026 Head Count without Self-Contained	79	63	61	75	70	76	86		510							
Projected Enrollment Growth/(Decline)	6	1	(15)	3	(7)	(9)	(8)		(29)							
FTE Allotment for Move Up or Projection	2.50	2.50	2.00	2.50	2.50	3.00	3.00		18.00							
FTE Allotment for Growth	0.50	-	-	-	-	-	-		0.50							
Round-Up by Grade Level & CASS/DLI (if applicable)	-	-	0.50	0.50	-	-	-		1.00							
Equity FTE Allotment								-	-							
Other Certified FTE Allotment									-	0.50	1.00	1.00	-	2.50		
Total FTE Allotment for School Year 2026-27	3.00	2.50	2.50	3.00	2.50	3.00	3.00	-	19.50	0.50	1.00	1.00	-	2.50	22.00	
2026-27 FTE Allotment less Current Year Staffed	-	(0.50)	(0.50)	-	(0.50)	-	(0.50)	-	(2.00)	-	-	-	-	-	-	
Projected Class-size for School Year 2026-27	26.00	25.20	24.40	25.00	28.00	25.33	28.67									
Over (Under) the Staffing Ratio	(1.50)	(2.30)	(3.10)	(2.50)	0.50	(2.17)	1.17									

Certified FTE's to Add/(Reduce) for School Year 2026-27 **(2.00)**

Notes:

Amelia Earhart Elementary
Certified FTE Allotment for School Year 2026-27

<i>Grade Level</i>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>										
<i>Staffing Ratio</i>	27.5	27.5	27.5	27.5	27.5	27.5	27.5	27.5	27.5								
	K-6 FTE																
2025-26 FTE Allotment	15.00																
2025-26 Staffed	15.00																
Under / (Over) Staffed based on 2025-26 FTE Allotment	-																
	K	1	2	3	4	5	6	Equity & Other FTE	Total	5256 BTS Art	5232 Music Tchr	0999 Instr Coach	7501 Title I Coord	Total Other Certified FTE	Total Certified FTE		
Current Year Staffed FTE	3.00	2.50	2.00	2.00	2.00	1.50	2.00	-	15.00	0.50	1.00	1.00	1.00	3.50	18.50		
Under (Over) Staffed based on Actual Enrollment	(1.62)	(0.46)	0.18	-	(0.11)	0.50	(0.25)		(1.76)								
Actual Fall 2025 Head Count without Self-Contained	38	56	60	55	41	55	48		353								
PY Projection for Fall 2025 Head Count	63	49	54	52	41	53	46		358								
Difference (Actual Enrollment less PY Projection)	(25)	7	6	3	-	2	2		(5)								
Projected Fall 2026 Head Count without Self-Contained	39	36	55	60	52	39	53		334								
Projected Enrollment Growth/(Decline)	1	(20)	(5)	5	11	(16)	5		(19)								
FTE Allotment for Move Up or Projection	1.50	1.50	2.00	2.00	2.00	1.50	2.00		12.50								
FTE Allotment for Growth	-	-	-	-	-	-	-		-								
Round-Up by Grade Level & CASS/DLI (if applicable)	0.50	0.50	-	-	-	0.50	-		1.50								
Equity FTE Allotment								0.50	0.50								
Other Certified FTE Allotment									-	0.50	1.00	1.00	1.00	3.50			
Total FTE Allotment for School Year 2026-27	2.00	2.00	2.00	2.00	2.00	2.00	2.00	0.50	14.50	0.50	1.00	1.00	1.00	3.50	18.00		
2026-27 FTE Allotment less Current Year Staffed	(1.00)	(0.50)	-	-	-	0.50	-	0.50	(0.50)	-	-	-	-	-	-		
Projected Class-size for School Year 2026-27	19.50	18.00	27.50	30.00	26.00	19.50	26.50										
Over/(Under) the Staffing Ratio	(8.00)	(9.50)	-	2.50	(1.50)	(8.00)	(1.00)										
Certified FTE's to Add/(Reduce) for School Year 2026-27	(0.50)																

Notes:

Canyon Crest Elementary
Certified FTE Allotment for School Year 2026-27

Grade Level	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>										
Staffing Ratio	27.5	27.5	27.5	27.5	27.5	27.5	27.5	27.5	27.5								
	K-6 FTE																
2025-26 FTE Allotment	21.00																
2025-26 Staffed	19.50																
Under / (Over) Staffed based on 2025-26 FTE Allotment	1.50																
								Equity & Other FTE	Total	5256 BTS Art	5232 Music Tchr	0999 Instr Coach	7510 Title I Coord	Total Other Certified FTE	Total Certified FTE		
Current Year Staffed FTE	K	1	2	3	4	5	6										
Under (Over) Staffed based on Actual Enrollment	2.00	3.00	3.00	2.50	3.00	3.00	3.00	-	19.50	-	1.00	1.00	-	2.00	21.50		
	(0.11)	(0.60)	(0.09)	(0.06)	(0.67)	(0.53)	(0.53)		(2.59)								
Actual Fall 2025 Head Count without Self-Contained	52	66	80	67	82	68	68		483								
PY Projection for Fall 2025 Head Count	63	62	81	63	76	69	69		483								
Difference (Actual Enrollment less PY Projection)	(11)	4	(1)	4	6	(1)	(1)		-								
Projected Fall 2026 Head Count without Self-Contained	52	61	65	77	64	79	70		468								
Projected Enrollment Growth/(Decline)	-	(5)	(15)	10	(18)	11	2		(15)								
FTE Allotment for Move Up or Projection	2.00	2.00	2.50	3.00	2.50	3.00	2.50		17.50								
FTE Allotment for Growth	-	-	-	-	-	-	-		-								
Round-Up by Grade Level & CASS/DLI (if applicable)	-	1.00	0.50	-	0.50	-	0.50		2.50								
Equity FTE Allotment								-	-								
Other Certified FTE Allotment									-	1.00	1.00	-	-	2.00			
Total FTE Allotment for School Year 2026-27	2.00	3.00	3.00	3.00	3.00	3.00	3.00	-	20.00	0	1	1	0	2	22.00		
2026-27 FTE Allotment less Current Year Staffed	-	-	-	0.50	-	-	-	-	0.50	-	-	-	-	-	-		
Projected Class-size for School Year 2026-27	26.00	20.33	21.67	25.67	21.33	26.33	23.33										
Over (Under) the Staffing Ratio	(1.50)	(7.17)	(5.83)	(1.83)	(6.17)	(1.17)	(4.17)										
Certified FTE's to Add/(Reduce) for School Year 2026-27	0.50																

Notes:

Centennial Middle
Certified FTE Allotment for School Year 2026-27

Staffing Ratio 28.00

	Regular + CTE FTE	Equity FTE	Counselor FTE	AVID FTE	Instr Coach FTE	Total FTE
2025-26 FTE Allotment	38.00	1.00	3.00	0.50	1.00	43.50
2025-26 Staffed	38.00	1.00	3.00	0.50	1.00	43.50
Under (Over) Staffed for Current Year	-	-	-	-	-	-
2026-27 FTE Allotment	37.00	0.50	3.00	0.50	1.00	42.00
Less: 2025-26 Staffed	38.00	1.00	3.00	0.50	1.00	43.50
Certified FTE's to Add/(Reduce) for School Year 2026-27	(1.00)	(0.50)	-	-	-	(1.50)

PY Projection for Fall 2025 Head Count	1,045
Actual Fall 2025 Head Count without Self-Contained	991
Over (Under) Prior Year Projection	<u>(54)</u>

Actual Fall 2025 Head Count without Self-Contained	991
Projected Fall 2026 Head Count without Self-Contained	1,041
Projected Head Count Growth (Decline)	<u>50</u>

Actual Avg Daily Membership 2024-25 School Year	1,064
Estimated Avg Daily Membership 2025-26 School Year	984
Estimated ADM Increase (Decrease)	<u>(80)</u>

Projected Fall 2026 Head Count without Self-Contained	1,041
State Counselor Ratio (350 to 1)	2.97
Counselor FTE Allotment (rounded up)	<u>3.00</u>

Notes:

Edgemont Elementary
Certified FTE Allotment for School Year 2026-27

<i>Grade Level</i>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>							Total	Total
<i>Staffing Ratio</i>	27.5	27.5	27.5	27.5	27.5	27.5	27.5	27.5	27.5						
	<u>K-6 FTE</u>														
2025-26 FTE Allotment	26.00														
2025-26 Staffed	26.25														
Under / (Over) Staffed based on 2025-26 FTE Allotment	<u>(0.25)</u>														
	K	1	2	3	4	5	6	Equity & Other FTE	Total	5256 BTS Art	5232 Music Tchr	0999 Instr Coach	7510 Title I Coord	Total Other Certified FTE	Total Certified FTE
Current Year Staffed FTE	2.50	3.75	4.00	4.00	4.00	4.00	3.50	0.50	26.25	1.00	1.00	1.00	-	3.00	29.25
Under (Over) Staffed based on Actual Enrollment	0.08	(1.06)	(0.76)	(1.27)	(1.35)	(1.42)	0.35		(5.43)						
Actual Fall 2025 Head Count without Self-Contained	71	74	89	75	102	71	106		588						
PY Projection for Fall 2025 Head Count	75	69	88	83	104	68	99		586						
Difference (Actual Enrollment less PY Projection)	(4)	5	1	(8)	(2)	3	7		2						
Projected Fall 2026 Head Count without Self-Contained	73	87	75	90	73	103	70		571						
Projected Enrollment Growth/(Decline)	2	13	(14)	15	(29)	32	(36)		(17)						
FTE Allotment for Move Up or Projection	2.50	2.50	2.50	3.00	2.50	3.50	2.50		19.00						
FTE Allotment for Growth	0.50	1.50	-	1.00	1.00	0.50	-		4.50						
Round-Up by Grade Level & CASS/DLI (if applicable)	-	-	0.50	-	0.50	-	0.50		1.50						
Equity FTE Allotment								-	-						
Other Certified FTE Allotment									-	0.50	1.00	1.00	-	2.50	
Total FTE Allotment for School Year 2026-27	3.00	4.00	3.00	4.00	4.00	4.00	3.00	-	25.00	0.50	1.00	1.00	-	2.50	27.50
2026-27 FTE Allotment less Current Year Staffed	0.50	0.25	(1.00)	-	-	-	(0.50)	(0.50)	(1.25)	(0.50)	-	-	-	(0.50)	
Projected Class-size for School Year 2026-27	26.00	29.00	25.00	25.71	24.33	25.75	23.33								
Over (Under) the Staffing Ratio	(1.50)	1.50	(2.50)	(1.79)	(3.17)	(1.75)	(4.17)								
Certified FTE's to Add/(Reduce) for School Year 2026-27	(1.75)														

Notes:



Provo - PCSD02272026

Quote #017814 v1

Prepared For:

Provo School District

JP Pontious
527 South 1600 West
Provo, UT 84601

P: (801) 374-4800
E: JPP@provo.edu

Prepared by:

DHE Computer Systems - CO

Nick Raimondi
7076 South Alton Way
Building C
Centennial, CO 80112

P: 3032906050
E: Nick.Raimondi@dhecs.com

Date Issued:

03.24.2026

Expires:

04.24.2026

Products

Product ID	Customer Description	Qty	Price	Tax	Total Price
82W2002KUS	Lenovo 300e Yoga Chromebook Gen 4 11.6" Touchscreen Convertible 2 in 1 Chromebook - HD - 1366 x 768 - MediaTek Kompanio 528 (8C, 2x A76 @2.2GHz + 6x A55 @2.0GHz) - 8GB Memory - 64GB	1100	\$285.11	\$0.00	\$313,621.00
CROSSWDISEDUNEW	Google Chrome EDU Perpetual license SKU	1100	\$30.45	\$0.00	\$33,495.00
FREIGHT-NT	FREIGHT (Non-Taxable)	1	\$0.00	\$0.00	\$0.00
				Subtotal:	\$347,116.00

Quote Summary	Amount
Products	\$347,116.00
Total:	\$347,116.00

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.

Acceptance	
DHE Computer Systems - CO	Provo School District
Nick Raimondi	JP Pontious
_____ Signature / Name	_____ Signature / Name
03/24/2026	_____ Date
_____ Date	_____ Initials

**BID FORM ADDENDA
Dixon Middle School
Asbestos Abatement
750 West 200 North
Provo, Utah 84601**

January 27, 2026

Completion Date:

Price:

May 29, 2026

\$98,550.00

Unit Price

Vinyl Tile and Mastic per SF: 7.00

Sheet Vinyl and Mastic per SF: 7.50

Vinyl Flooring under existing flooring per SF: 7.75

Doors and Frames per unit: 300.00

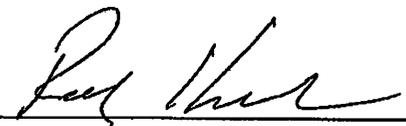
Contractor: Rocmont Industrial Corporation

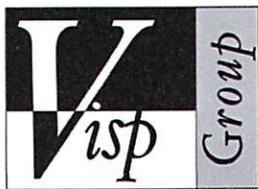
Address: 1083 W. 1700 S.

City, State, Zip: SLC, UT 84104

Contact: Randy Keele

Phone: 801-244-6220

Signature: 



Visp Group LLC
 2320 E Baseline Rd, #148-191
 Phoenix, AZ 85042
 (602) 334 8200

Quote

Date	Quote #
3/23/26	PROV-EFY26

SPIN 143035042

Attn: Charity Williams
 Provo School District
 280 W 940 N
 Provo, UT 85604

Response to 470 Application 260021990 - E-Rate FY 2026- Schedule C

Wireless Access Points						
Item Description	QTY	MSRP ea.	Disc	Unit Cost	Subtotal	
901-R770-US00 Ruckus R770 Wi-Fi 7 tri-band Wireless Access Point 2x2:2 in 2.4 GHz, 4x4:4 in 5 GHz, 2x2:2 in 6 GHz	400	\$ 2,855.00	63.0%	\$ 1,055.00	\$	422,000.00
SUBTOTAL						\$422,000.00
TAX						
TOTAL						\$422,000.00

AP Licensing + Support						
Item Description	QTY	MSRP ea.	Disc	Unit Cost	Subtotal	
LE9-0001-SG00 Management License for 1 AP (Perpetual) + 1 YR Support - If replacing existing Ruckus access points, new licenses do not need to be purchased.	400	\$ 115.00	52.2%	\$ 55.00	\$	22,000.00
SUBTOTAL						\$22,000.00
TAX						
TOTAL						\$22,000.00

Optional - Watchdog Support (if District is replacing existing Ruckus access points)						
1 YEAR SUPPORT						
Item Description	QTY	MSRP ea.	Disc	Unit Cost	Subtotal	
S41-0001-1LSG 1 Year support, 1 year asupport and software upgrades for submitted Access Points	400	\$ 19.01	5.0%	\$ 18.06	\$	7,223.80
SUBTOTAL						\$7,223.80
TAX						
TOTAL						\$7,223.80

Provo City School District PBIS Implementation SET Summary 2026

Feature	Evaluation Question	Avg Score: /2	Avg Section Score	Avg Section %	# of Schools Proficient	% of Schools Proficient	# of Schools that Made Growth or got 100%	% of Schools that Made Growth or got 100%
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school expectations? (0=no; 1= too many/negatively focused; 2 = yes)	1.9	3.7/4	93%	15/18	83%	16/18	89%
	2. Are the agreed upon expectations posted in specific settings, including positively stated rules/examples in a matrix? (See Interview and Observation Form on page 10 for selection of locations.) (0= 0-4; 1= 5-7; 2= 8-10)	1.8						
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no evidence; 1 = evidence includes a schedule or system; 2= evidence includes a schedule and system)	1.9	9.2/10	92%	16/18	89%	15/18	83%
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	1.9						
	3. Do 90% of Tier 1, School-wide PBIS Committee members asked state that the school-wide program (expectations, acknowledgements, problem behavior definitions, and consequences) has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	1.9						
	4. Can at least 70% of 15 or more students state 67% of the school expectations? (0= 0-50%; 1= 51-69%; 2= 70-100%)	1.6						
	5. Can 90% or more of the staff asked list 67% of the school expectations? (0= 0-50%; 1= 51-89%; 2=90%-100%)	1.9						
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior that is linked to the school-wide expectations? (0= no; 1= states to acknowledge, but not how or all; 2= yes)	1.8	5.1/6	84%	14/18	78%	12/18	67%
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	1.7						
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	1.6						
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)	2.0	4.8/8	60%	2/18	11%	3/18	17%
	2. Do 90% of staff asked agree with the administration on at least three types of behavior problems that should be referred to the administration? (0= 0-50%; 1= 51-89%; 2= 90-100%) (if the administration and faculty member give levels, all levels must match)	.5						
	3. Is the current documented crisis plan (SRP) for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	1.8						

	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	.4						
E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	2.0	7.3/8	92%	14/18	78%	14/18	78%
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	2.0						
	3. Does the administrator report that the Tier 1, School-wide PBIS Committee provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	1.5						
	4. Do 90% of Tier 1, School-wide PBIS Committee members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	1.8						
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the school improvement plan goals? (0= no; 2= yes)	1.9	14.6/16	91%	17/18	94%	16/18	89%
	2. Can 90% of staff asked report that there is a Tier 1, School-wide PBIS Committee established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	2.0						
	3. Does the administrator report that Tier 1, School-wide PBIS Committee membership includes representation of all staff? (0= no; 2= yes)	1.9						
	4. Can 90% of Tier 1, School-wide PBIS Committee members asked identify the committee facilitator? (0= 0-50%; 1= 51-89%; 2= 90-100%)	1.2						
	5. Is an administrator an active member of the school-wide behavior support Tier 1, School-wide PBIS Committee? (0= no; 1= yes, but not consistently; 2 = yes)	2.0						
	6. Does the administrator report that committee meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	2.0						
	7. Does the administrator report that the committee reports progress on PBIS goals to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	1.7						
	8. Does the committee have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	1.9						
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)	2.0	4/4	100%	18/18	100%	18/18	100%
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	2.0						
Total:			48.4/56	87%	14/18	78%	16/18	89%

Data Summary

Strengths

- A. Expectations Defined
- B. Behavioral Expectations Taught
- C. On-going System for Rewarding Behavioral Expectations
- E. Monitoring & Decision-Making
- F. Management
- G. District-Level Support

Considerations for Growth

D. System for Responding to Behavioral Violations

D.4 Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (seeing a stranger in the building with a weapon)? [+](#) SET Survey Report for Safety Committee (D3 & D4)

1. **Determine a district-wide process for when you are the one who sees a person with a gun (e.g., call 911, contact the office, do the lockdown procedures) rather than just reviewing the steps for a lockdown on the [SRP](#)**
2. **Ongoing training for all staff and administrators on the district-wide procedure for seeing a person with a gun)**
 - a. Create a timeline of implementation and training for administrators to use with their faculties

D2. Do 90% of staff asked agree with the administration on at least three types of behavior problems that should be referred to the administration? [+](#) SET Survey Report (D2) for District PBIS Committee

1. **Ongoing training for all staff and administrators on the [Levels of Student Behavior and Disciplinary Process \(v.2\).docx](#) and provide specific examples of teacher managed and office managed behaviors**

- a. Create a timeline of implementation and training for administrators to use with their faculties

2. **Update the [Levels of Student Behavior and Disciplinary Process \(v.2\).docx](#)**

- a. Include a link to the [PCSD PBIS Framework](#) and an overview of PBIS Systems at all 3 tiers at the beginning of pages 3-8

- b. Update the organization to have all behaviors that are teacher managed be in level 1, all repeated or severe level 1 behaviors are level 2s (instead of having three types of level 2 behaviors), and levels 3-5 are office managed: [Proposed Organization for Levels of Behavior Lists](#)

- i. A lot of people are confused with the current organization, specifically having 3 types of level 2s (level 2 that are teacher managed, level 1s that have become level 2s that are office managed, and level 2s that are office managed) has decreased the clarity: [Levels of Behavior Lists](#)

- c. Align the behaviors and their levels in pages 9, 10-14, and 15-22 to match (currently there are some discrepancies)

- d. Update individual levels section (pages 10-14) to include these headings and information: [Actions](#) and Responses (currently "Interventions and Responses"), [Preventative Measures](#) (currently "Restorative Practices"), and Staff and/or Administrative [Interventions](#) (currently "Staff and/or Administrative Actions")

- i. Currently there are actions, responses, preventative measures, restorative practices, and interventions mixed throughout these sections, so separating them could bring clarity

- e. Update the definitions and behaviors on the Disciplinary Codes of Conduct Section (pages 16-22)

- i. Some definitions are incorrect, vague, or in conflict with what the district has defined in other materials (e.g., [District/School Administrators Training on Policy 3214 - Sept 2024](#))

- ii. Some behaviors are missing: (including disrespect and being off-task)

- iii. Either specify the level of severity when behaviors are in multiple levels for the different grade bands (Elementary, Middle School, High School) or if wanting school-specific definitions, include a guide for which behaviors' severity [need to be delineated by the school](#)
- iv. Either specify what repetition means when behaviors move from teacher managed to office managed for the different grade bands (Elementary, Middle School, High School) or if wanting school to determine this, include [information letting the schools know that they need to determine this](#)

Guided Questions and Strategies for PBIS SIP Goal: SET "Next Step" Strategies

Possible Training Topics, Learning Walk Options, and Resources

A. Expectations Defined, 93%

- Possible Training Topics
 - Difference between expectations and rules
 - 5 Expectation or less that are positive and posted
 - School Teaching Matrix
 - Documentation that staff has agreed to five or fewer positively stated school expectations (staff handbook, student/family handbook, website)
- Learning Walk Options
 - Amelia Earhart, Canyon Crest, Edgemont, Franklin, Lakeview, Provo Peaks, Rock Canyon, Spring Creek, Sunset View, Timpanogos, Wasatch, Westridge, Shoreline
 - Visit other schools out of district
- Resources
 -  Expectation Matrix

B. Behavioral Expectations Taught, 91%

- Possible Training Topics
 - Documented system for teaching on an annual basis (staff handbook, student/family handbook, website)
 - Documentation includes timeline
 - PBIS rotations/bootcamps
 - Sharing expectations on the announcements
 - Student videos of expectations
 - Schoolwide lesson plans
- Learning Walk Options
 - Amelia Earhart, Canyon Crest, Edgemont, Lakeview, Timpanogos, Wasatch, Westridge, Centennial, Shoreline, Independence, Provo
 - Visit other schools out of district
- Resources
 -  Faculty and Student/Family Handbooks
 -  Instructional Schedules
 -  School-wide Expectation Slides
 -  Odyssey Elementary Morning Announcements.pdf

C. On-going System for Rewarding Behavioral Expectations, 84%

- Possible Training Topics
 - Reward options
 - Rewards are connected to expectations
 - Rewards criteria
 - Staff incentives for giving out rewards
 - Reward system is documented in a staff handbook, student/family handbook, or website
- Learning Walk Options
 - Amelia Earhart, Edgemont, Franklin, Lakeview, Provo Peaks, Provost, Wasatch, Westridge, Shoreline, Independence
 - Visit other schools out of district

- Resources
 -  Faculty and Student/Family Handbooks
 -  Acknowledgement Systems

D. System for Responding to Behavioral Violations, 60%

- Possible Training Topics
 - Levels of Behavior
 - Clarify which level 2s are admin managed vs teacher managed
 - Specify when behaviors are severe or repeated
 - School flowchart based on levels of behavior
 - Standard Response Protocol (what is required - the overview or the detailed procedures)
 - District unification of procedure for a stranger with a gun
- Learning Walk Options
 - Visit other schools out of district
- Resources
 -  Consequence Process
 -  SRP

E. Monitoring and Decision-making, 92%

- Possible Training Topics
 - Committee that addresses Tier 1, School-wide PBIS purpose and responsibilities
 - Access and overview of summary reports
 - Scheduling at the beginning of the year presentations on school-wide data to staff (this should be scheduled at least 3 times throughout the year)
 - How to use discipline data for decision making as a committee
- Learning Walk Options
 - Amelia Earhart, Canyon Crest, Edgemont, Franklin, Lakeview, Rock Canyon, Spring Creek, Timpanogos, Westridge, Centennial, Shoreline, Independence
 - Visit other schools out of district
- Resources
 -  Data Considerations for Behavior
 -  Agenda for PBIS Committee Template
 -  SWPBIS Tiered Fidelity Inventory.pdf

F. Management, 91%

- Possible Training Topics
 - Creating a committee that addresses Tier 1, School-wide PBIS
 - Who should be on the committee (includes teachers)
 - Using the TIPS model
 - Scheduling at the beginning of the year the reports of progress on PBIS goals and action plans to staff (this should be scheduled at least 4 times throughout the year)
 - Creating annual goals and an action plan
- Learning Walk Options
 - Amelia Earhart, Lakeview, Spring Creek, Timpanogos, Westridge, Shoreline, Provo
 - Visit other schools out of district
- Resources
 -  Agenda for PBIS Committee Template
 -  Action Plans

Other Possible Supports

- Coaching
 - Q&A
 - Attend a committee meeting
 - Provide feedback
 - Brainstorm next steps

Goal	Strategies	Action Plans, Who Assigned, When

What supports does the District PBIS Committee need from the district coaches to complete these steps (professional development, coaching, learning walk, resources, etc)?

--

Total		A. Expectations Defined		B. Behavioral Expectations Taught		C. On-going System for Rewarding Behavioral Expectations		D. System for Responding to Behavioral Violations		E. Monitoring & Decision-Making		F. Management		G. District-Level Support	
School	Score	School	Score	School	Score	School	Score	School	Score	School	Score	School	Score	School	Score
Amelia	98%	Amelia	100%	Amelia	100%	Amelia	100%	Amelia	88%	Amelia	100%	Amelia	100%	Amelia	100%
Lakeview	96%	Canyon Crest	100%	Canyon Crest	100%	Canyon Crest	100%	Timpanogos	88%	Centennial	100%	Lakeview	100%	Canyon Crest	100%
Timpanogos	96%	Edgemont	100%	Centennial	100%	Edgemont	100%	Centennial	75%	Edgemont	100%	Provo	100%	Centennial	100%
Westridge	96%	Franklin	100%	Edgemont	100%	Franklin	100%	Lakeview	75%	Franklin	100%	Shoreline	100%	Edgemont	100%
Edgemont	93%	Independence	100%	Independence	100%	Independence	100%	Westridge	75%	Independence	100%	Spring Creek	100%	Franklin	100%
Shoreline	93%	Lakeview	100%	Lakeview	100%	Lakeview	100%	Canyon Crest	63%	Lakeview	100%	Timpanogos	100%	Independence	100%
Independence	91%	Provo	100%	Shoreline	100%	Provost	100%	Edgemont	63%	Rock Canyon	100%	Westridge	100%	Lakeview	100%
Spring Creek	91%	Provo Peaks	100%	Timpanogos	100%	Provo Peaks	100%	Provo	63%	Shoreline	100%	Edgemont	94%	Provo	100%
Canyon Crest	86%	Rock Canyon	100%	Wasatch	100%	Shoreline	100%	Sunset View	63%	Spring Creek	100%	Independence	94%	Provost	100%
Centennial	86%	Shoreline	100%	Westridge	100%	Wasatch	100%	Franklin	50%	Timpanogos	100%	Provo Peaks	94%	Provo Peaks	100%
Franklin	86%	Spring Creek	100%	Spring Creek	100%	Westridge	100%	Independence	50%	Westridge	100%	Canyon Crest	88%	Rock Canyon	100%
Provo Peaks	86%	Sunset View	100%	Provo	90%	Spring Creek	83%	Provo Peaks	50%	Provost	88%	Centennial	88%	Shoreline	100%
Wasatch	86%	Timpanogos	100%	Sunset View	90%	Sunset View	83%	Provost	50%	Provo Peaks	88%	Franklin	88%	Spring Creek	100%
Provo	84%	Wasatch	100%	Franklin	80%	Timpanogos	83%	Shoreline	50%	Wasatch	88%	Provost	88%	Sunset View	100%
Provost	77%	Westridge	100%	Provo Peaks	80%	Rock Canyon	67%	Spring Creek	50%	Canyon Crest	75%	Timpview	88%	Timpanogos	100%
Sunset View	77%	Centennial	75%	Rock Canyon	80%	Centennial	50%	Wasatch	50%	Provo	75%	Sunset View	81%	Timpview	100%
Rock Canyon	73%	Timpview	75%	Provost	70%	Provo	50%	Rock Canyon	38%	Timpview	75%	Wasatch	81%	Wasatch	100%
Timpview	64%	Provost	25%	Timpview	50%	Timpview	17%	Timpview	38%	Sunset View	63%	Rock Canyon	63%	Westridge	100%



E3 Gifted & Talented Program

The [E3 Gifted and Talented Program](#) provides advanced learning opportunities for students who benefit from deeper academic challenge and intellectual engagement.

Phased Rollout

2026-2027

- One 4th grade cohort

2027-2028

- 4th and 5th grade cohorts

2028-2029

- 4th, 5th, and 6th grade cohorts

Assessments & Notifications

Notification of CogAT administration sent to families of all 3rd grade students

- March 13

CogAT Screener administered to all 3rd grade students

- March 18 - 24

Notifications sent to families of students scoring in the top 20%.

- March 27

Administration of CogAT Full Battery administered to students scoring in the top 20%

- March 30 - April 3

Round One Invitations and Waitlist Notifications

Round one invitations extended and waitlist notifications sent

- Week of April 13

Information Meeting & Acceptance Deadlines

Information meeting held at Westridge

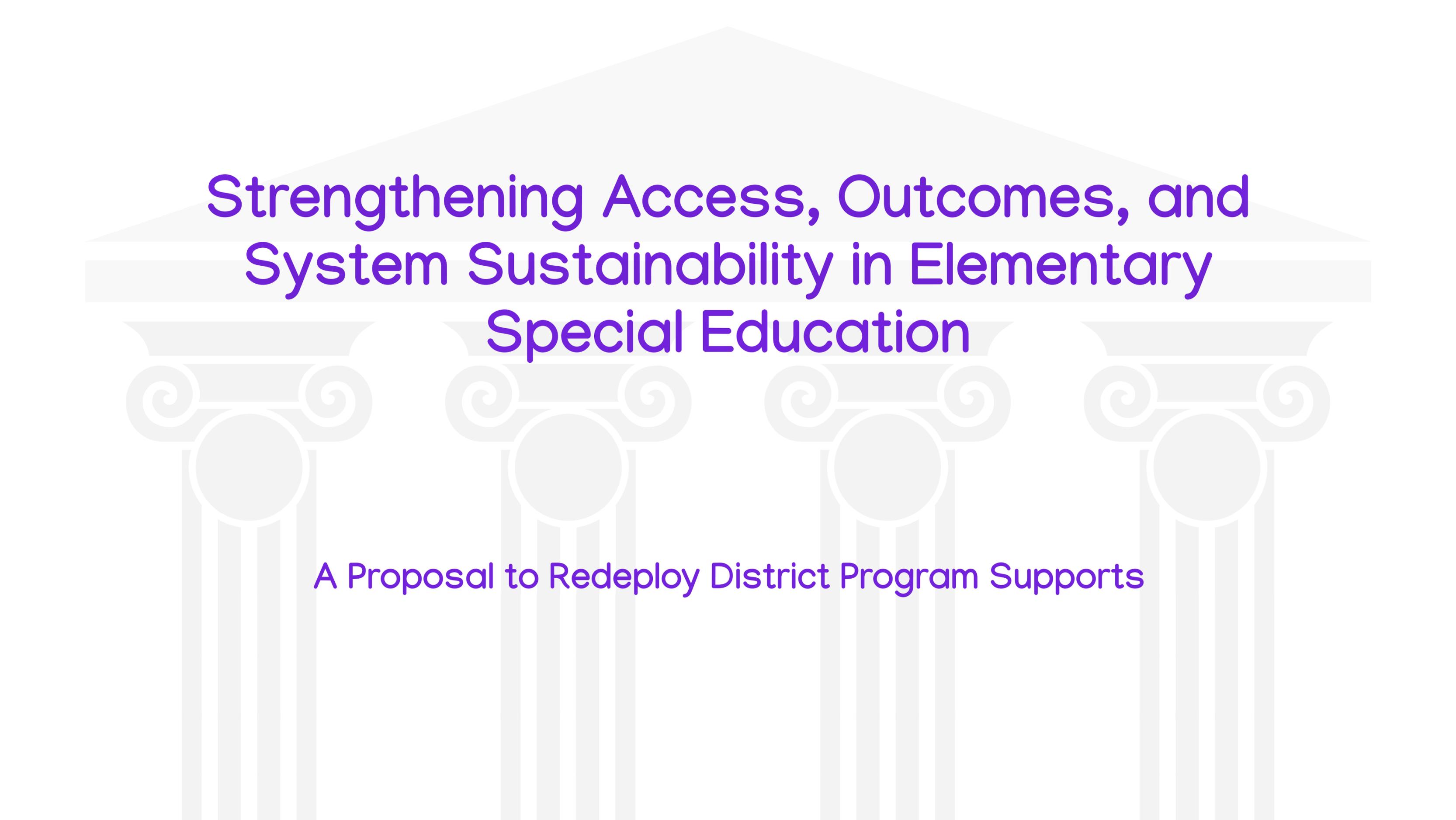
- Date: TBD, following Spring Break
- Who is invited?
 - Families of students who received invitations, and families of students on the waitlist. This allows all who might potentially receive an invitation to receive program information and ask questions.

The first acceptance deadline will be set a few days following the information meeting. Deadlines for subsequent rounds will each be approximately one week from the date of the invitation.

Program Planning

4th grade position posted

- Current



Strengthening Access, Outcomes, and System Sustainability in Elementary Special Education

A Proposal to Redeploy District Program Supports

Acronym Check

IEP – Individualized Education Program

LRE – Least Restrictive Environment

CSI – Comprehensive Support and Improvement

DLM – Dynamic Learning Maps (Alternate Assessment)

SWD – Students with Disabilities

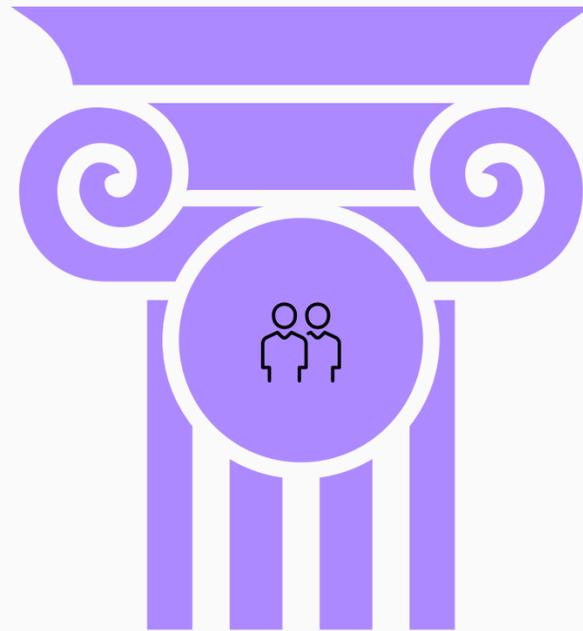
Contextual Consideration:

Recent Program changes since full day Kindergarten was introduced at the state level

Pillars of a Strategic Roadmap

Foundations for successful project strategy

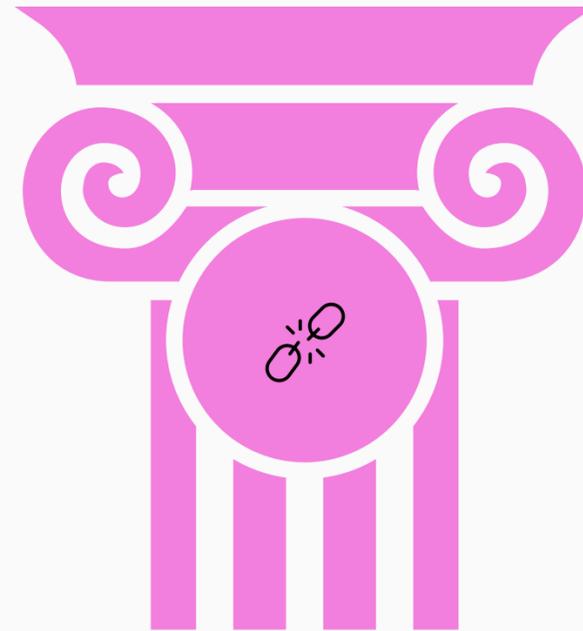
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Student Access

- Limited access to broader school community
- Reduced peer interaction opportunities

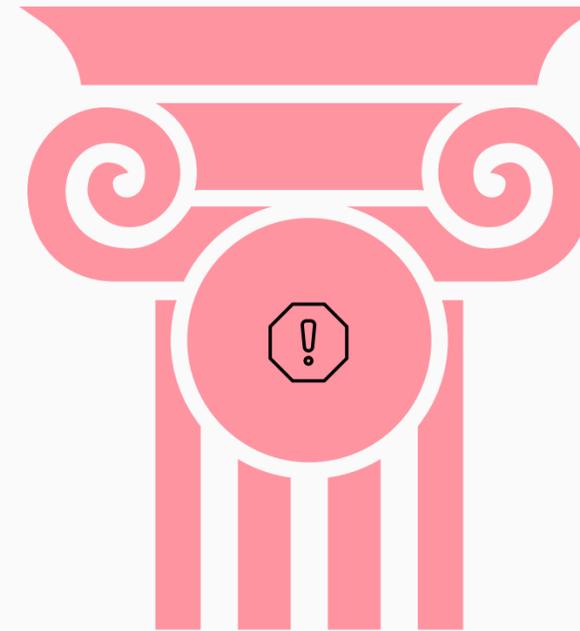
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System Strain

- High concentration at one site
- Impact on general education and staffing

03



Accountability Risk

- Structural barriers to meeting performance expectations
- Increased risk for CSI designation

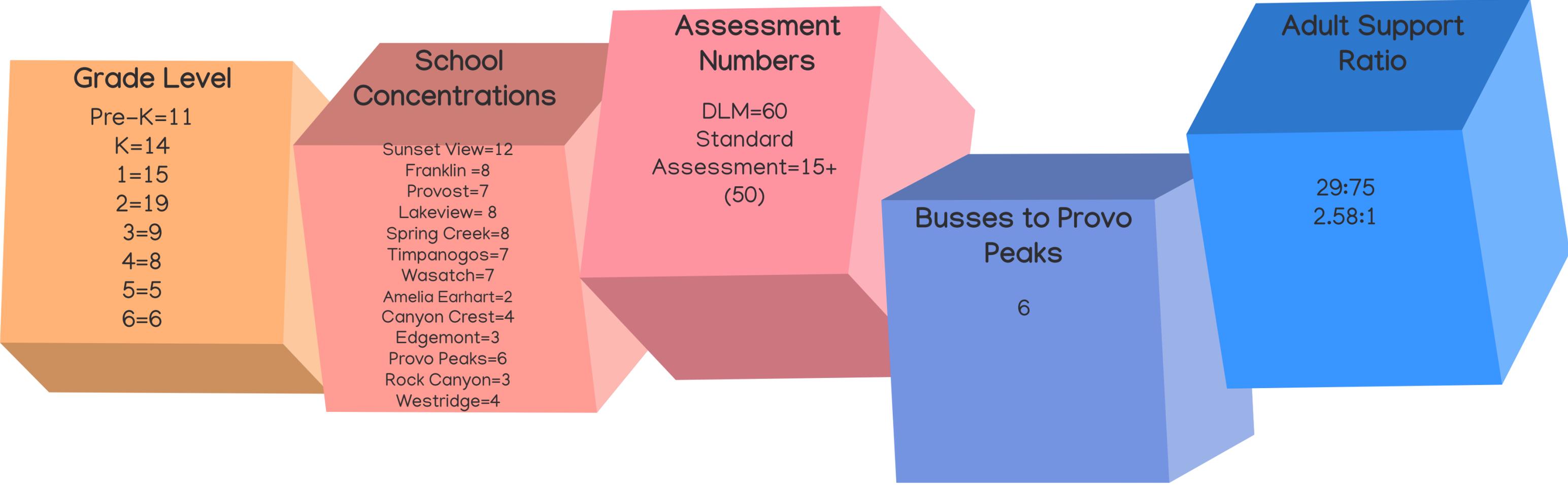
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Legal Alignment

- Align with LRE and individualized placement
- Expand program options across sites

Basic Numbers To Consider



Student Access/Strain

- Current issues with access at Provo Peaks
 - Many of our students currently have limited access to general education time and experiences for a variety of reasons.
 - What appears to be most guaranteed (Specialties and Recess, school field trips).
 - Volume of demand for IEP team attendance is twice that of any other elementary school with very similar resources other than special educators (admin, general education teachers, school psychologist)
 - The amount of SWD rivals that of high schools (for context and perspective)
 - We might see higher levels of excusals(absences) for general education teacher than we would otherwise.
 - When students are ready for general education academic inclusion, the current structure makes it difficult to provide consistent, high-quality access. This is a result of volume pressure.
 - Larger student volume in one school complicates schedules which become driven by program logistics rather than individualized access opportunities.
 - Students experience a separate program identity rather than full integration within the school community

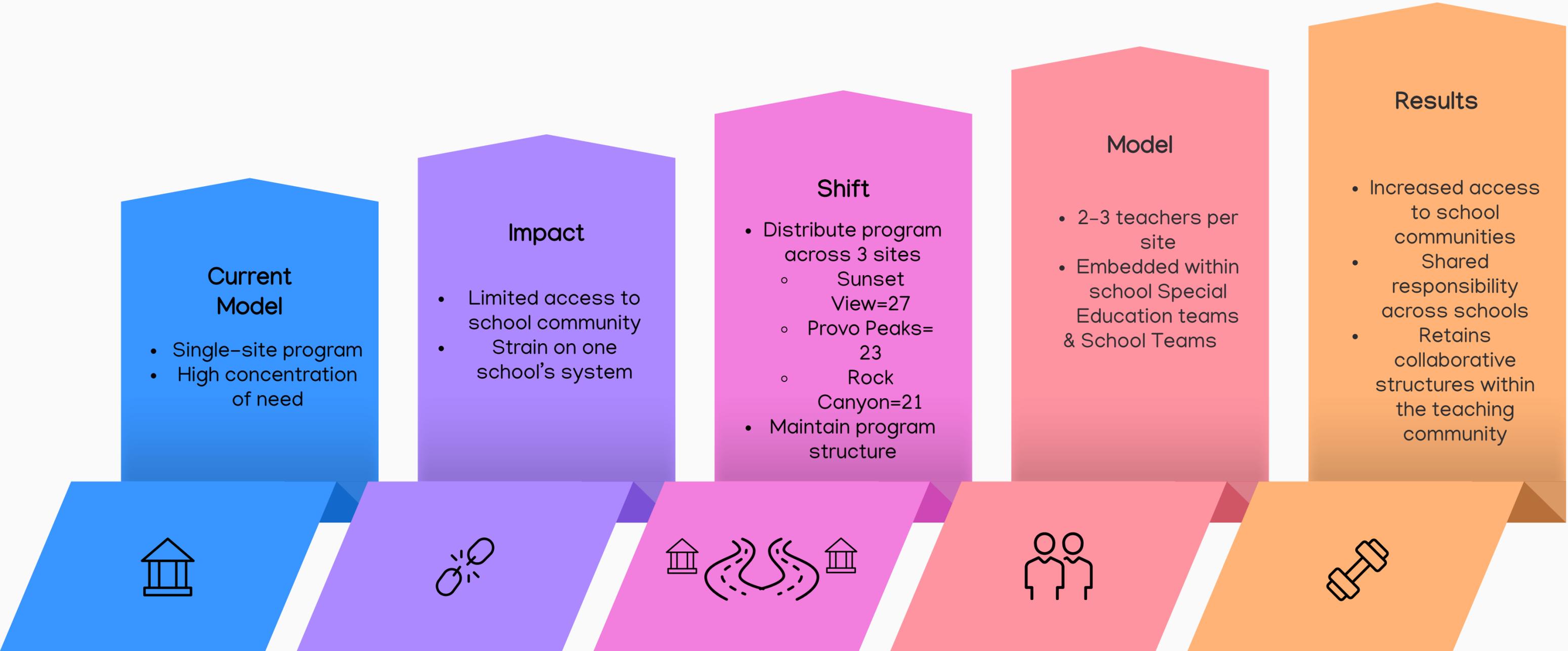
Accountability Risk

- Current issues with accountability risk at Provo Peak
 - Current structure makes it more difficult to meet accountability expectations, even with strong instructional practices
 - Changes in assessment criteria will increase the number of students included in standard accountability measures, further concentrating performance impact at a single site
 - This means even more of the school's performance data will be influenced by a concentrated group of students, increasing the accountability pressure at that one site
 - CSI designation may lead to required interventions, limiting local decision-making flexibility
 - One site carries accountability impact that would otherwise be distributed across the district
 - As accountability expectations increase, maintaining rigorous instructional outcomes becomes more challenging within a concentrated program model
 - Rigor depends on consistent access to high-quality instruction and peer interaction. In a highly concentrated model, competing demands, scheduling constraints, and limited access to general education make it more difficult to provide that consistently across students.

Legal Risk

- Current issues with legal risk at Provo Peak
 - 34 CFR §300.115 (Continuum of placements): IDEA requires a continuum of placement options; reliance on a single-site model limits this in practice, while a multi-site model expands available options
 - 34 CFR §300.114 (LRE requirement): Students must be educated with nondisabled peers to the maximum extent appropriate
 - Deal v. Hamilton County Board of Education
 - “All students with X profile go to this program”
 - Even informally
 - Daniel R.R. v. State Board of Education
 - Schools must attempt general education with supports first, and if that is not successful, still provide access to peers to the maximum extent appropriate. (Not maximum extent possible)
- 3. LRE (Oberti)
 - The district must show why inclusion failed
 - Not just that the program is better
 - Inclusion is not all-or-nothing (continued efforts to push to inclusion must be made)
 - cost or administrative convenience cannot be the determining factor
 - Is the cost reasonable relative to the district’s overall resources, or does it fundamentally disrupt operations or services for other students?

Proposed Model: From Concentration to Distributed Access



Implications of Maintaining the Current Model



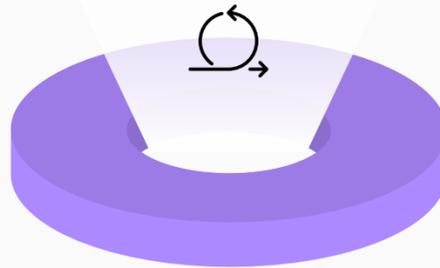
System Control

Increases the likelihood of state identification and limits the district's flexibility to respond proactively.



System Capacity

Staff time and expertise will remain concentrated on immediate needs, limiting the school's ability to support all students effectively.



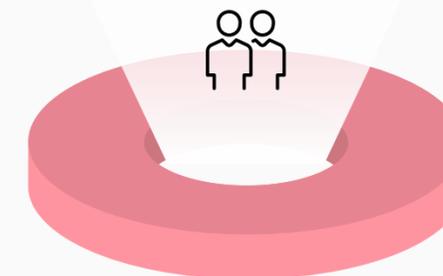
System Coherence

The program drives how the school functions, rather than the school operating as an integrated system.



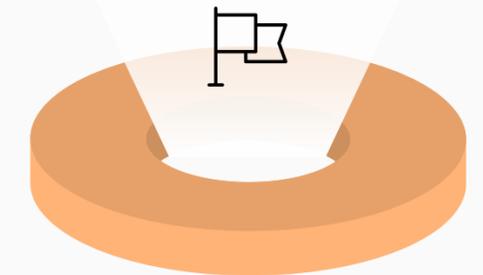
Service Integration

The current structure makes it more difficult to fully integrate supports within school-based teams



Distributed Capacity

Capacity to support students with intensive needs remains concentrated in one location rather than developed across the system.



System Flexibility

The scale of the current model makes it more challenging to adjust as student needs change.

Implementation Plan and Timeline

1 Planning &
Site
Selection
(Fall 2026)

2 Leadership
Communication
(Late Fall 2026)

3 Staffing
Alignment
(Winter
2026–27)

4 Community
Engagement
(Winter 2026–
27)

5 Launch &
Support
(Fall 2027)



Key Benefits we would expect

Accountability Shift

- Distributes accountability impact across multiple schools rather than concentrating it at one site
- The shift from CSI status to instructional impact is a factor (the focus is not how the students impact state status but how do we make meaningful progress)

Student Access

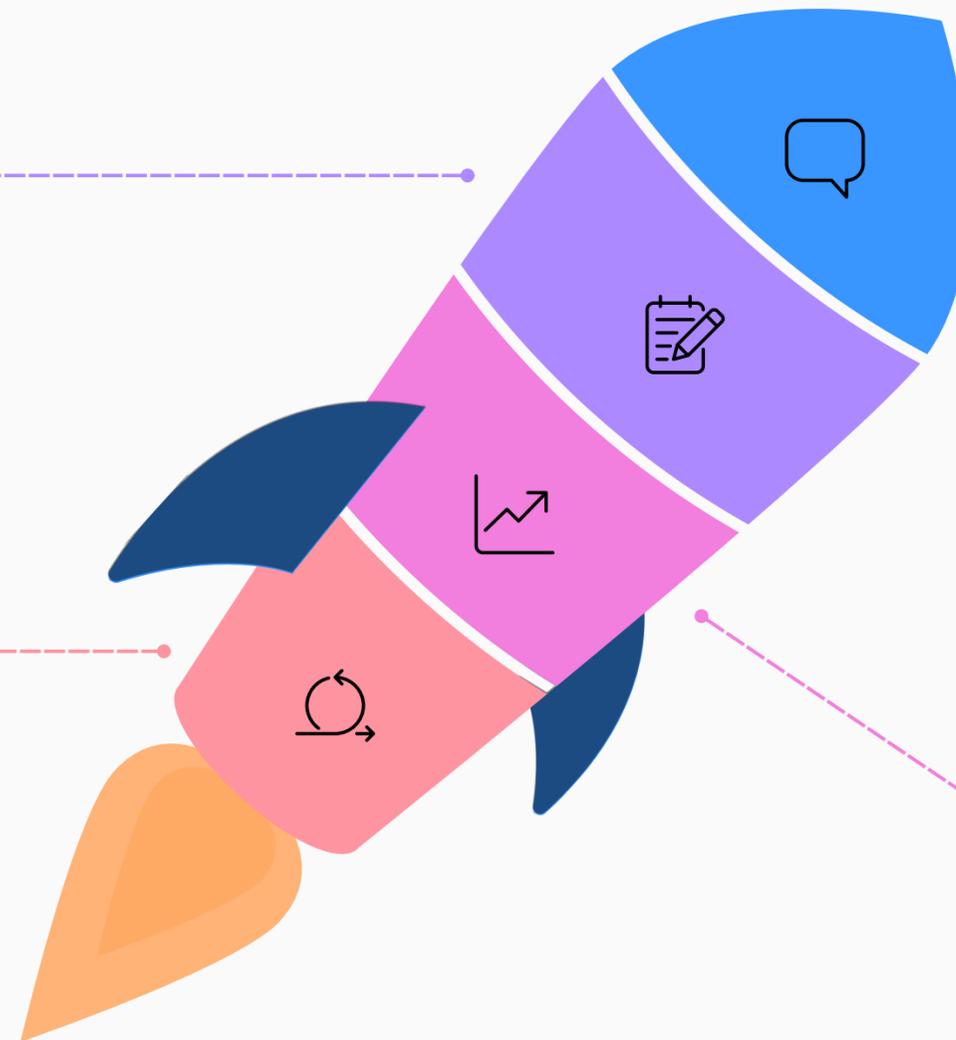
- Access to general education peers will be more robust
- General education peers will have more robust access to their disabled peers
- Proximity to home communities is enhanced
- Transportation access may actually be enhanced
- Staffing resources are more equally distributed and accessible

Legal Alignment

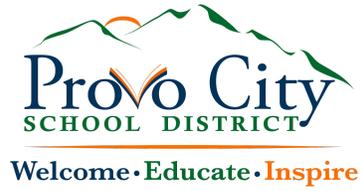
- Provides greater flexibility to adjust supports and placements as student needs change
- Predetermination as a default accusation is reduced
- Expands placement options and reduces reliance on a single location, supporting individualized decisions aligned with LRE.

Systemic Distributed Capacity

- Reduces concentrated demand on a single school's staff and systems, increases opportunity for skill development at other sites
- Student peer support is a benefit here.
- Community involvement and awareness increases community capacity.
- Supports schools in operating as balanced instructional systems rather than adapting around a centralized program



This model directly addresses the structural limitations of the current system by expanding access, distributing responsibility, and increasing flexibility.



Boundary and School Facility Discussions 2026-2027



Table of Contents

Table of Contents.....	2
Purpose.....	3
Challenges.....	4
Enrollment.....	4
Current School Capacities and Enrollment.....	6
The Impacts of School Size.....	8
Neighborhood Schools.....	8
The Costs of a Small School.....	8
Sample Cost Analysis.....	9
Increasing School Efficiency and Effectiveness.....	10
Elementary Programs.....	11
Dual Language Immersion.....	12
Concerns about DLI Sustainability	15
The Arts	15
Beginning Proposals and Discussions.....	16
Proposal 1.....	16
Benefits.....	17
Concerns.....	17
Proposal 2.....	18
Benefits.....	18
Concerns.....	19
Proposal 3.....	19
Benefits.....	19
Concerns.....	19
Proposal 4	20
Benefits	20
Concerns	21
Other Considerations.....	21
Next Steps.....	22
Timeline.....	23
Additional Questions.....	23

Purpose

The purpose of this discussion on boundaries, school facilities, and possible school closures is to explore ways in which Provo City School District can maintain its excellence in educational service delivery while also maximizing its resources to ensure that students have access to the best educational programming possible. It is important to note that any changes that are determined by the Board will not take effect until the 2027-2028 school year. We want to ensure that our entire community has the opportunity to express its ideas and concerns over the next six months as we seek to develop a long-term plan for Provo City School District that will demonstrate responsible stewardship of taxpayer dollars while fulfilling our mission to educate the children in our district.

In our District's Strategic Plan, we have three main priorities that frame this difficult discussion. Our first priority focuses on Academic Achievement. With the help of our teachers and community, we have improved the performance and growth of our students in several areas. However, to ensure that an upward trend continues, we must examine how we can place more resources toward the learning needs of students rather than towards the maintenance and upkeep of facilities and duplicate services.

Priority two focuses on the Wellness and Safety of our students and families within our school and district communities. We recognize that changing boundaries and/or closing a school changes the feel of a school community, and great care must be taken to continue the community feeling that a single city school district provides. As we work to reduce absenteeism and disconnectedness of our students from our school communities, we must examine the impact of moving students to different locations on both the students and their families and ensure that proper supports are put in place to transition students with as much care as possible.

Our third priority focuses on the Stewardship of Resources, emphasizing our commitment to not only utilizing our resources effectively and efficiently but also communicating effectively as to our decision-making processes and the "why" behind these decisions. Retaining well-trained employees, particularly teachers, is also a cornerstone of this priority, and to retain these highly qualified employees, they must receive compensation that is competitive to surrounding districts. The ability for the district to provide these compensation packages happens more effectively if we control our expenses and recognize that these increased costs cannot always be passed on to the taxpayer. At times, it means that we have to make other choices within our budget to ensure that we can fulfill our goals as a district. This priority provides us with the opportunity to continually find ways to better utilize taxpayer dollars while providing a great experience for our students.

We know that this discussion will be difficult and tense at times. We will disagree. We will share ideas and emotions. Ultimately, as board members and district leaders we commit to you that this process will be transparent, open-minded, civil, and, most importantly, student-centered. We

encourage and appreciate our community members, families, and employees who willingly and respectfully engage with us in these hard discussions and decisions.

Challenges

Provo City School District is facing some significant challenges as we seek to balance great educational programming, declining enrollment, increased costs in the maintenance of facilities, and competitive salaries for employees. Over the past few months, we have engaged with our stakeholders, discussing possible ways to manage our spending and budget. While we still need support from taxpayers to maintain competitive salaries and benefits with surrounding districts, we want to show our taxpayers that we are also willing to make tough decisions that are student-centered, data-based, and aligned with our strategic plan. As we have spoken with small groups of community members and parents, one common piece of feedback is that we focus on programs that benefit the greatest number of students and that we examine our building capacity and usage across the district.

The Board of Education and District Leadership have received hundreds of emails over the past few months, emphasizing the need to prioritize rich educational experiences for our students along with providing competitive pay for our teachers. There is an understanding that Provo is unique because of all that we offer our students and that our community understands that high quality educators make the greatest difference in the learning outputs of our students.

Enrollment

Our most significant challenge at this time is a decline in enrollment. The State of Utah as a whole is facing a decline in enrollment, mostly due to declining birthrates. Our state's decline in enrollment for the 2026-2027 school year is projected to be over 10,000 students. Provo is particularly impacted by this declining enrollment as housing costs have increased, and it is increasingly difficult for young families to afford homes here. For Provo City School District, here is a projection from the state as to our enrollment numbers in the coming years. (See Figure 1.)

	Actual	Forecast	Forecast	Forecast
Grade	2025-26	2026-27	2027-28	2028-29
K	820	852	926	918
1	863	819	860	932
2	931	845	806	848
3	894	906	831	790
4	952	887	906	834
5	972	931	876	894
6	971	966	930	875
7	993	953	952	917
8	925	985	951	950
9	1,080	1,029	1,093	1,054
10	1,116	1,087	1,039	1,106
11	1,103	1,098	1,083	1,040
12	1,106	1,065	1,074	1,066
SC	284	295	286	278
Grand Total	13,010	12,718	12,613	12,502
% Change	-3.4%	-2.2%	-0.8%	-0.9%
	Actual	Forecast	Forecast	Forecast
Grade	2025-26	2026-27	2027-28	2028-29
K-6	6,403	6,206	6,135	6,091
7-8	1,918	1,938	1,903	1,867
9-12	4,405	4,279	4,289	4,266
SC	284	295	286	278
Grand Total	13,010	12,718	12,613	12,502

Figure 1: Enrollment Projections for Provo City School District

Over the next three years, our enrollment is projected to drop by approximately 500 students, and this is without taking into consideration the opening of a new charter school in the south end of our district. To put this in perspective, this means that Provo City School District will lose just shy of \$2.5 million over the next three years in money that is generated from enrollment alone. Many districts across the state are facing similar challenges (i.e. Nebo School District, the new Timpanogos District, Canyons District), and they too, are entertaining conversations and actions to adjust boundaries and close schools.

Some may wonder if we are too hasty in our problem-solving efforts, citing the construction of new apartment complexes and housing developments, particularly by Spring Creek Elementary and in the southwest side of the city. However, as we have studied prior housing developments, these homes have yielded fewer than .7 students per household. Typically, a housing development of 100 apartments will produce fewer than 70 additional students, and that only occurs if the housing units are more than one bedroom.

Current School Capacities and Enrollment

Not only does enrollment contribute to our discussion about how we may need to shift boundaries and maximize our efficiencies as a school district, but the actual student enrollment in each of our buildings must inform our decision-making process. In Figure 2, you will see our current enrollment for each of our schools:

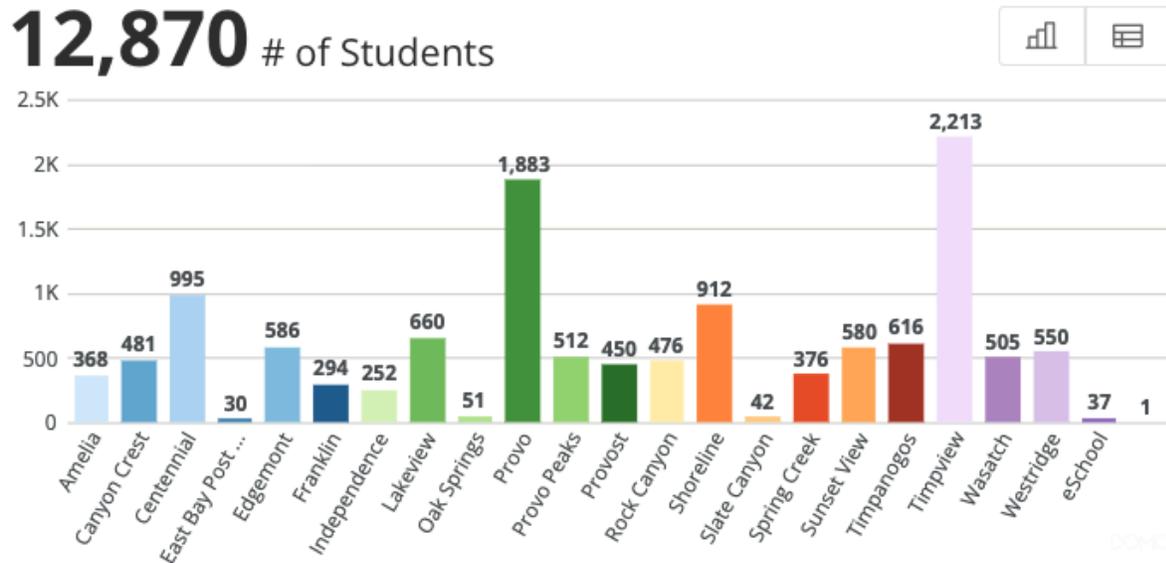


Figure 2: Current Enrollment in Provo City School District (March 2026)

This graph illustrates that several of our elementary schools have very low enrollment numbers. Three of our elementary schools, in particular, are significantly below capacity and below efficiency levels: Amelia Earhart Elementary (368 students), Franklin Elementary (294 students), and Spring Creek Elementary (376 students). For a school to be considered efficient, it should be at a capacity of 80% or higher. Figure 3 shows the current capacity of each of our buildings as well as the year in which each building was constructed:

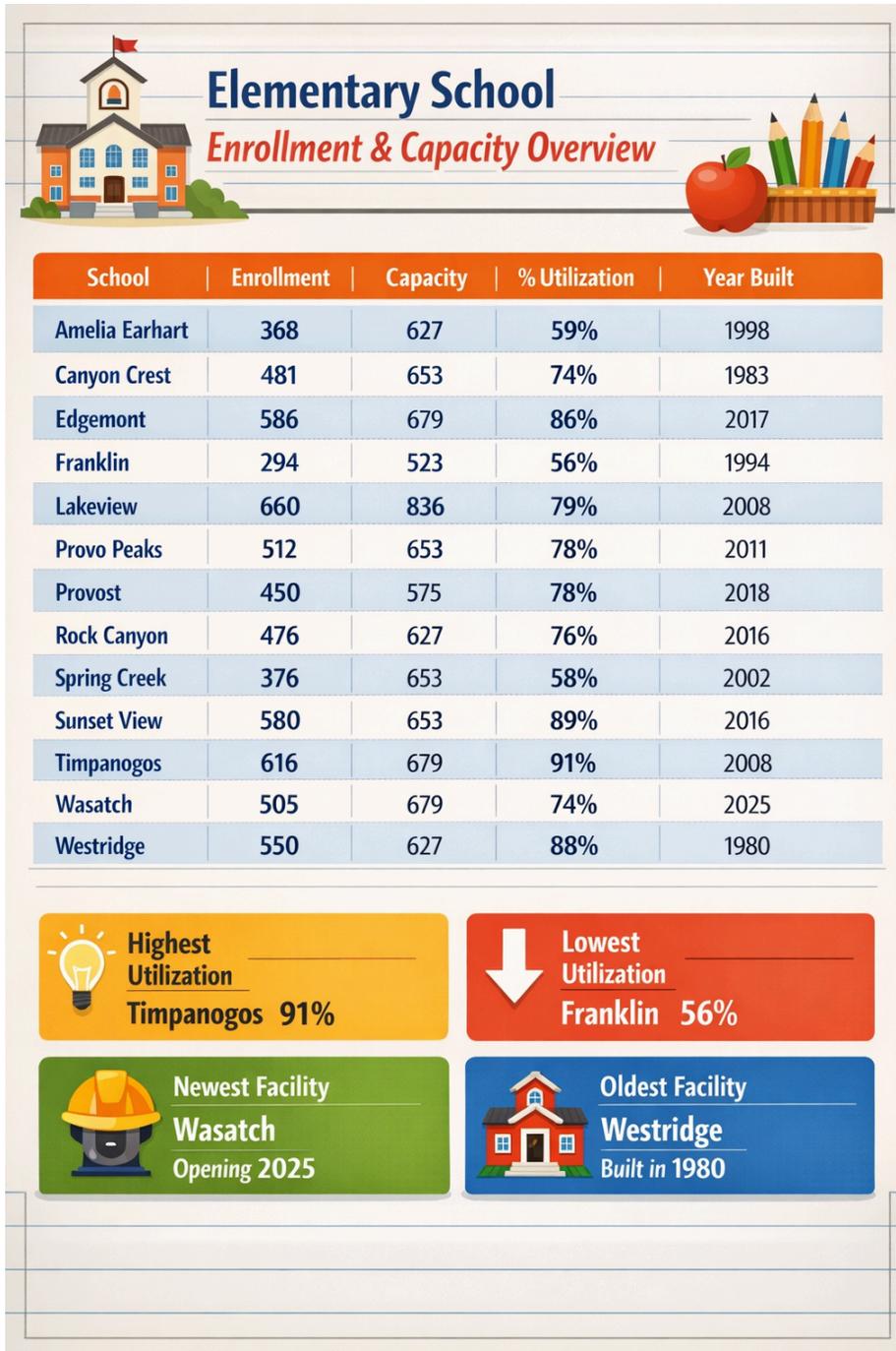


Figure 3: Provo City School District Elementary School Building Capacity and Utilization Rates

Just because the utilization rate is low as of right now does not mean the school needs to be considered for closing. As district leaders, we need to examine how best to alter boundaries to increase utilization rates while meeting the needs of our students and community.

The Impacts of School Size

Neighborhood Schools

Our community has identified that neighborhood schools are of importance to them. This came as a result of our boundary and feasibility study conducted during the 2024-2025 school year. Of our 6400 current elementary students, we have just over 900 (14%) who attend schools that are not their boundary school. This figure reflects several enrollment patterns across the district, including special education students who attend Provo Peaks Elementary for specialized services; gifted and talented students enrolled at Provo Peaks and Sunset View Elementary; and students who attend schools outside their boundary to participate in Dual Language Immersion programs. It also includes families who choose a different school for a variety of other reasons. The importance of the neighborhood school cannot be overlooked, as it is important to our families, particularly for parents in lower-income neighborhoods who need to ensure their children can walk to and from school safely. It is always a challenge to balance the capacity of schools with the desire for each neighborhood to have an elementary school within walking distance.

While we cannot track how many students are choosing to attend charter schools and private schools across Provo, we know that we are losing several hundred more elementary students to the charter and private school system. These are educational environments that do not build their identity around a neighborhood but instead on the unique atmosphere or experiences they provide for students. Thus, we have evidence that parents are not choosing this neighborhood concept but are instead choosing an educational experience for their child. We need to keep this in mind as we discuss boundary changes. We likely need to gather more information from our parents as to whether or not the educational opportunities offered at a school or the close proximity to their home are more important. We also need to disaggregate this data by neighborhood and area, as the answers may not be consistent districtwide and could influence where we choose to draw boundaries and bus certain students if any boundary shifts were adopted.

The Costs (Dollars and Challenges) of a Small School

Smaller schools further create challenges in the following ways, as inefficiencies increase the smaller the school is:

- 1) In a traditional elementary school that does not have Dual Language Immersion, we typically have two classes per grade level and preferably three. To sustain this, we need at least 525 students in a school. When there is only one class per grade level, it limits our ability to separate students who might struggle to get along. We have fewer options if a parent/child/teacher has a difficult relationship.
- 2) Smaller schools that are not meeting this capacity will often have split classes. This means a teacher is teaching across two grade levels to try to lower class sizes for two

grade levels. This type of split classroom creates additional stress on the teacher, as the teacher has to meet the needs of students across a larger continuum.

- 3) Small schools create difficulties as it is challenging to justify full-time specialty teachers. As a result, these specialty teachers may be spread across two schools, and the students do not have the same opportunities that they may have if the school had larger numbers and the full-time teacher could remain at one site.
- 4) Small schools create challenges as we try to provide full-time social workers, assistant principals, Title I coordinators, and instructional coaches. These resources are then shared across schools, and students and teachers do not have consistent access to the personnel and supports that will allow students to succeed at their greatest capacity.
- 5) Many incorrectly assume that a smaller school means smaller class sizes. We fund 1 teacher for every 27.5 students. It does not matter which school you attend. However, if fewer students are spread across multiple grade levels, we may have to split classes or provide only one class per grade level resulting in a larger class size. When there are more students in a school, it generates a larger number of teachers, and the principal has greater flexibility to place those teachers in grade level bands where there are more students.
- 6) TSSA and Land Trust money are awarded to each school for discretionary spending to support student learning in literacy, math, and science. The amount of money generated is dependent upon enrollment. The smaller the school, the smaller the dollar amount.
- 7) Each elementary school requires a baseline number of instructional assistants to support math and literacy interventions and to provide supervision during lunch, recess, etc. These positions are funded through each school's discretionary budget. Even in smaller schools with lower enrollment, this minimum level of staffing is still necessary to ensure adequate support and supervision. As a result, the district provides additional funding to help smaller schools meet these basic needs. However, because discretionary funds are tied to student enrollment, smaller schools generate less funding overall. When principals choose to add more instructional assistants or reduce class sizes, these decisions consume a larger share of their limited budgets, creating additional financial strain.

While there are definitely benefits to the neighborhood school, if the size of the school is too small, we do experience inefficiencies in the delivery of services.

Sample Cost Analysis of a Small School

We have captured some estimates of the cost of a smaller elementary school. For an elementary school with 360 students, 13 general education teachers would be allotted according to our formula of one teacher for every 27.5 students. However, because of how the students are distributed across grade levels, 16 full-time teachers are employed to ensure that there are no split classes. (See Figure 4.)



Estimated Annual Cost to Operate a Small Elementary School

Staffing / Expense Category	FTE / Units	Approximate Cost
Classroom Teachers	16	\$1,760,000
Principal	1	\$150,000
Assistant Principal	1	\$130,000
Instructional Coach	1	\$120,000
Title I Coordinator	1	\$120,000
Head Custodian	1	\$75,000
Utilities (= \$1/sq ft)	—	\$70,000
Total Annual Cost		\$2,425,000



Cost Per Student Breakdown

- Total Annual Cost: \$2,425,000
- Student Enrollment: 360 Students

APPROXIMATE COST PER STUDENT

\$6,700 Per Year

Higher Cost Per Student Due to Lower Enrollment

Figure 4: Small Elementary School Estimated Costs

It is important to note that this total does not include the number of instructional assistants, nutrition workers, or hourly custodial workers. Some of these expenses will still exist in a new location. Students will still need teachers. However, the administrative costs and utilities costs will be less, saving the district at a minimum of \$1 million if the school were closed and the students were reassigned and bused to surrounding schools.

Increasing School Efficiency and Effectiveness

A school with 600 students is more efficient and ideal in terms of the utilization of resources. We recognize that some of our schools do not have the physical capacity to house 600 students, but we can still increase enrollment numbers of these schools to improve utilization of

the space. In a school of 600 students, we would have 86 students per grade level, with three teachers at each grade level. We do know that our students do not spread out in even bandwidths so there could be a year where there may be two teachers at one grade level and four teachers at another. A school with 600 students would decrease the cost per student to \$5030. To ensure elementary schools of this size, it would likely mean that three elementary schools would have to be closed. This would be a difficult task to navigate in a district our size.

Increasing our school enrollments to 525 students would, however, still generate a savings in the overall cost as shown in Figure 5 below.

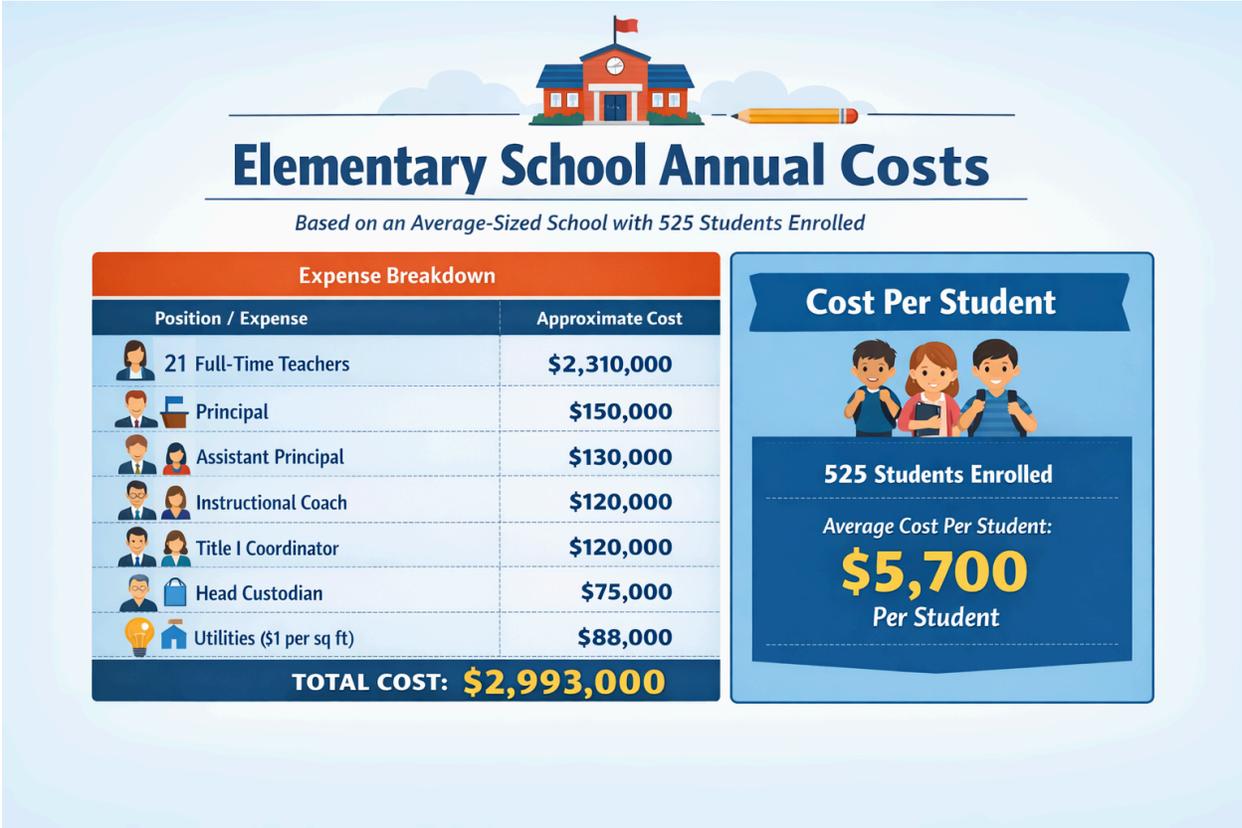


Figure 5: Elementary School Costs for Enrollment of 525 Students

Elementary Programs

Provo City School District and its parents pride itself on the many unique programs that we offer to students. We have the ability to provide a rich experience for students in reading/writing, math, social studies, and science, but also in Dual Language Immersion, visual arts, drama, music, and PE. As we have openly discussed challenges about our budget over the past few months, our parents have indicated that these programs are important and beneficial to their children. They want these programs prioritized over other staffing supports and salaries that do

not directly enrich the educational experience of students. Thus, Provo City School District is in a position to make some difficult decisions, as its leadership understands that having highly qualified teachers leads to better student outcomes and that we retain teachers when we offer competitive compensation packages. However, we also know that specific programs are also important to the community, and the Board of Education is mindful that we have already asked the public to support us with the final phase of construction for Timpview High School and the rebuild of Timpanogos Elementary through increased taxes. Our board members are conscientious about what it means to ask taxpayers for additional dollars unless other avenues have been explored.

Dual Language Immersion

Our Dual Language Immersion programs are beloved in Provo City School District by many parents. Figure 6 provides an overview of our DLI programs and enrollment patterns in the district.

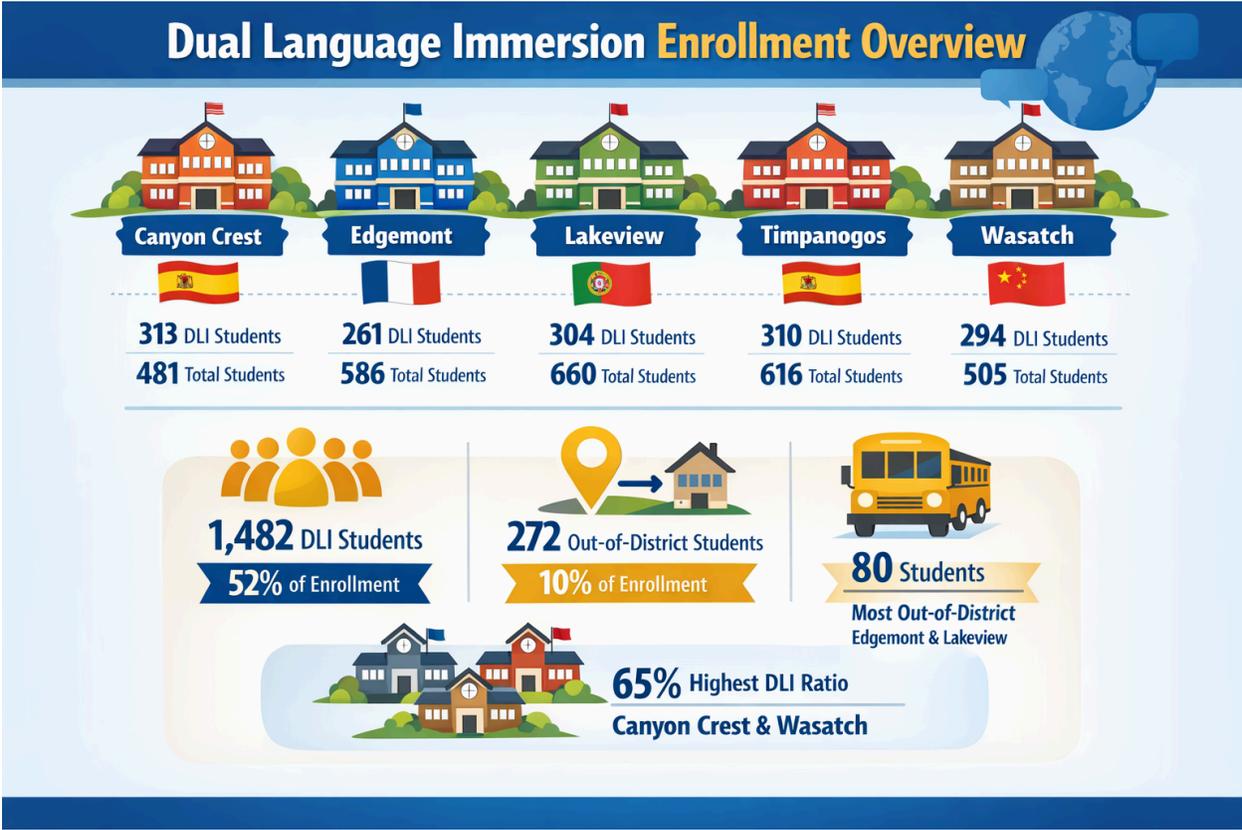


Figure 6: DLI Enrollment Overview

Because our DLI programs require a two-teacher model (target language + English side) in first through sixth grade, regardless of cohort size, it can lead to small class sizes. If a DLI school does not have a large number of students in the non-DLI classes, this can also create staffing

inefficiencies, depending on the particular school. Figure 7 provides a similar breakdown to show cost by student at Canyon Crest Elementary, one of our smaller DLI schools.

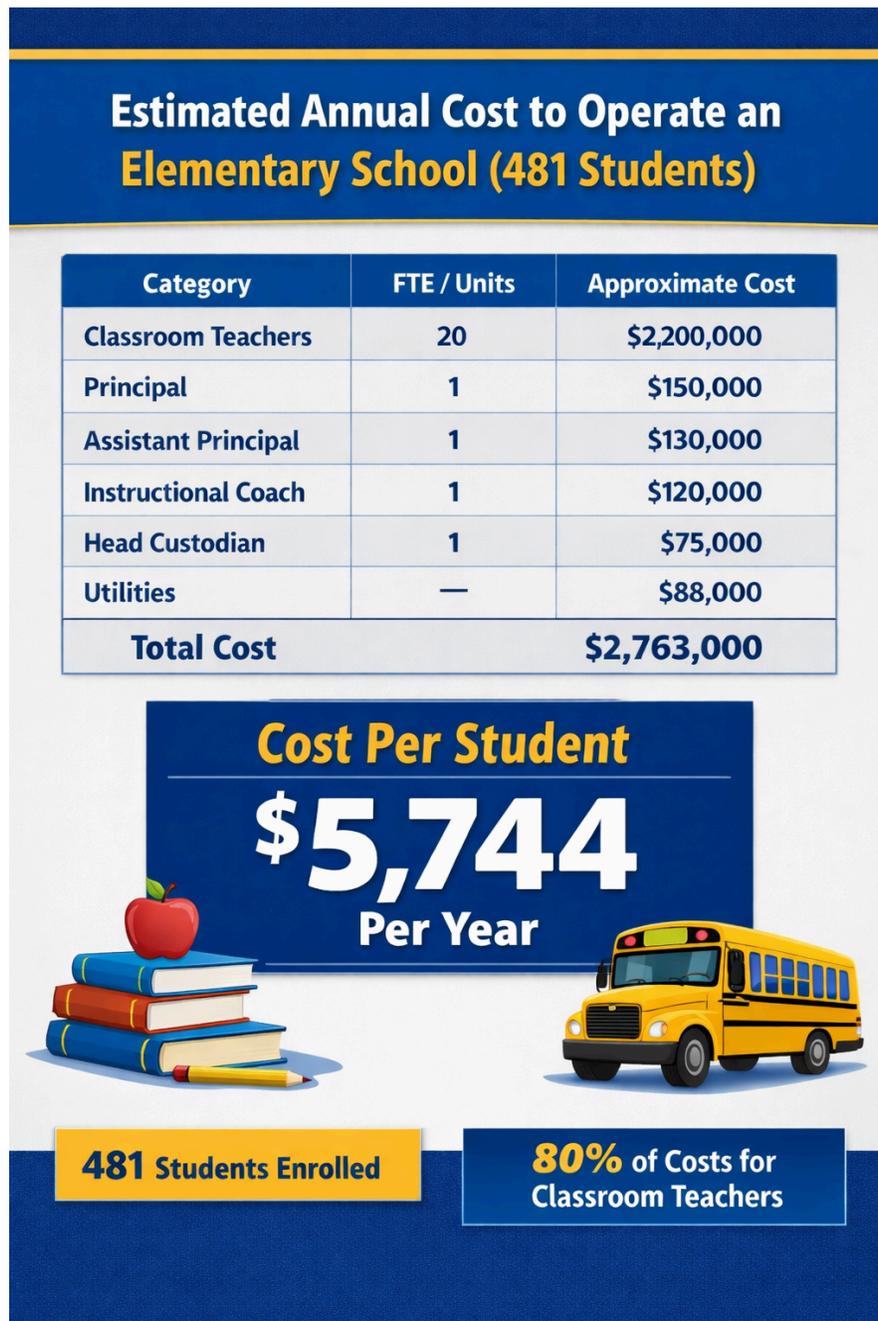


Figure 7: Estimated Cost per Student at Canyon Crest Elementary

A small DLI school like Canyon Crest with 481 students is similar in cost to a Title I school with 525 students. However, a small Title I school (360 students) is significantly more expensive. If we could increase our enrollment at most elementary schools to 600 students for all non-DLI schools and increase our enrollment at our DLI schools to 650 students or higher, we would spend approximately \$350 more on a DLI student than a non-DLI student. To do this, we would need to close three elementary schools. Even closing two elementary schools would lead to a

cost savings of at least \$1.5 million annually. By shifting our DLI programs or increasing the total enrollment at the DLI schools, we would save another \$350,000, bumping this savings closer to \$2 million a year. We could make these changes without eliminating any DLI opportunities. It is to be noted that DLI schools, with the exception of Timpanogos, do not have Title I coordinators.

A large DLI school such as Lakeview Elementary with 660 students is more efficient and is subsidized less than a smaller DLI school. This model has 4 classes per grade level, 2 DLI classes and 2 non-DLI classes, with the exception of Kindergarten, which would have three classes. Please see Figure 8.

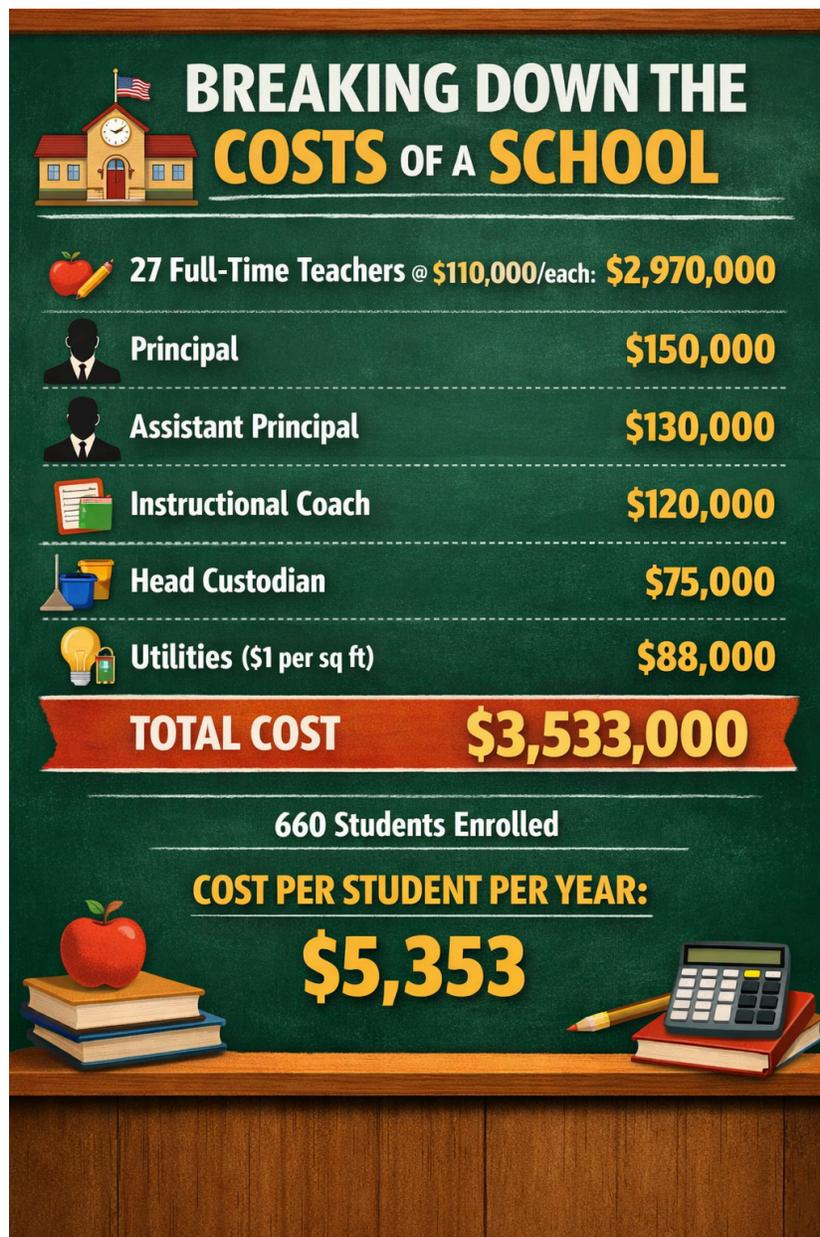


Figure 8: Large DLI School (Lakeview Elementary) Cost per Student

To maximize the efficiency of our DLI programs and schools, the enrollment at a DLI school needs to be at least 650 students. Many argue that DLI schools are less efficient to run, which is true if they are disproportionately small. However, the cost per student at Rock Canyon Elementary with 476 students and 18 regular education teachers is \$5342/student which is only \$10 less per student than Lakeview Elementary, a DLI school. If we can increase the size of both our DLI and non-DLI schools by closing one or two elementary schools, we could increase our efficiency and introduce greater cost savings each year.

Concerns about DLI Sustainability

One concern that Provo City School District must also address is the sustainability of our current DLI programs. Figure 9 shows the number of students that have applied for each of our DLI cohorts for first grade. We have 60 spaces reserved for our DLI students in the first grade, but we are showing low numbers for both our Portuguese and Chinese programs. The Board of Education and District Leadership will need to determine at what point a language might need to be phased out based on trend data. One recommendation would be that if a cohort falls below 50 for two consecutive years, the program should not continue.

DLI accepted students into 1st grade for 26-27
as of 3/24/2026

SCHOOL	Canyon Crest	Edgemont	Lakeview	Timpanogos	Wasatch		
IN THE BOUNDARY	24	24	16	27	23		
FROM OUTSIDE THE BOUNDARY	25	24	7	32	23		
FROM OUTSIDE THE DISTRICT	6	8	5	1	2		
Totals	55	56	28	60	48		
% FILLED	91.7	93.3	46.7	100.0	80.0	OVERALL	82.3
SPOTS AVAILABLE	5	4	35	FULL	12		

Figure 9: Currently accepted students into DLI programs for the 2026-2027 school year

Provo City School District is also unique in that we offer four different languages as part of our DLI programs. Our language offerings mirror that of larger districts such as Alpine, Jordan, and Davis. Districts of comparable size, such as Ogden and Salt Lake, only offer one language—Spanish. This may be something to consider as part of our long-term planning, particularly if the numbers in certain languages continue this same enrollment pattern.

The Arts

One other cost that our elementary schools have is a dedicated music teacher. In ten of our elementary schools, this music teacher is in addition to an art teacher that is paid for out of the Beverly Taylor Sorensen Grant. As we discussed the possibility of reducing our students' exposure to music and the arts, our constituents overwhelmingly supported the funding that we put towards these opportunities. Parents favor these programs because all of our elementary students benefit from both of these opportunities, not just a small group of students. While the Board of Education did study the possibility of cutting back our funding to our music teachers and our band/orchestra programs, the decision for now was to continue to support these programs as they are an important part of Provo's unique identity and rich educational experience.

Beginning Proposals and Discussions

Each of the proposals that we have created are simply that— proposals. Our Business Administrator has also prepared additional proposals that show how we can even out our enrollment patterns across our district. We invite feedback and suggestions for how best to meet the needs of our students and families and utilize taxpayer resources responsibly and efficiently. This conversation will take place over several months and require additional information and thoughtful consideration. These proposals simply provide some initial ideas to our board members and will then take direction as to what other avenues need to be explored. We recognize that these conversations and proposals will be difficult, but we seek to work through them together as a Provo community.

Proposal 1

1. Close Canyon Crest Elementary.
2. Move Canyon Crest's DLI Spanish program to Edgemont Elementary.
3. Edgemont Elementary becomes a DLI-only school, with students enrolled in either Spanish DLI or French DLI. The total number of enrolled students would be approximately 575.
4. Non-DLI students at Canyon Crest and Edgemont would be moved into either Rock Canyon's or Wasatch's boundaries. The boundaries for both of these elementary schools would include more students in the northeastern end of the district.
5. Add enough students at Wasatch to push their numbers to 660 or higher (4 teachers 1st through 6th grade and 3-4 teachers in Kindergarten).
6. Increase Rock Canyon's numbers to between 525 and 600, up from their current enrollment of 476.
7. Choose an elementary school in the south end of the district to close. The recommendation would be to either close Spring Creek Elementary or Franklin Elementary.
8. Reshift all boundaries at all elementary schools to balance out other west side schools, regardless of which school is closed.

9. The same proposal could be completed moving Canyon Crest's DLI program to Wasatch Elementary so that Wasatch Elementary becomes a DLI-only school with students enrolled in either Spanish DLI or Chinese DLI.

Benefits

1. This proposal eliminates the divisiveness that often exists between the DLI and non-DLI students at an elementary school because all students would be in DLI.
2. It does allow the English side of the classes to be mixed with French and Spanish students so there could be some greater efficiencies and potentially the savings of some FTE, although it is still difficult to determine how much.
3. The Spanish DLI students would not be relocated so far away that it would have a significantly negative impact on the size of the program. Since the school would be closing in this scenario, people would not necessarily choose to opt their student out of the DLI Spanish program. Hopefully, the impact to this program would be less problematic.
4. Canyon Crest is one of our oldest schools. In the long run, the closure of this school would produce a cost savings. If Canyon Crest remains open, we will need to redo the playground to make it ADA compliant, and we will eventually have to rebuild/remodel the school. If we close the school, we can either sell the property or use the property for additional athletic space for Timpview High School.
5. This proposal keeps DLI programs intact across the district, and it increases efficiencies if we can increase enrollment at all schools by closing two elementary schools.

Concerns

1. What happens if the current demand for DLI French continues to decline? Would we shift these classes over to increase our numbers of students in Spanish DLI? Or would we simply eliminate French if it can't keep its numbers up and then re-introduce an English side? This would require a redrawing of boundaries once again for these schools on the northeast section of the city.
2. This proposal doesn't quite make the school as efficient as we would like for a DLI school. It is not pushing those numbers to the 650 mark which seems to be more efficient for a DLI school.
3. Canyon Crest is a focal point of this community. It has an important identity, it is high performing, and community members would be upset.
4. We would have to bus the non-DLI students from Canyon Crest to their new neighborhood school and possibly to Edgemont if they are in DLI. We would also have to bus a greater number of Rock Canyon students that may be moved into Wasatch's boundaries, etc.
5. With these increases at Wasatch, each elementary school across the district would still only be at just over 500 students, even with the closing of either Franklin or Spring Creek.
6. Closing either Franklin or Spring Creek creates challenges. We would have to be mindful of how the boundaries are drawn and what supports are put in place at the elementary

schools. We would have to carefully calculate and consider how much of a cost savings it represents and the impact of making a highly impacted school even larger.

7. Spring Creek will likely fall further in its numbers with the opening of Cambridge Academy. However, Franklin is an older building, but it is centrally located in the community. One concern is that there are students who cross the highway to attend Spring Creek, and if they miss the bus, it is not a safe route to walk home. We could mitigate this by drawing boundaries so that students on the east side of the highway are moved to Provost and those on the west side of the highway are placed at one of the west side schools.
8. If we made Wasatch the DLI school with Chinese and Spanish, it would create frustration for the Wasatch parents whose children are not in the DLI program who cannot attend the new facility.

Proposal 2

1. Choose an elementary school in the south end of the district to close. The recommendation would be to close Spring Creek Elementary, Amelia Earhart or Franklin Elementary.
2. Reshift all boundaries at all elementary schools to balance out other west side schools, regardless of which school is closed.
3. Close Canyon Crest Elementary.
4. Move Canyon Crest's DLI Spanish program to Rock Canyon Elementary.
5. Increase enrollment at Rock Canyon to 600. Non-DLI students at Canyon Crest would be moved into either Rock Canyon's or Edgemont's boundaries while some non-DLI Rock Canyon students may be moved to Wasatch's boundary.
6. Add enough students at Wasatch to push their numbers to 660 or higher (4 teachers 1st through 6th grade and 3-4 teachers in Kindergarten).

Benefits

1. This proposal bolsters the numbers at the DLI schools so that we could ensure four classes per grade level in most instances.
2. The Spanish DLI students would not be relocated so far away that it would have a significantly negative impact on the size of the program. People may not necessarily choose to opt their student out of the DLI Spanish program because it would still be at a school in close proximity. Hopefully, the impact to this program would be less problematic.
3. The DLI program would create a draw for Rock Canyon.
4. Canyon Crest is one of our oldest schools. In the long run, the closure of this school would produce cost savings. If Canyon Crest remains open, we will need to redo the playground to make it ADA compliant, and we will eventually have to rebuild/remodel the school. If we close the school, we can either sell the property or use the property for additional athletic space for Timpview High School.

5. This proposal keeps DLI programs intact across the district, and it increases efficiencies if we can increase enrollment at all schools by closing two elementary schools.

Concerns

1. What happens if the current demand for DLI French continues to decline? Would we phase out French if the numbers decline? Will this require a redrawing of boundaries once again for the schools on the northeast section of the city?
2. Canyon Crest is a focal point of this community. It has an important identity, it is high performing, and community members would be upset.
3. We would have to increase busing at both the south end and north end of the district.
4. Even with these adjustments and potential school closures, each non-DLI elementary school across the district would still only be at just over 500 students.
5. Closing Franklin, Amelia, or Spring Creek creates challenges. We would have to be mindful of how the boundaries are drawn and what supports are put in place at the elementary schools. We would have to carefully calculate and consider how much of a cost savings it represents and the impact of making a highly impacted school even larger.
6. If Franklin were to close, it would potentially kill the momentum that has been gained in this community. Furthermore, Franklin Elementary serves as a focal point for the community. To this community, it could feel like the district has abandoned these parents and students. It could be very difficult to rebuild trust with this part of the Provo community.
7. Spring Creek will likely fall further in its numbers with the opening of Cambridge Academy. However, Franklin is an older building, but it is centrally located in the community. One concern is that there are students who are crossing the highway to attend Spring Creek, and if they miss the bus, it is not a safe route to walk home. We could mitigate this by drawing boundaries so that students on the east side of the highway are moved to Provost and those on the west side of the highway are placed at one of the west side schools.

Proposal 3

1. Close Spring Creek Elementary.
2. Close Franklin Elementary.
3. Redraw boundaries to shift Spring Creek's population north into Provost and shift Franklin's population into Amelia and Sunset View.
4. Shift boundaries to ensure that Edgemont, Canyon Crest, and Wasatch are closer to their capacity to create greater efficiencies in their DLI programs. In essence, we would be shifting boundaries to the north and to the east for many elementary schools.

Benefits

1. This proposal solves the problem of three small schools in the south end of the district: Amelia, Spring Creek, and Franklin Elementary Schools.
2. We could still balance the Timpview and Provo feeders.
3. It could create an opportunity for a new sense of community to develop in the southern end of the district.

Concerns

1. We would have to be mindful of how the boundaries are drawn and what supports are put in place at the elementary schools. We would have to carefully calculate and consider how much of a cost savings it represents and the impact of making a highly impacted school even larger.
2. It would be very difficult to push the enrollment of Canyon Crest, Edgemont, *and* Wasatch to high enough numbers to make them all more efficient. One of these schools would likely still be under-utilized and continue to have challenges that would require the district to subsidize the DLI program at a greater cost.
3. If Franklin were to close, it would potentially kill the momentum that has been gained in this community. Furthermore, Franklin Elementary serves as a focal point for the community. To this community, it could feel like the district has abandoned these parents and students. It could be very difficult to rebuild trust with this part of the Provo community.
4. This proposal could feel like we are requiring the south end of the district to make most of the sacrifices with respect to school closures. While other boundaries would be altered, a school closure feels much heavier to a community. With two schools in such close proximity being closed, it would be difficult for this community not to believe that we were shielding the north end of the city from contributing to our desire to problem-solve and increase the utilization of our buildings.
5. Canyon Crest would still need significant upgrades and an eventual rebuild.

Proposal 4

1. Close Canyon Crest Elementary.
2. Move Canyon Crest's DLI Spanish program to the west side, creating the Timpview Feeder as the Chinese/French DLI strand and the Provo feeder as the Portuguese/Spanish feeder. DLI Spanish could be housed at Amelia or Franklin.
3. Non-DLI students at Canyon Crest would be moved into either Rock Canyon's or Edgemont's boundaries.
4. Add enough students at Wasatch to push their numbers to 660 or higher (4 teachers 1st through 6th grade and 3-4 teachers in Kindergarten).
5. Choose an elementary school in the south end of the district to close. The recommendation would be to either close Spring Creek Elementary or Franklin Elementary.

6. Reshift all boundaries at all elementary schools to balance out other west side schools, regardless of which school is closed.

Benefits

1. Simplifies the DLI program, particularly for the Timpview feeder. Right now, Centennial and Timpview have to provide DLI options for three languages which then limits world languages access for students not involved in DLI. This streamline means if a student wants to participate in a specific language, they choose the language, and the feeder pattern stays consistent with that language.
2. Opens up the possibility of introducing a second model of DLI Spanish that mirrors the Timpanogos model. Since we have a high number of ML students at both Franklin and Amelia, the opportunities could be greater as parents may choose to have their students participate since these programs would be closer. The Timpanogos model works particularly well for multilingual students. Since both Franklin and Amelia have high numbers of multilingual students, this type of program would be very beneficial to the community.
3. This plan could lead to Wasatch, Edgemont, and Lakeview's enrollment numbers rising to more efficient levels (above 650) and other elementary schools' enrollment pushed to over 500.

Concerns

1. Students in DLI Spanish at Canyon Crest would have to move to an entirely new feeder. This is potentially quite disruptive and would likely lead to many parents opting out of the DLI program altogether.
2. If Franklin were to close, it would potentially kill the momentum that has been gained in this community. Furthermore, Franklin Elementary serves as a focal point for the community. To this community, it could feel like the district has abandoned these parents and students. It could be very difficult to rebuild trust with this part of the Provo community.

Other Considerations

1. Westridge Elementary will still need to be remodeled at some point, as it is our oldest building currently.
2. Some of our DLI programs may need to be phased out at some point. What will our process look like to determine when a program is no longer feasible to run? Do we need a policy for how we evaluate whether or not a specific language in DLI is continued?
3. Can we close one school one year and then the second school the second year? Is it better to redraw boundaries for the Timpview feeder first and then the Provo feeder? Or is it better to realign all boundaries at the same time? This creates a greater amount of stress on our system as we absorb positions through attrition, but it might be easier for families and transportation to change all boundaries at once.

4. Do we need to consider closing Westridge and Canyon Crest instead? These are the two oldest buildings. We would then not have to rebuild our two oldest schools? Do we make Westridge a district office? Because of its higher number of students, this would upset more of the neighborhood as their students would have to be bused out of the neighborhood.
5. Do we need to consider changing our feeder pattern boundaries? Instead of Timpview running on the east side of the city and Provo running on the west side of the city, do we need to consider a north/south boundary instead?
6. Our DLI program at Timpanogos has many costs associated with it because it does not follow the state model. The endorsement alone is something that then has to be covered by the district or the cost has to be passed on to the employee. Our employees are not eligible to take part in the state's professional learning. However, this program serves our multilingual students quite effectively. Do we need to consider expanding this model on the west side at Amelia? Or Franklin?
7. Small schools do not lead to smaller class sizes and bigger schools do not necessarily lead to larger class sizes. This is a misunderstanding of how resources are allocated.
8. Franklin is central to its community. The teachers and families have worked and collaborated together to move Franklin in the right direction. If we were to close this school, it would potentially kill the momentum that has been gained in this community. Furthermore, Franklin Elementary serves as a focal point for the community. To this community, it could feel like the district has abandoned these parents and students. It could be very difficult to rebuild trust with this part of the Provo community.
9. Spring Creek is a newer building, and there are new houses that are being built near the school which could potentially boost its population. It does feel like the new charter school, Cambridge Academy, could potentially draw some students away, as it will open with 450 seats available to students.
10. As we look at our boundary readjustments, we also want to examine how we will relocate some of our special classes at Provo Peaks and place these students at other sites or back in their neighborhood schools for a more inclusive model.
11. As we consider boundary changes, we would also like to consider relocating our Title I preschools to Sunrise.
12. Buildings could be sold or repurposed as community centers or offices for the district with daycare centers for employees. Buildings could be sold to offset building costs of Timpview High School and the new Timpanogos Elementary on the Dixon site.

Next Steps

1. Take direction from the Board of Education to explore further options. Provide more specific details and numbers for each school.
2. If directed by the Board of Education, take preferred options to our Community Connections Committee and Parent Advisory Committee for consideration and feedback.
3. Look at research that shows the negative effects of school closure. How can we best mitigate these potential negative effects, and what assurances need to be put in place

for our communities? Be mindful of not just the economic effects of boundary shifts and school closures but also the social and emotional effects of these decisions.

4. Work with Provo City to ensure that we are fully aware of where new developments will emerge so that we can anticipate any enrollment changes as we look at boundaries.
5. As we examine the numbers for our elementary schools to balance out our enrollments, we must show specific details about how these changes at the elementary level will impact the middle and high schools.
6. Rate the closure of schools based on number of students, age of building, and number of students who have high risk factors. Would this be a more helpful or objective way to look at this process?

Timeline

1. By December 31, 2026: The Board of Education must determine what, if any, schools will be closed. Any other boundary adjustments need to be made at this time so that as employees plan for the following 2027-2028 school year, they will know the potential impact to their location of employment.
 - a. This timeframe allows us to maximize our ability to place employees at other locations if a school were to be closed and/or boundaries were to be adjusted.
 - b. If we determined that more than one school needed to be closed, it may be easier to absorb these employee positions across two years rather than one year. However, this may not be possible depending on which schools are closed and how each school closure will affect the corresponding feeder pattern.
2. Boundary and program location changes (i.e. DLI or special classes for students with disabilities) will require specific notification and public hearings in the neighborhood schools.
 - a. Hearings should be scheduled beginning no later than August/September 2026.
 - b. Information should be sent to the community in the summer newsletter.
 - c. Specific information about each school should be sent by August 2026.
 - d. Hearings should be concluded by the first board meeting in October.
 - e. Board decision should be made by the December 2026 board meeting.

Additional Questions

More questions will emerge as part of this discussion and process. This list merely represents initial questions that have already emerged, and we will continue to add to this list and share answers as we move through this process.

1. Closing schools affects the well-being of students. How is this in alignment with Priority 2 of the Strategic Plan? How will the district mitigate the effects of a school closure on both the neighborhood and students?
2. When will we know the total cost savings?
3. Will our enrollment further be impacted by the appeal of charter schools if neighborhood schools are closed?

Boundary Planning

Boundary Planning (HS)

704 - 1938 Students

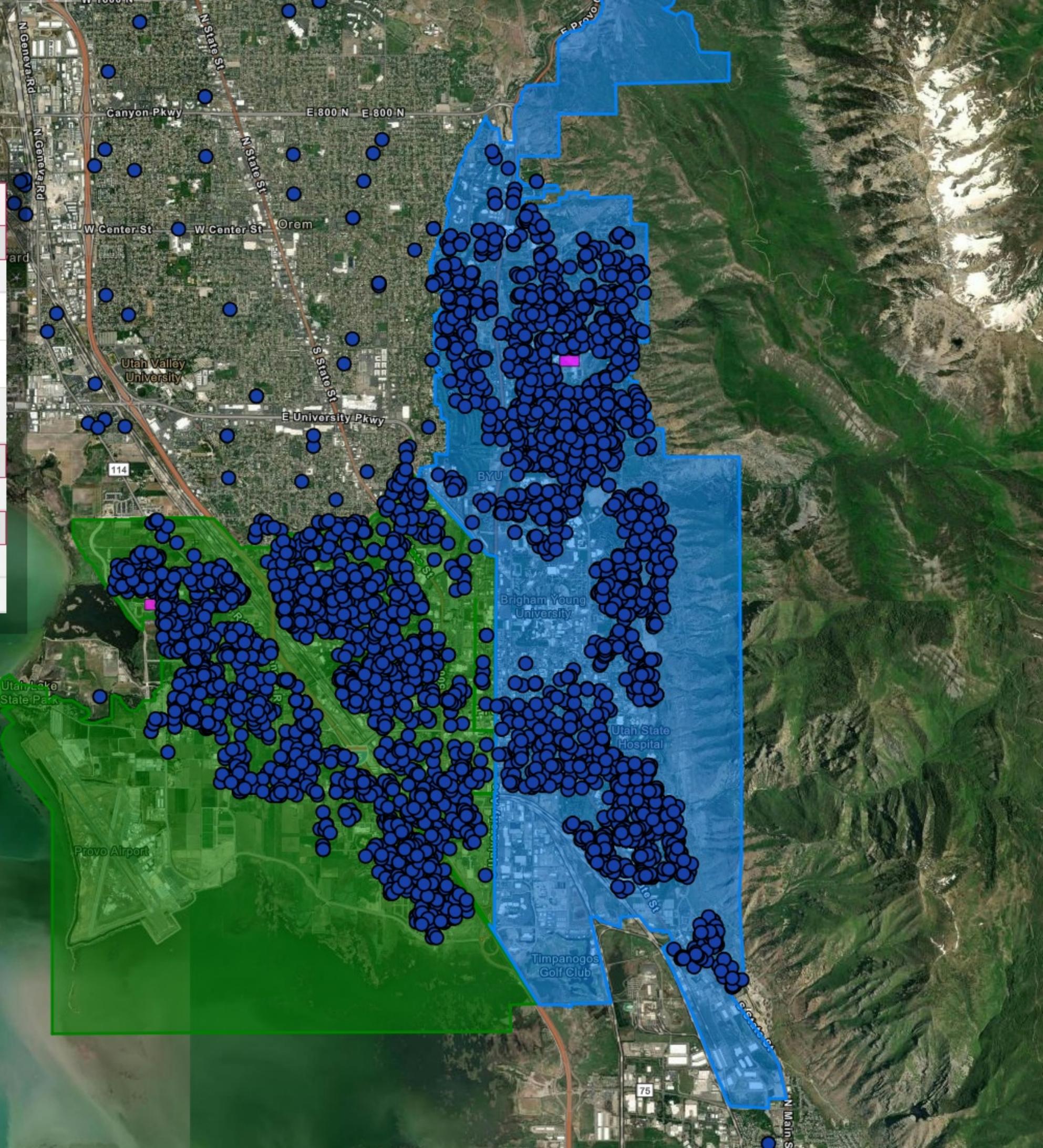
712 - 1927 Students

2 School Boundaries
3865 Students

Population Region

Students

0 of 4007 Students



Boundary Planning

Boundary Planning (Elem) 42

100 - 414 Students

102 - 617 Students

103 - 580 Students

104 - 20 Students

104 - 176 Students

104 - 331 Students

118 - 554 Students

120 - 534 Students

122 - 23 Students

122 - 536 Students

124 - 602 Students

128 - 567 Students

132 - 133 Students

132 - 484 Students

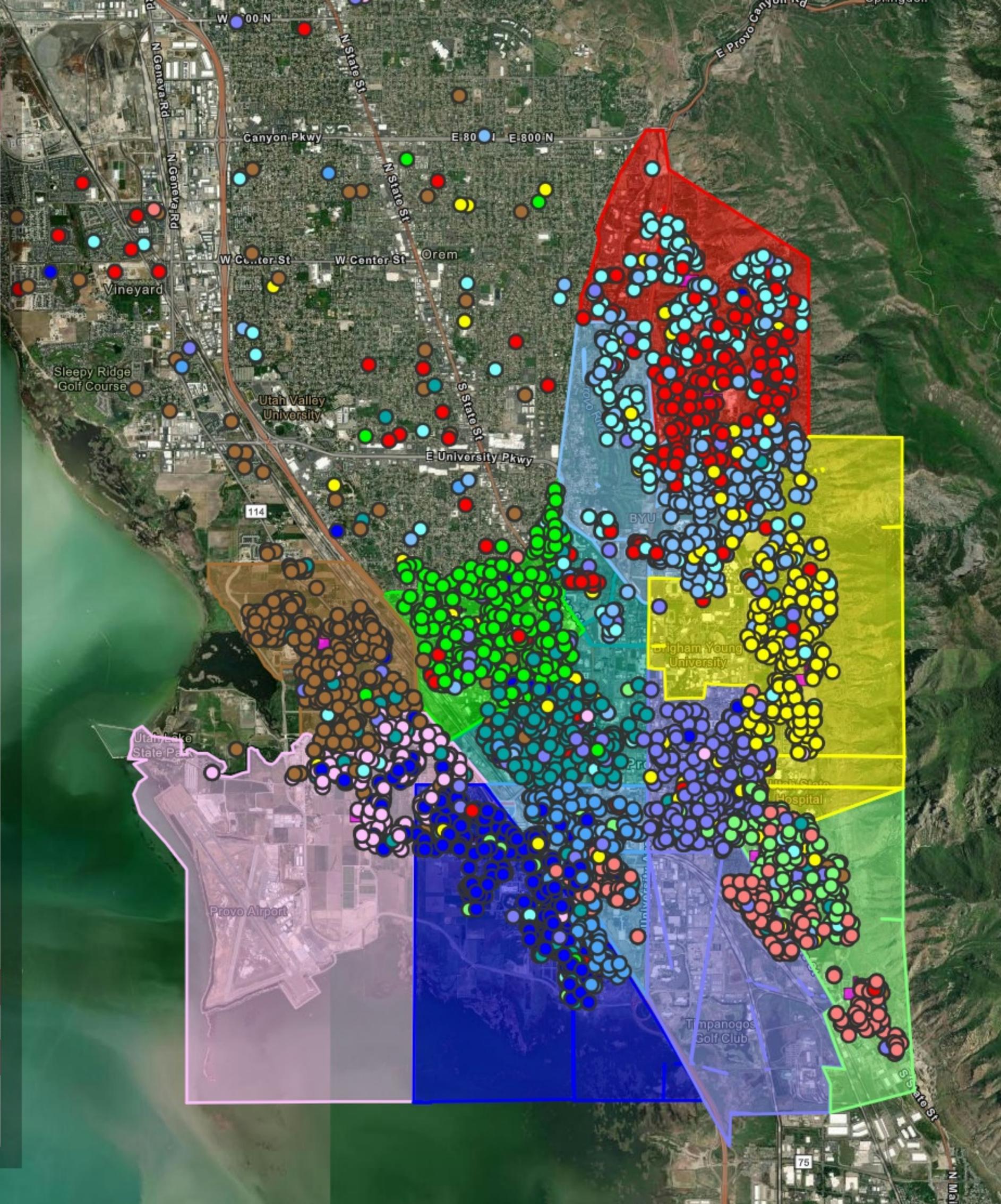
134 - 611 Students

15 School Boundaries
6182 Students

Population Region

Students

0 of 6461 Students



Boundary Planning

Boundary Planning (MS) 2

404 - 864 Students

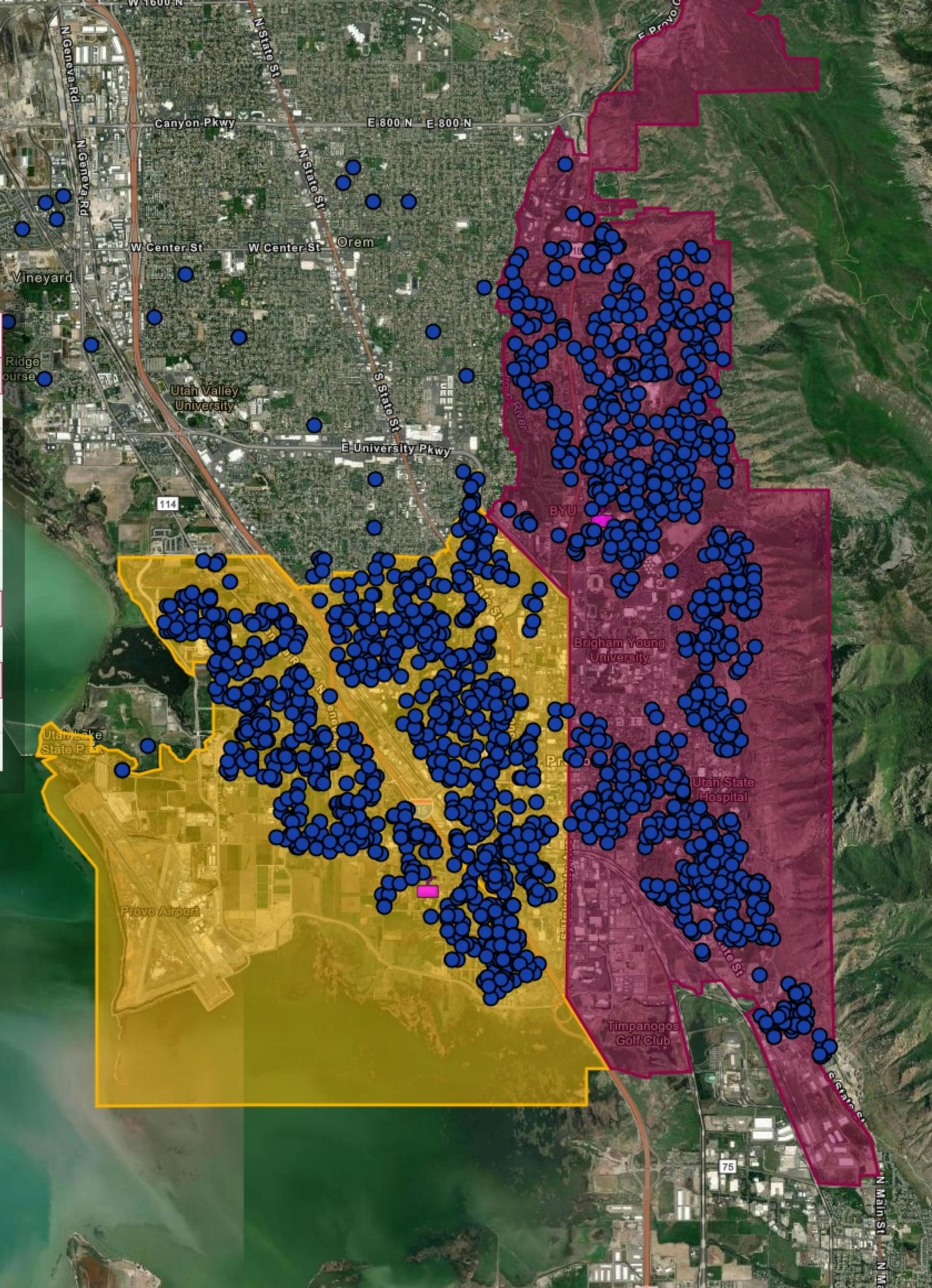
408 - 974 Students

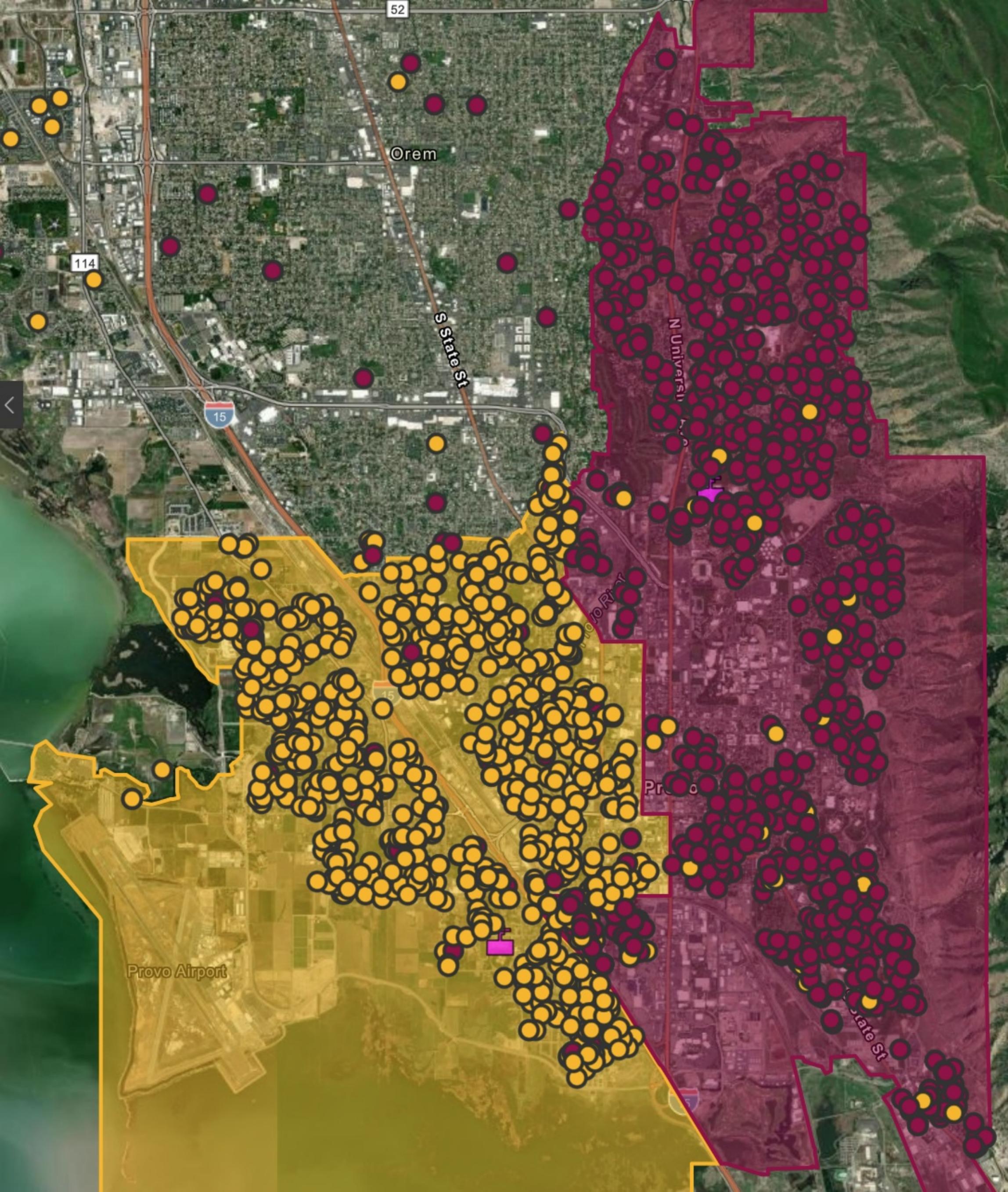
2 School Boundaries
1838 Students

Population Region

Students

0 of 1879 Students





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Orem

114

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S State St

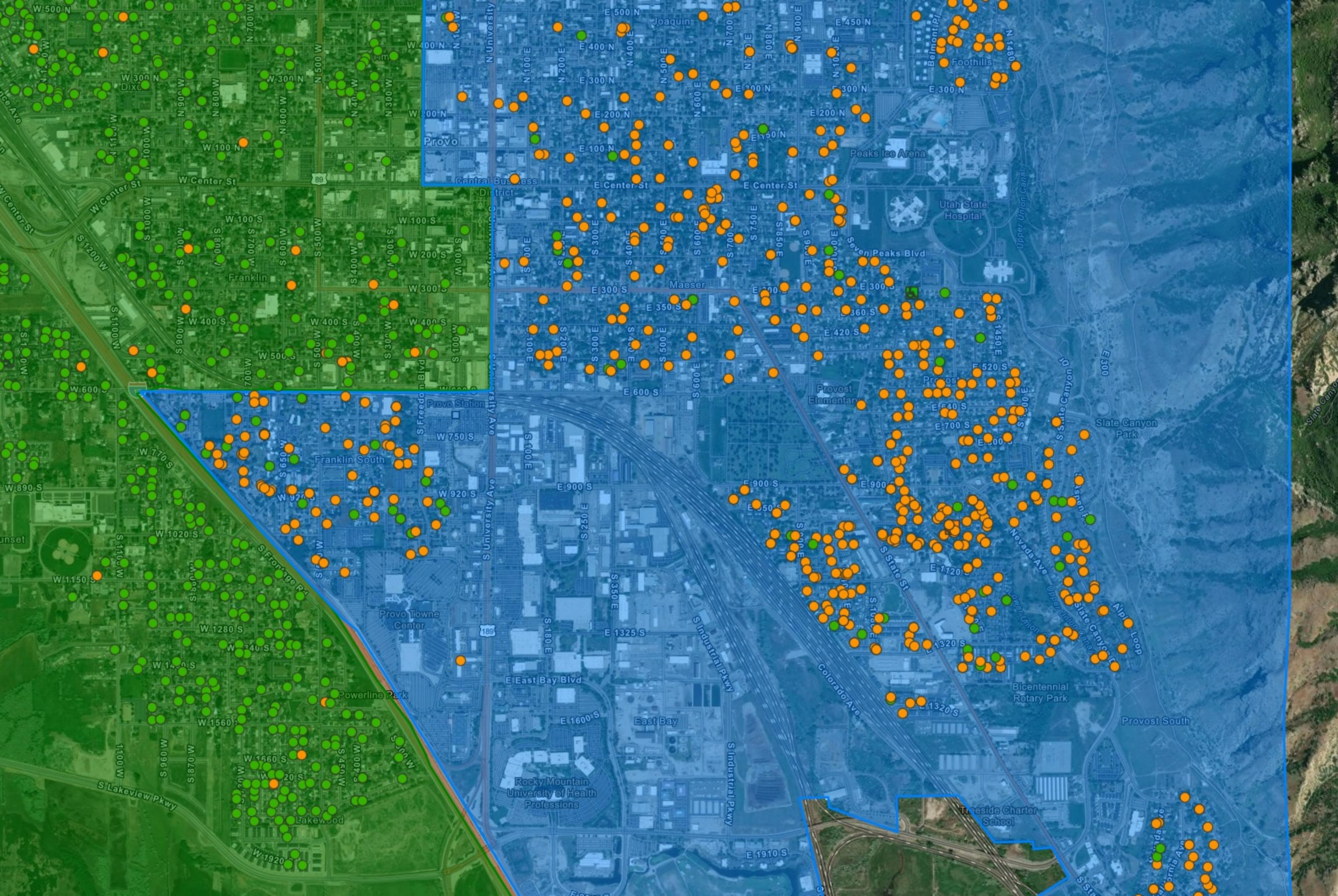
N University Ave

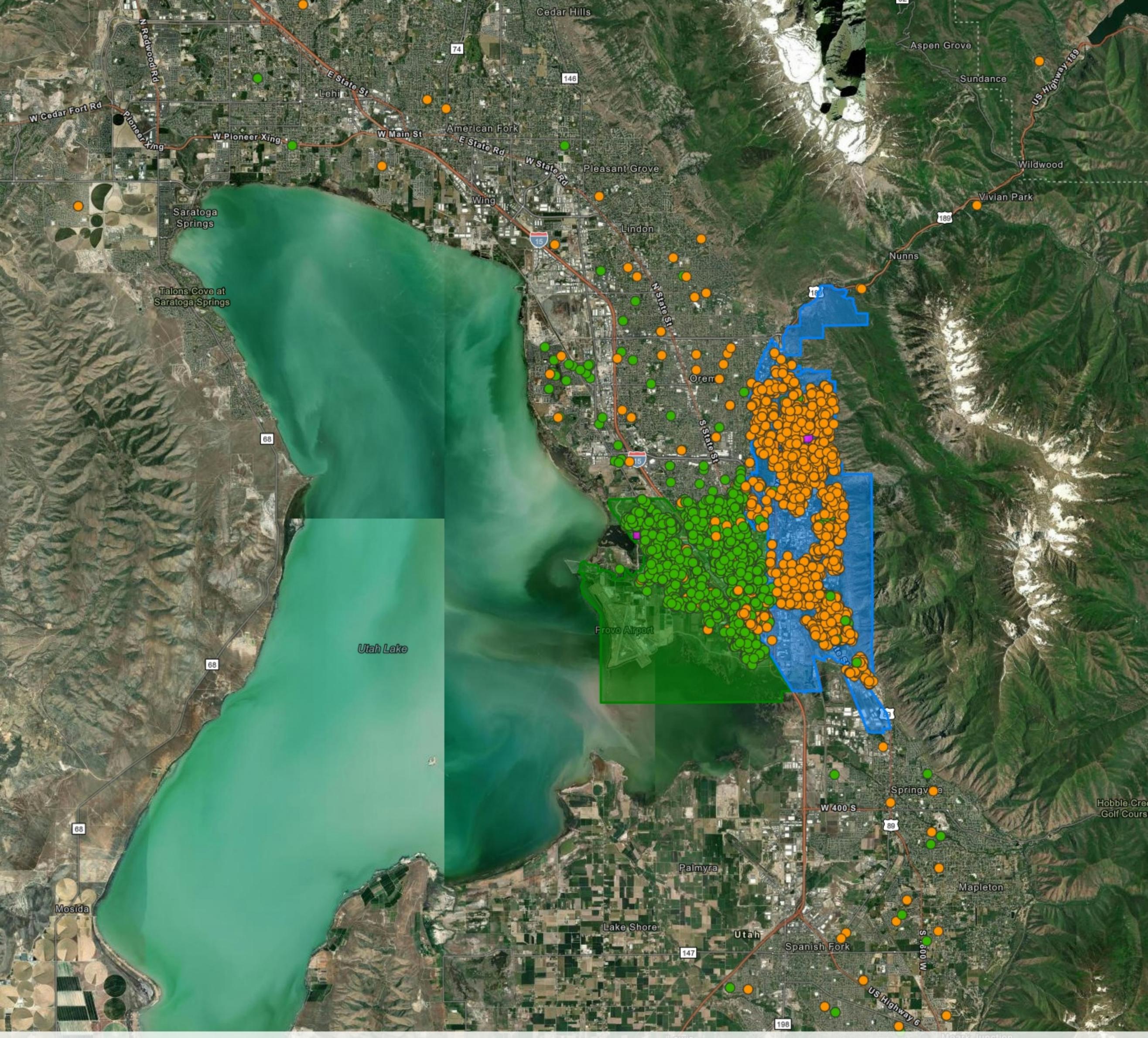
Provo Airport

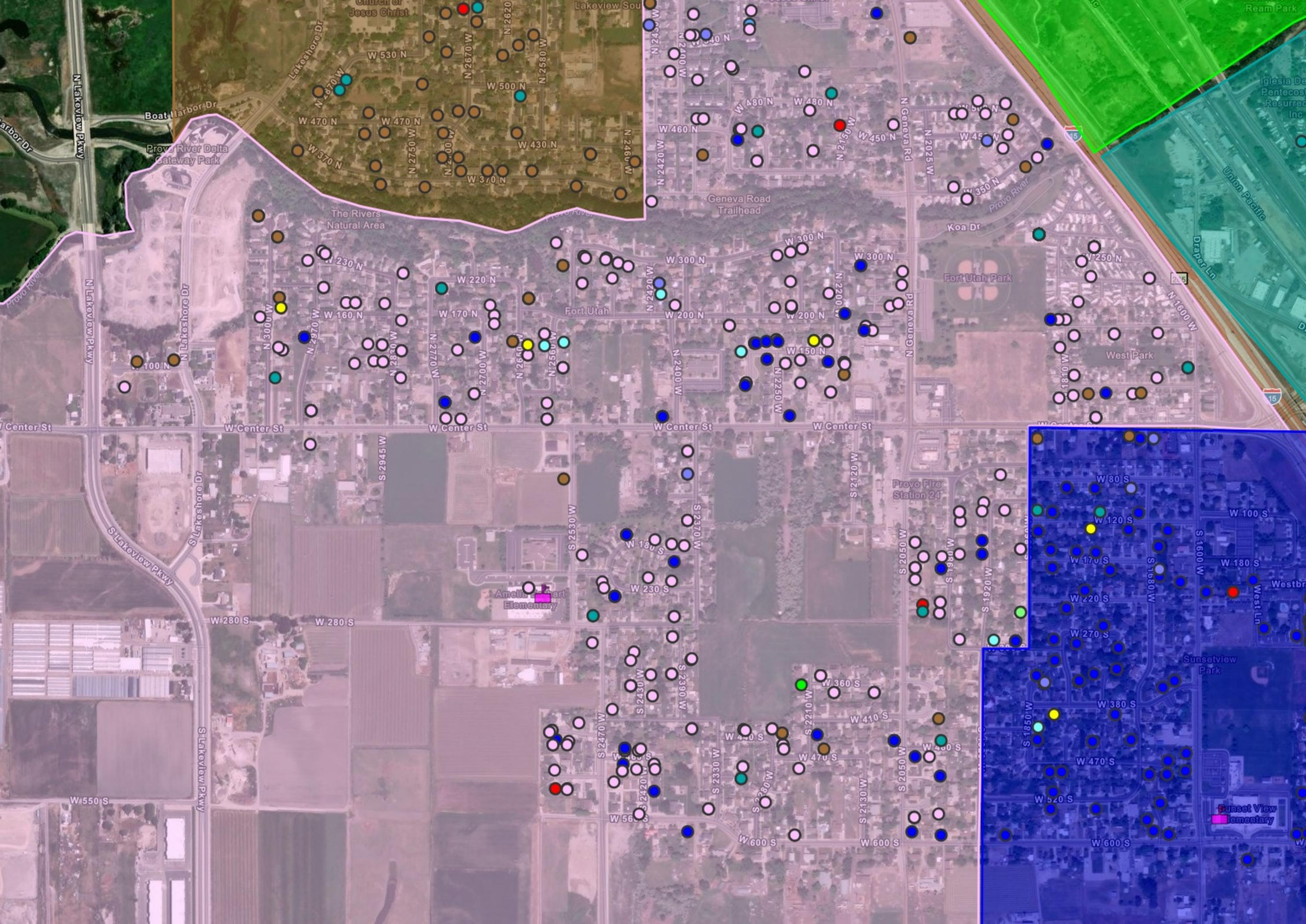
Provo

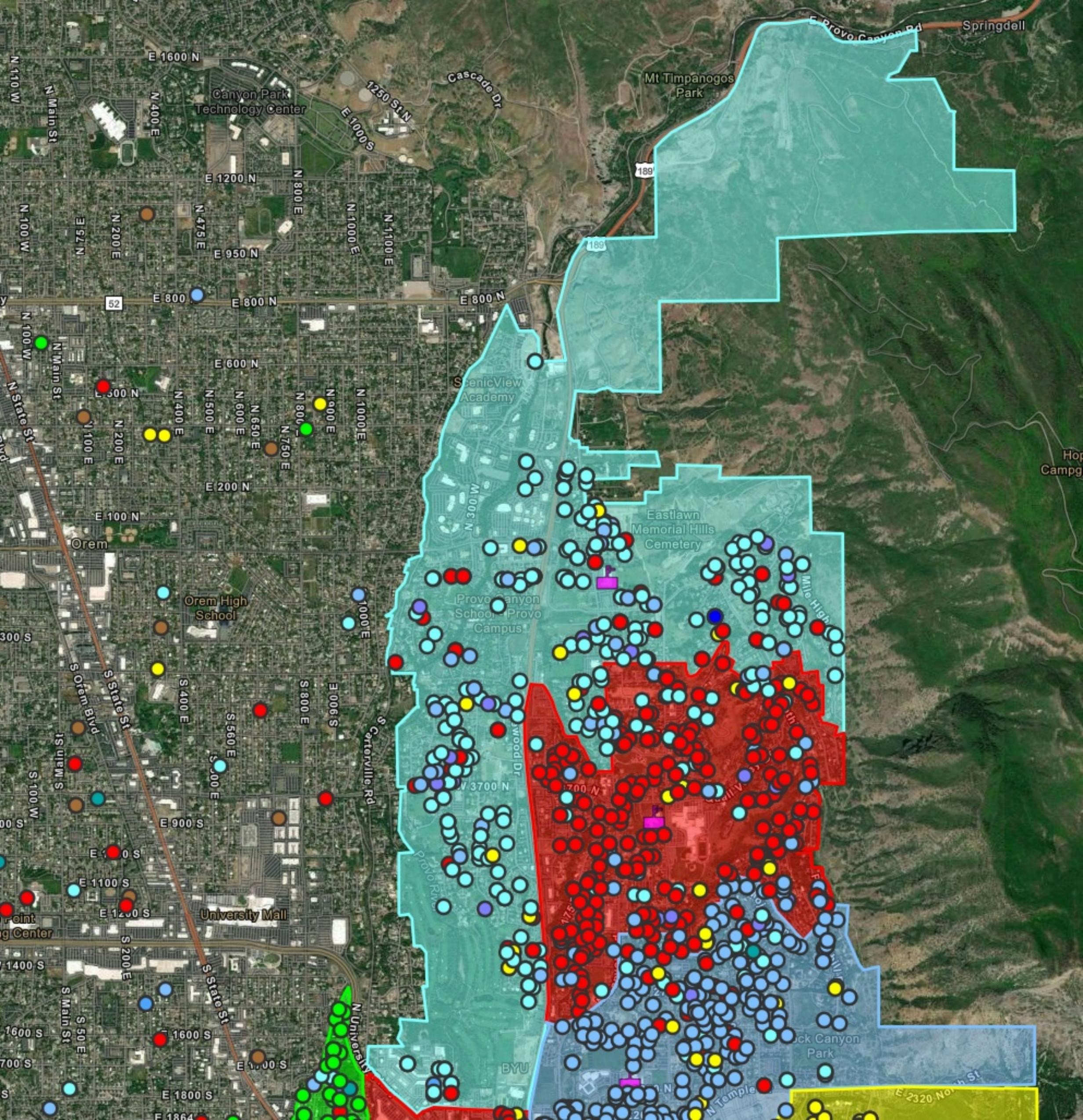
Provo Airport

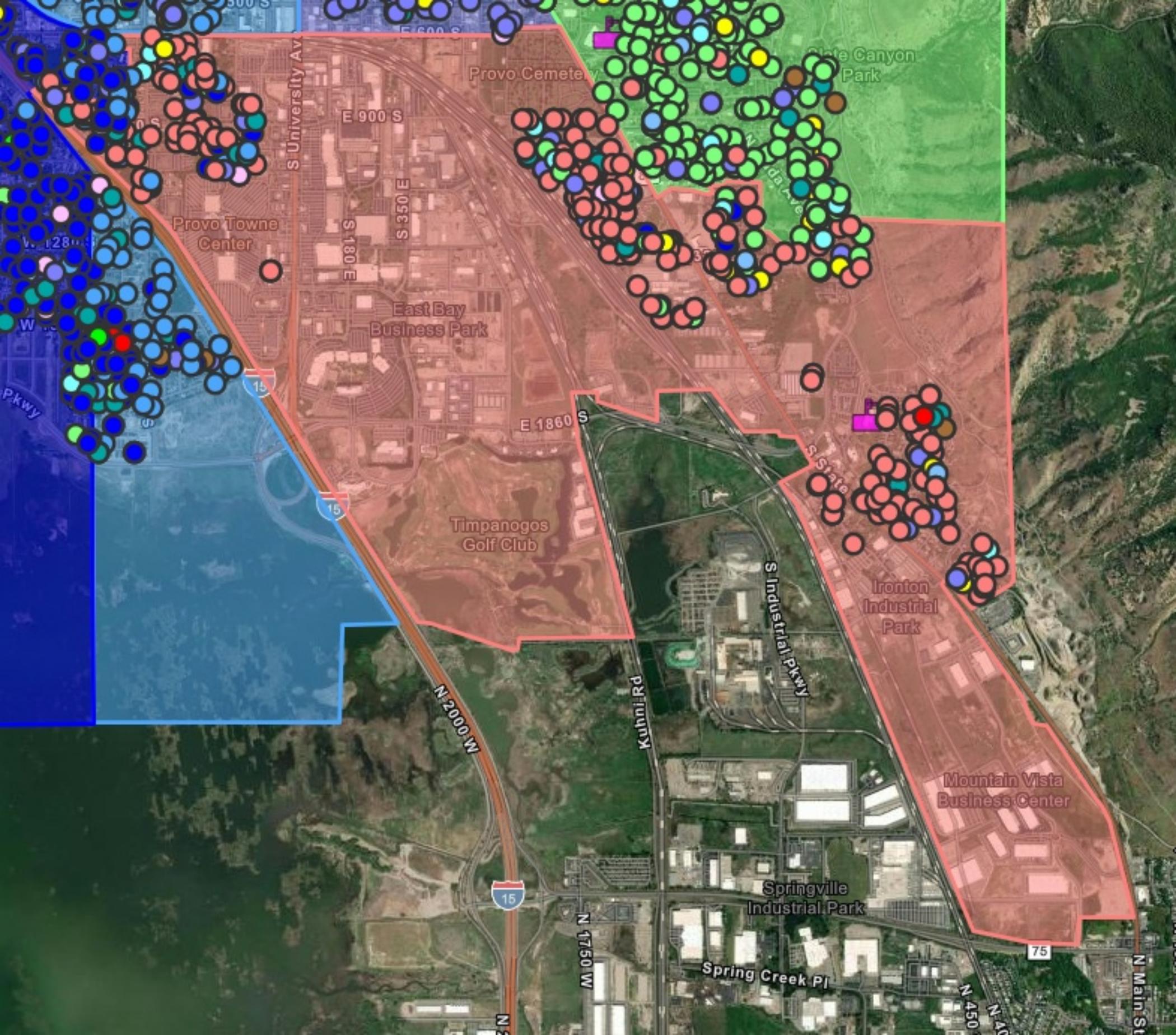
State St

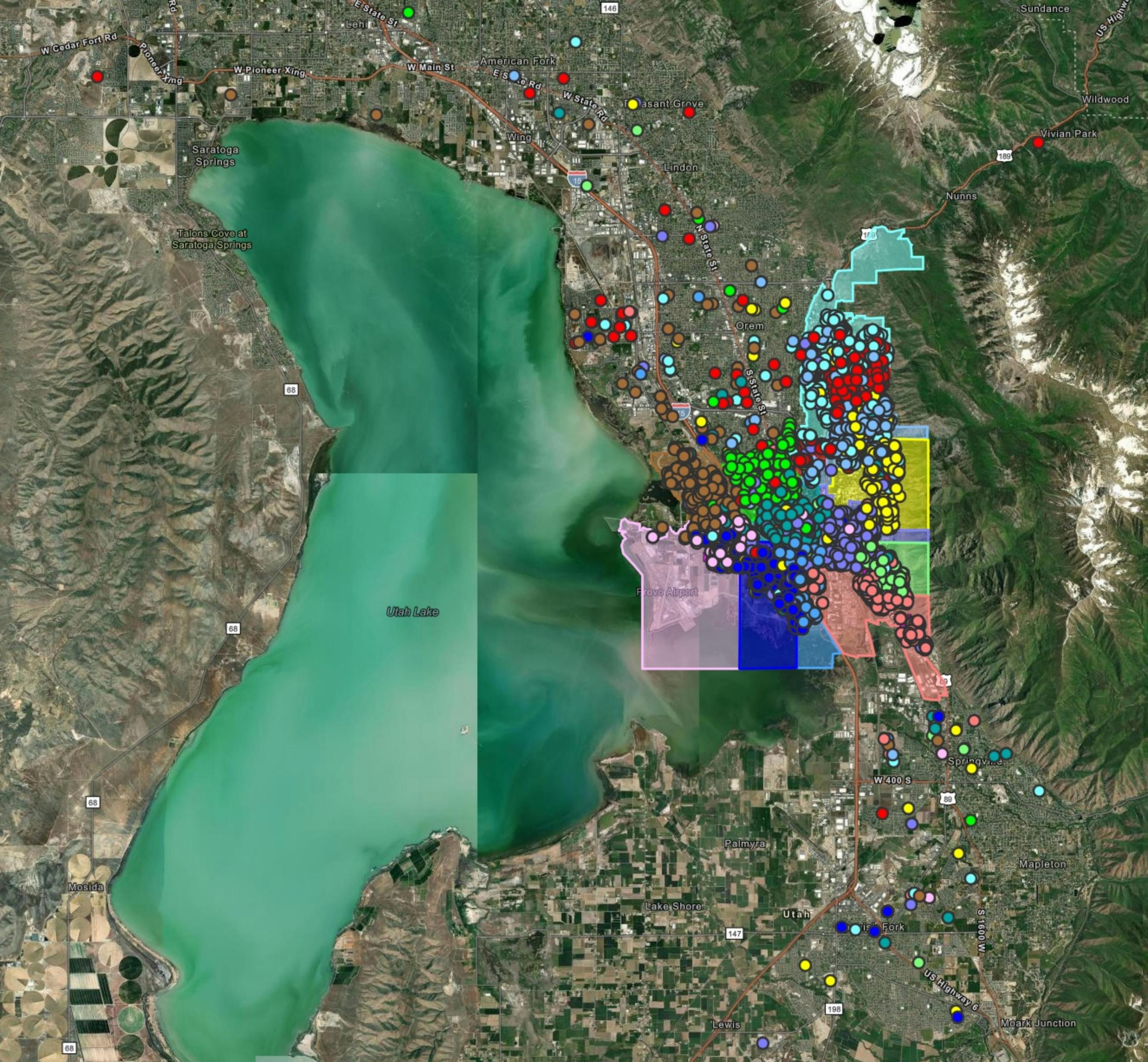


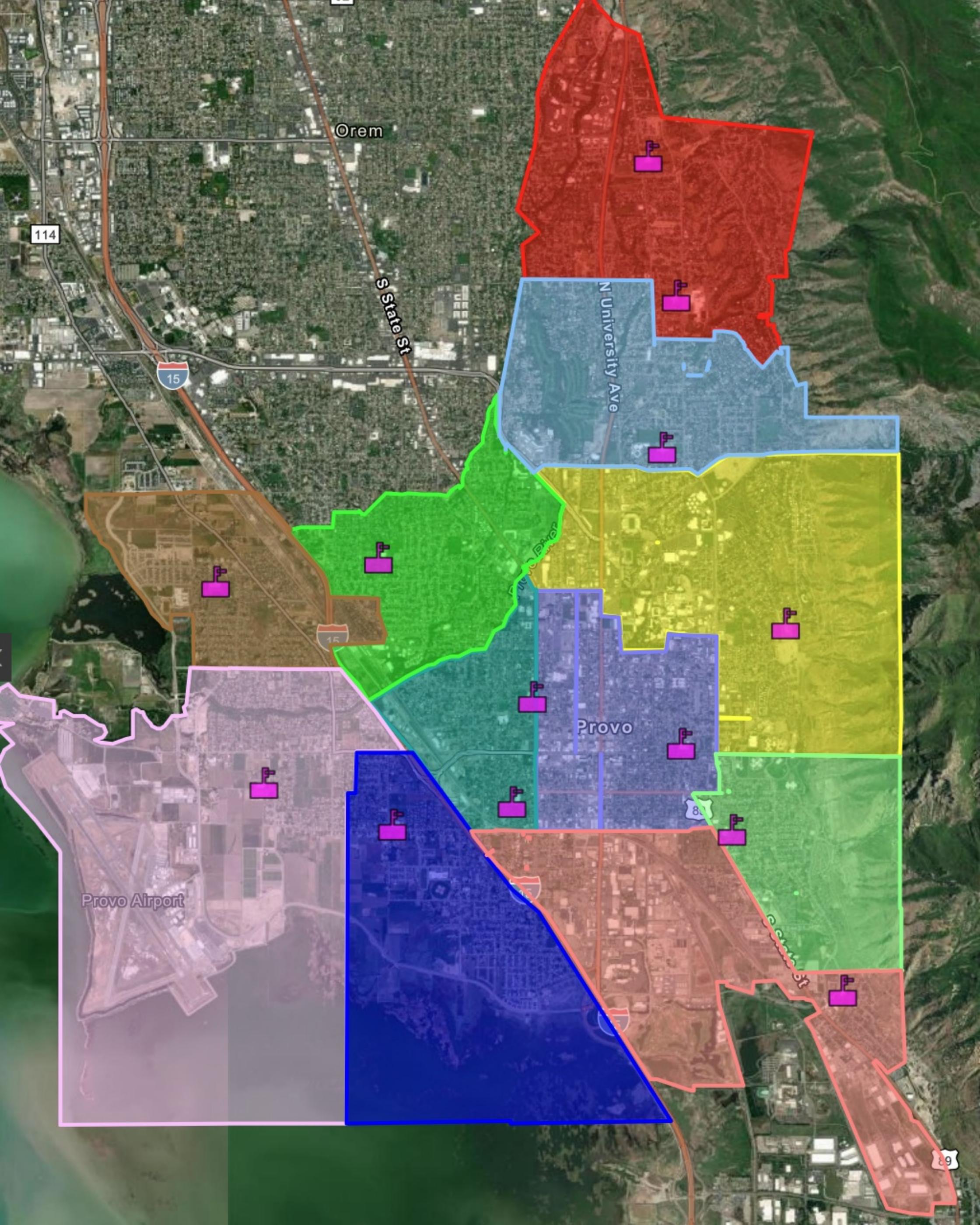












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N University Ave

Provo River

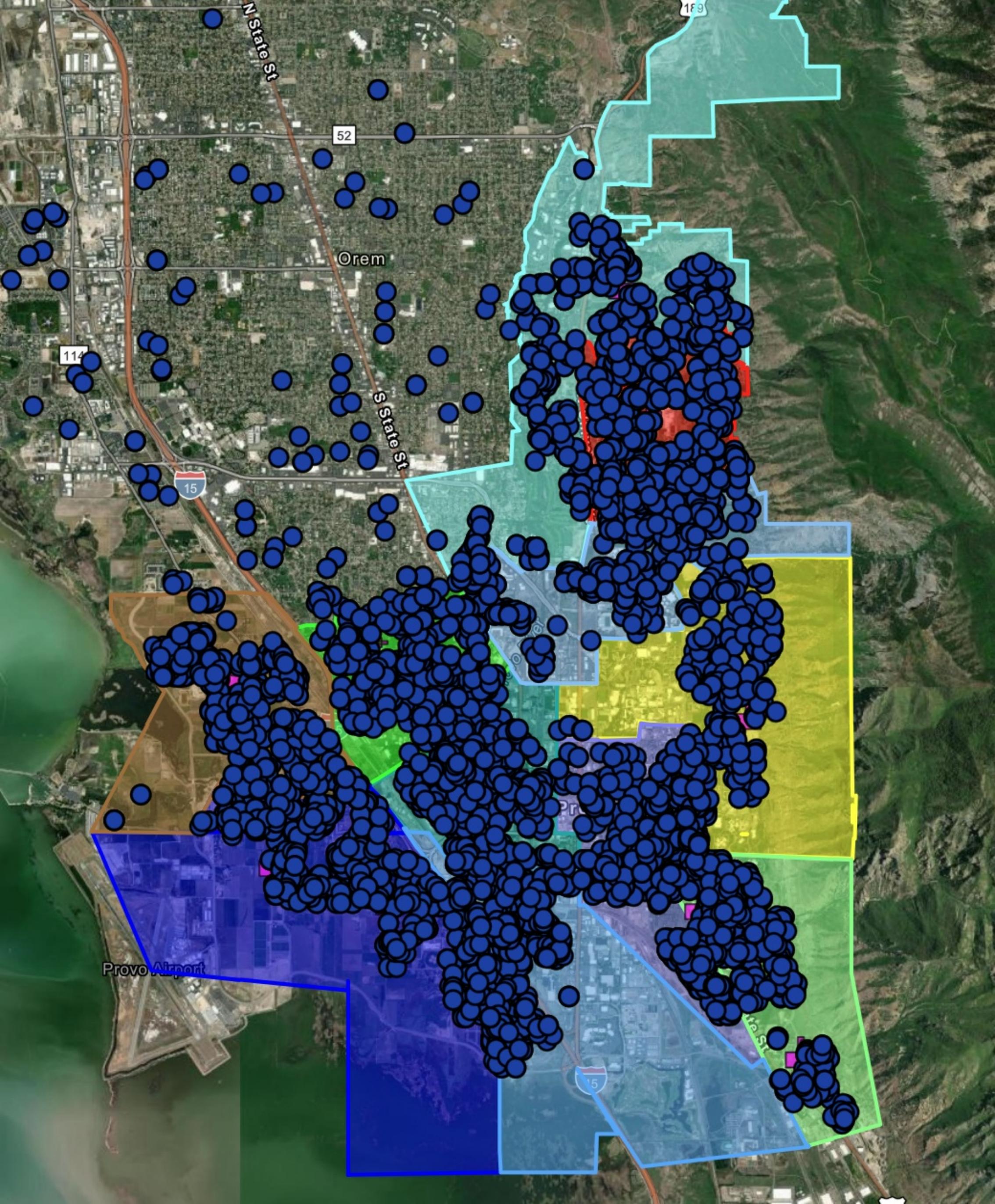
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Provo

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Provo Airport

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N State St

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Provo Airport

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S State St





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3 **Kindergarten Readiness School Readiness: Student Toilet Training**
4 **Policy Series: 3000 Students**

5
6 **Policy No. 3170**
7

8 **Purpose:**
9

10 The purpose of this policy is to establish clear expectations regarding student readiness for
11 independent toileting in order to support a safe, healthy, and effective learning environment in
12 Utah's K–12 schools. Developmentally appropriate self-care skills, including toilet training, are
13 an important component of school readiness and help ensure that instructional time can be
14 focused on teaching and learning while maintaining appropriate health and safety standards for
15 all students.
16

17 This policy provides guidance to families and school personnel regarding expectations for
18 student independence in toileting, procedures for addressing concerns when a student is not yet
19 toilet trained, and appropriate accommodations when medical conditions, disabilities, or
20 individualized education plans require additional support. The intent is to promote consistency
21 across schools, protect student dignity, and ensure that schools are able to meet both
22 educational and health-related responsibilities.
23

24
25 **Definitions:**
26

27 "Toilet Trained" means that a child can:

- 28 1. Communicate the need to use the bathroom to an adult;
- 29 2. Sit down on a toilet;
- 30 3. Use the toilet without assistance;
- 31 4. Undress and dress as necessary; and
- 32 5. Tend to personal hygienic needs after toileting.
33

34 If an accident occurs, a toilet-trained child can independently tend to hygienic needs and
35 change clothes. A child is not toilet trained if the child has accidents with sufficient frequency to
36 impact the educational experience of the child or the child's peers, as determined by the District.
37 (See [Utah Code 53G-7-302\(6\)](#) and [Utah Administrative Rules R277-631-2.](#))
38

39 **Toilet Training Requirement for Kindergarten School Enrollment:**

40 A student may not be enrolled in ~~Kindergarten~~ in school unless the student is toilet trained or the
41 student's lack of toilet training results from a condition addressed that is subject to federal child



42 [find requirements or is addressed](#) by an Individualized Education Program (IEP) or Section 504
43 Plan [that includes toilet training as a component](#). Prior to enrollment, the parent of each student
44 to be enrolled shall provide assurance to the District during the online registration process that
45 the student is toilet trained.

46

47 **Addressing the Needs of Students Who are Not Toilet Trained:**

48 When a Kindergarten student is determined not to be toilet trained, the District shall:

- 49 1. Consider whether the student's delay in toileting capability may be a sign of a disability
50 that could impact the student's education and if appropriate shall conduct an initial
51 evaluation under IDEA;
- 52 2. Refer the student and the student's parent to a school social worker or counselor:
- 53 a. To provide additional family supports and resources; and
 - 54 b. To create an individualized plan to address the student's needs;
 - 55 c. Establish the circumstances, if appropriate, under which a parent or parent's
56 adult designee may aid in toilet training; and
 - 57 d. Coordinate with appropriate District personnel and parents to reintegrate the
58 student, as appropriate, once the student has become toilet trained.
- 59

60 **Legal References**

61 [Utah State Code 53G-7-203\(6\)](#)

62 [Utah Administrative Rule R277-631-2](#)

63 [Utah Administrative Rules R277-631-3\(3\)](#)

64 [Utah Code § 53G-7-203\(6\)\(a\), \(c\) \(2025\)](#)

65 [Utah Admin. Rules R277-631-3\(1\), \(2\) \(March 10, 2025\)](#)

66

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68 **Board Approved:** April 13, 2024

69 Revised:

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~~Kindergarten Student Toilet Training~~ **School Readiness: Confirmation of Toilet Training**
Policy Series: 3000 Students

Policy No. 3170
Procedure 1

Parent Confirmation of Toilet Training:

Provo City School District will provide a way for parents to verify **electronically** that their ~~Kindergarten~~ student is toilet trained in ~~one of two ways: as part of the online registration process, wherein the parent will confirm electronically that their child is toilet trained. ; or~~
1. ~~Fill out the form provided in Policy 3170, Form 1 and submit to their school's principal.~~

School Support if the Student is Not Toilet Trained:

If the parent indicates that the lack of toilet training is a result of a disability defined in an existing IEP or Section 504 Plan, the parent will provide a copy of these documents to the school principal so that accommodations can be put in place for the student.

If the parent indicates that they believe the lack of toilet training may be a result of a disability and they would like the District to evaluate if an IEP or Section 504 Plan would be appropriate, this information would be shared with the school principal to begin the proper evaluation process.

If the ~~Kindergarten~~ student is not toilet trained and the parent does not believe this is a result of a disability or they do not agree to allow the District to evaluate the student for a possible IEP or Section 504 Plan, the school will connect the family to the social worker to identify resources that may be available to assist with the toilet training of the child. Once the child is toilet trained, the social worker and Student Support Team at the school will assist the family as they integrate the student into the ~~Kindergarten~~ **school** classroom.

Training of School- and District-based Personnel:

Provo City School District will provide training for school- and district-based personnel on this policy to ensure compliance and support for families. The Assistant Superintendent over Elementary Education and the Student Services Director will oversee this training process which will be reviewed annually.

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Legal References

[Utah State Code 53G-7-203\(6\)](#)

[Utah Administrative Rule R277-631-2](#)

[Utah Administrative Rules R277-631-3\(3\)](#)

Adopted: April 13, 2024

Revised:

DRAFT

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Secondary School Clubs—Curricular and Non-curricular Student Clubs
Policy Series: 3000 Students

Policy No. 3540

10 **Purpose:**

11
12 The Provo City School District Board of Education has determined that the educational goals of
13 the District are furthered by recognizing curricular clubs and these noncurricular student groups
14 which comply with this policy and accompanying procedure.
15

16
17 **Definitions:**

- 18
19 1. "Club" means any student organization that meets during noninstructional time.
20
21 2. "Limited Open Forum" means the district allows student groups, both curricular and
22 noncurricular, to meet on school grounds outside of instructional time, giving students a
23 structured but not fully public platform for expression, subject to state and district rules. If
24 any noncurricular club is authorized, then the district must provide equal access to all
25 noncurricular clubs, within district policy and state and federal law.
26
27 3. "Curricular club" means a club that is school-sponsored and that may receive leadership,
28 direction, and support from the school or District beyond providing a meeting place
29 during noninstructional time. An elementary school curricular club means a club that is
30 organized and directed by school sponsors at the elementary school. A secondary
31 school curricular club means a club:
32 a. whose subject matter is taught or will soon be taught in a regular course;
33 b. whose subject matter concerns the body of courses as a whole;
34 c. in which participation is required for a particular course; or
35 d. in which participation results in academic credit.

36 **Secondary curricular club fees can be waived when students qualify per [Policy 6160](#).**

- 37
38 4. "Noncurricular club" is a student-initiated group that may be authorized and allowed
39 school facilities use during noninstructional time in secondary schools by a school and
40 school governing board in accordance with law. A noncurricular club's meetings, ideas,

41 and activities are not sponsored or endorsed in any way by the Board, the District or
42 District employees. A noncurricular club shall have a minimum of three members.
43 Noncurricular club fees do not qualify for fee waivers.
44

- 45 5. "Closed Forum" means that only curricular clubs are allowed and student-initiated non-
46 curricular clubs are not authorized.
47

48 **Policy:**

49 Provo City School District Board of Education maintains a "limited open forum" for clubs in
50 secondary schools.
51

52 Curriculum clubs are authorized in grades ~~7-12~~ K-12. Curriculum clubs are sponsored by District
53 schools and may receive leadership, direction, and support from the school and the District.
54

55 Non-curricular clubs are authorized in grades ~~9-12~~ 7-12 under state and federal laws and
56 regulations only for the purpose of granting a place within the school for students to meet during
57 non-instructional time. Non-curricular clubs are student initiated. Their meetings, ideas and
58 activities are not sponsored or endorsed in any way by the Board, the schools, or by school or
59 District employees.
60

61 ~~The Board reserves the right to create a "closed forum" at any time during the school year or at
62 any other time by allowing curricular clubs only.~~
63

64 **Limited Open Forum and Reservation of Right to Close Forum**

65 Schools within the District may establish and maintain a limited open forum for student clubs
66 pursuant to law, State Board of Education rules, and District Policy. Notwithstanding, the Board
67 of Education retains the right to create a closed forum in the District or at any of its schools at
68 any time by allowing curricular clubs only.
69

70 **Delegation of Authority to Local Schools**

71 The Board hereby authorizes local schools within the District to review applications for club
72 authorization. A local school principal shall review applications for authorization of clubs on a
73 case-by-case basis. Before granting an authorization, the school shall find that the proposed
74 club meets the requirements of a curricular club or a noncurricular club, and that the proposed
75 club's purpose and activities comply with this Policy and accompanying procedure.
76

77 A school shall grant authorization and school facilities use to curricular and noncurricular clubs
78 whose applications are found to meet the requirements of this Policy, rules of the State Board of
79 Education, and policies of the District and shall limit or deny authorization or school facilities use
80
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85 to proposed clubs that do not meet ~~the requirements of this part~~, rules of the State Board of
86 Education, and policies of the District. Further instructions on how to establish and maintain a
87 club can be found in the accompanying procedure.

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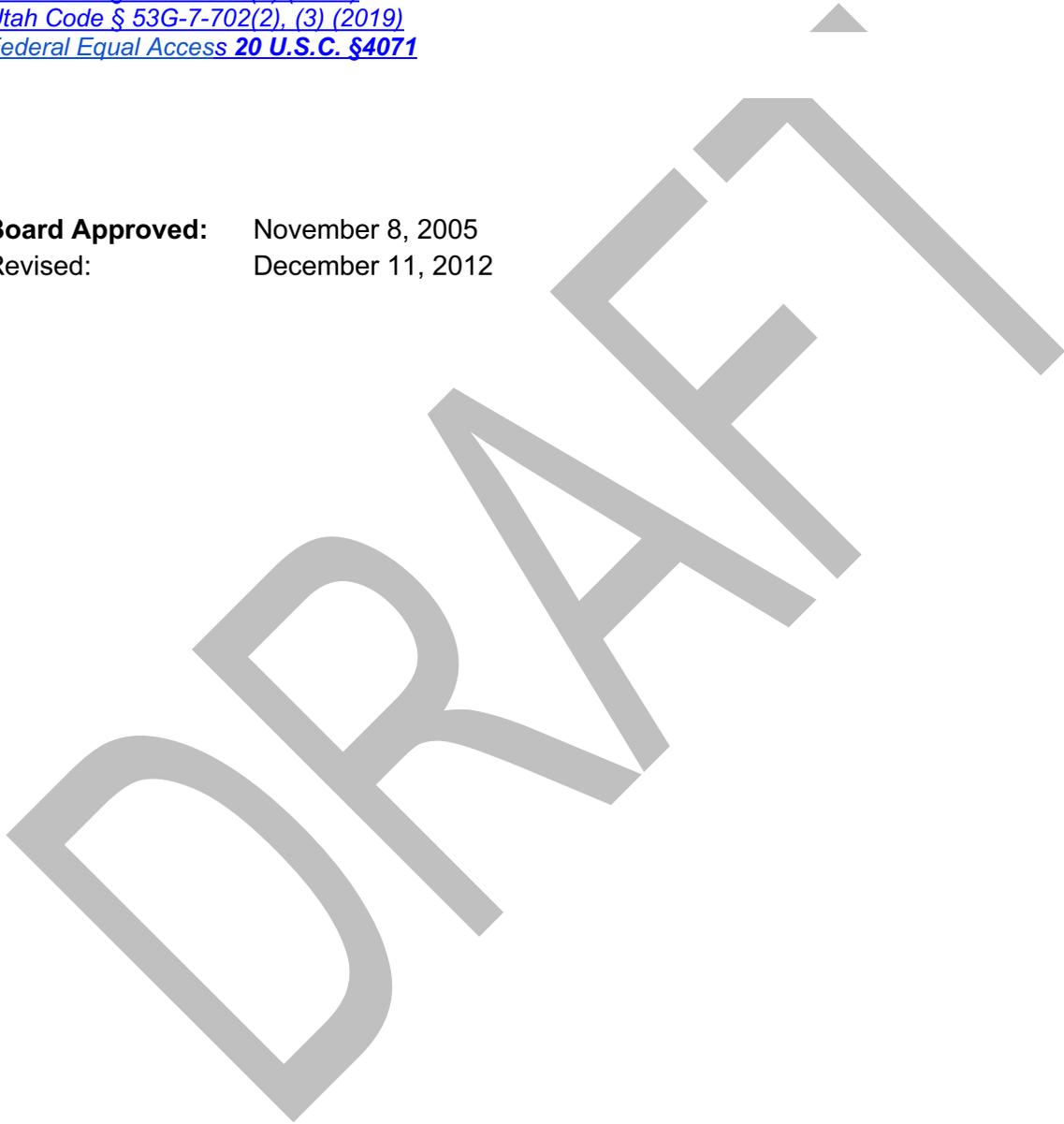
90 **Legal References**

91 [Utah Code § 53G-7-702\(1\) \(2019\)](#)
92 [Utah Code § 53G-7-702\(2\), \(3\) \(2019\)](#)
93 [Federal Equal Access **20 U.S.C. §4071**](#)

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98 **Board Approved:** November 8, 2005
99 **Revised:** December 11, 2012

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**Secondary Student Clubs
Policy Series: 3000 Students**

**Policy No. 3540
Procedure 1**

Definitions

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1. "Bigotry" means action or advocacy of imminent action involving:
 - a. the harassment or denigration of a person or entity; or
 - b. any intent to cause a person not to freely enjoy or exercise any right secured by the constitution or laws of the United States or the state, except that an evaluation or prohibition may not be made of the truth or falsity of any religious belief or expression of conscience unless the means of expression or conduct arising therefrom violates the standards of conduct outlined by law.
2. "Club" means any student organization that meets during noninstructional time.
3. "Conscience" means a standard based upon learned experiences, a personal philosophy or system of belief, religious teachings or doctrine, an absolute or external sense of right and wrong which is felt on an individual basis, a belief in an external absolute, or any combination of the foregoing.
4. "Curricular club" means a club that is school sponsored and that may receive leadership, direction, and support from the school or District beyond providing a meeting place during noninstructional time. An elementary school curricular club means a club that is organized and directed by school sponsors at the elementary school. A secondary school curricular club means a club:
 - a. whose subject matter is taught or will soon be taught in a regular course;
 - b. whose subject matter concerns the body of courses as a whole;
 - c. in which participation is required for a particular course; or
 - d. in which participation results in academic credit.
5. "Discretionary time" means school-related time for students that is not instructional time, including free time before and after school, during lunch and between classes or on buses, and private time before athletic and other events or activities.
6. "Encourage criminal or delinquent conduct" means action or advocacy of imminent action that violates any law or administrative rule but does not include discussions

41 concerning changing of laws or rules or actions taken through lawfully established
42 channels to effectuate such change.

- 43
- 44 7. "Instructional time" means time during which a school is responsible for a student and
45 the student is required or expected to be actively engaged in a learning activity, including
46 instructional activities in the classroom or study hall during regularly scheduled hours,
47 required activities outside the classroom, and counseling, private conferences, or
48 tutoring provided by school employees or volunteers acting in their official capacities
49 during or outside of regular school hours.
- 50
- 51 8. "Involve human sexuality" means:
- 52 a. presenting information in violation of laws governing sex education, including
53 Utah Code §§ 53G-10-402 and 53E-9-203;
- 54 b. advocating or engaging in sexual activity outside of legally recognized marriage
55 or forbidden by state law; or
- 56 c. presenting or discussing information relating to the use of contraceptive devices
57 or substances, regardless of whether the use is for purposes of contraception or
58 personal health.
- 59
- 60 9. "Limited open forum" means a forum created by the District for student expression within
61 the constraints of Utah Code § 53G-10-203(2)(b).
- 62
- 63 10. "Noncurricular club" is a student-initiated group that may be authorized and allowed
64 school facilities use during noninstructional time in secondary schools by a school and
65 school governing board in accordance with law. A noncurricular club's meetings, ideas,
66 and activities are not sponsored or endorsed in any way by the Board, the District or
67 District employees. A noncurricular club shall have a minimum of three members.
- 68
- 69 11. "Noninstructional time" means time set aside by a school before instructional time begins
70 or after instructional time ends, including discretionary time.
- 71
- 72 12. "Religious club" means a noncurricular club designated in its application as either being
73 religiously based or based on expression or conduct mandated by conscience.
- 74
- 75 13. "School facilities use" means access to a school facility, premises, or playing field.
76 "School facilities use" includes access to a limited open forum.
- 77
- 78 14. "Administrator" means the school principal or assistant principal responsible for
79 implementing this Policy in each school.
- 80
- 81 15. "Board" means the Provo City School District Board of Education.
- 82
- 83 16. "Closed forum" means allowing only curriculum clubs.
- 84

- 85 17. "District" means the Provo City School District.
86
87 18. "Monitor" means the faculty member assigned by the administrator to a religious club to
88 ensure compliance with this policy. The assignment of a monitor does not constitute
89 sponsorship of the club.
90
91 19. "Sponsor" means the school faculty member assigned by the administrator to work with
92 a curriculum club.
93
94 20. "Sponsorship" includes the act of promoting, leading, or directing a curriculum club or its
95 meetings.
96
97 21. "Supervisor" means the faculty member assigned by the administrator to a non-
98 curriculum non-religious club to ensure compliance with this policy. The assignment of a
99 supervisor does not constitute sponsorship of the club.
100
101 22. "Superintendent" means the Superintendent of Provo City School District.

102 **Formation and Renewal of Student Club**

103
104 Within twenty (20) school days after the beginning of the school year, each student group
105 seeking to establish a club under this Policy must submit an application. In addition to filing an
106 initial application to form the club, within twenty (20) days after the beginning of the school year
107 each club must submit to the principal or a designee an application annually. All money
108 collected for the club needs to go through the main office and advisors, sponsors, and monitors
109 must follow cash handling policies established by the District ([Policy 6130](#)).
110
111
112
113

114 **Clubs: Limitations and Denials**

- 115
116 1. A school shall limit or deny authorization or school facilities use to a club or require
117 changes prior to granting authorization or school facilities use:
118 a. as the school determines it to be necessary to
119 i. protect the physical, emotional, psychological, or moral well-being of
120 students and faculty;
121 ii. maintain order and discipline on school premises;
122 iii. prevent a material and substantial interference with the orderly conduct of
123 a school's educational activities;
124 iv. protect the rights of parents and students;
125 v. maintain the boundaries of socially appropriate behavior; or
126 vi. ensure compliance with all applicable laws, rules, regulations, and
127 policies; or

- 128 b. whose proposed application and proposed activities indicate students or advisors
129 in club related activities would as a substantial, material, or significant part of
130 their conduct or means of expression:
131 i. encourage criminal or delinquent conduct;
132 ii. promote bigotry;
133 iii. involve human sexuality; or
134 iv. involve any effort to engage in or conduct mental health therapy,
135 counseling, or psychological services for which a license would be
136 required under state law.
137
138 2. If a school or the District limits or denies authorization to a club, the school or the District
139 shall provide, in writing, to the applicant the factual and legal basis for the limitation or
140 denial.
141
142

143 **Application for Authorization for Curriculum and Non-Curriculum Clubs**

- 144 1. Authorization for Curriculum Clubs
145 a. Faculty members or students proposing curriculum clubs must submit a written
146 application for authorization on the District Club Authorization Form ~~no later than~~
147 ~~October 15~~ **within twenty (20) school days of the start of the school year** of the
148 club's inception.
149 b. Clubs whose membership is determined by student body election, and clubs
150 which are governed by the Utah High Schools ~~Activities Athletic Association~~, are
151 exempt from the authorization requirements.
152 c. Written application for authorization of curriculum clubs must include:
153 i. Recommended club name **which must be consistent with the club's**
154 **purposes and school sponsorship**;
155 ii. Statement of the club's purpose, goals, and activities;
156 iii. **a statement of the club's categorization, which shall be included in the**
157 **parental consent required under Utah Code § 53G-7-709, indicating all of**
158 **the following that may apply:**
159 1. Athletic;
160 2. business/economic;
161 3. Agriculture;
162 4. art/music/performance;
163 5. Science;
164 6. Gaming;
165 7. Religious;
166 8. community service/social justice; and
167 9. other;
168 iv. Recommended meeting times, dates, and places; and
169 d. The proposed club charter, constitution, or bylaws, which shall include at least:
170 i. the rules of organization,
171 ii. the election of officers,

- 172 iii. objective membership criteria, meeting rules of order, procedures for
- 173 amending the rules, and
- 174 iv. a statement that the club will comply with all applicable Utah laws, rules,
- 175 and policies,
- 176 v. A budget showing the amount and source of any outside (non-District)
- 177 funding provided or to be provided to the club and its proposed use.
- 178 e. Names for Curricular Clubs: The administrator shall approve the names of
- 179 curriculum clubs consistent with law and policy.
- 180 f. If the school finds that the proposed club is a noncurricular club, the school may:
- 181 i. return the application to the faculty member or students proposing the
- 182 club for amendment; or
- 183 ii. review the application as an application for authorization of a non-
- 184 curricular club.
- 185

186 2. Annual Authorization for Non-Curricular Clubs

- 187 a. Non-curricular clubs must be reauthorized annually. Students proposing non-
- 188 curricular clubs must submit a written application for authorization **using their**
- 189 **school's club application and authorization form** ~~on the District Club~~
- 190 ~~Authorization Form no later than October 15~~ **within twenty (20) school days of the**
- 191 **start of the school year of each year.**
- 192 b. Written application for annual authorization of non-curricular clubs must include:
- 193 i. Recommended club name **which must be consistent with the club's**
- 194 **purposes and school sponsorship;**
- 195 ii. **a statement of the club's categorization, which shall be included in the**
- 196 **parental consent required under Utah Code § 53G-7-709, indicating all of**
- 197 **the following that may apply:**
 - 198 1. Athletic;
 - 199 2. business/economic;
 - 200 3. Agriculture;
 - 201 4. art/music/performance;
 - 202 5. Science;
 - 203 6. Gaming;
 - 204 7. Religious;
 - 205 8. community service/social justice; and
 - 206 9. other;
- 207 iii. Statement of proposed purpose, goals, and activities;
- 208 iv. Recommended meeting times, dates, and places; and
- 209 c. The proposed club charter, constitution, or bylaws, which shall include at least:
- 210 i. the rules of organization,
- 211 ii. the election of officers,
- 212 iii. objective membership criteria, meeting rules of order, procedures for
- 213 amending the rules, and
- 214 iv. a statement that the club will comply with all applicable Utah laws, rules,
- 215 and policies,
- 216 v. A budget showing the amount and source of any funding provided or to
- 217 be provided to the Club and its proposed use.

- 218 d. **Name Approval:** A school may grant access to the club but condition such
219 access on the change of the club name to ensure that the club name:
220 i. accurately reflects the actual nature, purpose and activities of the club;
221 ii. does not improperly imply school sponsorship or affiliation; or
222 iii. will not result in undue disruption of school operations, subject students to
223 harassment or persecution, imply inappropriate association with any non-
224 school organizations or groups, or imply that the club would operate in
225 violation of laws or rules.

226 **Review of Applications by the Administrator for Curricular and Non-Curriculum Clubs**

- 227
- 228
- 229 1. The administrator shall review applications for authorization of curricular clubs on a
230 case-by-case basis. Before granting authorization, the administrator must find:
231 a. that the proposed club meets this policy's definition of a curricular club and
232 b. that the proposed club's purpose and activities comply with this policy.
233
- 234 2. The administrator may request additional information from the faculty sponsor, from
235 students proposing the club, or from the Assistant Superintendent of Secondary
236 Education. ~~District Compliance Officer (Director of Student Services)~~ if desired.
237
- 238 3. ~~Determining Curriculum Relatedness~~ The administrator determines curricular
239 relatedness by strictly applying this policy's definition of curricular club to the club
240 application. If the administrator finds that the proposed club is a curricular club, the
241 administrator shall continue to review the application as an application for a curricular
242 club. If the administrator finds that the proposed club is a non-curricular club, the
243 administrator may return the application to the faculty member or students proposing the
244 club for amendment, or review the application as an application for a non-curricular club.
245
246

247 **Purpose and Activities for Curriculum Clubs**

248

249 ~~The administrator shall deny authorization to any club or require changes prior to granting~~
250 ~~authorization if the administrator finds that its purpose or activities would:~~

- 251 1. ~~Violate the law or administrative rules or advocate such imminent violation. This~~
252 ~~restriction does not apply to appropriate discussions concerning the changing of laws or~~
253 ~~rules, or to actions taken through appropriate channels or procedures to effectuate such~~
254 ~~changes.~~
- 255 2. ~~Harass or denigrate any person or advocate such imminent action.~~
- 256 3. ~~Intend to cause a person to fear to freely exercise or enjoy any right secured by the~~
257 ~~Constitution or laws of the United States or the state of Utah, or advocate such imminent~~
258 ~~action.~~
- 259 4. ~~Advocate or approve sexual activity outside of marriage, or involve presentations in~~
260 ~~violation of laws or regulations governing sex education or privacy rights of individuals or~~
261 ~~families.~~

- 262 5. ~~Include any effort to engage in or conduct mental health therapy, counseling, or~~
263 ~~psychological services for which a license would be required under Title 58, Chapters 60~~
264 ~~or 61 of the Utah Code.~~

265
266 The administrator may request information and shall require changes in a club's proposed
267 purpose or activities which the administrator finds necessary to:

- 268
269 1. Prevent any material or substantial interference with the orderly operation of the school;
270 2. Protect the well-being of students and faculty;
271 3. Ensure compliance with all applicable laws, rules, regulations and policies;
272 4. Maintain order and discipline;
273 5. Protect the rights of parents and students;
274 6. Maintain boundaries of socially appropriate behavior; or
275 7. Restrict activities harmful to the school's educational mission.

276
277 In deciding the purpose and activities of clubs, students should consider ways in which the club
278 can be of service to the school or community.

279 280 281 ~~Procedures for~~ **Reviewing Applications for Non-Curricular Clubs**

282
283 The administrator shall review applications for authorization of non-curricular clubs on a case-
284 by-case basis. Before granting authorization, the administrator must find:

- 285
286 1. the proposed club's purpose and activities are lawful and comply with this policy and
287 2. the proposed name complies with this policy.

288
289 The administrator may request additional information from the students proposing the club or
290 from the [Assistant Superintendent of Secondary Education](#) ~~District Compliance Officer (Director~~
291 ~~of Student Services)~~ if desired; and may request that a school committee made up of faculty,
292 parents, and students make recommendations to the administrator on a case-by-case basis.

293 294 295 **Purpose and Activities of Non-Curriculum Clubs**

296
297 ~~The administrator shall deny authorization to any club or require changes prior to granting~~
298 ~~authorization if the administrator finds that its purpose or activities could:~~

- 299 1. ~~Violate the law or administrative rules or advocate such imminent violation. This~~
300 ~~restriction does not apply to appropriate discussions concerning the changing of laws or~~
301 ~~rules, or to actions taken through appropriate channels or procedures to effectuate such~~
302 ~~changes.~~
303 2. ~~Harass or denigrate any person or advocate such imminent action.~~

- 304 ~~3. Intend to cause a person to fear to freely exercise or enjoy any right secured by the~~
305 ~~Constitution or laws of the United States or the state of Utah, or advocate such imminent~~
306 ~~action.~~
307 ~~4. Advocate or approve sexual activity outside of marriage, or involve presentations in~~
308 ~~violation of laws or regulations governing sex education or privacy rights of individuals or~~
309 ~~families.~~
310 ~~5. Include any effort to engage in or conduct mental health therapy, counseling, or~~
311 ~~psychological services for which a license would be required under Title 58, Chapters 60~~
312 ~~or 61 of the Utah Code.~~
313

314 The administrator may request information and shall require changes in a club's proposed
315 purpose or activities which the administrator finds necessary to:

- 316
317 1. Prevent any material or substantial interference with the orderly operation of the school;
318 2. Protect the well-being of students and faculty;
319 3. Ensure compliance with all applicable laws, rules, regulations, and policies;
320 4. Maintain order and discipline;
321 5. Protect the rights of parents and students;
322 6. Maintain boundaries of socially appropriate behavior; or
323 7. Restrict activities harmful to the school's educational mission.
324

325 In deciding the purpose and activities of clubs, students should consider ways in which the club
326 can be of service to the school or community.
327

328 329 **Granting or Denying Authorization**

330
331 The administrator shall grant authorization to curricular and non-curricular clubs whose
332 applications meet the requirements of this policy and shall deny authorization to proposed clubs
333 that do not.
334

335 336 **Review of Authorization**

337
338 The administrator shall investigate any report or allegation that an authorized curricular or non-
339 curricular club is participating in activities beyond the scope of its charter, constitution, or
340 bylaws, or is in violation of any applicable law, rule, regulation, or policy. After meeting with the
341 faculty sponsor, supervisor, or monitor and the students involved, the administrator may do any
342 of the following:
343

- 344 1. Allow the original charter, constitution, or bylaws to be modified to include the activities if
345 they are in compliance with the law, rules, regulations or policies;
346
347 2. Instruct the sponsor, supervisor or monitor not to allow similar violations in future;

- 348 3. Suspend the club’s authorization pending further corrective action as determined by the
349 principal; or
350
351 4. Terminate the club’s authorization.
352
353

354 **Authorized Curricular and Non-Curricular Clubs Oversight**
355 **Faculty Oversight of Authorized Clubs**
356

- 357 1. A school shall approve the faculty sponsor, supervisor, or monitor for each authorized
358 curricular, noncurricular, and religious club to provide oversight consistent with this
359 Policy and the needs of the school to ensure that the methods of expression, religious
360 practices, or other conduct of the students or advisors involved do not:
361 a. unreasonably interfere with the ability of school officials to maintain order and
362 discipline;
363 b. unreasonably endanger or threaten the well-being of persons or property;
364 c. violate concepts of civility or propriety appropriate to a school setting; or
365 d. violate applicable laws, rules, regulations, and policies.
366
367 2. Sponsors.
368 a. A school shall annually approve faculty members as sponsors of curricular clubs.
369 b. Sponsors shall organize and direct the purpose and activities of a curricular club.
370
371 3. Supervisors and monitors.
372 a. A school shall approve faculty members to serve as supervisors and monitors for
373 authorized noncurricular clubs.
374 b. A supervisor and monitor shall provide oversight to ensure compliance with the
375 approved club purposes, goals, and activities and with the provisions of this part
376 and other applicable laws, rules, and policies.
377 c. A monitor approved for a religious club may not participate in the activities of the
378 religious club, except to perform the supervisory role required by this Policy.
379 d. The approval of a faculty supervisor or monitor does not constitute school
380 sponsorship of the club.
381
382 4. Without the prior approval by the school, a person who is not a school faculty member or
383 a club member may not:
384 a. make a presentation to a noncurricular club; or
385 b. direct, conduct, control, or regularly attend the meetings of a noncurricular club.
386

387 The administrator will make faculty or staff assignments for each curricular and non-curricular
388 club to provide oversight consistent with this policy and the needs of the school. Those assigned
389 oversight responsibility, or substitute who has been pre-approved by an administrator, shall be
390 in attendance at all Club meetings.

- 391 ~~1. Curricular Clubs: The administrator will annually assign faculty or staff members as~~
392 ~~sponsors of curricular clubs. Sponsors organize and direct the purpose and activities of~~
393 ~~the curriculum club.~~
394 ~~2. Non-Curriculum Clubs: The administrator will determine whether the club is a religious~~
395 ~~club.~~
396 ~~a. Non-Curriculum Non-Religious Clubs: The administrator will assign faculty or~~
397 ~~staff members to serve as supervisors for non-curricular non-religious clubs.~~
398 ~~Supervisors provide oversight to ensure compliance with the approved club~~
399 ~~charter, constitution, or bylaws and with applicable laws, rules, and this policy.~~
400 ~~b. Non-Curricular Religious Clubs: The administrator will assign faculty or staff~~
401 ~~members to serve as monitors for religious clubs. Monitors provide oversight to~~
402 ~~ensure compliance with the approved club charter, constitution, or bylaws, and~~
403 ~~with applicable laws, rules, and this policy. Monitors and other district or~~
404 ~~government employees shall not participate in religious clubs in any other~~
405 ~~capacity. No faculty member or school or district employee shall be required to~~
406 ~~attend any religious club meeting if the content of the speech at the meeting is~~
407 ~~contrary to the beliefs of the employee.~~
408
409

410 Facilities

411
412 The administrator will determine and assign facilities for curricular and non-curricular clubs
413 consistent with the needs of the school.
414

- 415 1. In assigning facilities, the administrator may give priority to curricular clubs over non-
416 curricular clubs.
417
418 2. The school may provide financial or other support to curricular clubs but not to non-
419 curricular clubs.
420
421 3. A school may not spend public funds to support or supplement noncurricular club fees,
422 except as required to implement the provisions of this Policy, including providing space
423 and faculty oversight for noncurricular clubs;
424
425 4. In assigning facilities, no preference or priority shall be given among non-curricular
426 clubs.
427
428 5. The school shall provide space for non-curricular club meetings.
429
430 6. Each school may establish the non-instructional times during which non-curricular clubs
431 may meet (e.g. Non-curriculum club meetings will be scheduled between 2:30 and 6:00
432 PM Monday through Friday).

433 7. Each school may set the number of hours non-curricular clubs may meet per month
434 except that all non-curricular clubs must be treated equally (e.g. Up to 4 hours of
435 meetings per month may be scheduled for individual non-curriculum clubs).
436

437

438 **Fees for Participation in Co-Curricular and Non-Curricular Clubs**

439

440 Participation in certain co-curricular and non-curricular activities may require the payment of
441 activity fees to offset costs associated with meetings, events and other program-related
442 expenses.
443

444

444 The District may establish reasonable fees for participation in these activities. Payment of
445 required fees, or approval of a fee waiver or payment plan when applicable, is a condition of
446 participation in the club.
447

448

448 The District and school reserve the right to restrict participation in clubs when required fees
449 have not been paid or arrangements have not been made.
450

451

451 The District shall maintain procedures to ensure that students are not excluded from co-
452 curricular club participation solely due to financial hardship, including processes for fee waivers,
453 scholarships, or alternative payment arrangements, consistent with District policy and applicable
454 law.
455

456

456 Students participating in non-curricular clubs may not use a fee waiver in lieu of paying
457 membership dues and other requirements for participation in the club. Please see [Policy 6160:
458 School Fees and Fee Waivers](#) for further information.
459

460

461

461 **Communications**

462

463 1. Curricular Clubs: Each school Administrator shall determine what access curricular clubs
464 shall be given to the school newspaper, yearbook, bulletin boards, public address
465 system, etc.
466

467

467 2. Non-Curricular Clubs: Each school Administrator shall determine what access non-
468 curricular clubs shall be given to the school newspaper, school yearbook, bulletin
469 boards, public address system, etc.; provided that all non-curricular clubs are given
470 equal access to communications media.
471

472

473

473 **Membership**

474

475 1. Curriculum Clubs: Membership in individual curriculum clubs is governed by the
476 following guidelines:

- 477 a. Membership is limited to students who are currently registered in the District.
478 Members from schools other than the sponsoring school must have parental
479 permission.
480 b. Clubs may require that prospective members try out based on objective criteria
481 outlined in the application materials. Try-outs shall not require activities which
482 violate laws, policies, or regulations of the State or District.
483 c. Other guidelines as determined ~~by the administrator.~~ **by the State Board of**
484 **Education, the District, or the school.**
485
486 2. Non-Curricular Clubs: Membership in individual non-curriculum clubs is governed by the
487 following guidelines:
488 a. Membership is limited to students who are currently registered in the **sponsoring**
489 **school.**
490 **b. Student membership in a noncurricular club is voluntary**
491 c. Clubs may require that prospective members try out based on objective criteria
492 outlined in the application materials. Try-outs shall not require activities that
493 violate laws, policies, or regulations of the State or District.
494 d. Membership may not be limited on the basis of race, gender, ethnicity, national
495 origin, or disability.
496 e. Clubs will begin each year with an informational meeting so prospective
497 members can decide if they wish to join. A parent/guardian signature/approval
498 ~~on the District approval form~~ is required for membership.
499 f. Attendance or participation in club meetings or activities is limited to members,
500 except that non-school persons may attend on occasion to make presentations if
501 approved in advance by the administrator. Non-school persons shall not direct,
502 conduct, control, or regularly attend meetings or activities of clubs.
503 **g. A club fee may be charged for participation provided that the fee has been**
504 **approved by the Board of Education. Fees for non-curricular clubs are not**
505 **subject to fee waivers.**
506
507

508 **Parental Consent**

509
510 A school shall require written parental consent for student participation in all curricular and non-
511 curricular clubs at the school.

- 512 1. The consent shall include an activity disclosure statement containing the following
513 information:
514 a. the specific name of the club;
515 b. a statement of the club's purpose, goals, and activities;
516 c. a statement of the club's categorization, which shall be obtained from the
517 application for authorization of a club in accordance with the provisions of Utah
518 Code §§ 53G-7-703 or 53G-7-704, indicating all of the following that may apply:
519 i. Athletic;
520 ii. business/economic;

- 521 iii. Agriculture;
522 iv. art/music/performance;
523 v. Science;
524 vi. Gaming
525 vii. Religious;
526 viii. community service/social justice; and
527 ix. Other;
528 d. beginning and ending dates;
529 e. a tentative schedule of the club activities with dates, times, and places specified;
530 f. personal costs associated with the club, if any;
531 g. the name of the sponsor, supervisor, or monitor who is responsible for the club;
532 and
533 h. any additional information considered important for the students and parents to
534 know.
535
536 2. All completed parental consent forms shall be filed by the parent or the club's sponsor,
537 supervisor, or monitor with the school's principal or designee.
538
539

540 **Materials Presented at Noncurricular Club Meetings**

541
542 A copy of any written or other media materials that were presented at a noncurricular club
543 meeting by a non-school person shall be delivered to a school administrator no later than 24
544 hours after the noncurricular club meeting and, if requested, a student's parent shall have an
545 opportunity to review those materials.
546
547

548 **Violations, Investigations, and School Responses:**

- 549
550 1. A school shall investigate any written complaint that an authorized curricular or
551 noncurricular club is:
552 a. participating in activities beyond the scope of its purpose; or
553 b. in violation of a provision of this part or another applicable law, rule, regulation, or
554 policy.
555
556 2. After meeting with the faculty sponsor, faculty supervisor, or faculty monitor, the students
557 involved, and the person making the written complaint, if a violation is substantiated, the
558 school may do any of the following:
559 a. allow the club's original statement of its purpose, goals, and activities to be
560 modified to include the activities if they are in compliance with the provisions of
561 this Policy and other applicable laws, rules, regulations, or policies;
562 b. instruct the faculty sponsor, supervisor, or monitor not to allow similar violations
563 in the future;

- 564 c. limit or suspend the club's authorization or school facilities use pending further
565 corrective action as determined by the school; or
566 d. terminate the club's authorization and dissolve the club.
567
- 568 3. Any limitation on expression, practice, or conduct of any student, advisor, or guest in a
569 meeting of a curricular or noncurricular club, or limitation on school facilities use, shall be
570 by the least restrictive means necessary to satisfy the school's interests as identified in
571 this Policy.
572
- 573 4. A club that has been terminated may not reapply for authorization until the following
574 school year.
575
- 576 5. A student who makes a false allegation or report under this section shall be subject to
577 school discipline.
578

579 **Appeal of Decisions Affecting Curricular and Non-Curricular Clubs**

581 Any student directly affected by a decision made under this policy may appeal the decision in
582 writing **following the guidelines below.** ~~within the time and as provided in the District's~~
583 ~~Parent/Patron Grievance Procedure.~~
584

585 Each completed application or written complaint shall be approved, denied, or investigated by
586 the school within a reasonable amount of time.
587

- 588
- 589 1. If an application or complaint is denied, written reasons for the denial or results of the
590 investigation shall be stated and, if appropriate, suggested corrections shall be made to
591 remedy the deficiency.
592
- 593 2. Each club that is denied school facilities use shall be informed at the time of the denial of
594 the factual and legal basis for the denial, and, if appropriate, how the basis for the denial
595 could be corrected.
596
- 597 ~~3. If denied, suspended, or terminated, a club, student desirous of participating or~~
598 ~~speaking, or a complaining parent, has ten school days from the date of the denial,~~
599 ~~suspension, or termination to file a written appeal from the denial, suspension, or~~
600 ~~termination to the Board of Education or its designee. If a club is denied recognition,~~
601 ~~suspended, or terminated, or if a student is denied the opportunity to participate or~~
602 ~~speak, the affected club, student, or a parent may file a written appeal with the Board of~~
603 ~~Education or its designee. The appeal must be filed within ten (10) school days of the~~
604 ~~date of the denial, suspension, or termination.~~
605

- 606 4. The Board of Education or its designee shall issue a determination within a reasonable
607 amount of time from receipt of the appeal, which decision is final and constitutes
608 satisfaction of all administrative remedies unless the time for evaluation is extended by
609 agreement of all parties.
610
- 611 5. A person directly affected by a decision made in accordance with the provisions of this
612 part may appeal the decision by writing to the Board of Education or its designee.
613

614 **Construction of Policy with Respect to Certain Rights**

615
616 Nothing in this Policy is intended to:

- 617
- 618 1. Influence the form or content of any prayer or other religious activity;
 - 619 2. Require any person, student, or employee to participate in any prayer or other religious
620 activities;
 - 621 3. Compel any school employee to attend a meeting of a noncurricular student group if the
622 content of the speech at the meeting is contrary to the beliefs of the employee;
 - 623 4. Sanction meetings that are otherwise unlawful; or
 - 624 5. Abridge the constitutional rights of any person.
625
- 626
627

628 **Evaluation**

629
630 ~~The Board will evaluate the results of the implementation of this policy at the Board meeting~~
631 ~~closest to one year from the policy's adoption. Factors to be considered shall include, but not be~~
632 ~~limited to:~~ **The Superintendent or Designee will provide a report to the Board of Education**
633 **annually that includes the following:**

- 634 1. The number and types of clubs **at each school**; ~~including clubs that existed prior to the~~
635 ~~policy adoption and those authorized thereafter;~~
- 636 2. Time spent by administrators administering this policy and procedure;
- 637 3. Faculty time spent sponsoring, supervising, and monitoring clubs;
- 638 4. Class time used for club related activities such as announcements;
- 639 5. Value of clubs to the education and leadership of District students.
640

641 **Legal References**

642 [Utah Code § 53G-7-705 \(2019\)](#)
643 [Utah Code § 53G-7-706 \(2018\)](#)
644 [Utah Code § 53G-7-707 \(2019\)](#)
645 [Utah Code § 53G-7-709,](#)
646 [Utah Code § 53G-7-708 \(2019\)](#)
647 [Utah Code § 53G-7-709 \(2019\)](#)
648 [Utah Code § 53G-7-710 \(2018\)](#)
649 [Utah Code § 53G-7-711 \(2019\)](#)
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Board Adopted: November 8, 2005
Revised: December 11, 2012

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Student Publications and Prior Review
Policy Series: 3000 Students

Policy No. 3530

Purpose:

The purpose of this policy is to establish guidelines for student publications within the district's schools, consistent with Utah law and the principles of responsible student expression. Student publications provide valuable opportunities for students to develop skills in writing, journalism, critical thinking, and civic engagement while learning the responsibilities that accompany freedom of expression in a school setting.

This policy is intended to define the rights and responsibilities of student journalists, advisors, and school administrators; outline standards for appropriate content; and ensure that student publications operate in a manner that supports educational objectives while maintaining a safe and respectful learning environment. The policy also seeks to promote student voice and authentic learning experiences while ensuring compliance with applicable state and federal laws and district expectations.

School-Sponsored Expressive Activities

The District's professional employees shall exercise editorial control over style and content of student speech in school-sponsored expressive activities. Inclusion of student material in school-sponsored activities shall not be the basis of a grade.

The District may refuse to disseminate or sponsor student speech that:

1. Might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order.
2. Is inappropriate for the level of maturity of the readers.
3. Does not meet the standards of the professional employees who supervise the production of the publication.
4. Associates the school with any position other than neutrality on matters of political controversy.

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School-Sponsored Publications

Students who have a complaint regarding a decision about the content or style of a school's sponsored publication shall present that complaint through the appropriate school or district administrative channels outlined in Policy 3328 Student Complaints.

Prior Review of Non-School Materials

“Written Material” includes any book, magazine, pamphlet, newspaper, year book, picture, photograph, drawing, or any other written or printed matter or visual representation however produced, but does not include private, written student communications from one student to another.

All written material over which the District does not exercise control that is intended for distribution to students shall be submitted for prior review according to the following procedures:

Material shall be submitted to the building Principal for review.

1. The Principal or the Principal’s designee shall approve or disapprove submitted material within three (3) school days of the time the material is received. If the submitted material is disapproved, the principal or his designee shall provide a written explanation of the reason(s) the material is disapproved and allow the student(s) to resubmit the material after the student(s) have revised the written material. If the student(s) believe that the written material is urgent or emergent and requires approval sooner than three (3) school days, the student shall provide a written explanation of the urgent or emergent circumstances along with the submitted material.
2. Disapproval may be appealed to the Superintendent who shall decide the appeal within five (5) school days of receipt of the appeal. Failure of the Superintendent to act within the five (5) school day period shall be interpreted as disapproval.
3. Disapproval of a request to distribute material may be appealed to the Board.

Non-School Publications

Content of the non-school-sponsored materials to be distributed must conform to the following standards:

1. Materials that are indecent, vulgar, obscene to minors or sexually inappropriate for the age and maturity of the audience, or that endorse actions endangering the health and safety of students shall not be distributed.
 - a. “Obscene to minors” is defined as:
 - i. The average person, applying contemporary community standards, would find that the written material, taken as a whole appeals to the prurient interest of minors of the age to whom distribution is requested;

- 84 ii. The material depicts or describes, in a manner that is patently offensive to
85 prevailing standards in the adult community concerning how such conduct
86 should be presented to minors of the age to whom distribution is
87 requested, sexual conduct such as intimate sexual acts (normal or
88 perverted), excretory functions, and lewd exhibition of the genitals; and
89 iii. The material, taken as a whole, lacks serious literary, artistic, political, or
90 scientific value for minors.

- 91
92 2. Material may not be forbidden if the portions or specific language objected to may also
93 be found in material that is made available to students through school facilities, i.e., the
94 school library or readings assigned by teachers.
95
96 3. Libelous material may be prohibited from distribution. Libelous material includes
97 defamatory falsehoods and unprivileged statements about public figures or
98 governmental officials, which are made with knowledge of their falsity or reckless
99 disregard for truth.
100
101 4. Publications that criticize Board members or school officials or advocate violation of
102 school rules may be prohibited if it appears likely that the publication of this material will
103 substantially interfere with or disrupt the operations of the school. "Bare allegations" of
104 disruption or unsubstantiated speculation as to what "might" happen or "could result" are
105 not sufficient to support a reasonable forecast of disruption of the normal operations of
106 the school. Material that is merely offensive or unpopular, or that stimulates controversy,
107 shall not be restricted or forbidden.
108
109 5. Advocacy directed toward inciting or producing imminent lawless or disruptive action and
110 that is likely to incite or produce such action shall be restricted.
111
112 6. Hate literature that scurrilously attacks ethnic, religious, or racial groups, and similar
113 irresponsible publications aimed at creating hostility and violence may be banned if it
114 falls within the disruption standard described at item (4) above.
115
116

117 **Distribution of Non-School Publications**

118
119 Distribution may be limited in order to prevent material and substantial interference with normal
120 school operations in circumstances where there is evidence that reasonably supports a forecast
121 that disruption will likely result directly from the distribution. "Bare allegations" of disruption or
122 unsubstantiated speculation as to what "might" happen or "could result" are not sufficient to
123 support a reasonable forecast of disruption of the normal operations of the school. Moreover,
124 material that is merely offensive or unpopular, or that stimulates controversy, shall not be
125 restricted or forbidden.
126
127

128 **Legal References**

129 [Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 272 \(1988\)](#)

130 [Bystrom v. Fridley High School, 822 F.2d 747 \(8th Cir. 1987\)](#)

131 [Shanley v. Northeast ISC, 462 F.2d. 960 \(5th Cir. 1972\);](#)

132 [Williams v. Spencer, 622 F.2d 1200 \(4th Cir. 1980\);](#)

133 [Trachtman v. Anker, 563 F. 512 \(2nd Cir. 1977\), cert denied 98 S. Ct. 1491 \(1977\)](#)

134 [Channing Club v. Board of Regents, 317 F. Supp. 688 \(1970\)](#)

135 [Shanley v. Northeast ISD, 462 F.2d 960, 964 \(5th Cir. 1972\)](#)

136 [Gertz v. Robert Welch, Inc., 418 U.S. 323 \(1974\)](#)

137 [Tinker v. Des Moines ISD, 393 U.S. 503 \(1969\)](#)

138 [Shanley v. Northeast ISD, 462 F.2d 960 \(5th Cir. 1972\)](#)

139 [Sullivan v. Houston ISD, 475 F.2d 1071 \(5th Cir. 1973\)](#)

140 [Healey v. James, 408 U.S. 169, 189 \(1972\)](#)

141 [Brandenburg v. Ohio, 395 U.S. 444, 447 \(1969\)](#)

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143 **Board Approved:**

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Student Demonstrations
Policy Series: 3000 Students

Policy No. 3550

Purpose:

The purpose of this policy is to provide clear guidelines regarding student demonstrations within the district's schools in a manner consistent with Utah law and the educational mission of the district. Schools recognize that students may wish to express their views on social, political, or community issues, and appropriate opportunities for expression can contribute to civic learning and responsible participation in a democratic society.

This policy is intended to balance students' rights to express their viewpoints with the district's responsibility to maintain a safe, orderly, and disruption-free learning environment. It establishes expectations for when and how student demonstrations may occur, outlines the responsibilities of students and school administrators, and ensures that such activities do not materially and substantially disrupt the educational process or infringe upon the rights and safety of others.

Definitions

A *student demonstration* is an organized or coordinated activity conducted by one or more students on school property or during the school day in which students publicly express a viewpoint, opinion, or concern on a social, political, school-related, or community issue. Student demonstrations may include, but are not limited to, activities such as protests, walkouts, sit-ins, rallies, or the distribution or display of messages intended to influence the views or actions of others.

For purposes of district policy, a student demonstration is distinguished from routine student expression in that it involves a collective action or planned activity intended to draw public attention to an issue. Student demonstrations must be conducted in a manner that does not materially and substantially disrupt the educational process, interfere with school operations, or infringe upon the rights or safety of other students or staff.

39
40

41 **Demonstrations**

42

43 Students shall be subject to the provisions of Board policy [\(3310\)](#) regarding disruptive behavior.

44

45 Any demonstration on school property during school hours must be authorized by the school's
46 principal in writing.

47

48 Student demonstrations and similar activities shall be prohibited when there is evidence that
49 **such activity** may reasonably lead school authorities to forecast substantial disruption of, or
50 material interference with, normal school operations or approved school activities. The evidence
51 must support a "reasonable forecast of substantial disruption" of school operations;
52 "undifferentiated fear" or mere apprehension of disturbance is not sufficient to justify restrictions
53 on students' otherwise legitimate right to freedom of expression.

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56 **Violations**

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58 Students who participate in any prohibited activities described above are subject to disciplinary
59 action, based on the severity of the violation and its overall effect on the welfare of other
60 students.

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63 **Legal References**

64 [*Tinker v. Des Moines, 393 U.S. 503 \(1969\)*](#)

65 [*Barker v. Hardway, 394 U.S. 905 \(1969\)*](#)

66 [*Burnside v. Byars, 363 F.2d 744 \(1966\)*](#)

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69 **Board Approved:**

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