Tuesday, May 12, 2026
PCSD Study Session, Business Meeting and Closed Executive Session

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

A. **4:00 p.m. Study Session**
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-RMOSvfwbylUQ
4:00 p.m Study Session: https://youtube.com/live/k4DqV0f-wdg?feature=share
7:00 p.m. Business Meeting: https://youtube.com/live/pgvCbOF3hMs?feature=share

1. Welcome
2. Roll Call
3. Motion to Convene
4. Board Member Training: Melanie Hall, Legal Status, Responsibilities and Norms (4:02pm, 3 min)
   Most meetings will include a training presented by rotating board members on the Board Handbook, USBE Guide, or Policies. Board Member Melanie Hall will present on Legal Status, Responsibilities and Norms of the board.
5. DLI, School Boundary, and School Consolidation Discussion (4:05pm, 45 min)
6. School Fee Schedule 2026-2027, 2nd Review (4:50pm, 15 min)
7. Proposed Construction Manager and General Contractor for the New Elementary School on the Dixon Site (5:05pm, 5 min)
8. Donation for Timpview Soccer Field (5:10pm, 10 min)
9. FY 2027 Budget (5:20pm, 25 min)
   Large Purchase Requests:
   Lakeview playground - $400,000
   Asphalt projects - $394,072.71
   Independence HVAC Units - $197,223.51
   District Office HVAC units - $205,319.90
10. Large Purchase Requests: Summer Facilities and Maintenance Items (5:45pm, 10 min)
    Large Purchase Requests:
    Lakeview playground - $400,000
    Asphalt projects - $394,072.71
    Independence HVAC Units - $197,223.51
    District Office HVAC units - $205,319.90
11. Intent to proceed with Truth in Taxation, Tax Impact Schedule (5:55pm, 5 min)
12. 2026-2027 School Land Trust Plans, School Improvement Plans, and TSSA Funding (6:00pm, 15 min)
13. Policy Review 2nd Readings (6:15pm, 30 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.

1. Policy 5080 Contracts: Education Support Professionals
2. Policy 5096 Reporting Student Misconduct
3. Policy 3220 Student Uniforms
4. Policy 3006 Special Programs: Higher Education Savings Options
5. Policy 3510 Student Activities
    1. 3510 P1 Eligibility for Student Activities
    2. 3510 P2 Student Conduct
6. Policy 4178 Driver Education
7. Policy 4050 Online Learning
    1. 4050 Procedure 1

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].

14. Consent Calendar Review and Questions

Consent Calendar Review and Questions
President Jennifer Partridge

Issue

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

Background

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

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

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

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

15. Upcoming Board Calendar

Upcoming Google Calendar Items
President Jennifer Partridge

Adult Education Graduation
Wednesday, May 13, 2026
Independence High School, 7:00 p.m.
Vice President Gina Hales, Speaker

Amelia Earhart Community Meeting
Thursday, May 14, 2026

Amelia Earhart Elementary, 6:00 p.m.

Timpview High School Graduation
Monday, May 18, 2026
UVU, 4:00 p.m.
Member Melanie Hall, Speaker

Provo High School Graduation
Wednesday, May 20, 2026
UVU, 6:00 p.m.
Member Teri McCabe, Speaker

Independence High School Graduation
Thursday, May 21, 2026
IHS, 7:00 p.m.
President Jennifer Partridge, Speaker

East Bay Post High Graduation
Friday, May 22, 2026
East Bay Post High, 9:00 a.m.
Member Emily Harrison, Speaker

Study Session and Business Meeting
Tuesday, May 26, 2026
District Offices

Pre-Delegate and Delegate Assembly
Friday - Saturday, June 5-6, 2026
SLC

Study Session and Board Meeting
Tuesday, June 9, 2026
District Offices

Legislator Lunch
Monday, June 22, 2026
Noon

Study Session and Board Meeting
Tuesday, June 23, 2026
District Offices

16. Motion to Adjourn

B. **7:00 p.m. Business Meeting**

1. Welcome
   Meeting called to order at
2. Roll Call
   Procedural
3. Motion to Convene
4. Opening Remarks: President Jennifer Partridge
5. Pledge of Allegiance: Rachel Ryu, Student Board Member

C. **Community Connections**

1. Provo Way Awards

Provo Way Award Winners
Mariel Boone, Westridge Teacher
Casy Gifford, Centennial Teacher

Halle McLoughlin, Sunset View Behavior Aide
Mirandan Kofford, Provo Peaks Speech Lanaguage Technician
Martin Yablonovsky, Timpview Assistant Principal
Kory Sekaquaptewa, Shoreline Counselor
Provo Way Student of the Month: Camille Weaver, Canyon Crest Student

2. State Secretary of the Year Awarded by the National Association of Elementary School Principals: Emily Ensign, Franklin Elementary School
3. Foundation Board Members Recognition
4. Sorensen Legacy Award for Excellence in Arts Education Board Recognition
5. Celebrations: Portuguese Competition Winners
6. Recognition of Student School Board Members
7. Announcement of 2026-2027 Student School Board Members
8. Public Input (No more than 30 minutes)

D. **Business Items**

1. Business Item: 2026-2027 School Fees Schedules
2. Business Item: Construction and General Managers for New Elementary School on the Dixon Site
3. Business Item: 2026-2027 School Land Trust Plans
4. Business Item: 2026-2027 School Improvement Plans
5. Business Item: 2026-2027 TSSA Funding Plans
6. Business Item: Intent to Proceed with Truth in Taxation - FY27 Tentative Budget includes proposed property tax increase
7. Business Item: Large Purchase Request Lakeview Playground
   This is the replacement of the Lakeview playground - normal budget item. The cost includes the playground and the poured in place.
8. Business Item: Large Purchase Request Asphalt Projects
9. Business Item: Large Purchase Request Independence High School HVAC Units
10. Business Item: Large Purchase Request District Office HVAC Units
11. Business Item: Policy 5080 Contracts Educational Support Professionals
12. Business Item: Policy 5096 Reporting Student Misconduct
13. Business Item: Policy 3220 Student Uniforms
14. Business Item: Policy 3006 Special Programs: Higher Education Savings Options
15. Business Item: Policy 3510 Student Activities
16. Business Item: Policy 4178 Driver Education
17. Business Item: Policy 3020 Non-Discrimination and Harassment
    Table for future meeting to get public input
18. Business Item: Policy 3025 (Replaces 3320) Prohibition of Bullying, Hazing, and Retaliation
    Table until future meeting for public input
19. Business Item: Policy 4050 Online Learning

E. **Consent Calendar**

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

Issue

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

Background

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

F. **Reports**

1. Business Administrator Report
2. Student Board Member Report
3. Board Member Roundtable
4. Superintendent Report
5. Motion to Adjourn and Motion to Convene an Executive Session for the Purpose of Discussing Collective Bargaining, School Security, Litigation, and the Character, Professional Competence, or Physical or Mental Health of an Individual. UT Code 52.2.205

G. **Closed Executive Session for the Purpose of Discussing Collective Bargaining. UT Code 52.4.205**

1. Welcome
2. Collective Bargaining
3. School Security
4. Litigation
5. The Character, Professional Competence, or Physical or Mental Health of an Individual
6. Adjourn

Davis School District

MyDSD Quick Links School Board Work In Davis



Boundary and Program Studies

Elementary #2 Syracuse Area Study

Lincoln El. DLI Program Study

South Davis Jr. DLI Program Study

Eagle Bay & Canyon Creek Boundary Study

Concluded Boundary Studies

What Are Boundary and Program Studies?

In Davis School District, a boundary or program study is a formal process initiated to evaluate and potentially adjust school attendance boundaries or modify specialized programs such as Dual Language Immersion (DLI) and Davis Enhanced Education Program (DEEP).

These studies are typically opened in response to changing enrollment patterns, facility conditions, transportation logistics or program performance. The goal is to ensure equitable access to quality education, efficient use of resources and long-term sustainability of schools and programs.

An “open study” means the district is actively gathering data, engaging stakeholders and considering various scenarios—such as boundary realignments or school closures. These studies are not predetermined decisions but rather structured evaluations that include community input and follow a transparent, legally compliant process.

Process and Timeline for Boundary or Program Studies

To comply with Utah Code 53G-4-402(24) and maintain open communication with school staff, parents and guardians, Davis School District follows this general process:

1. Initiation

- The Board of Education votes to open a boundary or program study.
- Public notice is posted at least 24 hours in advance on the Utah Public Notice website.

2. Committee Formation

- A committee is formed, including district staff and board members.
- The committee reviews affected schools, introduces consultants, and outlines the scope of the study.

3. Notification Periods

- **90 Days Before Public Hearing**: Affected parents and local government officials are notified via mail and email.
- **30 Days Before Public Hearing**: A public hearing is announced to parents and municipalities.
- **At Least 10 Days Before Hearing**: Class A notice is posted on:
    - Utah Public Notice website

- Davis School District website
- Physical locations accessible to affected individuals

4. Public Engagement

- **Boundary Change**: At least one opportunity for public comment at a board meeting.
- **School Closure**: Two opportunities for public comment and a public hearing (held at the affected school if feasible).

5. Decision and Implementation

- Final board vote occurs after public input.
- **Boundary changes** must be implemented within 60 days of the final vote.
- **School and program closures** must be finalized by December 31 of the year prior to the closure.

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Board Policy G-5: District Reconfigurations & Long-Term School Closures

REFERENCES

G-5: Administrative Procedures, District Reconfigurations & Long-Term School Closures
Utah Code Ann. §53G-4-402(21), [Local School Board] Powers and Duties Generally
Utah Code Ann. §53G-6-302 et seq., School District Residency
Utah Admin. Code R277-437, Student Enrollment Options

THE POLICY

The Salt Lake City School District Board of Education recognizes that it may be necessary to make changes in the configuration and organization of district schools; such changes may include opening or closing a school, changing the grade structure of a school, demolishing and constructing a school building, and/or changing school boundaries. The board's goal is to ensure that students are educated in school facilities that: are safe and secure; support students' health and well-being; are capable of supporting the latest in educational programming; and contain furniture, fixtures, and school spaces that facilitate teaching and learning for all students. The board seeks to maximize the efficient use of district facilities and effective administration of district schools while balancing the effect that any changes can have on parents, neighborhoods, communities, district personnel, and, of course, students. The board and~~The~~ superintendent shall ~~annually~~ review ~~the~~ student enrollment data as part of its annual evaluation of the organization and configuration of district schools. ~~and,~~ ~~I~~if necessary, the superintendent shall make recommendations to the board for further study and/or organizational adjustments.

When reviewing the configuration and organization of district schools, the superintendent will consider all applicable factors, including but not limited to school enrollment data; facility capacity and design; school feeder patterns; federal, state, or court mandates; community input; student safety; transportation capacity; community and neighborhood identity; geographic features of the district; special program facilities; environmental factors; demographics; aesthetics; financial implications; and educational programs. The board also requires that any recommendation to change the configuration of district schools or permanently close a school ~~will~~ address whether the proposed change is safe, reasonable, simple, and cost~~-~~effective. These four criteria will help ensure a uniform review of proposed changes and identify areas of concern that should be studied by the board.

The purpose of this policy is to encourage a regular systematic review of the configuration and organization of district schools and establish a process for adjusting boundaries or permanently closing schools ~~making any necessary modifications~~ that complies with state law~~to that configuration~~.

The board encourages school officials, teachers, school community councils, individual school patrons, and community members to bring any concerns related to the configuration of district schools to the attention of the board and superintendent at any time.

The district has set forth its specific processes for implementing this board policy through the accompanying administrative procedures.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sex, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations/Title IX Coordinator, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

Board Policy G-5: District Reconfigurations & Long-Term School Closures

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When reviewing the configuration and organization of district schools, the superintendent will consider all applicable factors, including but not limited to school enrollment data; facility capacity and design; school feeder patterns; state, or court mandates; community input; student safety; transportation capacity; community and neighborhood identity; geographic features of the district; special program facilities; environmental factors; demographics; aesthetics; financial implications; and educational programs. The board also requires that any recommendation to change the configuration of district schools or permanently close a school address whether the proposed change is safe, reasonable, simple, and cost-effective. These four criteria will help ensure a uniform review of proposed changes and identify areas of concern that should be studied by the board.

The purpose of this policy is to encourage a regular systematic review of the configuration and organization of district schools and establish a process for adjusting boundaries or permanently closing schools that complies with state law.

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G-5: Administrative Procedures
District Reconfigurations & Long-Term School Closures

SALT LAKE CITY SCHOOL DISTRICT
Your Best Choice

REFERENCE

Board Policy G-5: District Reconfigurations & Long-Term School Closures

DEFINITIONS:

Special Enrollment Program: A full-day academic program in which a parent opts to enroll the parent's student and that is offered at a specifically designated district school. The special enrollment programs within the district are its gifted or advanced learning programs and dual language immersion programs.

PROCEDURES FOR IMPLEMENTATION

State law sets forth two distinct processes to be followed when a school district proposes changing school boundaries or closing a school. The time frames in these administrative procedures align with state law; however, nothing prevents the district or board from extending the length of any process. Recognizing the impact these decisions can have on families, the board and district will strive to make all final decisions within a timeframe that gives families as much advance notice as possible.

When proposing to change school boundaries, state law requires a minimum of 30 days between when the board approves a recommendation for studying boundaries and when the board takes final action. During this time, potentially affected stakeholders will be notified, the district will disseminate its proposed boundary plan and hold at least one informational meeting, and the public will have an opportunity to comment at a board meeting and a public hearing. If the board approves any boundary adjustments, the new boundaries will not go into effect until the next school year.

When proposing to close a school, state law requires a minimum of 90 days between when the board approves a recommendation for studying schools for potential closure and when the board takes final action. During this time, potentially affected stakeholders will be notified, the district will disseminate its proposal and hold informational meetings, and the public will have an opportunity to comment at two board meetings and a public hearing. State law requires that a school board approve any school closure before December 31, in order for the closure to go into effect at the beginning of the next school year however, these procedures set forth an earlier deadline of December 15.

I. Procedures to be Followed During Each Year in Which Changes to School Boundaries are Being Contemplated

A. Public input on proposed school boundary changes
   1. Concerns, suggestions, and questions may be raised by the public at any time during this process. Such communications should be directed to the superintendent's designee (hereafter the "G-5 Administrator").
   2. Members of the public wishing to make a formal public comment to the board must sign up to speak during the public comment period of a scheduled board meeting. See, B-2: Administrative Procedures, School Board Meetings, Section II, Public Participation at Board Meetings.
   3. The public will have multiple opportunities to provide input on any proposed school boundary changes during informal community information sessions, a designated public comment period in at least one board meeting, and at a scheduled formal public hearing.

B. Superintendent and/or G-5 Administrator recommendation
   1. At least 30 days prior to the board voting to change school boundaries, the G-5 Administrator will gather information to present to the board regarding possible school boundary adjustments.
      a. In an effort to be transparent and avoid surprise, prior to making any recommendation for boundary adjustments in an open board meeting, the G-5 Administrator will meet with the principal and school community council ("SCC") chair of each school that might be affected by a recommendation to change school boundaries. The purpose of this meeting is to inform them that their school will be included in the upcoming recommendation.
      b. An initial recommendation to adjust school boundaries will typically be based on:
         i. the district's identified need to equalize, to the extent possible, the enrollment at the district elementary, middle, and/or high schools; and/or
         ii. a school closure that necessitates new boundaries.

2. Subsequent to hearing the recommendation, and no later than 30 days prior to the anticipated board vote, the board shall make and approve a motion to initiate the district sending the required notifications in accordance with state law.
    a. The district will notify the following individuals that the board is considering a boundary change:
        i. parents of students enrolled in the schools directly affected by the proposed boundary change, using email or the parent's preferred method of communication;
        ii. parents of students enrolled in other schools within the district that may be affected by the proposed boundary change, using email or the parent's preferred method of communication;
    b. At the same time, the district may send the notifications of the public hearing described in Section I.D.1.b.ii.

C. In-depth study
1. Upon any board motion to consider boundary changes, the G-5 Administrator, district leadership, and key department personnel will begin an in-depth study of the factors listed below to draft an appropriate and safe school boundary plan.
    a. School enrollment data, which may include, but is not limited to, declining or increasing enrollment data, and future enrollment projections.
    b. Facility capacity, school utilization (enrollment vs. school capacity), and location.
    c. Student safety, including but not limited to the availability of safe walking/biking routes, crosswalks, pedestrian overpasses/underpasses, crossing guards, speed bumps, hawk lights, etc.
    d. Transportation, which includes but is not limited to looking at the costs/savings related to transportation, and the capacity of the district to transport all affected students and arrive at school on time.
    e. Geographic features of the district, including consideration of whether there are any natural boundaries, or major thoroughfares which cannot be crossed safely by pedestrians, and consideration for contiguity of the school boundary.
2. The public will have an opportunity to review the proposed school boundary plan for a minimum of ten days. A copy of the plan shall be made available in each affected school and distributed to each affected SCC.
3. The district will also regularly post updates on its website and send communications to families using the district's standard communication platform/software.

D. Public Comment, Public Hearing, and Information Sessions
1. During the 30-day period, the board will provide an opportunity for public comment on the proposed boundary plan:
    a. during at least one public board meeting; and
    b. hold a public hearing and provide public notice of the hearing in accordance with state law.
        i. The notice of the public hearing shall indicate the school(s) which will be impacted by the proposed boundary change, and the date, time, and location of the public hearing.
        ii. At least 30 days before the public hearing, the district will provide notice of the public hearing to:
            (1) parents of students enrolled in the schools directly affected by the proposed boundary change, using email or the parent's preferred method of communication;
            (2) parents of students enrolled in other schools within the district that may be affected by the proposed boundary change, using email or the parent's preferred method of communication;
            (3) Salt Lake City Council members; and
            (4) Mayor of Salt Lake City.
        iii. The notice listed immediately above in Section I.D.1.b.ii, shall also be provided 10 days prior to the public hearing.
        iv. The required notice must be published:
            (1) on the district's website;
            (2) on the Utah Public Notice Website;
            (3) at the district's community learning centers; and
            (4) on the front entrances of any potentially affected schools.
2. The proposed boundary plan will also be presented at information sessions scheduled throughout the 30-day period.
    a. The number and location of the information sessions will be determined by the board.
    b. Notice of any open information sessions will be provided to parents of students enrolled in the schools affected by the proposed boundary changes.

E. Board Agenda Items
   1. The required public comment opportunity will be placed on a board agenda, and the G-5 Administrator will provide feedback from any information sessions for the board's consideration.
   2. The required public hearing will be held as part of the board's agenda, and the proposed boundary plan will be placed as a discussion item on the board agenda.
   3. If after discussing the proposed boundary plan the board determines to take action on a proposed boundary changes, the recommendations will be placed on the action agenda for the next public board meeting.
   4. Except in emergency situations, the following school year is the earliest any approved boundary change will take effect.

F. Parents of students enrolled in a school affected by a boundary change will have at least 30 days after the board approves any such change to file an open enrollment/school choice application.

G. The boundary adjustment process outlined in this section will be followed when the district is proposing to relocate a special enrollment program.

H. The board must vote on any proposed boundary change that is unrelated to a school closure prior to the end of February in order for the change to go into effect in the next school year.

II. Procedures to be Followed During Each Year in Which an Official Long-Term School Closure is being Contemplated

A. Public input on a long-term school closure
   a. Concerns, suggestions, and questions may be raised by the public at any time during this process. All such communications should be directed to the G-5 Administrator.
   b. Members of the public wishing to make a formal public comment to the board must sign up to speak during the public comment period of a scheduled board meeting. See, B-2: Administrative Procedures, School Board Meetings, Section II, Public Participation at Board Meetings.
   c. The public will have multiple opportunities to provide input on any proposed school closures during informal community information sessions, a designated public comment period in at least two board meetings, and at a scheduled formal public hearing.

B. G-5 Administrator recommendation
   1. At least 90 days prior to the board voting to close any school, the G-5 Administrator will gather information to present to the board regarding schools that should be considered for potential long-term school closure.
      a. In an effort to be transparent and avoid surprise, prior to making any recommendation in an open board meeting, the G-5 administrator will meet with each principal and SCC chair of a school that is being recommended for potential closure. The purpose of this meeting is to inform them that their school will be included in the upcoming recommendation.
      b. The G-5 Administrator's initial recommendation will be based on a school meeting one or more of the following criteria:
         i. Five-year enrollment projection data indicates the building will be at or below 50% of capacity and surrounding schools will be at or below 65% of capacity.
         ii. Enrollment at an elementary school falls below 300 students.
         iii. General teacher standard FTE funds only allocate one teacher in at least two grade levels (grades 1 through 6) in an elementary school.
         iv. Estimated costs associated with all short-term repairs, building lifespan needs over the next five years, and/or addressing the structural safety issues is greater than 35% of the estimated cost of building a new school.
      c. Any school adjacent to a school that meets the criteria listed in II.B.1.b. may also be studied for potential closure.
   2. Subsequent to hearing the recommendation, and no later than 90 days prior to the anticipated board vote, the board shall make and approve a motion to initiate the district sending the required notifications in accordance with state law.
      a. The board must make a separate motion for each school under consideration for closure.
      b. The district will notify the following individuals that the board is considering a school closure:
         i. parents of students enrolled in the schools directly affected by the proposed closure, using email or the parent's preferred method of communication;
         ii. parents of students enrolled in other schools within the district that may be affected by the proposed closure, using email or the parent's preferred method of communication;

C. In-depth study

1. Upon any board motion to consider the long-term closure of a school, the G-5 Administrator, district leadership, and key department personnel will begin an in-depth study of the factors listed below to determine the viability and appropriateness of closing an identified school.
    a. The factors to be considered are:
        i. School enrollment data for the school and surrounding schools, which may include, but is not limited to, declining or increasing enrollment data, and future enrollment predictions.
        ii. Facility capacity and design, which may include if applicable, consideration of the building's physical condition, maintenance/repair needs, utility costs, school utilization (enrollment vs. school capacity), and location.
        iii. Transportation, which includes but is not limited to looking at the costs/savings related to transportation, and the capacity of the district to transport all affected students and arrive at school on time.
        iv. Geographic features of the district, including consideration of whether there are any natural boundaries, or major thoroughfares which cannot be crossed safely by pedestrians, and consideration for contiguity of the school boundary.
        v. Special programs, which may include, but are not limited to, consideration of the presence or absence of special education programs, English language learners, dual language immersion programs, and accelerated and gifted programs.
        vi. Special program facilities, for example, special programs, such as providing services for special education students, may require special facilities. Consideration will be given regarding the extent to which a large capital investment has been made in creating such special facilities and the costs associated with rebuilding those facilities elsewhere.
        vii. Financial implications, which may include consideration of operational costs, staffing, utilities, and facility re-utilization.
2. The public will have an opportunity to review the in-depth study on school closure(s) for a minimum of 30 days. A copy of the study and a summary shall be made available in each school proposed for closure(s) and distributed to each affected SCC.
    a. The district will also regularly post updates on its website and send communications to families using the district's standard communication platform/software.
3. Public Comment, Public Hearing, and Information Sessions
    a. During the 90-day period:
        i. the board will provide an opportunity for public comment on the proposed closures during at least two public board meetings; and
        ii. hold a public hearing and provide public notice of the hearing in accordance with state law.
            (1) the notice of the public hearing shall indicate the school(s) which will be impacted by the proposed closure, and the date, time, and location of the public hearing.
        iii. At least 30 days before the public hearing, the district will provide notice of the public hearing to:
            (1) parents of students enrolled in the schools directly affected by the proposed school closure, using email or the parent's preferred method of communication;
            (2) parents of students enrolled in other schools within the district that may be affected by the proposed school closure, using email or the parent's preferred method of communication;
            (3) Salt Lake City Council members; and
            (4) Mayor of Salt Lake City.
        iv. The notice listed immediately above in Section II.C.3.a.iii., shall also be provided 10 days prior to the public hearing.
        iv. The required notice must be:
            (1) published:
                a. on the district's website;
                b. on the Utah Public Notice Website;
            (2) posted:
                a. at the district's community learning centers; and
                b. on the front entrances of any potentially affected schools.
4. The proposed closure will also be presented at information sessions scheduled throughout the 90-day period.
    a. The number and location of the information sessions will be determined by the board.

b. Notice of any open information sessions will be provided to parents of students enrolled in the schools affected by the proposed closure.

D. Board Agenda Items
1. The required public comment opportunity will be placed on a board agenda, and the G-5 Administrator will provide feedback from any information sessions for the board's consideration.
2. The required public hearing will be held as part of the board's agenda, and the recommended school closure(s) will be placed as a discussion item on the board agenda.
3. If after discussing the recommended closures the board determines to take action on a recommendation(s), the recommendation(s) will be placed on the action agenda for the next public board meeting.
4. Any vote to a close a school must occur prior to December 15 of the calendar year preceding the beginning of the school year in which a school closure takes effect.

E. Because a long-term school closure will necessitate boundary adjustments, the district will have 60 days after the day on which the board approves a school closure to adjust school boundaries. The boundary adjustment process will follow the timelines and procedures outlined in Section I.

F. Any proposed closure of a special enrollment program will follow the school closure process outlined in this section.

G. Any alternative or non-traditional school will be evaluated for closure using criteria specific to that site, such as whether the school is still serving its intended purpose, its enrollment, and whether it is fiscally responsible to maintain that site.

III. Extension of Timelines

A. If the number of schools under consideration for closure or the scope of the boundary changes warrant additional time for study, as part of the initial recommendation the superintendent or G-5 Administrator can propose an extended process.
1. State law requires that a school closure decision be made by the board prior to December 31.

B. If circumstances require the extension of any specific timeframe listed in these administrative procedures, the superintendent or G-5 Administrator will notify the board in an open and public meeting that a particular deadline has been extended due to extenuating circumstances. Any such extenuating circumstances will be explained in the board meeting.

IV. Grade-Level Reconfigurations within Schools

A. If the district determines that the grade levels being served within a school should be adjusted, the superintendent will make the applicable recommendation to the board.

B. Any recommendation must be made at least 60 days prior to any board action on the proposed reconfiguration.

C. If the recommendation has the support of the board, the board will hold one public comment period during an upcoming board meeting to gather public input on the recommendation.

D. Any decision to reconfigure grade levels within a school will be made prior to the end of February preceding the school year in which the reconfiguration will take effect.

V. Decisions Related to District Facilities no Longer in Use as School Buildings

For any unused school building, the following procedures will be followed to determine its future use. Potential options for an unused school property include: using the site to address a different district need, declaring the site "surplus property" and thus available for sale, or repurposing the site to benefit the district and community while still retaining ownership of the site.

A. Immediate district need
1. Once a decision has been made to permanently close a school building, the district will determine if there is an immediate district need for the building.
a. An immediate district need means the district has a foreseeable need for new or additional space to meet the needs of district students, including for operating a district or school program or a special school, or to address a district operational space need.
i. In an open public board meeting, the superintendent will recommend to the board that a building be used to address an identified district need.
ii. During a subsequent public meeting, the board will provide time for public comment on both the identified district need and the site chosen to address that need.
iii. After receiving public feedback, the board will place the recommendation on an upcoming board agenda for a vote by the board.

B. Determining site eligibility for repurposing or surplus
1. If the district determines it has no immediate district need for the building, the district will conduct a feasibility study to understand the best uses for each site. The study can include:

a. A real estate analysis ("REA"). A REA will assess the current conditions of each site, such as assessing the existing condition of buildings and development allowed under zoning and other regulations. This phase could include an assessment of the development potential of each site, should its zoning be adjusted. A real estate market analysis can inform land uses that are in demand near each site, such as housing, retail, and small scale or creative office. Based on the development that is legally allowed, physically possible, and market feasible, a baseline land value will be identified; and
b. A financial and economic analysis ("FEA"). Using the baseline development assumptions identified during the REA, the FEA will define a creative and organized land use plan for each school site that meets the district's goals, is market feasible and ready for implementation. This phase of the project will refine potential commercial and community-focused uses of the sites and consider their impacts on the surrounding community, with a goal of adding value for both the neighborhood and district. A detailed financial analysis and risk assessment for each proposed land use plan will validate that the plans are financially feasible.

2. When the feasibility study is complete, the district will present to the board the recommendation for each site to either repurpose the site or declare it surplus property.

C. Surplus Property
1. If the feasibility study suggests that it is in the best interest of the district to sell the property, the superintendent or designee will recommend to the board that the property be declared "surplus" in accordance with Utah Code §53G-4-901.
2. If the board declares a site to be surplus property, the district will give written notice to the appropriate eligible governmental entities that the property is available for purchase.
   a. The notice shall comply with the requirements outlined in Utah Code §53G-4-902.
3. If the eligible governmental entities forfeit their right to purchase the surplus property, the board is no longer obligated to sell the surplus property to an eligible entity.
4. Any sale of surplus property to an eligible entity must comply with state law and only be used for one of the statutorily identified purposes.
5. If the board sells surplus property to an eligible entity, the sale proceeds may only be used for bond debt reduction or school district capital facilities.
6. School sites or buildings may only be conveyed or sold by a board resolution affirmed by at least two-thirds of the school board members.

D. Site Repurposing
1. A recommendation to repurpose the site will feature a land use plan for each site that is founded on the facility, regulatory, market, community need, financial, and risk assessments conducted. The land use plans are intended to ensure that each repurposed site continues to serve as a community asset while offering value and enabling the district to advance its academic, staff recruitment, and other objectives.
   a. As the district identifies a development recommendation for each site, the district will offer informal community feedback opportunities, which may include hosting community meetings and smaller focus groups to hear from community members and stakeholders.
2. If the board supports the development recommendation, during at least one subsequent public meeting, the board will provide time for public comment on the development recommendation.
   a. The district will use a variety of communication methods to ensure that the public is aware of the development recommendation and upcoming opportunity for public comment during a board meeting. The district will also provide frequent updates, details and timelines on a district's Site Repurposing webpage.
3. If the board determines to move forward with the development recommendation, the district will follow the correct procurement process ("PP") to receive proposal submissions for each site that align with the development recommendation.
   a. The PP will outline the district's concept for the property and the criteria, including benefits to the community, that must be met by any proposals.
   b. The PP serves as an invitation to potential partners to submit proposals on how they would like to fulfill the request outlined in the PP.
   c. A review committee, comprised in accordance with state law, will evaluate all submissions based on how well they meet the criteria and priorities outlined in the PP.
   d. Based on the outcome of the PP, the superintendent or designee will make a final recommendation to the board on which submission should be awarded a contract to repurpose a site.

i. All decisions related to repurposing a site, including options for long-term lease or partnership will be voted on by the board in an open and public meeting.

E. Timeline
The determination on whether to sell or repurpose a site may be a multi-year process; the district will provide frequent updates of where it is in the process for each site and projected timelines on a district Site Repurposing webpage.

F. Upkeep of Properties
Closed school properties will be maintained throughout the year (including building and grounds maintenance). Buildings will be regularly monitored by district personnel and local law enforcement.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sex, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations/Title IX Coordinator, 406 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

A13 – School Consolidation/Closure

- Effective: 4/26/2022

I. **Board Directive**

The Board of Education seeks to provide every student with access to a high-quality learning environment that provides superior educational programming and supports student health and well-being. Board members recognize that at times there may be the need to reconsider the use of District buildings. The Board strives to maximize the efficient use of District facilities while balancing the effect that changes can have on students, families, employees, and communities. The Board of Education has the sole authority to consolidate or close Jordan District schools.The Administration is authorized to administer school consolidation and/or school closures under the direction of the Board.

II. **Administrative Policy**

A. When reviewing the use of District facilities, the Board of Education will consider applicable factors including but not limited to:

1. Need for significant investment in a building
2. Supplementing general teacher Full Time Equivalent (FTE)
3. Decreasing enrollment over time, building capacity, and enrollment of near-by schools
4. New opportunities or use for District needs

B. When changes are made, the priority of the Board is to provide students and staff with the opportunity to experience a smooth transition. If the Board decides to pursue consolidation or closure, the following conditions will be in place:

1. Teachers who are subject to policy DP327 NEG - Reduction in Licensed Staff [https://policy.jordandistrict.org/dp327-neg-reduction-in-licensed-staff/] will have access to the negotiated policy protections which include one year of substituting with benefits and guaranteed opportunity to interview.
2. Education Support Professionals (ESP) who are subject to policy DP349 NEG - Reduction in Force – Contract Education Support Professionals,

[https://policy.jordandistrict.org/dp349_neg/] who apply for and are offered a position at a lower lane, will have their pay held harmless for a period of one year.

C. Additional consideration will be given to the following possibilities:
   1. Provide temporary transportation to ease transition.
   2. Create a sense of ownership for all students at the receiving school(s) such as:
      a. New name for school
      b. New mascot
      c. Building improvements
      d. Additional programs
   3. Have a plan for the use of the closed school that prioritizes a new opportunity or is utilized for District needs.
   4. Bring in an outside entity to facilitate stakeholder conversations.

D. Timeline:
   1. October/November
      a. Enrollment, capacity and projection data provided to the Board by staff.
      b. Staff provides Facilities Committee with information on schools that meet the trigger points and an initial analysis of the trigger point data:
         i. Estimated costs associated with all short-term repairs, building lifespan needs over the next five (5) years, and/or addressing the structural safety issues is greater than 35% of the estimated cost of building a new school.
         ii. General teacher FTE supplemented to allow for two teacher options per grade level in an elementary school.
         iii. Enrollment is below 850 for a middle school.
         iv. Five-year enrollment projection data indicates the school will be at or below 50% of capacity and surrounding schools will be at or below 65% of capacity.
      c. Facilities Committee notifies all Board members of schools being discussed and involves the Board member representing the affected school(s) in the discussions.
      d. Facilities Committee will analyze trigger point data, school information, potential resolutions, and determine if further action is recommended.
   2. March - June
      a. Facilities Committee presents recommendation(s) to the Board.
      b. Board reviews the recommendation(s) and identifies next steps.
         i. If the Board determines further action is necessary, the potentially impacted areas will be identified.
         ii. If the Board determines no further action is necessary at this time, a timeline for re-evaluation will be established.
   3. May/June
      a. Provide notice to required groups of potential school consolidation or closure 120 days prior to final approval. Utah Code 53G-4-402

[https://le.utah.gov/xcode/Title53G/Chapter4/53G-4-S402.html] (21)(a) [https://le.utah.gov/xcode/Title53G/Chapter4/53G-4-S402.html]

4. August/September
    a. Feedback on options is received from patrons through open houses with stakeholders, surveys, and meetings with other focused stakeholders. (SCC, PTA, faculty, etc.)
5. October/November
    a. Provide opportunity for public comment during at least two public school board meetings.
    b. Hold a public hearing on the issue.
6. November/December
    a. Final vote is held during a public general meeting by the Board of Education.
    b. Approved changes take effect the subsequent school year unless noted by the Board.

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Assessing Permanent School Closures: A Conceptual Framework

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Amid widespread declining enrollment, the expiration of COVID-19 ESSER funding, and looming uncertainty in federal P-12 education involvement, many school districts may soon consider permanent school closures. While extant permanent school closure literature provides a starting point for future analyses, it often fails to advise the breadth of contexts in which future closures may occur, limiting what education leaders might learn from a disruptive intervention. In this article, we present a conceptual framework to guide permanent school closure research, inclusive of schooling and local contexts, idiosyncratic closure processes and dynamics, relevant analytic mechanics, and myriad important outcome measures and objectives.

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Assessing Permanent School Closures: A Conceptual Framework

June 19, 2025

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Assessing Permanent School Closures: A Conceptual Framework

June 19, 2025

Abstract

Amid widespread declining enrollment, the expiration of COVID-19 ESSER funding, and looming uncertainty in federal P-12 education involvement, many school districts may soon consider permanent school closures. While extant permanent school closure literature provides a starting point for future analyses, it often fails to advise the breadth of contexts in which future closures may occur, limiting what education leaders might learn from a disruptive intervention. In this article, we present a conceptual framework to guide permanent school closure research, inclusive of schooling and local contexts, idiosyncratic closure processes and dynamics, relevant analytic mechanics, and myriad important outcome measures and objectives.

Introduction and Motivation

Simply put, public schools are experiencing staggering enrollment declines. In the 2023-24 school year, 64.8% of public schools enrolled fewer students than they did four years prior in 2019-20.[1] The median school's enrollment decreased 4.9%, while one quarter of all public schools had a drop of at least 13.6%. These figures, while striking, are more modest than those of the past decade, over which time the median school lost 7.2% of its enrollment and one quarter of schools declined at least 19.6%. Moreover, these calculations only include schools which operated continuously over that timeframe, excluding those that closed permanently, suggesting that the full extent of enrollment decline may be even higher. Today, decision makers at nearly two in three schools must weigh how the effects of enrollment decline shape a multitude of policy considerations such as staffing and budgeting, considerations which, for many, include the possibility of permanent school closure.

Amid declining enrollment (Schueler & Miller, 2024; Goulas, 2024), the expiration of pandemic stimulus funding (LeFebvre & Master, 2024), and concerns over demographic cliffs of the child-aged population (Copley & Douthett, 2020), many public school district leaders are considering permanent school closures as a policy intervention. Yet, what is known about the consequences of permanent school closures is informed largely through research evaluating large-scale school closure events in a narrow and idiosyncratic set of public school contexts and outcome measures. Furthermore, while declining enrollment is one potential cause of school closures, there may be other causes as well. This may be especially true in charter school contexts, which often operate under market principles that suggest the replacement of lower-performing schools with higher-performing schools, though the metrics used to judge charter

[1] Authors' calculations from data obtained from the National Center for Education Statistics Common Core of Data.

schools often are contested (e.g., Hamilton & Stecher, 2010). Existing evidence, therefore, may be less applicable to some school settings than others, limiting the ability of policymakers and practitioners to engage in research-based and data-driven decision making.

In this article we present a conceptual framework informed by our work in St. Louis, Missouri. It is intended to guide researchers' understanding of permanent school closures in the reality of today's post-pandemic circumstances, and is adaptable to the varied local conditions and priorities closure conversations must consider and to which future research must respond.

Conceptual Framework

We summarize our conceptual framework in Figure 1. Our objective is to capture factors relevant to post-pandemic school closures research, ranging from important outcome measures, to variation in local precipitating circumstances, and perhaps most important, factors crucial to sound research processes, especially for quantitative design.

< INSERT FIGURE 1 ABOUT HERE >

Relevant Outcomes and Objectives

We start with the end in mind—relevant outcomes and objectives of permanent school closure—while acknowledging that this list will be incomplete to some and others will dispute the very notion that permanent closures should ever be employed as a policy solution.

In St. Louis, our project team's goal is to uncover the effects of forced mobility due to school closures by assessing student outcomes such as standardized test scores, attendance, disciplinary actions, and graduation rates as well as teacher outcomes including attrition and transfers. We are also tracking the pathways students and teachers take during and after school

closure processes to determine where they end up and how these changes may moderate student and teacher outcomes. Due to data limitations, several critical aspects will remain unexplored: social-emotional student outcomes (e.g., belonging), long-term academic outcomes (e.g., post-secondary attainment), measures of teacher job satisfaction and burnout, school organizational outcomes (e.g., expenditure reductions), and out-of-school "collateral" effects, including outcomes such as neighborhood changes in population, demographics, and community connectedness.

Permanent school closures are not a well-studied phenomenon. Perhaps surprisingly, little is known about the long-term impact of permanent school closures on student academic outcomes, the educator workforce, or district finances. Much of what we do know about these topics comes from the Consortium on Chicago School Research which has published multiple reports concerning students, educators, and community over the nearly fifteen years since Chicago Public Schools' 2012 school closures. The Consortium identified negative effects on learning outcomes (as measured by standardized test scores and GPA) for students who attended closed schools (de la Torre & Gwynne, 2009; Gordon et al., 2018) and documented "feelings of grief" on behalf of students and teachers who noted difficulties "integrating and socializing into the welcoming schools" (Gordon et al., 2018, p. 4). Attendance rates, on the other hand, did not change substantially following the closures (Gordon et al., 2018). Additional research from Chicago demonstrated limited and inequitable access to schools (Lee & Lubienski, 2017), increased teacher exits from closed schools (Lee & Sartain, 2020), and increased crime (in the case of mergers) (Brazil, 2020).

Likewise, Philadelphia serves as the backdrop for much of what we know about the connection between school closures and the surrounding community. Bierbaum (2021), Good

(2017), and McWilliams and Kitzmiller (2019), for example, articulate how history, injustice, and power all inform school closure processes resulting in disparate impacts against marginalized communities in the short- and long-term. In schools, student outcomes can vary widely, predicated on decisions dictating post-closure student movement. Steinberg and MacDonald (2019) document variation in outcomes depending on subsequent school assignment. For instance, displaced students perform better when assigned to higher-performing schools, while their attendance and school disciplinary engagement suffer when assigned to schools farther away. And that's just one side of the student closure "ledger"; academic achievement among Philadelphia students in schools receiving displaced students declined. Even subsequent school assignment policies can vary, including whether mass closures dictate the creation of an (often contentious) receiving school roster, as in Philadelphia, or one-off closures lead to a general dispersal of students and educators to many surrounding schools.

However, that so much of our collective knowledge about school closures comes from a few cities is indicative of the need to broaden our research horizons. Ewing and Green (2021) identify significant differences between the school closure literature and where closures occur. Most research utilizes qualitative methodologies and focuses on large urban areas, especially those with mass closure events even though most school closures happen slowly and in suburban areas (Gallagher & Gold, 2017). In addition, school closure research often neglects the impacts on the most affected stakeholders such as students, teachers, administrators, students receiving special education services, and English language learners. By identifying these gaps in research, Ewing and Green (2021) reveal new pathways for researchers to engage with the topic of school closures.

Our study is motivated by the desire to address these literature gaps—both in our own work and to inform work across the country. In particular, much remains to be learned concerning the long-term effects of school closures on student, educator workforce, and district finance outcomes, especially across the diverse school contexts in which they occur. Although it is sparse, some patterns emerge in existing research regarding students, schools, and communities, which we review below.

Schooling Contexts

We classify the conditions precipitating closure into two categories: schooling and non-schooling (local and neighborhood). This dichotomization is somewhat arbitrary given the inherent interconnectedness between what happens inside of a school and what happens outside; however, it helps highlight that both schooling *and* non-schooling conditions inform closure considerations.

School closures are often preceded by decades of declining enrollment and dwindling finances. In the years leading up to the closure recommendation, affected high schools have higher per-pupil costs, while the district experiences an overall decline in both enrollment and child population (Billger & Beck, 2012). When compared to schools that remain open, closed schools have a lower student-teacher ratio and may have more trouble meeting state accountability standards (Hill & Jones, 2021).

Two decades ago, a hallmark feature of No Child Left Behind-driven school turnaround policy centered on shuttering and/or re-staffing low-performing schools (e.g., VanGronigen & Meyers, 2019). In the post-pandemic environment, however, low academic performance may or may not motivate contemporary closures, at least not from a federal policy mandate. Rather, concerns like the aforementioned enrollment decline, building utilization figures (the proportion

of current enrollment to building capacity), and district funding concerns may rise to the forefront of post-pandemic school planning. School leadership concerns may also assume center stage, including the presence or lack of elected decision makers (e.g., unelected mayoral or state-appointed boards) and public charter school management (both discussed subsequently). Here, it is important to note that while school enrollment decline and neighborhood population decline may be linked, these trends need not be—especially in choice contexts, as parents may seek to find what they perceive to be as better schooling options for their children or otherwise explore alternatives to their zoned traditional public school.

Local and Neighborhood Contexts

From a neighborhood perspective, closures may represent a classic chicken-and-the-egg story—in other words, does depopulation drive school closure, or vice versa? In rural communities school closures prompt population loss in some circumstances (Sageman, 2022), while in urban communities closures may be more likely to occur in potentially gentrifying neighborhoods where population has declined and home values have risen (Good, 2017). Gentrification considerations are nuanced, however, as overall population figures may increase without increasing—or even decreasing public school enrollment—as families without children and/or children who attend private schools move in (Candipan, 2020). In Chicago, majority Black census tracts with closed schools had a steeper population decline (9.2%) as compared to majority Black census tracts that did not (3.2%) in the five years following the 2012 mass closures (Karp et al., 2023). Conversely, majority White census tracts and those with no racial majority saw increases in population during the same time period (Karp et al., 2023).

Neighborhoods surrounding schools considered for closure may also see increasing poverty rates and higher property taxes (Billger & Beck, 2012). Additionally, schools that close

often have higher proportions of students who are Black or living in poverty (Gallagher & Gold, 2017; Hill & Jones, 2021), higher deferred maintenance costs (Dowdall, 2011), and lower building utilization rates (Weber et al., 2020).

There are local and neighborhood considerations after schools close as well. School closures often produce vacant buildings that are often difficult to sell because of their large size, school-specific layout, or overall condition, factors which make them hard to repurpose (Dowdall & Warner, 2013; FitzPatrick et al., 2023). Even when they do sell, they often sell for an amount far below their value (Dowdall & Warner, 2013). School districts are still responsible for the upkeep of vacant buildings, so when they remain unsold or reused these expenses may cut into any potential cost savings associated with closing the school in the first place (Karp et al., 2023).

Closure Process and Dynamics

Though grouped as one intervention—permanent school closures—the process, politics, dynamics, and details of closures often vary widely and each of these components may shape both the public discourse and the effects of closure. For instance, some closures occur as a mass policy event (e.g., Chicago and Philadelphia), while others occur as individual events within a narrow geographic boundary. Such dynamics often relate to the original rationale for closure, such as sharp financial pressures, and bear on critical student outcomes, like the need to reassign thousands of students and school personnel following mass closure, or relatively few following a one-off closure. Some closures may take years to transpire and include robust public engagement processes or extensive community protests, whereas others may occur suddenly and without much opportunity for stakeholder input. In each case, these dynamics can significantly impact closure outcomes.

How the closure process unfolds and how these debates are settled may hinge on the type of school governance. Whether the leaders and decision-makers are democratically elected by local constituents; mayoral or state appointees; or privately selected board members (i.e., charter school boards) may bear significantly on the strength and influence of local stakeholder voice and agency in closure considerations, particularly in marginalized communities or neighborhoods with fewer sources of conventional power. Often, closure debates center on the validity and breadth of metrics used in closure determinations and how those metrics are communicated and interpreted (Deeds & Patillo, 2015; Ewing, 2018). These power dynamics also influence discussions about alternatives to closure and whether closures actually address the problems they purport to solve.

Data and Research Mechanics

Closures research is challenged both by critical data constraints and important researcher decision making. At the outset, "simply" identifying treatment status–which schools actually closed and when–eludes many datasets. To illustrate this point, we compared federal NCES data to a dataset of closures and new school openings in St. Louis that was hand-constructed using state administrative data and confirmed through local newspaper coverage and other archival documents such as board meeting materials and charter sponsor correspondence. Since 2009, we note data discrepancies in 15.3% of permanent school closures (nine mismatches) and 11.7% of new school openings (seven mismatches), either pertaining to whether a school actually closed (or opened) or misidentifying the school year the event transpired. The differences between the data and reality may potentially bias any quantitative estimates of closures' effects revealing the importance of triangulating suspected closures in administrative data with archival records including newspapers; school board minutes and meeting documents; or other district records.

What causes these data shortfalls? Sometimes something as minor as a misspelled school name (e.g., Humboldt vs Humbolt); name styling (e.g., middle school vs junior high); a school or district code change; or a difference in punctuation (e.g., Saint Louis vs St. Louis) may mistakenly make it appear that a school closed. In other cases, local, state, and federal reporting to CCD may not match researcher closure definitions; in short, what do researchers consider permanent school closures? And, does that definition change from place-to-place or context-to-context? For example, some closure data includes schools that co-located with another school, merged with another school, moved to a new physical location, changed names and/or management (e.g., NCLB-era school turnaround), or changed authorizer (i.e., charter schools).

To help researchers sort through these potential inconsistencies, we illustrate a school closure example tree (Figure 2) to describe various factors researchers must consider when interpreting data. Although this matrix may seem to overly complicate the issue (though we observe each instance in our St. Louis context), these decisions may significantly change how we estimate who is impacted by school closure decisions and the extent of closures' effects.

< INSERT FIGURE 2 ABOUT HERE >

These examples demonstrate that there is no singular definition for what is or is not school closure that fits every context or scenario. Therefore, researchers must develop their own definition of school closure, apply it consistently throughout the research project, and articulate its definition clearly in all reports, articles, and publications. As school closures increase in frequency, these definitions will be integral in interpreting the findings of a particular study, triangulating results across studies (and study contexts), developing policy recommendations, and inspiring future research.

Simultaneous researcher decisions focus on school exclusion or inclusion, both in closure and comparison groups. For instance, extant research often excludes charter schools, special education schools, career and technical education schools, and/or other alternative schools. Excluding charter schools may be of particular concern, given their frequent closure and disproportionate presence in urban and/or low-income communities.

Finally, constructing counterfactual school groups to which closed school outcomes may be compared is a particular challenge, in part due to the fuzziness and/or multi-faceted nature of closure rationales and unobserved heterogeneity in school characteristics (e.g., political connectedness). Selection into or away from closure may correlate with some unobserved (or unmeasured) school characteristic which also influences relevant outcome measures, heightening the need for careful comparison group identification and communication. In the case of gradual school closures, endogeneity may be difficult to parse out, as a prior school closure may affect subsequent closures (or prevent subsequent closures), school composition or neighborhood conditions.

Moreover, determining what constitutes a meaningful counterfactual requires careful attention to closure intent and context. Should the comparison group consist of schools that were under consideration for closure but ultimately remained open (and is such a list accessible to researchers and/or the public)? Schools with similar trends in enrollment, academic performance, and facility quality? Or schools serving demographically similar populations in similarly resourced neighborhoods? Each choice has implications for the plausibility of the comparison, balancing internal validity against policy relevance and generalizability.

These challenges are compounded by the methodological reality that most causal inference strategies appropriate for closure research—such as matching, event studies, and

synthetic controls—depend on pre-closure covariates and/or outcome trends to approximate what would have happened in the absence of closure. This makes the definition of the baseline period a critical design decision. In the context of gradual or protracted closures, it may be unclear when the "pre" period begins and ends, as schools often experience years of public deliberation, disinvestment, or student attrition before the official closure date. In this regard, researchers must therefore consider whether to anchor baseline measures to the announcement date, the start of public debate, or earlier signals of vulnerability. These decisions can shape the interpretation and comparability of findings, and thus should be made transparently and aligned with the theory of change guiding the study.

Mediating and Moderating Factors

For some, the factors mediating and moderating the effects of closure matter just as much, if not more, than the closures themselves. These may include the sharp disproportionality of closures on communities of color, especially Black students and their families and communities. Since they are more likely to occur in neighborhoods with changing demographics such as increasing poverty rates and declining population, school closures are more likely to descend upon and disproportionately harm already marginalized populations including low-income residents, African Americans, or those lacking a high school diploma (Billger & Beck, 2012; Burdick-Will et al., 2013; Good, 2017; Tieken & Auldridge-Reveles, 2019; Weber et al., 2020).

More generally, student outcomes may depend on the type of schools and neighborhoods where students end up, which implies that both the context of the departure school and the context of the destination school may act as significant moderators. Similarly, the long-term outcomes of students affected by school closures may depend on short-term outcomes, which may be especially important as policymakers consider additional interventions for students

affected by school closures. For example, school closures may decrease belongingness for students (Gordon et al., 2018), which can lead to lower attendance rates, and, ultimately, higher dropout rates.

Conclusions and Next Steps

Given many schools' current public education challenges include enrollment decline, the expiration of pandemic-era stimulus funding, and an increasingly uncertain federal role in public education more generally, we expect permanent school closure debates to increase in number and expand to new locations across the nation. Though the research base on closures grew significantly following Great Recession-era closures, it often excludes much of the context relevant to contemporary circumstances. These details provide the requisite grounding for a holistic review of closures as an educational and community intervention.

While we plan on using this framework on our current research on school closures, we hope that it will guide other researchers in this area as well. Comprehensive and rigorous research is needed not only because school closures are an important education policy matter, but also because they are contentious and poorly understood by many policy makers and community members alike. School closures are accompanied by political pressure (Nuamah, 2022) and involve numerous intergovernmental considerations (Dowdall, 2011; Sigel-Hawley et al., 2017) and the quantitative data that forms the narrative utilized by policy makers often stands in sharp contrast to the lived experiences of community members creating conflict (Bierbaum, 2021; Deeds & Patillo, 2015; Ewing, 2018). This conflict exacerbates the lack of trust between policy makers and community stakeholders that stems, in part, from the belief that school closures do not correct the financial, infrastructure, or equity problems the district is trying to solve. If Chicago is any indication, this mistrust may exist for good reason. Analyses of the promises

made by Chicago Public Schools during its 2012 mass closure process find them to be largely unfulfilled, in part because the district did not monitor many critical outcomes (Karp et al., 2023).

This, too, justifies the importance of school closure research. While there is so much more to understand, what is known suggests the stakes of closure are high for school communities and their surrounding neighborhoods. Stakeholders fight for these objectives with good intent. In the absence of comprehensive and rigorous research, both predictors of closure and its outcomes, the public discourse surrounding school closure becomes dominated by political factors, historical context, and anecdotal evidence as that is the only information broadly accessible to stakeholders who wish to engage on the issue. However, this may lead to incomplete or misinformed policies that could further harm students and communities who are already disadvantaged. School closure decisions can change life trajectories for students, educators, and neighborhoods. Given the present likelihood that school closures will increase, researchers hold an obligation to fill the knowledge gaps that prevent data-driven and research-informed policymaking.

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Figure 1. School closures conceptual framework

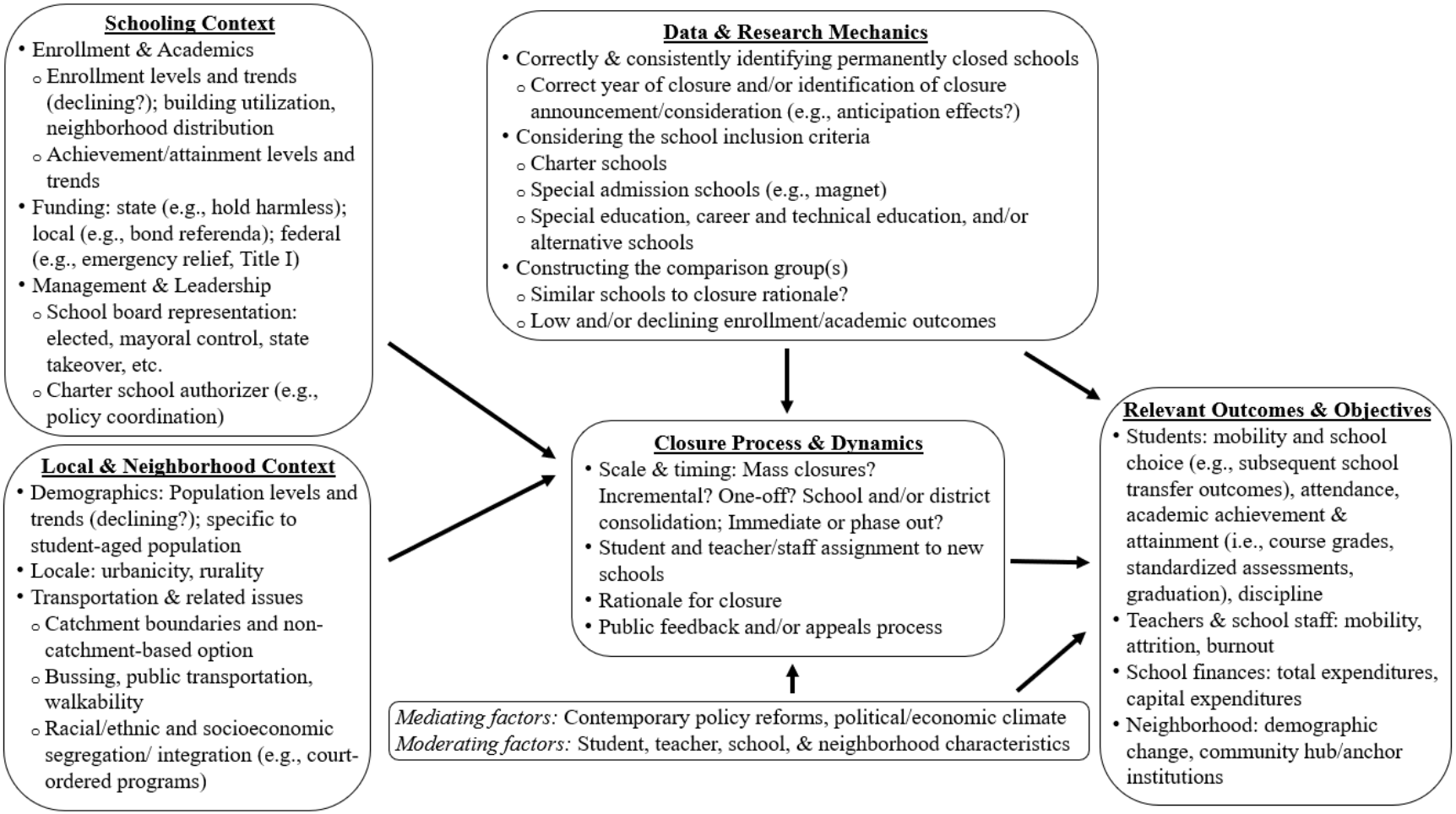


Figure 2. School closure decision matrix

	School Status	**LEA Status**	**Determination**
Ex. 1	Closes	Remains open	Closure
Ex. 2	Closes	Remains open	Closure
Ex. 3	Closes	Closes	Closure
Ex. 4	Name change	No change	Not closure
Ex. 5	Name change	Name change	Not closure
Ex. 6	Co-location with another school	No change	Likely not closure, but may be context dependent
Ex. 7	Move to new location or new building is constructed and retains same name	No change	Not closure
Ex. 8	No changes	Changes name and/or sponsor (charter)	Not closure
Ex. 9	State ID change	No change	Usually not closure
Ex. 10	No changes	State ID change	Usually not closure
Ex. 10	Merger with other school(s)	No change	Unclear, context dependent

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Disposable Spaces: How Special Education Enrollment Affects School Closures

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Abstract

Informed by austerity politics, struggling school districts have closed buildings to pursue cost savings. We investigate the factors affecting which schools are shuttered, proposing that the share of students with an Individualized Education Program (SIEP) influences the way building utilization is measured because of the different instructional spaces required. We examine the case of elementary schools in Chicago, where 44 of 402 schools were closed in 2013. Simulating administrative decision-making parameters with a logistic regression model and demographic, student, and school data, we find that Chicago Public Schools was more likely to close school buildings with higher shares of SIEPs. Such punitive measures reflect the politics of austerity and disposability, leaving students with disabilities, particularly those in low-income neighborhoods of color, with fewer educational options.

Keywords

educational equity, disability, ableism, capital budgeting, facilities management

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Introduction

> *"We were sometimes in a hallway, moveable trailers, a large janitor's closet, or the farthest classroom in the basement"* (Special education case manager, personal communication, 2018)

Issues of facilities planning, utilization, and space are at the core of debates about special education. Access to educational spaces often is framed as an issue of individual rights for students with disabilities, either by requesting inclusion in "general education" classrooms or by demanding specialized services in separate ones. Disability advocates have fought for equitable access to school buildings and for higher quality instruction to take place in them. Yet students with disabilities are often excluded from general education classrooms and activity rooms and, as the quote above indicates, occupy marginal, invisible, and disposable spaces (Winzer, 2009).

The decisions of school boards to close entire schools reflects the ways educational officials assign relative value to different kinds of students and the spaces they occupy. Urban school districts that are financially struggling adopt austerity policies to shore up their finances and "right-size their portfolio" of school buildings by eliminating those deemed "underutilized." The Chicago Board of Education, for example, shuttered 47 schools in 2013. The school district in Philadelphia closed 23 schools the same year, New York City Public Schools closed 26 schools, and Saint Louis Public Schools closed 16 schools in 2003 (Garry & Utchielle, 2019).

Students with disabilities may affect decisions about which schools to close because many of them spend most of their school day in smaller classrooms with fewer students than found in a typical general education classroom. Therefore, schools with higher proportions of students receiving such services would look, in the decision-making models used by administrators, as if they are making inefficient use of their classroom space. These schools would be coded as underutilized and may have a greater chance of being closed. Students with disabilities also can contribute to a school being closed for underperformance, as students with disabilities tend to score lower on standardized academic assessments when compared with their non-disabled peers (National Center for Education Statistics, 2020), in part because they do not address learner variability (Hall et al., 2012). Although there has been some research on the factors leading to school closures, little is known about how special education enrollments affect the likelihood of closure.

Using the 2013 round of school closures in Chicago as a case study, we examine the relationship between the share of students with an

Individualized Education Program (SIEP) in a given elementary school and the likelihood of closure. We use a logistic regression model and relevant demographic, student, and school data to simulate administrative decision-making parameters and to test whether and how the enrollment of students with disabilities affects a school's odds of being closed.

The Spaces of Special Education Services

The U.S. experienced booms in school construction in the 1920s and 1930s and again in the 1960s, although, at these times, school buildings were not mandated to accommodate students with physical disabilities (Winzer, 2009). When the Education for All Handicapped Children Act (EHA; PL. 94-142) was passed in 1975, school districts were legally prevented from discriminating against individuals because of a disability.[1] They were required to take actions that would not result in a fundamental alteration or undue burden but instead would ensure that individuals with disabilities received the same benefits and services offered to others without disabilities. Many school districts retrofitted their facilities to higher standards of accessible design.

EHA, now reauthorized as the Individuals with Disability Education Act (IDEA), requires that all children with disabilities have access to a free, appropriate, and public education in the Least Restrictive Environment (LRE). The LRE provision requires that schools provide a range of educational spaces (i.e., a continuum of alternative placements) in which the student can receive needed services (Yell, 2019). These may include a separate facility, a separate classroom that serves only students with disabilities, and/or the general education classroom (Crockett, 2014). A student's IEP team, composed of the parent and an interdisciplinary team of school professionals, makes decisions about services and placement according to students' individual needs. The team assigns the number of minutes students will receive services in different educational spaces. In some cases, the team considers a specialized setting the LRE for a student (Crockett, 2014).

IDEA requires that IEPs detail how each student will receive individualized and specialized instruction. Because the set-up of general education classrooms is not always modified to accommodate such individualized instruction, many students with disabilities spend most of the school day in a separate classroom or school (U.S Department of Education, 2018). When instructors use a classroom to provide intensive reading, math, or social or life skills, SIEPs receive individualized instruction for part of the school day in "resource rooms" (Hallahan et al., 2019). The term "self-contained classroom" refers to separate classrooms in which SIEPs spend most of the school day with a small number of peers. In addition, some

school districts offer specialized programs located only in certain schools as a way of centralizing services that potentially benefit from economies of scale. For instance, the Chicago Public Schools (CPS) offers "cluster programs," which are classrooms that provide specialized services to students whose learning needs deviate from the normative parameters of the general education classroom (e.g., a specialized classroom for students with autism).

Special education classrooms (i.e., resource rooms, self-contained, and cluster program classrooms) require a smaller number of students per classroom. According to the State of Illinois Administrative Code 226.730 (b) and (c), for instance, the number of students with disabilities permitted in a separate special education classroom is 15 if students receive special education services for 20% of the school day in the special education classroom, ten if students receive these services for 20–60% of the school day, and eight if the students receive these services for more than 60% of the school day. Thus, if students need more individualized and extensive academic, emotional, and behavioral support, it is likely that they will spend more time in a classroom with a smaller number of students.

Nationally, 33% of students with disabilities ages 6 to 21 spend less than 80% of the school day in the general education classroom (U.S Department of Education, 2018). Students with extensive support needs may spend even less time there. For instance, almost half of students with intellectual disabilities and 46% of students with multiple disabilities spend less than 40% of the school day in the general education classroom (U.S Department of Education, 2018). Rates of placements in resource rooms or self-contained classrooms vary widely by states (Kurth et al., 2014). Urban school districts, particularly those districts with the largest student enrollments, have the lowest rates of inclusion in the nation (Brock & Schaefer, 2015; Grindal et al., 2019). For example, Chicago's rates of inclusion of SIEPs in the general education classroom are lower than national averages: only 5% of students with intellectual disabilities and 24% of students with autism spend more than 80% of the school day in the general education classroom (Illinois State Board of Education, 2010). The same rates of inclusion at the national level are 17% and 40%, respectively (U.S Department of Education, 2018).

Racial inequities are also evident in the placement patterns of SIEPs. Ferri and Connor (2005) noted that, after Brown v. Board of Education, ability was the primary vehicle for racial segregation, what the authors called "second generation segregation." Recent studies have documented the pervasiveness of this segregation (Grindal et al., 2019). In Chicago, Waitoller and Maggin (2020) found in a longitudinal study that White students with

disabilities were twice as likely as African American students to spend more than 80% of the day in the regular classroom.

In this paper, we neither condemn nor laud segregated schooling arrangements, a goal beyond the scope of this research. Instead, we point out that such arrangements are the most common ways for school districts in the United States to teach and provide individualized instruction for SIEPs, particularly for those with extensive support needs.

School Closures, Austerity Measures, and the Disposability of Disability

Our framework for understanding the relationship between SIEPs and school closures draws not only from education and disability studies but also from scholarship in urban political economy that seeks to understand the specific nature of neoliberal educational regimes. School closures can be thought of as a kind of expenditure reduction that, along with the privatization of public property, agency consolidation, and reduction of inter-governmental revenues, are referred to collectively as "austerity" (Peck, 2012). Austerity policies are underpinned by efficiency logics to shrink the size of government and by the idea of governments taking responsibility for their fiscal conditions (Hackworth, 2015; Peck, 2012). Public agencies are expected to run their operations like a business, seeking both cost savings and opportunities for revenue generation (Davidson & Ward, 2018). Any property owned by a public agency beyond that which they require to serve their narrowly defined mission is considered surplus, inherently wasteful, and, therefore, disposable (Bierbaum, 2020; Christophers, 2018).

To more efficiently manage their holdings, urban school districts in the U.S. have sought to better calibrate student enrollments with the square footage available in buildings through the quantification of utilization. School buildings that are not utilized at full capacity have the same costs for maintenance and operations. These school buildings that are not considered efficiently utilized are candidates for closure (Bierbaum, 2020; Weber et al., 2020). School districts often sell off these school buildings to the private sector who could, hypothetically, find a more economically productive use for them. Relinquishing publicly owned property to the private market is expected to raise needed funds and bring about efficiency gains by streamlining the district's holdings, despite evidence to the contrary (Christophers, 2018; Sunderman et al., 2017).

Sunderman et al. (2017) call closures a "high-risk/low-gain" strategy for realizing cost savings and remedying low student performance, but the

efficiency argument has proved useful to government agencies in the years since the global financial crisis of 2007–09. The irony is that this kind of "self-discipline" often "descend(s) into auto-evisceration or incapacitation" (Peck, 2012, p. 631), such that school districts may be unable to adequately meet their remits. The capacity of a school district to provide quality educational services may wane. Or, should the number of school-age children increase (or the standards for utilization change, possibly because of a pandemic), the district may lack both the buildings to accommodate them or the funds to construct new schools. Rounding out the vicious circle, a lack of public capacity then provides further justification to cut their budgets and seek privatized and punitive solutions to public problems (Peck, 2012).

Austerity measures place a special burden on people with disabilities and their families who are expected to overcome misfortunes on their own and aspire to ableist ideals that reflect narrow and individualistic conceptions of personhood (Goodley et al., 2014). By ableism we refer to "a network of beliefs, processes and practices that produces a particular kind of self and body (the corporeal standard) that is projected as the perfect, species-typical, and therefore essential and fully human" (Campbell, 2009, p. 5). Ableist practices in education force students to conform to normative ways of doing, learning, and being in educational spaces (e.g., learning at a certain pace with a particular teacher-student ratio) while disciplining those who cannot measure up (Hehir, 2002). Further penalizing these students, austerity measures cut the specialized services needed to help them to stabilize the school district's budget (Waitoller, 2020). In other words, while the pressure for students with disabilities to perform in the market economy has grown, access to social services have declined as austerity regimes stress more fiscal responsibility and accountability. Students with disabilities are treated as a burden to the state because they cannot conform to ableist ideas of what it means to be a student in an austerity environment. Drawing from Mitchell (2015), they are peripheral embodiments who cannot be included even within the most liberal notions of diversity due to ableist educational policies and practices.

School closures undertaken to cut operating expenses may contribute to ableist practices that further marginalize students with disabilities. As reviewed in the prior section, SIEPs frequently spend more time in separate and smaller classrooms outside general education classrooms (which budget-conscious school districts encourage larger numbers of students to occupy, leading to overcrowding). Such placement patterns are likely to affect the district's definition of classroom and building utilization and therefore its algorithms for (dis)investment in school facilities. Utilization is a measure of the number of students per classroom, and SIEPs tend to utilize classroom space

at lower densities due to their individual needs. While those classrooms and schools serving students with disabilities may seem underutilized, they may, in fact, be utilized according to the individual needs of those students as established by their IEPs. Administrators of large school districts make budget decisions at a distance and according to logics that may have little connection to the learning environments within schools. Their attenuated understandings of space utilization may render invisible the existence and needs of special education students. Students of color with disabilities may be especially harmed due to the long history of residential and school segregation based on race and their disproportional placement in more segregated educational environments (Waitoller, 2020), which may make their schools more susceptible to closure.

In this paper, we examine whether school closings challenge, reflect, or reinforce ableist assumptions about the use of educational spaces and, whether—intentionally or unwittingly—they discriminate against students with disabilities, treating them as disposable.

Prior Research on Building Utilization and School Closures

Prior studies have analyzed the *effects* of closures on student achievement and other outcomes (Brummet, 2014; Engberg et al., 2012; Gordon et al., 2018; Kirshner et al., 2010). Despite the number of studies, the results are mixed depending on the quality of the schools that students transfer to in the wake of a closure, the age of the students, and the time that transpires between the shock of the closure and the outcome being measured.

Less attention has been dedicated to understanding the factors that may *cause* or increase the probability of closing particular schools in the first place. We know that closure decisions take place in "pluralistic" contexts where different stakeholders have divergent interpretations of the performance and reputations of particular schools (Basu, 2007; Deeds & Pattillo, 2015; Good, 2019). Teachers, students, and parents emphasize the importance of community and belonging while administrators must balance student and fiscal performance (Bierbaum, 2018). In large urban school districts, administrators in the central office apply technical-rational criteria about efficient space usage at a distance. Such decisions are neither devolved to the individual schools nor informed by information about the idiosyncratic and varied environments of individual schools (Goertz & Hess, 1998; Honig & Coburn, 2008). Capital budgeting decisions, such as those to close or open a school in a particular neighborhood, are interactive processes that stretch

across district departments and scales of the educational system (and may also be shaped by the political priorities of the mayoral administration and individual legislators; Lipman, 2011).

Those scholars examining the determinants of school closures have focused on neighborhood- or building-related variables. For example, Dean (1982) found that older schools that were more expensive to operate and those that had higher shares of minority and low-income students were more likely to be shuttered. Reading scores were also inversely related to closure. This study did not find that utilization was significant, did not include neighborhood characteristics, and did not distinguish between schools with low or high shares of special education students.

Burdick-Will et al. (2013) examine school openings and closures in Chicago between 2000 and 2010 (so did not include the large number of closures that occurred in the city in 2013). Looking only at elementary schools, they find that neighborhood disadvantage (an index that measures education, poverty, and unemployment in the areas surrounding the school) affected the probability of school closure. However, once they account for individual school characteristics, neighborhood variables become insignificant.

Weber et al. (2020) examined not only the 2013 round of closures in Chicago but also the earlier wave of closures that took place during the previous mayoral administration. Each wave of closures was different, indicating that the priorities of the two separate political administrations mattered. Under Mayor Richard M. Daley's administration, the stated rationale for closures was poor academic performance; schools with low test scores and graduation rates were put on probation and subject to closure if standards were not raised. In keeping with the official justification for school actions, the study found that the share of students not meeting target scores on standardized tests predicted disciplining through closure and reconstitution. But, as critics argued, proximity to a charter school also increased a school's chances of closure during this period—possibly because the charter school "creamed" enrollments from nearby public schools (see also Farmer et al., 2020). Proximity to the Central Business District increased a school's chance of closure, which could reflect Mayor Daley's strategy to transform perceptions of neighborhoods near the Loop in hopes of attracting more affluent households to these growing areas (Lipman, 2011; Smith & Stovall, 2008). Their most troubling result was that, even controlling for the share of low income students, changes in enrollment, and student test scores, their independent variable measuring the share of Black students was positive and significant.

Their findings for the wave of closures initiated by Mayor Rahm Emanuel were less provocative. In keeping with the official justification, poorly utilized schools were more likely to be closed. The only other significant variable was

the variable measuring the distance to new schools—the farther away a school was from a newly constructed school, the greater its chances of closure. If new schools were built for the growing ranks of Latinx students in Chicago and if selective enrollment schools were being constructed in higher income neighborhoods, this finding makes sense. The share of Black students and geography become less significant in the second wave, suggesting that the Emanuel administration stuck to its original intention more than Daley's did. However, the explanatory power of the second wave model was weaker, so it is possible that the authors omitted important variables.

These prior studies generate insights about the factors administrators may have taken into account when deciding which schools to close: building age and utilization, academic performance, the race of the student body, change in enrollments, and measures of neighborhood disadvantage are all associated with a greater chance of closure. However, few of these studies have a clear understanding of what takes place within the "black box" of the school building. In particular, none broached the topic of SIEPs, despite their potential correlation with utilization and academic performance as well as other significant variables in their models. Thus, we draw from these previous studies to develop controls and variables of interest while testing a novel hypothesis: we propose that SIEPs utilize school buildings differently than those students without IEPs and that official decision-making models treat this different usage as underutilization, leaving these schools vulnerable to closure.

The Case of Chicago's 2013 School Closures

Our study is based on the case of Chicago's 2013 school closures amidst budgetary constraints and declining enrollments. When Mayor Rahm Emanuel was sworn in in 2011, he inherited a $1 billion budget deficit and a struggling school district (Dardick, 2013). The deficit was caused by numerous factors, some affecting other large, urban school districts in the U.S. such as growing pension costs and declining federal support. Other factors were more Chicago-specific, such as the use of risky debt instruments to underwrite new school construction in the 2000s (Kass et al., 2019). The Mayor convened a Commission on School Utilization, which attributed the district's budget woes to exogenous population decline, not to its fiscal hijinks. It declared that student enrollments had shrunk by over 100,000 students since 2000 and solicited information on school utilization from the Board (Lutton & Vevea, 2012).

Although the Board recognized that the "wide variability among building types and ratios of non-instructional spaces to instructional spaces does not render an equitable or reliable measure of space utilization" (CEFTF,

2014), district administrators established cut-off criteria for utilization. It set thirty students as the ideal number of students for a fourth grade classroom. The district measured utilization based on the number of students per homeroom classroom, where homerooms were estimated at 76% of the total classrooms available in the facility (the remaining classrooms were assumed to be "ancillary" ones for science labs, music, art, and special education instruction).

The district did not appear to weight the utilization figures by the number of students with IEPs in each school (ancillary classrooms did not figure into the final measure of utilization) or to treat schools with sizeable special education programs any differently in their calculations. These schools were included in the spreadsheet produced by school administrators but not called out, and no other measure of students with disabilities by school was included (CPS, 2013a). Using this student-classroom ratio as the benchmark, the Board proposed that school buildings were "efficient" if their enrollments were between 20% below or 20% above the ideal enrollment (calculated by multiplying the number of homeroom classrooms by 30, i.e., a school's "design capacity"). Applying this standard, they determined that 330 of its schools were underutilized (*ibid*.).

Aldermen lobbied vigorously to save the schools in their wards (Ahmed-Ullah et al., 2013). The Chicago Teachers Union and parents criticized the 30-student-per-classroom measure of utilization. To combat the view held by administrators, they argued that schools were more than just buildings to be efficiently utilized (Deeds & Pattillo, 2015). For example, they pointed out that those schools that were more integrated with the community tended to have more classrooms to accommodate non-school activities, such as political meetings, work readiness programs, and childcare.

Nonetheless, CPS took a cost-based technocratic approach; it projected that closing underutilized schools would save the district $560 billion on capital costs and $43 million in operating expenses (CPS, 2013b). In addition to the utilization rate, CPS considered the cost to maintain each school, i.e., the capital expenditures required to keep the facility in good working order, in its model. It also measured student achievement through its own rankings of performance and the number of years each school had been on probation (CPS, 2013a).

In May of 2013, the Board voted to close 47 schools (and to close two additional ones the following year) in what some considered was the largest mass closure of schools in recent U.S. history. Because relocating high school students could potentially incite gang violence in a city with rapidly changing "turf" boundaries, most of the schools closed were elementary and middle schools.

At the time of the closures, researchers pointed to the discriminatory effects of the closures. Black students comprised 37% of the CPS enrollment yet 88% of students in the schools closed were Black and 79% qualified for free/reduced lunch services (de la Torre et al., 2015). Anecdotal and empirical evidence suggested that schools with more students receiving special education services were disproportionately affected. Of the nearly 11,000 K-7 students who were forced to switch schools because of the closures, almost 2,000 —close to one in five—received special education services, and most of these students were Black (Radinsky and Waitoller, 2013). The average share of SIEPs in a given CPS school was 13% while the share of SIEPs in closed schools was 17% (de la Torre et al., 2015). Importantly, one third of the closed schools had cluster programs serving primarily Black students with serious disabilities that require extensive educational supports (e.g., autism) (*Ibid*.).

School closures shaped the educational experiences and options of SIEPs, but did special education services and the share of SIEPs play a role in the decision to close schools in the first place?

Research Design and Data

We hypothesize that schools that teach a larger share of students with disabilities use space in a different manner than those with smaller shares and that this use is largely invisible to school district administrators making facilities decisions. We expect schools with larger shares of SIEPs to be candidates for closure if underutilization is a primary motivation for this kind of spatial restructuring. We rely on quantitative data and statistical models but recognize the role played by our identities, commitments, experiences, and membership within particular communities.[2]

Our dataset contains one record for each school open in 2010. Individual school data were obtained from Chicago Public Schools, WBEZ, and the Illinois State Board of Education. We only collected data for elementary schools because high schools generally were not closed during this period. Because of the unique nature of their student bodies or governance structure, we excluded charter, pre-kindergarten, alternative, and contract schools. We do include special education, career, classical, magnet, neighborhood, regional, and selective enrollment schools.[3]

The binary outcome variable we examine is whether a school operating in 2010 was shuttered in 2013.[4] Of the 402 schools in our sample, 44 (11%) were closed in 2013. Table 1 presents descriptive statistics for variables characterizing CPS elementary schools, distinguishing between those that were closed and those that remained open in 2013.[5]

Table 1. Descriptive Statistics for Closed and Not Closed Schools, 2012.

	Total		Closed		Not Closed	
Observations	402		44		358	
Variable	Mean	Std. dev.	Mean	Std. dev.	Mean	Std. dev.
Students with an Individualized Education Plan (share)	0.133	0.108	0.184	0.191	0.127	0.091
A2A Utilization Rate (share)	0.979	0.429	0.532	0.112	1.034	0.421
School Climate Score	2.978	1.546	2.295	1.374	3.061	1.547
Meet or Exceed Test Scores (share)	0.724	0.137	0.628	0.098	0.736	0.136
Enrollment Change 2006–2013 (share)	−0.057	0.301	−0.258	0.166	−0.033	0.305
Black Students (share)	0.503	0.435	0.861	0.250	0.459	0.433
Low Income Students (share)	0.853	0.235	0.976	0.030	0.838	0.245
Building Age 2010 (years)	69.460	33.097	70.864	31.112	69.288	33.370
Selective School	0.109	0.313	0.023	0.151	0.120	0.326
Census Tract School Age Population Change 2000–2010 (share)	−0.157	0.291	−0.312	0.186	−0.138	0.296
Census Tract Median Family Income 2010 (thousands of dollars)	44.039	19.772	30.682	10.946	45.681	19.999
Census Tract Black Population 2010 (share)	0.449	0.429	0.772	0.319	0.409	0.424
Census Tract Median Housing Value Change 2000–2010 (share)	0.853	0.401	0.975	0.586	0.838	0.370
Distance to Nearest Charter School (miles)	0.770	0.770	0.514	0.363	0.801	0.801
Distance to Nearest New Public School (miles)	1.236	0.874	1.436	0.659	1.212	0.895
Distance to Central Business District (miles)	7.312	3.338	6.674	3.094	7.390	3.363

Note. All variables pertain to 2012 unless otherwise specified.

Our hypothesis variable is the accounting of students with an Individualized Education Program in the year 2012. Because the number of SIEPs reflects each school's size, we construct the variable as a share of total enrollment. SIEP data come from the CPS annual report on student enrollment, which reflects student enrollment on the 20th day of the school year (CPS, 2012). The mean share of SIEPs per school is 13.3% for the whole sample. Closed schools tended to host greater shares (18.4%) of SIEPs than those schools that did not close (12.7%).

Four "special education schools" had shares of SIEPs over 90% in 2012: Rudolph, Blair, Buckingham, and Near North.[6] (The two remaining special education schools, Beard and Christopher, had SIEP shares of 84 and 67%, respectively.) Some magnet schools had very small shares of SIEPs. Due to our concern for the impact of a small number of specialized schools on the final results, we constructed a dummy variable to indicate whether a school had a selective enrollment admissions process. Selective enrollment means that students outside the local attendance boundary can attend the school only if they meet certain qualifications—either taking a test for an accelerated instructional program or by placement according to their IEP. The latter placement is decided by the student's IEP team, which includes the parent of the student, in accordance with a full academic and psychological evaluation and an assessment of the student's individual needs.

Control Variables

Utilization. As we described above, CPS devised generic measures of utilization that could be applied across schools. CPS considered an average of 30 students per homeroom to indicate adequate utilization. To determine a utilization rate, each school's "design capacity" (sometimes called "maximum capacity") was calculated as the number of homerooms in 2012 multiplied by 30. This figure was then compared to the number of students enrolled in the school during the 2012–2013 school year. The resulting fraction was considered the school's "utilization rate" (CPS, 2013a).

Parent and community organizations Apples to Apples (A2A) and Raise Your Hand jointly published a report criticizing CPS' utilization rate for failing to account for the actual physical sizes and uses of individual schools and classrooms (Apples to Apples, 2013). They conducted research into CPS Guidelines on Class Limits and emphasized that even CPS had treated 30 students as the target capacity that should not be considered an efficient number of students for each classroom. Their research led them to propose instead a standard of 25 students per classroom as the "ideal program enrollment" with 30 students as a recommended maximum.

Our analysis used the A2A utilization rates as the data were more complete and the 25-student standard was more restrictive (fewer schools appear underutilized). Fifteen schools lacked an A2A utilization rate for 2012. For eight of these schools we counted the number of classrooms in the school building (from CPS Facilities Reports), multiplied by 0.769 (the multiplier used by CPS) to estimate homerooms, and compared actual enrollment in 2012 to A2A ideal enrollment from the classroom count. For the remaining seven schools, we estimated the number of homerooms from the utilization rate provided by CPS, multiplied by 25 students to estimate capacity, and compared capacity to actual enrollment.

Using this blunt measure of spatial efficiency, schools that closed had a 53% utilization rate on average, falling well below CPS' ideal utilization range of 80 to 120%. Schools that were not closed were much better utilized; on average, they were 103% occupied. As we suspected, the SIEP shares were significantly and inversely correlated with the A2A utilization rates. Both utilization rate and share of SIEPs are included in our model, however, as their empirical overlap is relatively small, producing a pairwise (Pearson product-moment) correlation of −0.14.

We merged our sample of public schools with data from various sources to provide additional information about the other characteristics of each school that might affect closure. For the final models, we winnowed the independent variables down to those correlated with the probability of closure or significant in previous empirical studies. We excluded variables close to or exceeding a pairwise correlation coefficient of 0.6 (such as percent Black residents in the school's census tract, which was highly correlated with utilization rate) to avoid multicollinearity.

School climate. One of our contributions, and an advancement over previous studies of closures in Chicago, is to incorporate school climate. Each school is its own organizational ecosystem; various aspects of that ecosystem affect its functioning and ability to provide an effective learning environment. The University of Chicago Consortium on School Research in partnership with CPS developed an instrument, the "5Essentials Survey," to characterize school climate along five dimensions: leadership, teaching, family involvement, supportive and safe environment, and instruction. The instrument has been administered to faculty, students, and parents annually since 2012 and has been validated empirically (Hart et al., 2020). Each of the five dimensions or "essentials" receives a score based on the average response value and a final score summarizes a school's performance on all five essentials as a group. We used the final score in our models. On average, closed schools

had substantially less favorable school climates than those that remained open.

Student performance. Before 2013, schools could be closed because of poor performance. CPS uses its own performance rankings but these have changed several times in recent years (for example, in 2013 CPS moved from a three-tiered to a five-tiered rating system). Because of these fluctuations, we instead proxy student performance with a school's share of students that "meet or exceed" expected scores on the obligatory Illinois Standards Achievement Test (ISAT, which measures the achievement of students in reading and mathematics in grades three through eight). Data were obtained from Illinois State Board of Education (ISBE) School Report Cards. Schools with higher test scores are less attractive candidates for closure as low utilization issues may be outweighed by a desire to keep classes small if students are thriving (or, at least, testing well).

Schools where SIEPs comprise a larger share of enrollment are less likely to report ISAT scores because many of these students are exempt from taking standardized tests. The state of Illinois allows one percent of students per grade level in a school district to take the Illinois Alternate Assessment, which is not comparable to the ISAT since it "is intended for students with the most significant cognitive disabilities… These students have intellectual functioning well below average…that exists concurrently with impairments or deficits in adaptive functioning …" (ISBE, 2010). For the five schools that did not report the share of students meeting expected ISAT scores, we substituted the mean share across our sample.[7]

Enrollment. The utilization rate captures the occupation of a school building in one year (2012). Demand for educational services, however, is a dynamic process that administrators likely observe over time and is best represented by enrollment change by school. ISBE and CPS provided information on average daily attendance of registered students from 2006 to 2013. Average daily attendance is the total number of days of student attendance divided by days in the regular school year. We use this measure to proxy enrollments in 2012 and calculate enrollment change from 2006 to 2013. We expect that declining demand for education in the school's service area would lead to closure.

Race and income of students. Large urban school districts have never distributed funding or cutbacks equally, with low-income Black students disproportionately harmed by decisions to cut development or operating expenditures (Caref et al., 2012; Ewing, 2018). The closures of 2013 were perceived as

yet another way of making Black students bear the brunt of disruptive change while the city attempted to hold onto White and higher income households (Cucciara, 2008; Lipman, 2011; Smith & Stovall, 2008). We include the shares of Black students and low-income students in each school in 2012, data provided by the CPS. On average, closed schools had greater shares of Black students (86%) than schools that remained open (46%). Closed schools had nearly 98% low-income students, compared with 84% in the schools that stayed open. Black students with disabilities are more likely to be segregated in separate classrooms than their White counterparts in both neighborhood and charter schools (Waitoller & Maggin, 2020). As such, larger percentages of Black students with disabilities in a school may increase the likelihood of the school being perceived as underutilized.

Neighborhood demographics. Neighborhood characteristics influence student outcomes like academic performance and mental health (for literature review, see Formoso et al., 2010). CPS may take the demographics of a school's host neighborhood into account when making programming and planning decisions. For example, more English as a Second Language services would be needed in neighborhood schools where immigrant populations are increasing. CPS has been accused of closing and then reopening schools as selective enrollments in gentrifying areas (that often have fewer and more affluent children) while permanently closing schools in majority Black neighborhoods (Lipman, 2011; Smith & Stovall, 2008).

Choosing a spatial unit of analysis to capture a school's "neighborhood" can increase the potential for bias due to the unit's relationship with other factors. For example, census tracts are drawn according to population size, which may interact with the independent and dependent variables. To reduce bias, Burdick-Will et al. (2013) overlay uniformly-sized geographies on census tracts. Despite this innovation, they found that neighborhood characteristics did not exert significant power over closure and opening decisions. Although Weber et al. (2020) do not account for potential spatial bias, they also found little evidence that the demographics of the area surrounding each school affected closures (they examined both high schools and elementary schools). These findings could reflect the fact that many Chicago students do not attend their assigned neighborhood school (Perez & Smith Richards, 2016).

We recognize the potential for such bias but expect that the uniform population size of the tracts obviates the need for constructing additional spatial layers, particularly since neighborhood factors may not be a strong predictor of closure. Therefore, we used 2010 census tracts as our spatial unit of analysis, applying a crosswalk from the Longitudinal Tract Database to match

2000 with 2010 geographies. We include two variables from the Decennial Census of Population and Housing, one economic (median family income by 2010 census tract) and one demographic (change in census tract school-age population, 2000 to 2010), that may affect either CPS' planning decisions or the relative political power of neighborhood residents to resist administrative decisions, attract public investment, or suffer privation.

Neighborhoods with schools that closed in 2013 were, on average, substantially poorer and experienced much larger decreases in their school-aged populations (ages 5–18) between 2000 and 2010. Closed schools were more prevalent in areas that were majority Black on the South and West Sides. Neighborhoods with closed schools were 77% Black, while neighborhoods with schools that remained open were, on average, 41% Black.

Proximity of competition. Spatial measures of competing supply are provided by the distance (in miles) from each school address to the closest charter and newly-constructed schools. Proximity to these alternatives is likely to influence not only student demand for public school services, but also how administrators value preexisting schools in their vicinity. Charter schools, for example, can siphon off higher performing students from nearby public schools, weakening the sending school's performance and depleting it of students (Farmer et al., 2020; Institute on Metropolitan Opportunity, 2014). Because the majority (54%) of charter schools in Chicago are high schools, this effect may be less pronounced for elementary schools. Nevertheless, we measured the distance between each school and the closest elementary charter school. Charter school addresses are from the CPS school locator website. On average, the closed school buildings in our sample were located about 0.5 miles from the closest elementary charter school, while those that remained open averaged 0.8 miles distant (with a larger standard deviation of about 0.8 miles).

The same kind of cannibalization could occur when a new public school is opened in the vicinity. Yet in our sample, closed schools were located farther away from new schools (1.4 miles on average) than schools that remained open (1.2 miles). New schools were sited in areas that had, on average, a large share of Latinx residents and experienced population growth between 2000 and 2010.

Redevelopment pressure. We also measure a school's distance to the central business district of Chicago (taken as the intersection of State and Madison streets). More spatially isolated schools may be less visible and easier to close without serious political fallout. On the other hand, CPS may have wanted to close schools that were more central due to pressure to redevelop

these areas (from both private developers and the development-oriented agencies of the City of Chicago) (Lipman, 2011; Smith & Stovall, 2008). The descriptive statistics are more consistent with the latter factor: on average, closed schools were located slightly closer to the core—6.7 miles versus 7.4 miles for schools that were not closed. The redevelopment argument also holds in observing that housing prices increased at a faster rate between 2000 and 2010 in the census tracts surrounding closed schools.[8]

Building quality. Older schools are denigrated for lacking structural integrity, adequate amenities, and efficient building systems, though these features are determined less by age than by the degree of maintenance and investment the building has received over time. Because age may proxy quality, we include *Building Age* in 2010, derived from CPS Energy Star and Facilities Reports. On average, closed and open schools were nearly the same age (71 and 69 years old, respectively).

These descriptive statistics provide some indication that special education services, race, and utilization may have factored into CPS' decision to close specific schools in 2013. A multivariate statistical estimation allows us to control for simultaneous determinants of closure and more accurately estimate treatment effects.

Regression Model

To analyze the relationship between school closures and the share of SIEPs by school, we analyze a binary logistic (logit) model, which estimates the logarithm of the odds of an event occurring as a linear combination of predictor variables. The model is:

$$\ln\left(\frac{P_i}{1-P_i}\right) = \beta_0 + \beta_1 X_{1,i} + \cdots + \beta_k X_{k,i} \quad (1)$$

where X are the predictor variables, P_i is the probability that school i experienced closure in 2013, and the regression coefficients β represent the relationship of X to the odds of a school closing. With this model, we control for many of the school characteristics that could have contributed to the closure decision.

A limitation of this cross-sectional research design is that we cannot determine what caused the factors that have a strong and significant relationship with closures. For example, we are unable to infer if prior CPS policies for keeping SIEPs outside the general education classrooms caused the underutilization measured in 2012. We also do not know the extent to which the

closure of one school affected the closure decision for a nearby school ("spatial spillovers"). CPS may have wanted to ensure that closed schools were not located near each other so that students could be reassigned to a nearby open school. We believe correcting for residual spatial relationships is likely to have little influence on the final estimates (see Burdick-Will et al., 2013). We did not break down the share of SIEPs in schools by disability category or rate of inclusion in the general education classroom. Finally, it is possible that the relatively small number of closures compared to the total number of schools could yield biased coefficients. Logistic regression uses maximum likelihood estimation, which is consistent but only unbiased asymptotically, i.e., with large enough sample sizes. Our dataset contains 44 school closure cases. Although there is no definitive threshold, we cannot rule out the possibility of some small-sample bias.

Findings

Table 2 reports the results of the logistic regression relating the binary school closure variable to the share of SIEPs in each school, along with the control variables that are interesting in their own rights as potential predictors of closure. The (unadjusted) odds ratio is the quotient of the likelihood of the target event (school closure) with the independent variable increased by one unit and the likelihood of the target event without a change in the independent variable. Because many of the independent variables are measured as shares, a one-unit increase—from zero to 100%—is not an ideal reference point for interpreting the relationship to school closure. Table 2 provides the odds ratios associated with a one-percent change rather than a unit increase for each variable measured as a share. The standardized odds ratio represents the estimated change in the likelihood of school closure associated with an increase of one sample standard deviation in the independent variable.

There is no universally accepted goodness-of-fit measure for logistic models. The Akaike and Bayesian information criteria are model fit statistics helpful for comparing equivalently structured models. The Pseudo R^2 (Cox and Snell, 1989) is the ratio of the likelihoods; its value of 0.25 indicates that the models explain a considerable portion of the pattern of school closure, though school closure outcomes probably are associated with and negotiated through other idiosyncratic school-specific factors as well.

The estimated coefficient of the share of SIEPs is positive and statistically significant. A gain of one percent in the share of students with individualized education programs is associated with an increase in the odds of school closure of 5.3%, holding the other predictor variables constant.

Table 2. Results of Logistic Regression: Dependent Variable = School Closure, 2013.

Observations	402
Log likelihood	−82.186
Akaike Information Criterion	194.372
Bayesian Information Criterion	254.319
Pseudo R^2	.246

				Odds ratios		
Variable	Coefficient	Std. error	p value	Unadjusted	1 Percent	Standardized
intercept	−11.050	9.144	.227			
Students with an Individualized Education Plan (share)	5.182	2.156	.016**	178.074	1.053	1.749
A2A Utilization Rate (share)	−5.867	1.479	.000**	0.003	0.943	0.081
School Climate Score	−0.296	0.145	.041**	0.743		0.632
Meet or Exceed Test Scores (share)	0.024	2.203	.991	1.024	1.000	1.003
Enrollment Change 2006–2013 (share)	−0.165	0.833	.844	0.848	0.998	0.952
Black Students (share)	1.091	0.896	.224	2.977	1.011	1.608
Low Income Students (share)	11.931	8.366	.154	151,857.825	1.127	16.570
Building Age 2010 (years)	0.012	0.007	.080*	1.012		1.483
Selective School	0.360	1.233	.771	1.433		1.119
Census Tract School Age Population Change 2000–2010 (share)	−0.953	1.305	.465	0.385	0.991	0.758
Census Tract Median Family Income 2010 (thousands of dollars)	−0.010	0.023	.603	0.990		0.821
Distance to Nearest Charter School (miles)	0.364	0.484	.452	1.439		1.324
Distance to Nearest New Public School (miles)	0.330	0.295	.264	1.391		1.334
Distance to Central Business District (miles)	−0.098	0.071	.168	0.907		0.721

** Significant at 95% confidence level. * Significant at 90% confidence level.
Notes. All variables pertain to 2012 unless otherwise specified. Logistic model estimated by maximum likelihood. Pseudo R^2 is Cox and Snell (1989). Probability values of coefficients estimated with Wald's Chi-square test. Standardized odds ratio refers to an increase of one sample standard deviation for each independent variable.

The variation in SIEP share across schools demonstrates the practical importance of this relationship: a 10.8% increase (one standard deviation) in the share of SIEPs tracks with an increase in the odds of closure of nearly 75%.

The share of SIEPs is not equally distributed across Chicago schools. Magnet schools have very low shares, and a few schools have very high shares, especially those identified by CPS as "special education schools."

We added the *Selective School* dummy to test whether the handful of special education and other selective enrollment schools are integral to the results or if the positive relationship between SIEP share and closure holds more generally across Chicago. The coefficient on this binary variable is positive but insignificant. Thus, the magnet and special education schools with restrictive admission criteria do not control the significant finding with regard to the share of SIEPs.

A robustness check that excluded the six special education schools from the dataset yielded a 20% smaller association between the share of SIEPs and school closure and reduced the coefficient's statistical significance below the traditional 90% confidence threshold. The implication is that these special education schools are important contributors to the overall relationship.[9] To further evaluate the impact of these six special education schools, we introduced a log-transformed version of the share of SIEPs as a way to moderate the influence of outliers. Although the transformed variable exhibited a slightly weaker association with school closure, the relationship remained robustly significant, exceeding the 95% confidence threshold, reinforcing the conclusion that the special education schools do not by themselves generate the observed association between the share of SIEPs and school closure.

We also tested whether the relationship between the share of SIEPs and school closure is different for larger and smaller schools. We created two dummy variables to indicate very small schools, those with fewer than 200 students enrolled in 2012 (roughly the smallest 5% of schools in our sample), and somewhat small schools with 200 through 249 enrollees (the next 5% of schools). Introducing dummy variables neither yielded significant coefficients nor substantively changed the relationship between the share of SIEPs and school closure.[10]

Spatial inefficiency was the primary reason offered by the Emanuel administration for the 2013 round of closures. As explained earlier, the lower the utilization rate, the fewer students occupying available space in a building. The negative and significant coefficient on the utilization rate variable is consistent with expectations, as is the strength of the relationship.[11] A single percentage point rise in utilization rate relates to a more than 5% drop in the odds of the school being closed. A standard deviation increase in utilization rate (0.43) is associated with a greater than twelve-fold decrease in the closure odds. Thus, the difference of slightly more than 0.5 between the average utilization rate for schools that remained open and those that closed in 2013 certainly accounts for much of the observed distribution in school closures.

Two other variables demonstrate significant relationships to school closure. School climate measures student, faculty, and parent perceptions of

whether the school offered an effective educational environment. Not surprisingly, schools with worse climate scores had greater probabilities of closure. A one-point decrease in climate is associated with a 25% increase in closure likelihood. The average climate score for schools that remained open was 0.77 points higher than for schools that closed. Building age is significant at the 90% but not the 95% confidence level. A school building built one year earlier is related to about one percent greater odds of closure. The average building age, however, is similar for closed schools and those that remained open.

The other control variables are not statistically significant. The signs on the variables largely make sense according to the officially stated reasons for closure and the findings from previous studies. The model does suggest that student performance, indicated by the share of students meeting or exceeding expected test scores, is inversely related to the likelihood of closure, but with minimal magnitude. The strikingly large estimated coefficient for the share of low income students likely is due to the observed mean being close to the maximum value, leaving little room for variation. (Across all observations the mean is 85%; for closed schools it is nearly 98%.) The lack of significance of this variable and of the neighborhood-based controls does not mean they were not related to the closure decision, as they likely contributed in combination to the overall explanatory power of the model. Including them increases our confidence in the accuracy of the estimated coefficients on the hypothesis variables.

From our model results, a profile of a "typical" closed school emerges. It is one that had the responsibility to provide legally-entitled services to a large proportion of SIEPs, a less effective learning environment (as measured by the school climate survey), and a surplus of space in a vintage structure.

Discussion

Urban school districts across the country have shuttered school buildings, ostensibly to mitigate budget deficits. Prior research describes how parents, students, and neighborhoods have suffered from austerity cuts and closures (Engberg et al., 2012). While taxpayers wait for the expected cost savings to materialize, closures have caused many students to lose ground academically (Gordon et al., 2018; Kirshner et al., 2010), schools to lose teachers (Lee & Sartain, 2020), and neighborhoods to lose important anchor institutions (Ewing, 2018). In many cases, the physical structures of closed schools remain, their spectral presence a reminder of the lack of care and protection provided to people of color (Ewing, 2018).

Previous studies of the causes of school closures in Chicago have underscored the significance of utilization, academic performance, and the race and income of students (Burdick-Will et al., 2013; Weber et al., 2020). Yet, none of these studies made the connection between special education enrollment and school closures, despite large number of SIEPs in the CPS system and the linkages between students with disabilities and building utilization. Our findings shed light on the complex forms of exclusion experienced by students with disabilities. We found that, even accounting for underutilization, those schools with greater shares of students with IEPs, more negative parent perceptions of school climate, and older buildings were more prone to closure. Our study contributes to prior work examining whether disability is related to a school's administrative and budgetary vulnerability within a school district and whether austerity disproportionally affects the educational experiences of SIEPs (Waitoller, 2020).

The significance of these variables may indicate that decisions based on a technical definition of utilization did not account for the additional space necessary to accommodate the one-on-one nature of special education. While those classrooms and schools serving students with disabilities may appear underutilized, they may be sufficiently used according to the individual needs of those students as established by their IEPs. Schools with larger concentrations of SIEPs require more resource, breakout, and activity rooms. These extra classrooms, so important to the school experience for children with disabilities, often are treated as "wasted" space in technical assessments of building utilization. Although administratively rational, a one-size-fits-all measure that simply compares the number of students to the number of classrooms insufficiently reflects the nature of how educational spaces are used. Thus, relying on such utilization criteria to close schools embodies a form of ableism.

It is also possible that the observed positive relationship between the share of SIEPs and closure was not a spatially mediated one but rather one related to the time and expense of a fiscally-strapped school district providing these specialized services. The cost of providing services to SIEPs may have biased administrators against schools with relatively high shares of these students and led to a noticeable deterioration in perceived school climate, a variable that was also statistically significant in our models. School districts across the country have been found to limit services for special education (Karp, 2017), which could cause other aspects of organizational functioning to break down and put a school with a high share of SIEPs on an administration's watch list. The relationship between performance and SIEP is less clear; we find no evidence in our model that test scores were related to the

2013 closures or that the share of SIEPs significantly shaped performance outcomes.

Arrangements for providing special education services in schools in the U.S. are problematic in many ways. Although we are not defending or criticizing the practice of segregated classrooms, we see that when facilities planning decisions ignore the value of these classrooms or render these separate, ancillary spaces invisible, they disproportionately affect students with disabilities.

Our analysis reveals how building utilization formulae may rationalize and reinforce ableism and disposability in favor of an imagined ideal student that can learn in a classroom with a 30-to-1 student-teacher ratio. Students with disabilities are forced to comply with standards of efficient space usage that do not include them while simultaneously managing with fewer services because of budget cutbacks. Such contradictory pressures further marginalize SIEPs and prevent them from benefiting from the opportunities ostensibly provided by their educational experiences. Yet when students with IEPs fail to thrive in such environments, that failure is attributed to individual characteristics such as their disability (or race or gender) or a lack of grit, rather than to the political-economic structures that condition success or failure for particular groups of students.

Schools that enroll a disproportionately higher number of SIEPs are the ones most vulnerable to austerity. The race and income of students and neighborhoods does not appear to have been directly related to school closure in our models. Nevertheless, the patterns of closures that occurred in Chicago likely harmed students of color living in neighborhoods of concentrated poverty most, given the historically strong correlations among race, disability, and utilization in CPS (Waitoller, 2020; Weber et al., 2020). Making matters worse, cities like Chicago are increasingly investing tax revenues in selective enrollment schools in gentrifying neighborhoods and charter schools in lower income neighborhoods (Farmer et al., 2020; Smith & Stovall, 2008). These school types serve lower proportions of students with support needs than neighborhood schools (Waitoller et al., 2017). Therefore, taking an austerity approach to capital budgeting not only leaves students with disabilities and their parents with fewer educational options but also exacerbates the polarization of schooling that already exists within urban school districts.

We recommend that school district administrators conduct substantive analyses of the likely impacts of capital and fiscal decisions (e.g., school closures, the roll out of charter schools, accountability-based budgeting) on students with disabilities. Given their extreme vulnerability, these students and their families deserve a privileged seat at the table when considering such

issues. We also suggest that administrators acquire a more nuanced understanding of how disabled students and their teachers use educational spaces so that administrative decision-making metrics, such as utilization rates, better account for this variation on the ground.

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Notes

1. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 also provide the legal framework outlawing discrimination against students with disabilities.
2. Weber is a White, cis-gendered woman who does not identify as a person with a disability. She has examined the privatization of public infrastructures and been involved in community-based struggles to challenge these decisions. Waitoller is a White Latino, heterosexual, cisgender, immigrant male whose first language is Spanish and who does not identify himself as a person with a disability. His interest in examining the effects of disposability and neoliberal informed policies on students with disabilities comes from his own biography experiencing such policies in the 1990s in Argentina as well as his continuous work to understand and dismantle intersecting forms of injustices for students of color with disabilities. Drucker identifies as a White non-Latino, and not as a person with a disability. His interest in educational practices stems partly from the many teachers within his extended family, and he has researched how post-secondary education impacts economic development and human capital accumulation. His two children attend non-CPS public schools. The authors are engaged scholars who, during the years of the school closures, presented their research to the Board, elected officials, community organizations, and the Chicago Teachers Union.

3. We exclude Montefiore from the analysis as it was treated distinctly (and controversially) by Chicago Public Schools (e.g., presenting misleading information, removing staff) and has an ambiguous closure date.
4. Four additional elementary schools were closed in 2011 or 2012: Guggenheim and Price were closed for "poor performance"; Lathrop and Avondale for "low enrollment." All closures occurred under the Emanuel mayoral administration, which began in 2011. To assess robustness with regard to these earlier closures, we tested models including these four schools. For 2012 school features we substituted the final year of operation. These models yielded results substantively equivalent to those presented.
5. All variable pairs from Table 1 produce Pearson product-moment correlations less than 0.6 in absolute value, and only a few pairs exceed 0.4, supporting their independent inclusion and interpretation.
6. Montefiore also had a share above 90% but is excluded (see note 2).
7. Mean substitution is a simple and common method for imputing missing data. Compared to more complicated imputation methods, the drawbacks are that mean substitution is more likely to impart bias if the observations involved are atypical, and it tends to reduce sample variance. For this study, with a small fraction of cases missing data only for one characteristic (that ultimately shows no substantial relationship to school closure), we judge the disadvantages to be minimal.
8. Neither of these differences is statistically significant at the 90 % confidence level. The probability values for independent sample t-tests (assuming equal variance) are 0.15 for distance to the CBD and 0.13 for median housing value change.
9. We tested models with two selectivity dummies identifying magnet and special education schools separately in which the coefficient of SIEP share also became insignificant but remained positive.
10. Combining the very small and somewhat small schools into a single "small schools" category generated substantively equivalent results.
11. We found some indications of nonlinearity in the relationship between utilization rate and school closure. Specifying the utilization rate in quadratic form reveals a possible inverted-U shaped relationship, such that an increase in utilization rate starting from a relatively low utilization rate is associated with a higher closure likelihood, whereas an increase in utilization rate from a high utilization rate is related to a lower likelihood of closure (results available upon request). Model diagnostics do not clearly favor one form over the other.

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RESEARCH FOR ACTION

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Revisiting Research on School Closings:
Key Learnings for District and Community Leaders

Mary Eddins, Maja Pehrson, and Kevin Burgess
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Introduction

District leaders seeking to close schools often frame decisions as "right-sizing" or "modernizing the footprint" of the district. Historical influences such as population and economic shifts and desegregation during the civil rights era, and more recent factors like deteriorating building conditions, school performance "accountability" measures, declining enrollment, and the expansion of school choice policies have contributed to school closure decisions.[1] Whatever language used, or factors considered, these consequential decisions often spark fierce community debate.

In Pennsylvania, which operates one of the most inequitable public education systems in the nation,[2] several communities have controversial histories of school closures, including Philadelphia, Pittsburgh, and rural regions.[3] Now, the prospect of future school closures again looms large as many districts have experienced several years of declining enrollment[4] and face financial cliffs, challenges made worse in the wake of COVID-19.[5]

To inform community members and guide district leaders navigating these difficult decisions, this brief revisits our 2013 Issue Brief on School Closings Policy. In this update, we focus on the inequitable impacts of school closures on students, staff, and surrounding communities, with particular attention to how systemic and historical inequities continue to influence the school closure process. We conclude with considerations from research on school closures for school district leaders and decision-makers contemplating closing schools that can better inform plans and address potential equity issues for students and surrounding communities.

Part 1: Impact on Students

1. What do we know about student populations impacted by closings?

Research studies have documented the following characteristics of students most often attending schools slated to close:

Defining Key Terms

School Closure: Refers to the different types of policies that districts may adopt. This can include closing a school building to be repurposed by the district, consolidating, or merging multiple schools, closing a building entirely and potentially selling the building to a third-party, or reopening a school under new management (such as a charter school).

Consolidations: A type of school closure, this term refers to the combining of schools and/or districts.

Receiving Schools: Schools designated to enroll students whose schools have closed.

- ***School closures more often affect students of color and students with economic disadvantage.***[6] Students of color and students with economic disadvantage are more likely to be enrolled in schools labeled as "underperforming"[7] and in schools with smaller and/or declining student enrollment.

  - ***Black students in particular have been disproportionately impacted by school closures.***[8] This disproportionate impact has been identified in urban, suburban, and even rural cases. For example, Black students in California represent 5% of total students but nearly 14% of the student body of closed schools. In Arkansas, over two-thirds of African American students in annexed districts lost their school within two years—a rate over twice that of students from other racial backgrounds.[9] Black students disproportionately attend under-resourced, urban schools located in high-poverty neighborhoods; these schools are more likely to be closed. However, "these factors don't fully account for the disparate rates for predominately Black students" subjected to closures.[10] Two studies found that schools serving a greater number of Black students are more likely to close regardless of school characteristics like enrollment or performance on standardized tests.[11]
  - ***Closed schools more likely serve students receiving special education services.***[12] Some scholars argue that the overrepresentation of students with IEPs in school closures is due to the failure of district officials to factor in these students' need for lower student-teacher ratios and spatial accommodations when evaluating building utilization rates.[13]

2. How do school closings impact student achievement and related factors?

Research investigating the impact of school closures on students typically evaluates student performance on standardized tests (mostly math and reading assessments), attendance, and/or graduation or dropout rates. Overall, the findings in this area are mixed and can vary depending on type of closure (accountability vs. enrollment driven), grade levels of displaced students (elementary vs. secondary), student performance before closure (low-performing vs. high-performing students), and the cohort of students observed (those in the school during time of closure vs. rising students/younger cohorts). Most recent studies in this area have been conducted in urban settings with few research studies focused on student achievement for students experiencing school closures in rural or suburban areas.[14] Key findings from the research on this topic are summarized in Table 1.

Table 1. School closure impact on student achievement and related factors

Negative Impacts on Student Achievement	▪ A handful of studies on large-scale urban closures document negative impacts on displaced students' academic performance in the announcement year, the year following the closure, and in some cases the long-term.[15] ▪ In New York City, accountability-driven closures had a negative impact on the academic achievement of low-performing students.[16] ▪ Research from Chicago and Philadelphia found negative impacts on student academic achievement in receiving schools. In Philadelphia, the decline in academic achievement was greatest for students in schools with the highest concentration of displaced students.[17] ▪ Some research has linked school closures to a decline in graduation rates and an increase in dropout rates for displaced students. In Baton Rouge, student graduation rates declined by 10 percentage points after school closings.[18] ▪ Other studies found school closures have negative effects on student attendance (including suspensions) for displaced students. In Philadelphia, receiving school student attendance was also negatively impacted.[19]
No Impact	▪ Some studies found school closures had neutral effects on displaced students' academic achievement or, at the very least, school closures did not harm it in the long term.[20] ▪ Two studies found no impact on receiving school students' attendance.[21]
Positive Impacts on Student Achievement	▪ Some studies found displaced students experienced increased academic achievement under certain circumstances, specifically when the new receiving school for displaced students was a high-quality school with "high levels of teacher attention and trust."[22] ▪ A study on NYC schools also found a positive impact on achievement and graduation rates for rising 9th graders, or the younger cohort of students who ultimately attended higher-quality schools when the lower-performing school they otherwise would have attended closed. This study also found that the academic performance of high-performing students who were displaced by the closure increased.[23] ▪ New Orleans students experienced positive effects on graduation rates following closures.[24]

A note on conditions for success: While the research on the impact of school closures on student academic performance is mixed, studies have found that the negative effects can be reduced or eliminated if displaced students are able to attend a high-quality, high-performing school after closure.[25] Some research also indicates that intervening in elementary schools is more effective than high schools.[26] Unfortunately, the reality for many students and districts faced with closures is that the district may not have enough seats available in high-performing schools or have higher-quality schools in proximity for displaced students to attend.[27]

3. How can school closures impact students' educational experience outside of academic measures?

Some research studies have investigated the impact of school closures on student experience more holistically by exploring changes to school climate and student access to educational opportunities after a school closure. These studies have documented the following:

- **School climate:** Some qualitative studies found tensions often arise between students and teachers from the closed and receiving schools. Research on Chicago closings found displaced students and staff did not feel welcomed by their new schools and saw an increase in student fights and cases of bullying.[28]
- **Relationships**: Some students reported a sense of loss or disruption of friendships or relationships caused by the transition to the new school and others reported not fitting in. Relationships felt more "bureaucratic" after the transition between students and teachers, with some students naming decreased trust in teachers after the merger. These disruptions caused difficulties for students to adjust.[29] The sense of loss was characterized as traumatic by school community members following an Austin, Texas, school closing.[30]
- **Access to educational opportunities:** In some studies, students and teachers reported benefits like broader course offerings, higher expectations, and more social opportunities following a school closure. Participants noted, however, that increased offerings were paired with larger class sizes and less individualized attention.[31]
- **Facilities and technology**: Some studies reported that the consolidated schools did not necessarily have better facilities or technology. Furthermore, students were less likely to attend/access summer school during the transition, and student proximity to school worsened after the closure.[32]

In addition to students themselves, research has also found impacts on the parents and families of students in closed or receiving schools. While few studies explicitly explore this impact, research in Chicago found that families of students impacted by closures mourned the loss of the closed school. Families reported a loss of trusted relationships with school personnel and dealing with stressors throughout the process including safety concerns, lack of affordable transportation options, limited supports for students with special needs, confusion around attendance zones and availability of seats in schools, and inadequate time to find and enroll in new schools.[33]

Part 2: Broader Impact on School Communities and Community Involvement

1. How do school closures impact staff?

While research on the impact of school closures on staff is limited, findings indicate that the process and implementation of closures can have largely negative effects on teachers including the following:

- **Increased stress for individuals and on professional relationships**: Teachers can find the process of closures stressful and professionally demoralizing, as it raises questions of job security and sometimes requires them to reapply for their positions.[34] Drawn out decisions around which schools to close can also contribute to an "us" versus "them" mentality that

makes it challenging to form trusting relationships with colleagues when reassigned to new schools.[35]

- **Feelings of loss:** The adjustment to a new school can be even more difficult for teachers than students as educators mourn the loss of tight-knit relationships and face challenges building new relationships at their next school.[36]
- **Increase in teacher attrition**: Some findings show an association between school closures and attrition, or teachers leaving their districts altogether. A Texas study found an increased likelihood that teachers from closed schools would leave their districts or the profession entirely. This was especially so for more experienced teachers and for Black teachers, creating increased instability in a profession already high in turnover and experiencing an underrepresentation of Black teachers.[37]
- **Inequitable impact on staff of color:** When school closings are accompanied by large-scale layoffs, they can have a racially disproportionate effect on teachers. For example, when New Orleans Public Schools was taken over by the state after Hurricane Katrina, the district laid off 7,500 employees, the majority of whom were Black, evoking memories of mass firings of Black educators after *Brown v. Board of Education.*[38] Subsequently, almost all district schools were converted to charters, which were then staffed predominantly by young White teachers working through organizations such as Teach for America.[39] In Chicago and Philadelphia, schools subject to closure or turnaround models have sometimes entailed staffing overhauls and conversions to charters, which have disproportionately impacted Black teachers.[40]

There are, however, some indications that consolidations of small rural schools and districts can lead to improved working conditions for teachers, such as a reduction in the number of classes they teach and increased professional development opportunities.[41]

2. What financial impacts do districts experience following school closures?

Fiscal constraints are routinely cited as a main driver of school closings, yet little research has been done to accurately evaluate how much money districts save in the long run by closing schools, or whether there are savings at all. Savings have been documented in some cases due to building sales and decreased building maintenance costs. However, as noted in RFA's previous brief, typically savings are only substantial if closures are coupled with large-scale layoffs.[42]

Existing research and media reports suggest that savings are often overestimated while additional costs—such as for transportation and preparing receiving schools to accommodate students from closed buildings—are underestimated.[43] School building sales can generate less revenue than initially projected, and if resale proves challenging, buildings may be left vacant for years. These vacant buildings often require continued maintenance and even surveillance, creating additional costs for surrounding communities.[44]

3. How do school closures impact broader communities?

Closed schools are not evenly distributed across the country, within states, or even locally within cities or regions.[45] For example, school closures disproportionately occur in segregated, low-income, communities of color.[46] Tieken & Auldridge-Reveles[47] label this uneven geographical distribution as spatial injustice.[48]

Recent research has centered the perspectives and experiences of individuals from these most impacted communities. While the findings are not generalizable and may not represent the entire range of experiences in any given community, studies have examined broader impacts in several areas.

- **Community Cohesion**: Beyond serving as places of learning, public schools are anchoring institutions that foster social ties and play a vital role in how communities view themselves and their histories. School closures are often disruptive events that can harm community cohesion and a sense of belonging among residents.[49] Ewing[50] argues that for communities that have long been socially marginalized, school closures can prompt what she calls "institutional mourning."[51] For rural communities, closures can be devastating since schools often function as providers of basic services, such as child and health care, and centers for local entertainment and recreation.[52]
- **Civic Engagement**: Some studies have documented a loss of civic engagement among community members following closures since schools often serve as gateways for community involvement and participation in democratic decision-making. A study on the 2013 Chicago Public School closures found that some parents did not engage as actively in their children's new school because they felt excluded from participation or demoralized following the shuttering.[53] Similar disruptive phenomena have been documented in rural communities, although the literature is not as expansive.[54]
- **Economic Impact**: A few studies have demonstrated that closures can lead to a decline in the value of neighborhood homes, property tax revenues, public investment, and population.[55] Kai Schafft, the director of Penn State's Center on Rural Education and Communities, argues that, in rural areas, school closings bring additional community costs in the form of transit expenses, stunted economic activity, and reduced housing values.[56]
- **Gentrification**: Conversely, some studies have shown an association between school closures and increased housing costs as part of the gentrification process in urban areas.[57] For example, Pearman[58] found that school closures increased the probability that, and the extent to which, highly segregated Black neighborhoods experienced gentrification. Gentrification and closures often go hand in hand, as new residents with fewer children and/or children who will not attend the public schools move into an area, which decreases public school enrollment.[59]
- **Crime**: The literature on the impact of school closure on crime is limited, although a 2020 Chicago study found a short-term reduction in violent and non-violent offenses in the vicinity of the closed school, regardless of whether the building was left vacant or repurposed. Meanwhile, the neighborhood receiving students from closed schools experienced a long-term increase in crime over a larger geographic area, which supports community arguments that closures forced students to travel long distances across dangerous territories controlled by rival gangs.[60] A 2018 Philadelphia study similarly found a 15% reduction in crime in neighborhoods of closed schools, particularly high schools, and a smaller uptick in crime in receiving neighborhoods, resulting in an overall net reduction in crime.[61]

Additional Historical Context: School Closures in Black Communities

As discussed in Part 1, school closures disproportionately impact Black students. This continues a long history of Black communities experiencing asymmetrical trauma from closures, irrespective of their intent. A conceptual paper by Morris, Parker & Negrón[62] outlines specific waves or eras of targeted attacks on Black people and communities that led to closure of education institutions, including:

- The ***denial of formal schooling*** in most places (anti-literacy laws) and underground education efforts by Black people during the Civil War era.
- The ***rise of anti-Black violence and domestic terrorism*** during Reconstruction when formal, systemized public education for Black people became available. The Harvard Library reports more than 630 southern Black schools were significantly damaged or destroyed between 1864 and 1876.
- The ***implementation of desegregation*** leading to the "overwhelming closing of Black schools" during the civil rights era. It also led to disproportionate busing of Black students and to many Black teachers being pushed out of the profession.
- ***White flight*** to suburban areas and policy changes shifting power from city to state governments leading to disinvestment in Black urban areas and impacting institutions from schools to public housing. Over time, this disinvestment prompted the demolition of many public housing projects while facilitating poor conditions in schools, laying the groundwork for current justifications for school closures, under-enrollment and "under performance."[63]

Black people have historically resisted these efforts to undermine their educational institutions through disinvestment and closure. However, many closure decisions continue to be made with little to no regard for the struggles Black community members endured to open and sustain these institutions, from covering initial land and construction costs to organizing and protesting for better conditions to the legacy of Black educators many of these schools are named after.[64]

4. How have districts involved community members in school closure decisions?

Many school closure decisions have been enacted with little or no community involvement, and few states[65] require districts to more closely involve parents and families in the decision-making process (see call out box on Pennsylvania's Legal Requirements for Closing a Public School). Some studies of mass school closures in large, urban districts—the School District of Philadelphia (SDP) from 2011-2013, Chicago Public Schools (CPS) in 2013, and New York in 2010—have examined community involvement efforts from the perspectives of disproportionately impacted residents in low-income, urban communities of color who were engaged in efforts to resist closures.[66]

The most documented approach to involve community members in closure decisions has been to **convene public hearings** for them to provide comments and ask questions of the district's governing body. Studies found several limitations with this approach, including that hearings often:

- Exclude participation due to insufficient notice, conflict with the schedules of working parents, and lack accommodations for those with limited English proficiency.[67]
- Provide inadequate time for parent comments and lack a deliberative process to address concerns raised.[68]
- Limit parameters, with community input having little to no impact on districts' proposed lists of closings which were already based on data such as enrollment numbers, physical condition, and test scores.[69]

Several studies found that opponents of closures within communities of color believed that closure decisions had been predetermined based on data that ignored the historical context of segregation and chronic underfunding, and that public hearings did not represent collaborative, democratic decision-making where community members could influence the outcome.[70] Media reports have similarly noted that community members often criticize engagement efforts as lacking transparency and involving community members too late to allow for meaningful participation and input.[71]

Pennsylvania Legal Requirements for Closing a Public School

Pennsylvania law provides few obstacles to a school district seeking to close one of its schools. Courts have found PA students are not entitled to educational services "at the school of one's choice."[72] Beyond illegal discrimination, districts can close a public school for virtually any reason. Where legal requirements exist, they are often process-related and relatively simple to meet. For example, a school district's governing school board must merely:

- Notify the Pennsylvania Department of Education (PDE) and include reasons for closing and how the closing "contributes to the orderly development of attendance areas." 22 Pa. Code § 349.28
- Provide residents 15 days advance notice of one public hearing. 24 PS § 7-780.
- Provide 60 days advance written notice to impacted employees. 24 PS § 5-524.
- Ensure impacted students are provided with other public schooling arrangements. 24 PS § 13-1311.

Courts have not held districts to any specific evidentiary burden or recognized any rights of appeal for families, teachers, or others in the community. The entire process can happen within a few months. Importantly, closing a school does not relieve a school district of its federal responsibilities to students, including to provide special education and services for students experiencing homelessness.

Note the legal process and evidentiary burdens for closing charter schools are significantly more extensive, costly, and time-consuming.

Part 3: Considerations for District Leaders and Policymakers

Research on school closures is a developing field, and it is hard to evaluate closure decisions in isolation as school district leaders are often facing a complicated array of issues. Some closures may be unavoidable. In some instances, if approached through intentional planning with equity concerns front and center, school closing decisions may even create opportunities for a district to improve a broken system. Below we highlight several considerations from the field to help district leaders and policymakers better make and implement school closure decisions. Specifically, decision-makers should:

1. Carefully examine the factors considered when weighing school closure decisions.

The unfortunate reality is that while research and community advocacy groups have further documented the negative impact school closure policies can and have historically had on students and communities of color, school closure decisions are still driven primarily by fiscal constraints, accountability measures, and building conditions[73] (see our 2013 brief for more details on decision-making processes and factors commonly considered, which have not substantially changed over the past decade). Research has shown that cost-saving expectations for school closings are often overly optimistic, while new systemic costs are underestimated. Likewise, impacts on displaced and receiving students, staff, and the broader communities are often context specific and may lead to unintended consequences. The decisions largely ignore or minimize other important factors and equity concerns.

For this reason, decision-makers should broaden the factors they consider when choosing whether to close schools and which schools to close beyond legal requirements. Khalifa et al.[74] recommend that school administrators in receiving schools:

- Seek to understand the history, culture, and experiences of incoming students and how they might perceive administrative actions.
- Consider the broader community context when taking administrative actions.
- Critique internal practices to avoid inadvertently reinforcing racism.

2. Provide adequate time and support to prepare for transitions following closure.

Research focused on Chicago's 2013 closures found impacted staff and students wished for more support and training dealing with logistical challenges, more care and effort in moving supplies, greater investments and attention to receiving schools in a timely manner, more thoughtful efforts to bring principals together throughout the transition process, and longer-term funding to keep support staff and upgrade technology in receiving schools. Scholars note that the level of care stakeholders perceive officials putting into the planning process is critical to cultivating trust and mutual respect.[75]

3. Ensure displaced students are sent to higher quality schools.

As discussed in Part 1, positive impacts of school closures are generally only found when displaced students are provided schools that are of higher quality than the closed schools. One study outlined[76] how displaced students should also be connected to specific teachers or school personnel who "can provide supplemental academic support to meet higher expectations in the new school." An investigation of NYC's school closures recognized that "reforms did not eradicate achievement gaps between student subgroups," but the

reassigned students did end up attending higher-performing schools. This finding is important for decision-making as even after sending displaced students to higher performing schools districts need to ensure students can access the educational opportunities and supports within that higher quality school.[77]

4. Involve students and families in the decision-making process and consider the sociohistorical context of the school and broader community in that process.

Districts should provide robust opportunities for meaningful community input before final decisions are made, that are not limited to the bare minimal legal requirements. Some researchers[78] explain that, particularly for high school students, "Facilitating youth and community involvement increases the possibility that such a decision is not perceived as coerced and that students will have more time to be strategic about where they choose to transfer."

5. Continue to invest in future research.

As discussed, there is a lack of research examining the purported savings of school closures, despite budgetary reasons commonly being used to justify closure decisions. The existing research is mixed on the impact of school closures, often lacking historical context and finding wide variation in their effects. Ongoing research can continue to uncover conditions that lead to student success in school closure decisions and provide more complete answers to all the questions examined in this summary. Research should also be conducted in a broader set of circumstances to examine closings by school type, quality, reason for closure, and geography. Much of the literature focuses on large urban closures with little attention paid to suburban and rural school closings.[79] Additionally, most studies focus on the impact of displaced students, but future research should also investigate the effect closures have on rising cohorts after the policy change alters the schools they attend within a district.

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7. School closures have been used as one of the various accountability measures enacted to improve school performance, as measured primarily by student outcome data like standardized test scores. The theory has been that the threat of closure will incentivize "underperforming" schools to improve and, if they do not, students from closed schools will be sent to higher performing schools. While evidence on the effectiveness of this theory is rather thin, the strategy was incentivized in federal policy through the No Child Left Behind Act and the U.S. Department of Education's Race to the Top program and School Improvement Grants.

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ABSTRACT

Enrollment Declines and Permanent Closures in Public Schools

This study examines the prevalence of permanent school closures before and after the COVID-19 pandemic and their association with enrollment declines. Utilizing data from the Common Core of Data between 2013-14 and 2023-24, the analysis reveals a downward trend in closure rates, with significant variation across school characteristics and states. Poisson regression results indicate a strong association between recent enrollment declines and the likelihood of permanent closures. The findings underscore the financial and operational pressures faced by schools with declining enrollments and highlight the need for tailored policy responses to address the unique challenges of different communities.

JEL Classification: I21
Keywords: school closures, enrollment decline, COVID-19, K-12 education

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1 Introduction

The consequences of the COVID-19 pandemic are still palpable across children, parents, teachers, and schools. The pandemic-related restrictions on traditional classroom instruction and the alternative learning arrangements families explored during COVID-19 have led to widespread enrollment declines post-pandemic (Flanders, 2023). Family dissatisfaction and the decline in school enrollment among traditional public schools create financial and operational pressure for many schools (Burtis & Goulas, 2023; Goulas, 2024; Goulas & Pula, 2024).

An increasing number of districts across the nation are exploring options such as re-districting, district right-sizing, or permanent school closures to address the challenges associated with declining school enrollment (Peetz, 2024). This study explores the prevalence of permanent school closures before and after the COVID-19 pandemic and investigates their association with enrollment trajectories.

This analysis is valuable for three key reasons. First, it provides a pre-pandemic benchmark of permanent school closures. This reference point is a useful gauge as we navigate current trends in school system adjustment to current needs. Second, it offers insights into the variation in permanent school closures by school characteristics and across states. Third, investigating the association between permanent school closures and enrollment trajectories allows us to understand school vulnerability to declining enrollment before and after COVID-19.

2 Data

I use enrollment information on brick-and-mortar non-alternative traditional public and charter schools from the Common Core of Data of the National Center for Education Statistics between 2013-14 and 2023-24. I also identify school characteristics such as school sector (i.e., traditional, charter), locale (i.e., urban, suburban, town, rural), and grade level (i.e., elementary, middle, high, or multi-grade school). For each year, I flag the schools that were coded as closed by NCES and record the last year of operation for the closed schools.

3 Results

Panel A of Figure 1 shows the closure rate, defined as the share of schools open in the prior year that close in the current year, over time. The school closure rate shows a slight downward trend overall, with a spike between 2017-18 and 2019-20. In 2014-15, the closure rate was 1.3 percent, decreasing to 0.8 percent by 2023-24. Between 2022-23 and 2023-24, it rose slightly from 0.7 to 0.8 percent. For traditional public schools,

the closure rate declined from 1.1 percent in 2014-15 to 0.6 percent in 2022-23, before rising modestly to 0.7 percent in 2023-24.

Panel B of Figure 1 shows the average closure rate over the study period by school characteristics. Across all years, the average closure rate stands at 1 percent. Charter schools have a higher closure rate than traditional public schools (2.8 percent vs. 0.8 percent). Multi-level schools have an average closure rate higher than schools serving other grades (1.4 percent), followed by elementary and middle schools schools (0.8 and 0.9 percent, respectively). High schools have the lowest average closure rate (0.7 percent). Schools in town locales have the highest average closure rate relative to schools in other locales (1.2 percent), closely followed by schools in urban locales (1.1 percent). Schools in suburban and rural locales have the lowest average closure rate (0.8 percent).

Panel C of Figure 1 reveals substantial variation in the average permanent closure rate of public schools across states. States like Idaho, Montana, and Nevada have a relatively low average rate of permanent school closures (less than 0.5 percent per year). In contrast, states and territories such as Alabama, Arkansas, the District of Columbia, Iowa, Louisiana, Michigan, Minnesota, Mississippi, Nebraska, Ohio, Tennessee, West Virginia, and Wyoming have relatively high average permanent closure rates of public schools (more than 1.2 percent per year).

Table 1 uses Poisson regression analysis to investigate the association between enrollment trajectories and permanent school closures.[1] Panel A reports results across years, while Panel B focuses on permanent school closures in the most recent year, 2023-24. Columns (1) through (3) progressively augment the specification to include the change in enrollment up to five years prior to the current year. The results reveal that permanent school closures are more strongly positively associated with recent enrollment declines than with enrollment declines further in the past. Specifically, using data across years, a 10 percent enrollment decline in the prior year significantly increases the likelihood of permanent school closure by 0.3 percent.[2] For the most recent year of data, a 10 percent enrollment decline in 2021-22 significantly increases the likelihood of permanent school closure in 2023-24 by 0.2 percent. These estimates remain largely robust when the enrollment changes of more past years are considered. A 10 percent enrollment decline five years prior significantly increases the likelihood of permanent school closure in the current year by 0.1 percent.

Columns (4) and (5) of Table 1 show the association between two-year and five-year cumulative enrollment changes and permanent school closures. A 10 percent decline over two years and five years is significantly

[1] As a robustness exercise, Table S2 reports results from logistic regressions. The estimated marginal effects are largely unchanged.

[2] Table S3 shows that when we focus on traditional public schools, the estimated effect of the prior-year enrollment change on permanent school closure decreases by roughly 10 percent in magnitude and remains statistically significant.

associated with a 0.3 percent and 0.2 percent increase in the likelihood of a subsequent permanent school closure, respectively. These findings indicate that more recent enrollment declines are stronger predictors of eventual permanent school closures than historically older enrollment declines. Additionally, permanent school closures in 2023-24 are more weakly associated with enrollment declines than closures in prior years.

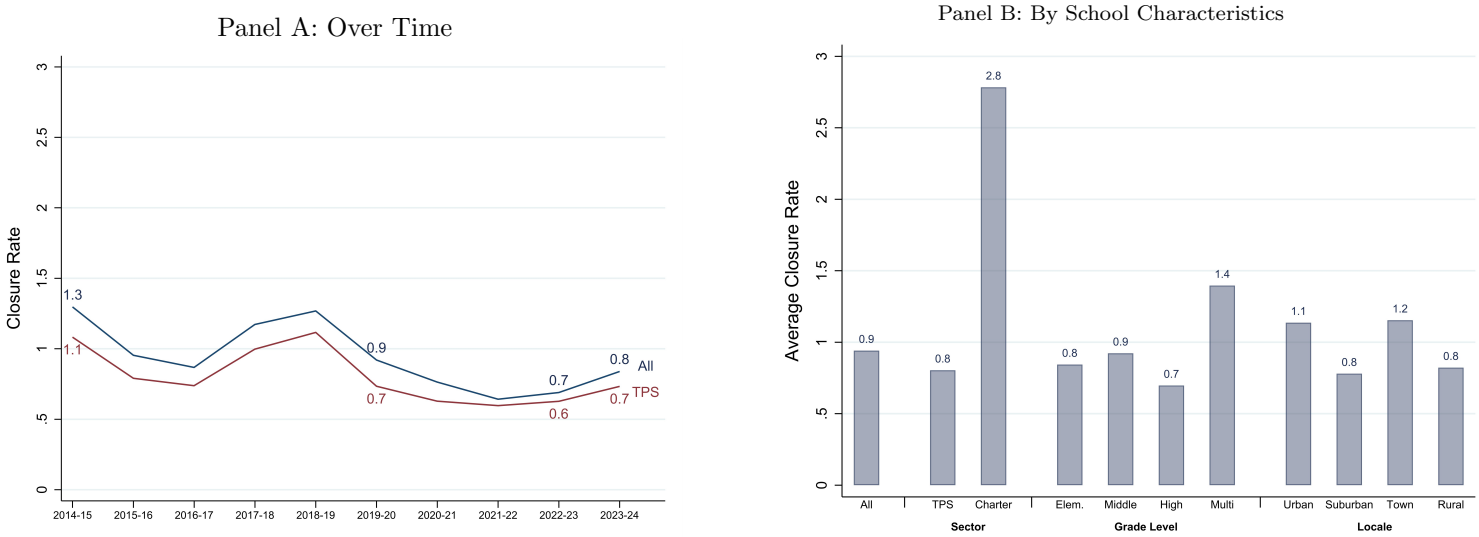
4 Conclusion

Enrollment declines may threaten some schools' financial and operational sustainability because federal and state financial aid to public schools is typically proportional to student enrollment, while costs remain relatively fixed. Schools with declining enrollment may have to lay off teachers or shut down entirely, which can disrupt students' learning journeys and cause distress to families (Tieken & Auldridge-Reveles, 2019).

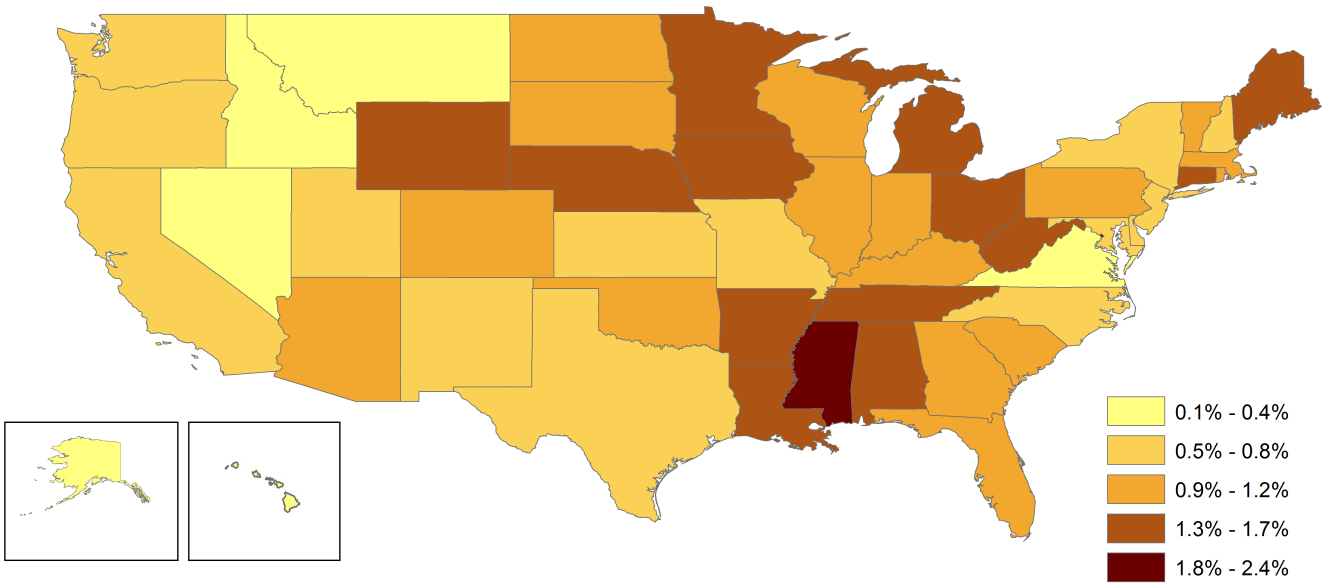
This study documents the historical prevalence of permanent school closures and their association with preceding enrollment trajectories. The results reveal that school closure rates have generally decreased over time, with the most recent rates in 2023-24 being among the lowest on record. Charter schools and schools in urban areas exhibit higher closure rates compared to traditional public schools and suburban schools. The analysis also shows that recent enrollment declines are stronger predictors of permanent school closures, with more recent declines having a greater impact on the likelihood of closure compared to older declines.

Since the factors driving enrollment declines and permanent school closures may differ across communities, these challenges cannot be addressed by one-size-fits-all policies.

Figure 1: Permanent School Closures Over Time, by School Characteristics, and Across the Nation



Panel C: Across the Nation



Source: Common Core of Data, National Center for Education Statistics; author's calculations.

Notes: Alternative and exclusively virtual schools have been excluded. TPS stands for traditional public schools.

Table 1: Effect of Enrollment Declines on Permanent School Closures

	(1)	(2)	(3)	(4)	(5)
Panel A: Permanent School Closure (1=Yes), All Years					
$\Delta(Enrollment)_{t-1}$	-0.035***	-0.034***	-0.027***		
	(0.002)	(0.002)	(0.002)		
$\Delta(Enrollment)_{t-2}$		-0.022***	-0.020***		
		(0.002)	(0.002)		
$\Delta(Enrollment)_{t-3}$			-0.018***		
			(0.002)		
$\Delta(Enrollment)_{t-4}$			-0.012***		
			(0.002)		
$\Delta(Enrollment)_{t-5}$			-0.011***		
			(0.002)		
Two-year Cumul. $\Delta(Enrollment)_{t-1}$				-0.027***	
				(0.001)	
Five-year Cumul. $\Delta(Enrollment)_{t-1}$					-0.020***
					(0.001)
Obs.	733,346	691,451	397,542	704,048	426,193
Panel B: Permanent School Closure (1=Yes), 2022-23					
$\Delta(Enrollment)_{t-1}$	-0.021***	-0.024***	-0.022***		
	(0.005)	(0.004)	(0.004)		
$\Delta(Enrollment)_{t-2}$		-0.018***	-0.020***		
		(0.004)	(0.004)		
$\Delta(Enrollment)_{t-3}$			-0.014***		
			(0.005)		
$\Delta(Enrollment)_{t-4}$			-0.002		
			(0.004)		
$\Delta(Enrollment)_{t-5}$			-0.006		
			(0.005)		
Two-year Cumul. $\Delta(Enrollment)_{t-1}$				-0.017***	
				(0.004)	
Five-year Cumul. $\Delta(Enrollment)_{t-1}$					-0.014***
					(0.002)
Obs.	82,644	78,258	67,664	80,166	72,210

Notes: This table reports marginal effects from Poisson regressions. * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$.

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Supplementary Appendix

Enrollment Declines and Permanent Closures in Public Schools

Methods

Analytical Sample

The analytical sample was designed using the following inclusion criteria:

- **Brick-and-mortar schools.** I focus on brick-and-mortar schools. Schools were identified using the NCES School ID. Fully, primarily, or exclusively virtual schools were excluded. For schools whose virtual status changed over time, a manual search of the web was conducted to infer whether the school's virtual status changed or whether the newer virtual status value reflects updated information. The Common Core of Data classified schools that were normally brick-and-mortar schools but operated remotely during the COVID-19 pandemic as supplemental virtual.

- **Year span.** I start with all schools that were labeled as operational in the Common Core of Data and had non-zero enrollment in the years between 2013-14 and 2023-24. I explore permanent school closures in the years between 2014-15 and 2023-24.

- **Same grade span over time.** It is difficult to disentangle typical variation in enrollment over time from enrollment changes related to adding or dropping grades taught for schools that added or dropped a grade. When calculating changes in enrollment between school years, I focus on schools with the same grade span served in the start and end year.

- **Traditional public schools or charter schools.** I focus on traditional public schools and charter schools. Alternative schools/programs, adult centers, and exclusively virtual have been excluded.

Variable Construction

The following variables to capture school information were constructed for the analysis.

- *Enrollment.* School enrollment refers to the total number of students enrolled in a given school year.

- *Permanent School Closure.* I flag school that NCES reports as permanently closed (Status=2) in a given year. Open schools are schools that NCES reports as open and operational in a given year (i.e, Status not equal to 2, 6, or 7). The permanent school closure rate in a given year is calculated as the number of schools closed in a given year while they were open and operational in the prior year over the number of all open and operational schools in the prior year.

- *School grade level.* Schools serving any grade span between PK and 6 were identified as elementary. Schools serving any grade span between 7 and 8 were identified as middle schools. Schools serving any grade span between 9 and 12 were identified as high schools. Schools serving any grade span that covers elementary and high school grades or middle and high school grades were identified as multi-grade schools.

- *School locale.* The urbanicity information from the Common Core of Data was used to infer school locale. Urbanicity codes 11, 12, and 13 were labeled as "urban." Codes 21, 22, and 23 were labeled as "suburban." Codes 31, 32, and 33 were labeled as "town." Urbanicity codes 41, 42, and 43 were labeled as "rural."

- *School sector.* I use the charter school indicator infer whether a school is charter school or traditional public school.

Regression Analysis

I estimate two types of specifications. The first type investigates the effect of prior-year change in enrollment (time $t-1$) on the likelihood of a permanent school closure in the current year (time t). The change in year-over-year enrollment at year $t-1$ (the prior year) is defined as:

$$\Delta(Enrollment)_{t-1} = \frac{Enrollment_{t-1} - Enrollment_{t-2}}{Enrollment_{t-2}} \tag{1}$$

I progressively augment the specification to include the change in year-over-year school enrollment at time $t-2$, $t-3$, $t-4$, $t-5$. The full specification for school i in year t is as follows:

$$Y_{it} = \beta_0 + \sum_{j=1}^{5} \beta_j \Delta(Enrollment)_{t-j} + \epsilon_{it} \tag{2}$$

The second type of specification investigates the effect of two-year and five-year change in enrollment at time $t-1$ on the likelihood of a permanent school closure at time t. The two-year and five-year change in enrollment at time $t-1$ are defined as follows:

$$Two\text{–}year\ \Delta(Enrollment)_{t-1} = \frac{Enrollment_{t-1} - Enrollment_{t-3}}{Enrollment_{t-3}} \tag{3}$$

$$Five\text{–}year\ \Delta(Enrollment)_{t-1} = \frac{Enrollment_{t-1} - Enrollment_{t-5}}{Enrollment_{t-5}} \tag{4}$$

The specification for the two-year change is the following:

$$Y_{it} = \beta_0 + \beta_1 Two\text{–}year\ \Delta(Enrollment)_{t-1} + \epsilon_{it} \tag{5}$$

The specification for the five-year change replaces the two-year change with the five-year change. I report a set of results with all the years (2014-15 through 2023-24) pooled together (Panel A on Table 1) and another set of results only for 2023-24 (Panel B on Table 1). Heteroskedasticity-robust standard errors are reported throughout. I exclude each regressor's top and bottom one percent to minimize the influence of potential outliers on the estimated effects. Statistical significance: * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$. Table S1 reports summary statistics for every enrollment change variable used as independent variable in the regression analysis.

Additional Tables

Table S1: Summary Statistics of Enrollment Change Variables

	Mean	Std. Dev.	N
Panel A: All Years			
$\Delta(Enrollment)_{t-1}$	-0.641	7.061	733,346
$\Delta(Enrollment)_{t-2}$	-0.597	6.922	724,319
$\Delta(Enrollment)_{t-3}$	-0.142	6.676	636,296
$\Delta(Enrollment)_{t-4}$	-0.111	6.645	549,367
$\Delta(Enrollment)_{t-5}$	-0.054	6.605	465,196
Two-year Cumul. $\Delta(Enrollment)_{t-1}$	-1.327	9.784	704,048
Five-year Cumul. $\Delta(Enrollment)_{t-1}$	-2.561	15.157	426,193
Panel B: 2023-24			
$\Delta(Enrollment)_{t-1}$	-0.177	7.822	82,644
$\Delta(Enrollment)_{t-2}$	-4.095	7.484	81,425
$\Delta(Enrollment)_{t-3}$	-0.284	6.615	81,338
$\Delta(Enrollment)_{t-4}$	-0.417	6.649	79,508
$\Delta(Enrollment)_{t-5}$	-0.267	6.524	78,737
Two-year Cumul. $\Delta(Enrollment)_{t-1}$	-4.461	9.873	80,166
Five-year Cumul. $\Delta(Enrollment)_{t-1}$	-5.529	15.209	72,210

Notes: Enrollment change variables have been multiplied by 100.

Table S2: Effect of Enrollment Declines on Permanent School Closures, Logistic Regression, All Schools

	(1)	(2)	(3)	(4)	(5)
	Panel A: Permanent School Closure (1=Yes), All Years				
$\Delta(Enrollment)_{t-1}$	-0.035***	-0.034***	-0.027***		
	(0.002)	(0.002)	(0.002)		
$\Delta(Enrollment)_{t-2}$		-0.022***	-0.020***		
		(0.002)	(0.002)		
$\Delta(Enrollment)_{t-3}$			-0.018***		
			(0.002)		
$\Delta(Enrollment)_{t-4}$			-0.012***		
			(0.002)		
$\Delta(Enrollment)_{t-5}$			-0.011***		
			(0.002)		
Two-year Cumul. $\Delta(Enrollment)_{t-1}$				-0.027***	
				(0.001)	
Five-year Cumul. $\Delta(Enrollment)_{t-1}$					-0.020***
					(0.001)
Obs.	733,346	691,451	397,542	704,048	426,193
	Panel B: Permanent School Closure (1=Yes), 2022-23				
$\Delta(Enrollment)_{t-1}$	-0.021***	-0.024***	-0.022***		
	(0.003)	(0.003)	(0.003)		
$\Delta(Enrollment)_{t-2}$		-0.018***	-0.020***		
		(0.003)	(0.004)		
$\Delta(Enrollment)_{t-3}$			-0.014***		
			(0.004)		
$\Delta(Enrollment)_{t-4}$			-0.002		
			(0.004)		
$\Delta(Enrollment)_{t-5}$			-0.006		
			(0.004)		
Two-year Cumul. $\Delta(Enrollment)_{t-1}$				-0.017***	
				(0.003)	
Five-year Cumul. $\Delta(Enrollment)_{t-1}$					-0.014***
					(0.002)
Obs.	82,644	78,258	67,664	80,166	72,210

Notes: This table reports marginal effects from logistic regressions. * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$.

Table S3: Effect of Enrollment Declines on Permanent School Closures, Poisson Regression, Traditional Public Schools

	(1)	(2)	(3)	(4)	(5)
Panel A: Permanent School Closure (1=Yes), All Years					
$\Delta(Enrollment)_{t-1}$	-0.031***	-0.030***	-0.023***		
	(0.002)	(0.002)	(0.002)		
$\Delta(Enrollment)_{t-2}$		-0.023***	-0.018***		
		(0.002)	(0.002)		
$\Delta(Enrollment)_{t-3}$			-0.018***		
			(0.002)		
$\Delta(Enrollment)_{t-4}$			-0.014***		
			(0.002)		
$\Delta(Enrollment)_{t-5}$			-0.013***		
			(0.002)		
Two-year Cumul. $\Delta(Enrollment)_{t-1}$				-0.026***	
				(0.001)	
Five-year Cumul. $\Delta(Enrollment)_{t-1}$					-0.019***
					(0.001)
Obs.	693,242	658,253	383,629	669,945	410,554
Panel B: Permanent School Closure (1=Yes), 2023-24					
$\Delta(Enrollment)_{t-1}$	-0.016***	-0.020***	-0.020***		
	(0.005)	(0.004)	(0.004)		
$\Delta(Enrollment)_{t-2}$		-0.018***	-0.019***		
		(0.004)	(0.004)		
$\Delta(Enrollment)_{t-3}$			-0.012***		
			(0.005)		
$\Delta(Enrollment)_{t-4}$			-0.003		
			(0.004)		
$\Delta(Enrollment)_{t-5}$			-0.009*		
			(0.005)		
Two-year Cumul. $\Delta(Enrollment)_{t-1}$				-0.018***	
				(0.003)	
Five-year Cumul. $\Delta(Enrollment)_{t-1}$					-0.013***
					(0.002)
Obs.	77,161	73,400	64,914	75,175	69,189

Notes: This table reports marginal effects from Poisson regressions. * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$.

Declining Enrollment, School Closures, and Equity Considerations

Carrie Hahnel
Francis A. Pearman, II



Declining student enrollment is leading to a loss of revenue in many California school districts. To address ongoing budget shortfalls, many districts have consolidated or shuttered schools, and others are contemplating doing so. A new report and working paper, summarized in this brief, explore the racial dimensions of school closures and how to address them. The authors find that closures are far more common for schools that serve higher proportions of Black students. Even after controlling for a range of factors, the odds of school closure increase by nearly 25 percent for every 10-percentage-point increase in the share of Black students. This research situates this and other disparities within the U.S. history of segregation, neighborhood disinvestment, and gentrification, and provides evidence and suggestions to help education leaders center equity as they confront declining enrollment-related school closures.

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PACE
Policy Analysis for California Education

Introduction

Enrollment in California public schools has declined 6 percent since 2007, and it is projected to fall even more steeply over the next decade. At the state level, this decline is largely a result of falling birth rates, out-of-state migration, and shifting immigration patterns. Yet some school districts have experienced more pronounced declines as families have moved from high-cost areas to more affordable parts of the state or have left traditional public schools for other settings like charter schools, private schools, and home schools. Because school districts' funding is based primarily on average daily attendance rates, a decline in enrollment results in a loss of funding.

There are many ways districts can reduce programs or services, but they can only operate severely underenrolled schools for so long before the situation becomes financially untenable. This is because there are fixed costs associated with operating school sites, including maintenance, utilities, custodial services, and administration, as well as the need to maintain teaching staff to serve the full range of grade levels and student needs. On a per-student basis, underenrolled schools are simply more expensive to maintain. To address ongoing budget shortfalls and align services with student enrollment, many districts have consolidated or shuttered schools, and others are contemplating doing so.

Although school closures may help districts rightsize their budgets and achieve long-term fiscal sustainability, families, educators, and other affected stakeholders commonly contend that closures disproportionately affect students of color, particularly Black students. Despite compelling anecdotal evidence and several high-profile cases of school closure that have garnered significant media attention,[1] the empirical literature about the racial dimensions of school closures and how to address them has been limited.

Two new reports, summarized in this brief, help fill that gap. Pearman, Luong, and Greene[2] explore racial disproportionality in school closures, both in California and nationwide. They find that closures are far more common for schools that predominately serve Black students and that these elevated closure rates cannot entirely be explained by the conventional reasons for why districts close schools, such as enrollment declines and poor achievement. Hahnel and Marchitello[3] situate disparate closures within the U.S. history of segregation, neighborhood disinvestment, and gentrification. They provide evidence and suggestions to help state and local education leaders center racial equity as they confront school closures caused by declining enrollment.

These reports come on the heels of recent state-level activity addressing the inequitable impacts of school closures. In 2022, Governor Gavin Newsom signed into law a bill requiring that districts, if in fiscal distress, perform an "equity impact analysis" before approving the closure or consolidation of a school.[4] In April 2023, Attorney General Rob Bonta issued guidance declaring it "essential that school closure decisions comply with federal and state civil rights laws."[5]

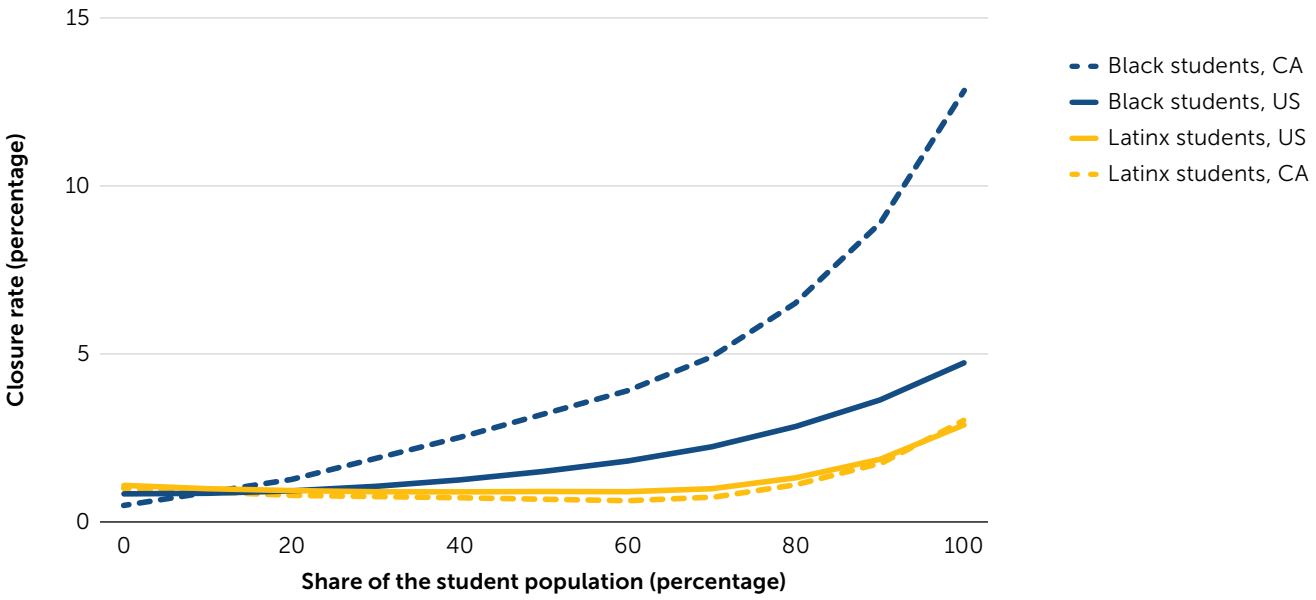
This brief begins by summarizing key findings from the research. It then offers recommendations for what local leaders can do to ensure that closures, when needed, are managed equitably. Finally, it recommends ways that state leaders can help support data-informed, equitable decision-making related to declining enrollment and school closures.

School Closures Disproportionately Affect Black Students in California

Between 2012 and 2021, nearly 700 schools across the state were closed, resulting in roughly 167,000 students being displaced. Black students were more likely to experience school closure than any other racial subgroup. Although they represent 5 percent of the total student population, Black students represent nearly 14 percent of the student body in schools that were closed.

This is happening because schools enrolling larger concentrations of Black students are at increased risk for closure. Pearman, Luong, and Greene used panel data from 2000 to 2018 to show that as the proportion of Black students increases, the rate of school closure also rises. This is truer in California than in the nation as a whole. Figure 1 depicts this relationship. It shows that schools with few Black students—those where less than 20 percent of students are Black—close less than 1 percent of the time. However, closure rates in California climb as the share of Black students increases. For instance, schools with more than 80 percent Black enrollment have about a 10 percent rate of closure—meaning one out of every ten predominantly Black schools close in California, which is more than twice what is observed for these schools nationally.

Figure 1. School-Closure Rates by Student Racial Composition, 2000–18



When the authors compared two schools that were otherwise equivalent ... the odds of closure increased by nearly 25 percent for every 10-percentage-point increase in the share of Black students.

What Explains This Racial Disparity in Closure Rates for Black Students?

Pearman, Luong, and Greene used inferential analyses to isolate explanations for closures. Focusing on factors commonly thought to contribute to school closures, they found that low achievement, school poverty rates, district enrollment trends, district proportion of charter schools, and district per-pupil expenditures were together unable to explain racial disparities in closure rates. After controlling for all of these factors, they found that schools enrolling higher percentages of Black students were still more likely to close. For example, when the authors compared two schools that were otherwise equivalent in terms of charter status, achievement levels, urbanicity, poverty rates, and enrollment trends and that were situated in similar districts in terms of per-pupil expenditures, total enrollment, and level of school choice, the odds of closure increased by nearly 25 percent for every 10-percentage-point increase in the share of Black students.

Even though the researchers could not fully account for the disparate rates of closure of predominately Black schools, Pearman, Luong, and Greene as well as Hahnel and Marchitello identify several contributing factors. For example, urban schools nationwide and charter schools, specifically in California, are more likely to close than other schools. Urban schools disproportionately enroll students of color and economically disadvantaged students, and schools in those geographic areas experienced a greater enrollment decline between 2012 and 2021. It is also the case that Black students disproportionately attend charter schools, that charter schools are disproportionately located in urban areas, and that they are more likely than traditional public schools to be closed. These urbanicity and charter-status factors may compound to place Black students at an increased risk of school closure. But again, these are only contributing factors—they cannot fully explain the stark racial disparity in school closures.

Why Practitioners and Policymakers Should Be Concerned About Racial Disparities in School Closures

It is no accident that school closures disproportionately affect students of color. Schools slated for closure are often located in neighborhoods that are currently or were previously underresourced, including neighborhoods that were segregated and redlined during the 20th century. In many of these neighborhoods, including parts of Los Angeles, Oakland, Sacramento, San Diego, and San Francisco, the cost of housing is now skyrocketing. The people who are moving to urban centers are often displacing Black and Latinx families.[6] These newer residents tend to have fewer children, and those who do have children often opt out of their local neighborhood

schools—particularly if they perceive those schools to be unsafe or low performing. Those perceptions and enrollment choices are often influenced by the racial composition of the school, with White families more likely to avoid schools with larger Black populations.[7] The school district may eventually identify these schools as underutilized and therefore potential sites for closure. Indeed, recent research has found that gentrification, specifically the in-migration of affluent households to previously segregated neighborhoods, "was associated with declining enrollment at neighborhood schools."[8] Without thoughtful rezoning following closures, districts risk deepening racial segregation.

Although the decision to close a school can be excruciatingly painful, there is a surprisingly limited amount of empirical research on the impact of school closures on students and communities.[9] Moreover, the evidence that does exist is inconclusive. Some researchers have found that school closure results in an initial drop in academic performance, increased negative behavior, and greater absence rates for displaced students.[10] Other research suggests that an initial drop in student performance prompted by a closure can be mitigated over time as the initial shock and consequences of the disruption wear off.[11] Attending a higher quality school than the one that was closed is critically important to improving students' achievement after a school closure; unfortunately, districts have typically reassigned students to nearby schools that are roughly similar, academically, to the ones that were shuttered.

How Education Leaders Can Center Equity When Considering School Closures

Given these racial disparities, particularly for Black students, school district leaders must make racial equity a fundamental component of their decision-making when closing or consolidating schools. Although school closures have historically been a matter of local control, state leaders also have a role to play in ensuring that California's public education system is responsive to statewide demographic trends and equity needs.

To identify next steps and potential solutions, Hahnel and Marchitello conducted a literature review and interviewed practitioners, parent organizers, and policymakers who experienced school closures around the country. This research surfaced recommendations for how local and state leaders can manage closures equitably.

What Local Leaders Can Do

1 Establish and execute an inclusive and transparent process that engages a wide range of stakeholders:

- Provide ample time and opportunity for community engagement before and during the closure process and ensure there are opportunities for stakeholders to influence the process and result.
- Establish and share clear, values-based criteria that the district will use when identifying schools for closure.
- Share information about demographic and enrollment trends in the district to provide context as well as information about the demographics and characteristics of affected schools, neighborhoods, and students.
- Share information about student growth, achievement, and other outcomes at schools that might be closed and the potential receiving schools, using assessment data that enable meaningful comparisons between school sites.

2 Implement a strategy to provide displaced students as well as the broader community with accessible, high-quality educational opportunities:

- Reserve and prioritize seats for displaced students in the district's highest quality schools.
- Provide adequate, accessible, and safe routes to school so that displaced students can attend a high-quality school elsewhere in the district.
- Incentivize effective educators to work in schools receiving a large concentration of displaced students.
- Provide receiving schools with additional resources so that they can offer academic, social, and emotional supports and services to students.
- Repurpose empty school buildings to provide services—such as childcare, extracurricular activity space, and mental and physical health care—that support students and their communities. When leasing or selling surplus property, districts must keep in mind that state law specifies some priorities and constraints for how surplus properties and their proceeds may be used.
- Use school closures as an opportunity to rethink attendance zones and revise school-assignment policies to reduce segregation and create new, more diverse school communities.

3 **Develop and pursue a long-term plan to address factors—such as housing affordability, gentrification, and economic disinvestment—contributing to racial disproportionality in school closures:**

- Equitably distribute funding and other resources within the district.
- Regularly review population trends, including projections of school enrollment disaggregated by demographic groups, to identify the extent to which the community is attracting and keeping families.
- Collaborate with local governmental agencies, including housing and economic development authorities, to expand and improve affordable housing options for both educators and families and to incorporate the city's housing element in the district's facility master plans.
- Work with municipal officials to map out transit plans—including public transportation, bike routes, and walking routes—that provide equitable and safe access to high-performing schools as well as other valuable city services for every family.

What State Leaders Can Do

1 **Study enrollment trends, foster discussion, and generate recommendations for how to rightsize the K–12 education system to align with new enrollment realities:**

- Collect and share data on population-level demographic trends and projections, including how these patterns will affect schools and districts. Identify areas where new schools may be needed, where schools may become underenrolled, and where districts could be consolidated.
- Create opportunities for legislative leaders and education stakeholders to reflect on the data and engage in discussions regarding potential solutions. This may include commissioning a statewide review to make recommendations regarding school consolidation and closure with county superintendents, county fiscal overseers, or the state superintendent empowered to act on those recommendations—recognizing that local districts are not always able or willing to close schools, despite the threat of fiscal insolvency. These discussions should include considerations for regional needs and priorities, such as racial and economic integration.

2 **Provide guidance on equity-centered processes for school closure:**

- State and county education leaders can offer guidance and support to districts as they navigate the school-closure process. This includes guidance on effectively engaging community members, centering equity in the decision-making process, and using consolidation as an opportunity to address broader teaching and learning priorities.

- Building on existing legislation like Assembly Bill 1912,[12] state leaders can encourage all districts to perform an "equity impact analysis" before approving school closures or consolidations. This analysis should consider how closure decisions might disproportionately affect different student groups.
- State leaders can require or encourage policies that give displaced students priority access to preferred schools and high-quality academic opportunities.

3 **To address declining enrollment, incentivize collaboration among school districts, housing authorities, and municipal agencies to ensure thriving and affordable communities for families:**

- Incentivize and support local educational agencies to build affordable housing for teachers, school staff, and mixed-income families on surplus district property.
- Promote inclusionary zoning policies and affordable housing policies and programs to help low-income families access stable, affordable housing in areas with quality schools.
- Encourage partnerships between housing agencies and school districts that allow local leaders to pilot solutions that jointly strengthen housing and education in their communities.

Conclusion

In recent years, most California districts have avoided painful decisions about school closures and consolidations thanks, in part, to a large infusion of pandemic relief funding and state hold harmless provisions that have temporarily protected districts from enrollment-related funding declines. These COVID-19 relief funds and hold harmless protections are running out even as enrollments are continuing to decline, costs are rising, and state revenues are flattening. As districts contemplate school closures, they must consider both the evidence and the legal requirements related to equitable impacts. While these new reports serve as a starting point for filling in gaps in the evidence, many more creative ideas and solutions are needed to ensure our public education system responds to new enrollment realities in ways that are equitable and that break segregating patterns of the past.

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Author Biographies

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Policy Analysis for California Education (PACE)

Improving education policy and practice and advancing equity through evidence

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Related Publications

Belfield, C. R., Bowden, A. B., & Shand, R. S. (2021, May 26). ***Cost-Effectiveness analysis can help districts plot their financial course*** [Commentary]. Policy Analysis for California Education.

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The effect of school closings on student achievement

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ABSTRACT

Many school districts across the country are shutting schools, but school closing policies remain a very controversial issue. The current study investigates the effects of school closing policies on student achievement by examining over 200 school closings in Michigan. Relative to the previous literature, the analysis uses a broader set of school closings to thoroughly investigate heterogeneity in treatment effects based on the performance level of the closed school. The results indicate that, on average, school closings in Michigan did no persistent harm to the achievement of displaced students. Moreover, students displaced from relatively low-performing schools experience achievement gains. The displacement of students and teachers creates modest negative spillover effects on the receiving schools, however. Hence, the closing of low-performing schools may generate some achievement gains for displaced students, but not without imposing spillover effects on a large number of students in receiving schools.

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1. Introduction

Over 1800 public schools were shut in the United States after the 2008–2009 academic year alone (Common Core of Data, 2011). School closings have become common nationwide, and urban centers such as Chicago, Detroit, Kansas City, New Orleans, Oakland, Philadelphia, and Pittsburgh have all recently closed schools. In addition, as policy discussions increasingly focus on high-stakes accountability, some policymakers have suggested shutting the lowest-performing schools and shifting students to higher-performing schools as a way to increase student achievement. Community leaders and teachers unions often vehemently oppose these school closings, however. In fact, during the recent teacher strike in Chicago, the president of the Chicago Teachers Union described the district's desire to shut schools with excess capacity as the "big elephant in the room" (Lah and Botelho, 2012). Given this controversy, understanding how school closings influence student achievement is essential for policymakers, because the extent to which districts should utilize closing policies depends crucially on the effect of closings on student achievement.

Theoretically, the effect of shutting schools on student achievement is ambiguous. On the one hand, school closings may cause harm to students, because the closings disrupt peer and teacher networks. This disruption may affect the displaced students who are forced to change schools as well as students at the receiving schools who experience an influx of new students and teachers. On the other hand, being displaced from low-performing schools may expose students to higher-quality peer groups and teachers, generating achievement gains. Hence, if students are systematically moved to higher-quality schools, the net effect of the displacement could very well be positive. Which of these effects dominates and under what circumstances is an open empirical question.

This paper provides evidence on the nature of these effects by examining school closings in Michigan. Michigan provides an excellent setting for examining school closings because a large number of schools have shut in the past decade. Using statewide student-level microdata to follow students after displacement, the study estimates the effects of school closings on both displaced students and students in nearby receiving schools. Because schools may be selected to close on the basis of their past test scores, the analysis examines the achievement trajectories of these schools prior to closure. By documenting the magnitude of the dip in test scores prior to closure, the analysis generates plausible bounds on the effect of closing schools. This bounding approach does not deliver point identified estimates, but generates policy relevant conclusions while relying on less restrictive assumptions than an approach that attempted to match closed schools to a control group of schools on the basis of past test scores. In addition, the current study examines a wide range of school closings and hence is better able than prior studies to estimate heterogeneous effects based on the performance level of the closed school. Identifying this heterogeneity is key for extrapolating these results to other settings. In particular, understanding whether districts should adopt policies of closing particularly low-performing schools will depend on the effects that closing low-performing schools generates on the achievement of both displaced students and students in the receiving schools.

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The results indicate that school closings in Michigan did no persistent harm to the achievement of displaced students. For reading, students experience no significant change in test scores at the time of displacement. For mathematics, students in closed schools are falling behind their peers in the district prior to closure, and this dip prior to displacement is not the result of formal school closing announcements. Student achievement in mathematics remains low in the first year in their new school, but improves markedly thereafter. In the second year following displacement, student test scores in mathematics are substantially higher than they were in the year prior to being displaced. This result suggests plausible bounds on the effect of school closings on student achievement. If the drop in test scores prior to closure is driven by a multiple period transitory shock, then the results indicate no long term effect of school closings on student achievement. If instead the drop prior to closing represents a declining trend in student achievement at the closed school, displacement has a positive impact on mathematics achievement for displaced students. In either case, school closings create modest negative spillover effects onto students in receiving schools, however, and these effects persist for multiple years. All of these results are robust to controlling for district-wide time trends and selective mobility of students out of schools prior to closure.

Intuitively, the effect of displacement varies based on the performance level of the closed school. In mathematics, students displaced from relatively low-performing schools experience gains in achievement compared to their prior performance at the closed school. In addition, the estimated effects on receiving schools vary with respect to the performance level of the closed schools. If students are displaced from relatively low-performing schools, the spillover effects are larger in magnitude. Further analysis shows positive effects in math from displacing students together to the same receiving school, but these effects are only temporary and fade after two or three years.

These results imply that districts forced to close schools due to changing demographics or financial problems do no persistent harm to the achievement of displaced students, and the spillover effects onto students in receiving schools are modest in magnitude. In addition, displaced students experience improvements in achievement if they are displaced from schools that are low-performing relative to nearby schools. Hence, school closings can be effective in raising the achievement of students in low-performing schools while imposing only modest negative spillover effects. However, a large scale policy to close low-performing schools will fail to improve average achievement district-wide because any gains from displaced students will be offset by achievement losses for students in receiving schools.

The paper proceeds as follows. Section 2 discusses the relevant literature, Section 3 describes the context and institutional details surrounding school closings in Michigan, and Section 4 outlines a conceptual model of how school closings can be expected to affect student achievement. Section 5 then discusses the data used in the analysis and Section 6 presents the empirical specification and results. Section 7 concludes, discussing policy implications of the results.

2. Literature review

The qualitative literature on school closings documents concern from both teachers and administrators that students displaced from closed schools would suffer from the displacement (Lipman and Person, 2007; Steiner, 2009; Kirshner et al., 2010). For example, Kirshner et al. (2010) investigate the closing of one large urban high school. In addition to documenting achievement losses, they report roughly 40% of students surveyed reported that they felt a sense of loss or that friendships and relationships were disrupted by the displacement. Whether this sort of disruption generates persistent achievement effects across a wide range of school closings is an empirical question.

The few quantitative studies to investigate school closing policies in particular districts have found mixed results, however.[1] Sacerdote (2012) examines the achievement of students forced to leave school due to Hurricane Katrina. His results indicate that students experience temporary sharp declines in test scores following displacement, but make up substantial ground thereafter and in many cases experience long-run achievement gains as a result of the displacement. The circumstances faced by Katrina evacuees are unique, however, and it is impossible to understand whether these results are driven by changes in family and residential circumstances due to the hurricane. In Chicago Public Schools, De la Torre and Gwynne (2009) evaluate school closings aimed at chronically low-performing schools, and find that the closings led to transitory drops in test scores.[2] The most comprehensive published study to date is Engberg et al. (2012), which investigates the closing of approximately 20 schools in an anonymous urban school district. The authors find that displaced students are harmed substantially, but these effects can be mitigated by sending displaced students to higher quality schools. Due to data limitations, however, they are unable to examine the achievement trajectory of students in closed schools prior to displacement. In addition, the policy investigated by Engberg et al. (2012) displaced 25% of the students in the school district in the same year. Because this large upheaval affected the majority of students in the district either directly or through spillover effects, it may be difficult to apply these results to other settings.

This disagreement about the effects of school closing policies is likely due to the fact that these results pertain to specific school closing policies, and not able to investigate broad-base and heterogeneous closing policies such as those investigated in the present analysis. By examining a larger variety of school closings, the current study seeks to add to this existing literature in three ways. First, the study examines a broader set of closings than these previous studies, and uses this large data set to investigate heterogeneity of school closing effects on the basis of school performance. Second, by using statewide micro-data, the analysis is able to account for students who leave the district after a school closing. This allows the analysis to be robust to non-random selection of students leaving the school district after a school closing. Last, the study pays particular attention to the role of teachers in school closing policies. In many school closings in Michigan, teachers are retained in the district after displacement. This generates additional spillover effects in a possibly distinct set of receiving schools.

The effect of shifting students from one school to another has also been studied in a variety of other contexts. For instance, a large literature documents achievement losses for students who change schools voluntarily or as part of a structural transition from elementary to middle school.[3] As well, the school choice literature uses random lottery admissions to examine the effect of being admitted to school choice programs on a variety of student outcomes, but students who apply to school choice programs are a select sample and hence different from students displaced by school closings.[4] The literatures on desegregation and peer effects also investigate the effect of shifting students from one school to another.[5] All of these policies differ from school closings in that they do not include the mobility of teachers that is typically generated

[1] A related literature that explores the effects of school turnarounds and reconstitutions (i.e., replacing school staff without shifting students to other schools) finds mixed results for student outcomes (Gill et al., 2007; Hess, 2003; Brady, 2003; Malen et al., 2002).

[2] Ongoing work by Barrow et al. (2012) investigates a similar set of school closings from Chicago and finds persistent drops in test scores for displaced students.

[3] Recent prominent papers in the voluntary student mobility literature include Hanushek et al. (2004), Xu et al. (2009), and Loeb and Valant (2011). See Rockoff and Lockwood (2010) for an examination of student mobility from elementary to middle school.

[4] Prominent examples of the school choice literature include Rouse (1998), Cullen et al. (2005), Abdulkadiroğlu et al. (2011) and Deming (2011).

[5] See Guryan (2004) or Reber (2010) for studies on the effects of desegregation policies and student outcomes. Imberman et al. (2012) and Angrist and Lang (2004) are prominent examples of studies that use exogenous movement of students to estimate the magnitude and structure of peer effects.

by a school closing. In addition, the policy environments are much different. For instance, the peer effects generated by Katrina evacuees in Houston, as studied by Imberman et al. (2012), are likely different than those generated by closing schools and shifting students to another school within the same school district.

3. School closings in Michigan

The current study examines the closing of 246 elementary and middle schools in Michigan between 2006 and 2009.[6] School closings in Michigan are driven almost exclusively by declining district enrollments. In addition to well-documented statewide population declines, an increase in school choice policies has led to further enrollment declines in some districts.[7] Fig. 1 displays the location of closed elementary and middle schools in Michigan between 2006 and 2009.[8] As can be seen, the Detroit Metropolitan Area had a large number of school closings over this time period. This includes not only many schools in the city of Detroit, but also schools in suburban areas. In addition, other urban centers such as Flint, Saginaw, and Grand Rapids have closed schools recently, and in fact the data contain multiple school closings from each of the five largest Combined Statistical Areas in Michigan. Hence, while a number of rural districts closed schools between 2006 and 2009, the analysis presented below is primarily representative of urban and suburban school closings.

While some districts make plans for school closures years in advance, the vast majority of districts do not decide on which school to close until the spring of the last year the school is open. The choice of which school to close is very complex, and the schools chosen for closure are often not the lowest-performing schools in the district. In addition to test scores, district officials examine factors such as school condition, enrollment, and location when making their decision. Nonetheless, because district officials take into account test scores when making their decision, closed schools are on average lower performing than neighboring schools.

After closure, students are assigned to a new school within the district. While parents can choose to move or have their children utilize a school choice program, the shutting of a school does not alter parents' choice of remaining schools. Displaced teachers also move within the district after a school closes. In fact, the fraction of teachers leaving the teaching profession is no larger after a closing than in a normal year.[9] While the majority of displaced students are usually transferred to the same nearby schools, displaced teachers can be shuffled throughout the district. Hence, schools that receive displaced teachers may be quite different from students in schools that receive displaced students, and both groups of schools may be affected by the closing.

4. Conceptual model

Consider the following stylized model of student achievement:

$$Y_{ist} = X_{it}\beta + M_{it}\alpha_{it} + \psi_{st} + \mu_i + e_{ist} \tag{1}$$

here, Y_{ist} represents the achievement of student i in school s at time t. X_{it} is a vector of student observable characteristics, ψ_{st} is a school quality component of student achievement, μ_i represents fixed student-level influences, and e_{ist} is an idiosyncratic error. Given that student mobility may affect student achievement for more than one year, M_{it} is a vector of indicators indicating that the student moved schools k years ago. In particular, $M_{it}\alpha_{it} = \sum_k \alpha_{it,k} m_{i,t-k}$ where $m_{i,t-k}$ is an indicator that the student moved schools in year $t-k$. Note that α_{it} varies both across students and within students over time. This allows for the fact that different students respond heterogeneously to moving schools, and the same student may respond differently to different moves. For example, students may experience less disruption when moving to new schools with many of their previous classmates or teachers.

For ease of exposition, assume that mobility has no effect on X_{it} and future values of m_{it}. This rules out scenarios where being displaced by a closing makes the student more likely to either move schools in the future or be placed in programs such as special education.[10] Letting T_{itk} be an indicator that the student was displaced due to a school closing k years ago, the causal effect of moving schools due to a school closing can be written as follows:

$$E[Y_{ist}|T_{itk}=1] - E\left[Y_{i,s',t}|T_{itk}=0\right] = \alpha_{it,k} + \left(E[\psi_{st}|T_{itk}=1] - E\left[\psi_{s',t}|T_{itk}=0\right]\right). \tag{2}$$

Similar to the model of student mobility discussed in Hanushek et al. (2004), this effect consists of two components. The first component represents the direct effect of changing schools on student achievement. Again, this effect may be heterogeneous among students depending on the circumstances surrounding the displacement. In addition to this direct effect, students will on average experience a change in school quality.

Note that the quality of the receiving school may change due to the influx of new peers and teachers. Hence, school closings may affect students in receiving schools as well as displaced students. In particular, consider the following decomposition of school quality:

$$\psi_{st} = \left(F^P_{st}\Pi^P + F^T_{st}\Pi^T\right) + SQ_{st} + u_{st}. \tag{3}$$

The first group of terms consists of F^P_{st} and F^T_{st}, which represent the fraction of students and teachers in a school who are new to the school, respectively. This captures that new students and teachers in the school may cause disruption to the learning environment. As with student mobility, disruption to the school environment may affect schools dynamically. Therefore, $F^P_{st}\Pi^P = \sum_j \pi^P_j f^P_{stj}$ and $F^T_{st}\Pi^T = \sum_j \pi^T_j f^T_{stj}$, where f^P_{stj} and f^T_{stj} represent the fraction of students and teachers at school s in year t displaced j years ago, respectively. SQ_{st} captures both school-level factors that are fixed in the school over time such as school facilities and administration, as well as aspects of school quality that may fluctuate within a school over time, such as the quality of the peer and teacher composition in the school. u_{st} is a school $*$ year level error term.

In this framework, the change in school quality following a displacement can be written as follows:

$$\begin{aligned}\psi_{st} - \psi_{s',t-k} = &\left(F^P_{st}\Pi^P - F^P_{s',t-k}\Pi^P\right) + \left(F^T_{st}\Pi^T - F^T_{s',t-k}\Pi^T\right) \\ &+ \left(SQ_{st} - SQ_{s',t-k}\right) + \left(u_{st} - u_{s',t-k}\right)\end{aligned} \tag{4}$$

The first two terms reflect that the receiving school experiences disruption due to the influx of new students and teachers. Hence, it is possible that students who might have been expected to move to a much better school as a result of displacement do not actually experience this improvement in school quality because the influx of teachers and students from the closed school reduced the quality of the receiving school. The last two terms will be important in the empirical analysis. In particular, consider two cases. On one hand, if student achievement improved after displacement because students were displaced to higher-quality schools, then $SQ_{st} > SQ_{s',t-k}$, which represents a causal

[6] This paper will adopt the convention of referring to academic years by the spring, i.e., the 2005–2006 academic year will be referred to as 2006.

[7] Toma et al. (2006) find that in Michigan around 80% of students who enroll in charter schools were previously enrolled in traditional public schools.

[8] These 246 closed schools include 18 charter schools.

[9] A small number of districts have placement policies based on teacher preferences, but the majority of displaced teachers are reassigned using standard district transfer policies that weigh school needs and administrator preferences in addition to the teacher's own stated preferences.

[10] The model can be readily extended to incorporate these effects, but their inclusion does not change the conclusions of the model.

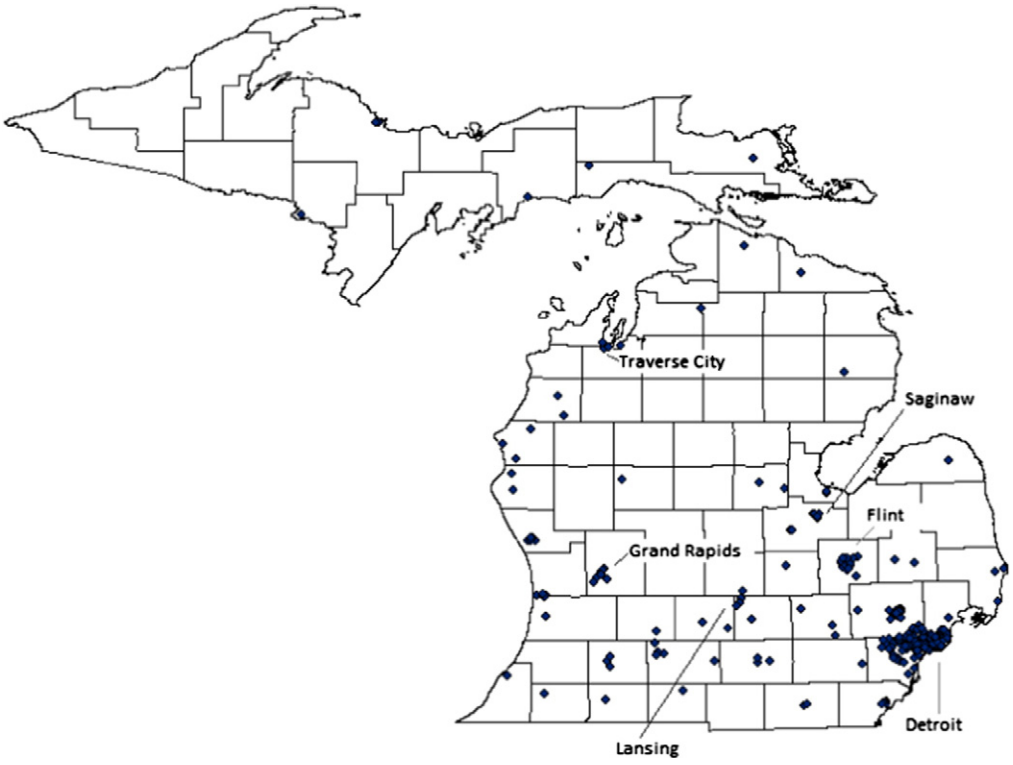


Fig. 1. Location of school closings 2006–2009.
Source: Author's calculations drawn from EEM data on school closings and student-level micro-data. For a description of the process for identifying school closings, refer to the Data Appendix.

effect of school closings on displaced students. On the other hand, if student achievement increased because $u_{st}>u_{s',t-k}$, this would not represent a causal increase in student achievement. For example, if schools were selected to be closed on the basis of their latest test scores, displaced students would have particularly low draws of $u_{s',t-k}$, leading $u_{st}-u_{s',t-k}$ to be positive. This issue is discussed in greater detail in Section 6.

Students in receiving schools also experience a change in school quality due to the disruption from new students and teachers and the change in peer and teacher quality. This effect may differ from that experienced by displaced students, however, because students at receiving schools do not experience changes in some aspects of school quality. For example, a school's curriculum is likely not changed by the influx of new students. Hence, the displacement of students would expose them to potentially better curriculum without changing the curriculum experienced by students who were already attending the receiving school. All of this discussion highlights that the effect of a school closing is context dependent. Hence, the analysis pays particular attention to heterogeneity in estimated effects by both the performance level of the closed school and the dispersion of students after displacement.

While being displaced by a school closing is a type of student mobility, it is important to note that the effect of moving schools due to a school closing is distinct from effects that have been estimated in other literatures on student mobility. In particular, these effects are likely to differ for at least three reasons.

First, the circumstances surrounding mobility may be different between displaced students and other movers. This will result in $\alpha_{it,k}$ being different on average for students displaced by closings compared to other forms of student mobility. For instance, students in closed schools often attend school post-displacement with many of their previous classmates. If the mobility effect is due to disruption in student peer networks as a result of the move, one might expect student achievement to be lower in the case of students who move by themselves when compared to students displaced by school closings. In addition, the discussion of the impending closure may create disruption in the school prior to closure. This disruption in student achievement would not occur prior to most other student moves and might alter the effect of the move on student achievement.

Next, as discussed in the voluntary mobility literature, different types of student moves will result in different changes in school quality. In the context of the current model, this implies that $(SQ_{st}-SQ_{s',t-k})$ is different depending on the setting of the study. These differences in school quality may potentially be very different for school closings compared to other forms of student mobility because students are typically reassigned after closings. With other forms of student mobility, students are often explicitly making the decision to change schools, implying that they may be more likely to make their schooling decisions on the basis of school quality.

Last, the inflow of students following school closings is typically very large. Hence, F^P_{stj} and F^T_{stj} are greater in the context of school closings compared to other types of mobility. In addition, because the influx of new students and teachers into the receiving schools will often be much larger than influxes of other movers, school closings have the potential to fundamentally alter the quality of the receiving schools. In the context of the model, this implies that changes in SQ_{st} are potentially much larger for receiving schools after closings than typically would occur in the case of other forms of student mobility.

5. Data

This study uses student-level administrative data maintained by the Michigan Consortium for Educational Research (MCER). A detailed

description of the data can be found in an online data appendix.[11] Briefly, the sample includes test scores of all students in grades 3–8 over the 2006–2010 academic years.[12] In total, this represents 1,252,101 students and 3,416,174 student * year observations. Of these students, 39,205 were displaced by a school closing, with some students being displaced multiple times. In addition, 7.0% of the sample attends school in a district that closed a school the previous year, and may themselves be affected by closings due to spillover effects.

Student achievement scores are taken from the Michigan Educational Assessment Program (MEAP) exams, which are administered to students in grades 3–8 in early to mid-October. Therefore, displaced students usually take their last test in the closed school prior to the formal announcement of the school closing. The fall administration of the MEAP slightly changes the interpretation of the results. The Michigan Department of Education (MDE) designs the tests so that test scores in year t are the result of instruction in year $t-1$ (Michigan Department of Education, 2005). Nonetheless, it is possible that extensive MEAP preparation prior to taking the tests may affect MEAP scores. If test scores represent knowledge gained the current year, interventions should have an immediate impact. However, if test scores reflect knowledge gained the previous year, interventions should have a lagged effect on student achievement. The current study takes the approach of assuming that achievement in year t is the result of instruction in year t. This contrasts with the approach taken by Hoxby (2000), who assumes that achievement in year t is not affected by school inputs in year t. As will be seen later, treating achievement in year t as being the result of instruction in year $t-1$ only strengthens the results.

Table 1 presents descriptive statistics for the sample used in the analysis.[13] The table first displays statistics separately by the year in which the school closed, then displays statistics for the entire sample. As can be seen, the sample includes significant portions of minority and disadvantaged students. In particular, 42.9% of the sample is eligible for free or reduced-price lunch and 24.1% of the sample is either black or Hispanic. Comparing different cohorts of closed schools, schools that closed after the 2006 academic year have lower concentrations of African-Americans, lower concentrations of free or reduced-price lunch eligible students, and higher achievement than schools that closed after the 2007–2009 academic years. Nonetheless, when compared to the entire sample, the 2006 cohort tends is relatively more African-American, more free or reduced-price lunch eligible, and lower achieving. In addition, the 2007–2009 cohorts are relatively similar to each other and contain the majority of observations for displaced students. Hence, the results presented below are largely reflective of school closings in relatively disadvantaged, urban areas.

Table 2 presents descriptive statistics for students in closed schools in Michigan and compares them to all students in Michigan and students within their district. Compared to other schools in their district, closed schools enroll almost 100 fewer students. This is not an artifact of different grade configurations between open and closed schools, because closed schools have lower enrollment even comparing among schools with K-5 grade configurations. This evidence supports statements by district officials, who often cite declining enrollments as one of the key factors in deciding which schools to close. While students in closed schools are similar in terms of gender and Limited English Proficiency status compared to other students in the state, districts that close schools have much different demographics than districts that do not. Almost 50% of students displaced by school closings attend schools in urban areas. Compared to the average student in Michigan, these students are more likely to be African-American, participate in special education programs, and be economically disadvantaged as measured by eligibility for free or reduced-price lunch. These differences are largely due to differences between districts that close many schools and districts that do not. In terms of student achievement, students in closed schools tend to perform 0.4–0.5 standard deviations worse than the state average, but also a little over 0.1 standard deviations worse than students within their district. Hence, while the majority of poor performance by students in closed schools can be attributable to district-level differences, the fact that students in closed schools perform worse than peers in their own district supports anecdotal evidence from district officials that school performance is considered when making their decision of which school to close.

Table 3 displays statistics on the movement of students and teachers after closings. For the majority of school closings, non-trivial fractions of students either leave the school district or attend a charter school after

Table 1
Descriptives of students in closed schools.

Variable	Year of closure				Entire sample
	2006	2007	2008	2009	
Female	0.492	0.490	0.472	0.489	0.493
	[0.500]	[0.500]	[0.499]	[0.500]	[0.500]
White	0.518	0.353	0.375	0.305	0.716
	[0.500]	[0.478]	[0.484]	[0.461]	[0.451]
African-American	0.391	0.588	0.545	0.597	0.187
	[0.488]	[0.492]	[0.498]	[0.490]	[0.390]
Hispanic	0.060	0.032	0.048	0.067	0.053
	[0.237]	[0.176]	[0.213]	[0.250]	[0.224]
Special education	0.139	0.147	0.134	0.171	0.127
	[0.346]	[0.354]	[0.340]	[0.377]	[0.333]
Limited english proficient	0.032	0.029	0.037	0.043	0.039
	[0.175]	[0.167]	[0.189]	[0.204]	[0.193]
Free/reduced price lunch eligible	0.526	0.705	0.665	0.754	0.429
	[0.499]	[0.456]	[0.472]	[0.431]	[0.495]
School enrollment (K-5 schools only)	270.2	285.1	275.2	307.4	425.1
	[64.8]	[89.9]	[72.0]	[96.1]	[134.6]
School enrollment	614.9	379.6	354.6	368.3	538.5
	[560.5]	[184.5]	[158.3]	[182.3]	[233.9]
Elementary school[a]	0.198	0.346	0.218	0.326	0.272
	[0.398]	[0.476]	[0.413]	[0.469]	[0.445]
Rural school	0	0.029	0.072	0.043	0.244
	[–]	[0.168]	[0.259]	[0.202]	[0.429]
Urban school	0	0.669	0.540	0.713	0.247
	[–]	[0.471]	[0.498]	[0.452]	[0.431]
Mathematics score	−0.309	−0.551	−0.596	−0.578	0.006
	[1.025]	[1.002]	[0.908]	[0.970]	[0.998]
Reading score	−0.232	−0.470	−0.505	−0.531	0.003
	[1.088]	[1.070]	[1.053]	[1.053]	[0.999]
N	9789	10,867	5507	13,237	3,416,174

[a] An elementary school is defined as any school with highest grade less than or equal to 5.

Table 2
Descriptives of students in closed schools.

Variable	Students in closed schools	District mean	Entire sample
Female	0.488	0.497	0.493
African-American	0.536	0.496	0.187
Hispanic	0.053	0.079	0.053
Special education	0.151	0.137	0.127
Limited english proficient	0.036	0.066	0.039
Free/reduced price lunch eligible	0.671	0.651	0.429
School enrollment (K-5 schools only)	287.9	387.4	425.1
School enrollment	430.8	524.4	538.5
Elementary school[a]	0.285	0.282	0.272
Rural school	0.032	0.055	0.244
Urban school	0.500	0.662	0.247
Mathematics score	−0.506	−0.390	0.006
Reading score	−0.436	−0.318	0.003
N	40,141	364,794	3,416,174

[a] An elementary school is defined as any school with highest grade less than or equal to 5.

[11] Online material can be found on the author's website at same https://sites.google.com/site/quentinbrummet.

[12] While it is possible to identify school closings prior to 2006, the exam changed dramatically from 2005 to 2006 and hence scores before 2006 are not comparable to scores in 2006 and later. For this reason, only years 2006–2010 are considered in the analysis.

[13] A descriptive statistic table including standard deviations, minimums, and maximums for variables is available in Online Appendix Table D.1.

Table 3
Student and teacher movement after closings.

	N	Percentile					
		10	25	50	75	90	Mean
Fraction of students attending a new school district	246	0.015	0.031	0.056	0.104	0.169	0.093
Fraction of students attending a charter school	246	0.000	0.000	0.025	0.077	0.160	0.064
Median distance to new school for student	239	0.441	0.825	1.370	2.043	4.846	2.117
Fraction of students attending the modal receiving school	246	0.197	0.275	0.350	0.487	0.632	0.389
Fraction of teachers attending the modal receiving school	246	0.115	0.167	0.250	0.438	0.714	0.339

Each observation represents a single closed school. The modal school is defined separately for students and teachers as the receiving school that receives the largest number of students or teachers from closed schools, respectively.

displacement. This highlights one advantage to using state-wide administrative data to study school closings — it is much easier for parents to move out of district in response to school closings than to leave the Michigan public and charter school system.[14] In addition, the median student in that closed school attends a school less than 1.5 miles away from their previous school after being displaced. However, for some closings the median student attends school almost five miles away from their previous school after displacement.

As can be seen in Table 3, the fraction of students attending the modal receiving school after closure is often greater than the fraction of teachers attending the modal receiving school, underscoring the point that displaced teachers are typically more widely dispersed after closure than displaced students. In addition, there is substantial variation in how many students and teachers attend the modal receiving school. In some closings, many students are displaced to the same receiving school, creating potentially large influxes of students in particular receiving schools.[15] Closings where many students attend the same receiving school are often referred to as "consolidations," but there is no clear distinction between a closing and a consolidation. In particular, there is wide variation in the dispersion of students after displacement, and the degree of dispersion reflects district policies in addition to contextual factors such as school choice, parental resources, and public transportation.[16] Section 6.5 returns to this discussion, and estimates closing effects by the fraction of students who attend the same receiving school together.

6. Empirical analysis

Given the complex decision process for deciding which school to close, school closings are not likely to be randomly assigned conditional on student fixed effects and observable characteristics. Most importantly, district administrators often take student test scores into account when deciding what school to close, creating a pattern where student test scores in schools decline prior to closure. This dip could be due to either a systematic decline in student test scores prior to closure or a transitory decline in test scores, similar to the "Ashenfelter Dip" that has been observed in job training programs (Ashenfelter, 1978; Ashenfelter and Card, 1985). If the dip is transitory, it may lead conventional program evaluation techniques to overestimate the impact of school closings due to mean reversion in student test scores (Chay et al., 2005). Note that there could also be a causal effect of school closings on student achievement prior to closure. Closed schools are often in danger of being closed for years before they are eventually closed, which could lower student test scores through additional disruption in the schools.

Because of these concerns, it is important to consider the pattern of test scores prior to closure when investigating school closings. Consider the following model:

$$Y_{ist} = \sum_{k=-2}^{3} \delta_k T_{itk} + \sum_{j=1}^{3} 1\left[T_{itj} = 0\right]\left(\pi_j^P f_{stj}^P + \pi_j^T f_{stj}^T\right) + X_{ist}\beta + \mu_i + \theta_{gdt} + \epsilon_{ist}. \quad (5)$$

The treatment specification for displaced students mirrors that found in the displaced worker literature and includes dummy variables indicating how many years the student is from displacement (Jacobson et al., 1993; Stevens, 1997). Specifically, for $k < 0$, T_{itk} is a dummy variable indicating that the student attends a school that will close in $|k|$ years.[17] If k is positive, T_{itk} takes a value of 1 if the student was displaced by a school closing k years ago.[18]

The variables f_{stj}^P and f_{stj}^T represent the fraction of students and teachers at school s in year t who were displaced j years ago, respectively. Both f_{stj}^P and f_{stj}^T are interacted with a variable indicating that the student was not displaced.[19] Hence, these measures are included in this specification to control for spillover effects on receiving schools, and are not interacted with the treatment specification for displaced students. Section 6.2 estimates whether influxes of displaced students at receiving schools disrupt learning for students at the receiving school as well as the displaced students themselves. Note also that these variables can also be defined at the grade level as opposed to the school level. School-level disruption measures are preferred for two reasons. First, they capture potentially important spillover effects across grade levels, which would bias the results if f_{stj}^P and f_{stj}^T were defined at the grade level. In addition, the fall administration of the MEAP means that multiple teachers may be responsible for student achievement in year t, implying that grade level f_{stj}^P and f_{stj}^T measure would miss spillover effects across grade levels.[20] Y_{ist} represents the achievement of student i in school s, year t. X_{ist} is a

[14] Appendix Table C.1 makes use of this statewide data and documents that in the current setting dynamic mobility of displaced students out of school districts does not substantially affect the results.

[15] For instance, in some schools up to 74% of students were previously displaced by a school closing. This is unusual, however, as the median displaced student attends a school where roughly 20% of the student population was previously displaced.

[16] Note briefly that while there is wide variation in the types of school closings experienced by Michigan students, the setting is on average similar to previous studies. For example, Engberg et al. (2012) study a school closing policy where roughly 25% of the school district was displaced and the average non-displaced student attended a school where over 15% of his or her classmates were previously displaced. While it is difficult to find exact analogs to these figures in the current setting, the fact that the median displaced student attended a receiving school where 20% of the students were previously displaced suggests that student dispersion in the current setting is on average similar to that studied in Engberg et al. (2012).

[17] Some schools close using "phase-outs", where a school stops receiving new students and shuts once the final cohort of students has passed through the school. For the current analysis, only the final cohort of students would be coded as displaced. These students do not drive the results presented below, as in the current sample only 2.29% of displaced students are displaced by a "phase-out" and results are not sensitive to the inclusion of these students.

[18] For example, if a school closes after the 2008 academic year, students attending that school in 2007 have $T_{i,2007,-1} = 1$, $T_{i,2008,0} = 1$, and $T_{i,2009,1} = 1$.

[19] If a student moves into a school for a reason other than being displaced by a closing, they are counted as a student at the receiving school. The results are not sensitive to coding these students as "displaced" students as opposed to "students at the receiving school".

[20] Results using grade-level variation are qualitatively similar, and can be found in Online Appendix Table D.2.

vector of student controls containing free or reduced-price lunch eligibility, Limited English Proficiency status, and special education status.[21] All test scores are standardized within grade and year to have mean 0 and variance 1. μ_i and θ_{gdt} are student and grade * district * year fixed effects, respectively.

While school closings are potentially endogenous, the dynamic specification allows the researcher to identify separate effects of school closings based on what assumptions are made about the decline in test scores prior to displacement. If the drop in achievement prior to closure is caused by the closing itself or is transitory in nature, then the effect of school closings on student achievement k years after closure is δ_k. To the extent that drops in test scores represent a systematic decline in the quality of the closed schools, the effect of the school closure is at least as large as δ_k–δ_0. In particular, under the assumption that student achievement would have remained the same had the school not closed, the effect of displacement is exactly δ_k–δ_0. If the school was trending downwards, then δ_k–δ_0 is a lower bound for the effect of the displacement on student achievement.

As shown in Table 2, districts that closed many schools are much different than the average district in the state. The inclusion of grade * district * year fixed effects makes the analysis robust to any district-level time trends that may differ between districts that did or did not close schools. In addition, because a given test is administered to students in a particular year * grade, this analysis compares students displaced by closure only to their peers within the district who took the same test.[22] These fixed effects make the estimation computationally demanding, however. As a result, the analysis uses a computational algorithm developed by Guimarães and Portugal (2010).[23] Standard errors are adjusted for clustering at the district level.[24]

Eq. (5) is similar to value-added models used to estimate teacher quality, which often condition on lagged student outcomes. However, recent simulation evidence by Guarino et al. (2011) shows that the decision of whether to condition on a lagged test score or student fixed effect should depend largely on the mechanism for assigning students to treatment. In the context of estimating teacher effects, estimators that condition on lagged test scores often perform well if students are tracked into classrooms on the basis of past test scores. However, the relevant assignment mechanism in the current study is how students are assigned to schools, which is likely to be based primarily on relatively time-invariant characteristics of students such as residential location. As such, a student fixed effects approach is preferred for the current study.

Given these concerns, the analysis is broken up into three parts. Section 6.1 estimates the average effect of school closings in Michigan on displaced students, Section 6.2 estimates potential spillover effects on receiving schools, and Section 6.3 examines possible explanations for the patterns observed in the data. Then, Section 6.4 examines heterogeneity based on the performance level of the closed school and Section 6.5 examines heterogeneity on the basis of dispersion of students after a closing.

[21] Student mobility history, average school demographics, and average rates of student mobility in the school are excluded as they are possible outcomes from school closings. The results are not sensitive to the inclusion of these variables.

[22] While not shown here, results are qualitatively similar using district * year fixed effects as opposed to grade * district * year fixed effects. Note that the inclusion of district * grade * year fixed effects also that this makes the specifications similar to much of the school closing literature using district-level administrative data, which often includes either year or year*grade fixed effects.

[23] Briefly, this algorithm alternates between estimating the coefficients on the variables of interest and the fixed effects, holding one set of parameters fixed while estimating the other set.

[24] Adjusting for clustering at the district level is preferred since that is the level on which the decision to close a school is made. In practice, standard errors clustered at the district level are larger than those clustered at the school level, and hence the standard errors reported in the analysis can be viewed as conservative.

Table 4
Average effects of school closings on displaced students in Michigan.

	Math	Reading
2 years prior to closure	−0.004	−0.010
	[0.029]	[0.010]
1 year prior to closure	−0.041***	−0.013
	[0.014]	[0.011]
Year of closure	−0.061**	−0.026
	[0.030]	[0.017]
1 year after closure	−0.074**	−0.053
	[0.033]	[0.033]
2 years after closure	−0.016	−0.041
	[0.020]	[0.029]
3+ years after closure	−0.010	−0.033
	[0.016]	[0.021]
N	3,416,174	3,416,174

The unit of observation is the student * year. Specifications include student and grade * district * year fixed effects as well as controls for free or reduced-price lunch eligibility, special education status, Limited English Proficiency status, and a treatment specification for spillover effects on students in receiving schools. Standard errors are adjusted for clustering at the district level. *** indicates significance at the 0.01 level, ** at the 0.05 level, and * at the 0.1 level.

6.1. Average effects of school closings in Michigan on displaced students

Table 4 contains estimates of the δ_k coefficients in Eq. (5), which summarize the average achievement trajectories of displaced students in Michigan. For mathematics, student test scores drop in the years prior to closure, stay low in the first year at their new school, and then improve in the years after closure. In particular, students perform 0.061 standard deviations worse during the last year the school is open compared to three years prior to closure. Student performance is even lower in the year after closure, and drops to 0.074 standard deviations below their performance three years prior.[25] Student achievement improves thereafter and, two years after closure, is similar to levels two years prior to closure and significantly better than in the last year in the closed school.[26] Note again that because the MEAP is given during the fall, much of the poor student performance in the first year after displacement could be the result of knowledge that was gained the year before. Hence, the estimated coefficient for one year after displacement may overstate any potential negative effects from the displacement.

As discussed previously, this analysis provides plausible bounds for the effect of school closings on the achievement of displaced students. If the drop in student test scores prior to closure is transitory in nature, school closings have short-run negative effects on displaced students, but no long-run effects. Hence, at the very least the results imply that school closings in Michigan had no sustained negative impacts on displaced students. To the extent that drops in mathematics scores prior to displacement represent a declining trend not caused by the school closing itself, the effect of the closing is positive, and over the long run student achievement in mathematics improved as a result of the displacement. Section 6.3 will return to this and present evidence about the nature of the dip in student performance prior to displacement.

For reading scores, the pattern is less clear. On the whole, the estimated achievement trajectories are similar for mathematics and reading. Student achievement drops prior to displacement and in the first year at the new school, but improves moderately thereafter. There are some important differences between reading and mathematics,

[25] Given that there are five years of data and six treatment indicators, it is clear that different cohorts of displaced students identify different subsets of the δ_k coefficients. If the composition of school closings differs substantially from year to year, then the dynamic pattern of the pooled results will not accurately reflect the true effect of school closings. Appendix A displays the results of specifications like those shown in Section 6.1, but where treatment is defined separately for each cohort. The results are qualitatively similar.

[26] The p-value for a Wald test testing that mathematics achievement two years after displacement is the same as mathematics achievement the year prior to displacement is 0.0628.

however. In particular, the dip in test scores prior to displacement is not significant, and the results are not estimated with enough precision to rule out that student achievement does not change after displacement.[27] Hence, while these estimates are imprecise, the results indicate the potential for only modest effects of displacement on student achievement in reading.

Both Sacerdote (2012) and De la Torre and Gwynne (2009) similarly find fadeout in displacement effects, but these patterns contrast with those presented in Engberg et al. (2012), who find sustained detrimental effects from displacement. There are multiple possible explanations for this difference in results. For one, these studies only analyze data from single school districts and therefore are unable to account for dynamic mobility of students out of districts after closure. If displaced students are more likely to move out of a school district when their achievement is trending upwards, estimates will be biased toward estimating overly negative effects of school closings. Appendix C documents that dynamic mobility of displaced students out of school districts does not affect the results in the current setting, however, and hence dynamic mobility is an unlikely explanation for differences in results. In addition, it is possible that displaced students experienced different changes in school quality between the two settings. The only other study to attempt to estimate heterogeneity in closing effects on the basis of the performance level of the closed school is Engberg et al. (2012), who use a measure of school quality developed by the school district, which is difficult to extrapolate to other settings. This point is returned to in Section 6.4, which estimates heterogeneity in school closing effects by performance level of the closed school.[28] Also, Engberg et al. (2012) examine a policy that displaced 25% of students in the school district in a single year. Hence, the disruption studied in this district may not be representative of school closing policies where a smaller fraction of students in the district were displaced. Whether these explanations account for the differences in results is a question for future research.

6.2. Spillover effects on receiving schools

While the results presented above control for potential spillover effects on students in receiving schools, they do not investigate these effects directly. The influx of new students may dramatically change the schooling environment and adversely affect learning for students in receiving schools. In addition, these influxes may disrupt student learning in the entire school, and students displaced to receiving schools with large influxes of displaced students may experience different achievement trajectories than students displaced to receiving schools with smaller influxes of displaced students. To examine these issues, Table 5 displays results from specifications as described by Eq. (5) with one modification: the fraction of displaced students in the receiving school is interacted with the treatment specification for displaced students.[29] Therefore, this specification separately estimates potential effects of disruption at the receiving school on both displaced students and students at the receiving schools.

The results show that both displaced students and students previously attending the receiving schools are negatively affected by the influx of new students. To interpret the size of these coefficients, consider that the standard deviation of the fraction of displaced students in a receiving school is roughly 0.035, so the −0.218 coefficient for mathematics represents a 0.008 standard deviation decline in student achievement for a one standard deviation increase in the fraction of students in the school who were just displaced by a school closure. Likewise, the −0.280 coefficient on reading can be interpreted as a 0.010 standard deviation drop in student achievement for each standard deviation increase in the fraction of displaced students in the school. These results could potentially be biased if students were sent to schools that were trending up or down prior to receiving the displaced students. While not shown here, leads of the f^P_{st1} and f^T_{st1} variables are close to zero, providing support for the assumption that students were not dynamically sorted into receiving schools.[30]

These figures are of the same magnitude as those reported in Hanushek et al. (2004) for the fraction of students who voluntarily move into the school. While this estimate is very small, it is important to note that, unlike voluntary moves studied in Hanushek et al. (2004), school closings affect concentrated geographic areas, and most receiving schools are likely to experience a much larger than one standard deviation increase in the fraction of displaced students when nearby schools close. In fact, the median displaced student attends a school in which roughly 20% of the student body was just displaced the previous year. In this case, student achievement at the receiving school declines by roughly 0.044 standard deviations in math and 0.056 standard deviations in reading as a result of the influx of new students.[31]

Receiving schools are also affected by an influx of displaced teachers. Similar to previous results, both displaced students and students at the receiving school are affected similarly by the disruption. In particular,

Table 5
Effects of school closings on receiving schools.

	Math	Reading
Displaced students		
Fraction of displaced students	−0.246*	−0.266**
	[0.132]	[0.113]
Fraction of displaced students (lagged)	−0.113	−0.208**
	[0.103]	[0.083]
Fraction of displaced students (twice lagged)	−0.200*	−0.064
	[0.111]	[0.068]
Fraction of displaced teachers	−0.071***	−0.035
	[0.019]	[0.030]
Fraction of displaced teachers (lagged)	−0.145***	−0.101***
	[0.042]	[0.034]
Fraction of displaced teachers (twice lagged)	−0.133***	0.025
	[0.033]	[0.059]
Students at receiving schools		
Fraction of displaced students	−0.218*	−0.280**
	[0.112]	[0.133]
Fraction of displaced students (lagged)	−0.189***	−0.249
	[0.073]	[0.153]
Fraction of displaced students (twice lagged)	−0.184**	−0.257*
	[0.092]	[0.145]
Fraction of displaced teachers	0.003	−0.032*
	[0.031]	[0.019]
Fraction of displaced teachers (lagged)	−0.082***	−0.134***
	[0.029]	[0.032]
Fraction of displaced teachers (twice lagged)	−0.046	−0.114**
	[0.032]	[0.047]
N	3,416,174	3,416,174

The unit of observation is the student * year. Specifications include student and grade * district * year fixed effects as well as controls for free or reduced-price lunch eligibility, special education status, Limited English Proficiency status, and a treatment specification for displaced students. Standard errors are adjusted for clustering at the district level. *** indicates significance at the 0.01 level, ** at the 0.05 level, and * at the 0.1 level.

[27] The *p*-value for a Wald test testing that reading achievement two years after displacement is the same as reading achievement the year prior to displacement is 0.4354.

[28] In addition, the model estimated by Engberg et al. (2012) does not include student fixed effects, but controls instead for student's baseline test scores. As explained in Todd and Wolpin (2003), if the baseline scores measure student achievement with error, the estimated model under-adjusts for student fixed effects. The resulting omitted-variables bias is likely to generate overly negative estimates of displacement effects.

[29] Refer to Online Appendix Table D.4 for full estimates of this specification, where the main treatment specification for displaced students is estimated for those students attending receiving schools with mean levels of fraction of displaced students and teachers in their receiving school after displacement.

[30] Online Appendix Table D.3 contains the estimates of regressions including leads of the treatment variables.

[31] One might expect that larger schools have more resources to shift around, and hence are better able to accommodate the same percentage change in new students compared to smaller schools. If this were the case, then there would be heterogeneity in spillover effects with regards to school size. This does not appear to be the case, however, as the spillover effects do not vary with the size of the receiving school.

the fraction of displaced teachers in a receiving school tends to have a negligible negative effect in the first year, and is significantly larger in magnitude two or more years afterwards for both mathematics and reading. This pattern could be explained by the fall administration of the MEAP, as instruction in year t may not have its full impact until year $t+1$. The implied negative impact is very small, however. The median school receiving displaced teachers has 16.7% of its teaching force composed of displaced teachers.[32] This implies that for students in these receiving schools, the drop in mathematics test scores due to the new teachers would be small in first year and rise to 0.014 the year after. The effect on reading scores is similar. In the first year there is a negligible 0.005 drop in test scores, but the year after student achievement is 0.022 lower than before the influx of new teachers. While these estimates are smaller in magnitude than those presented previously for the fraction of displaced students entering a school, they are not statistically different.

6.3. Possible explanations for changes in student achievement

The interpretation of the results may change substantially depending on the explanation of the dip in mathematics test scores prior to displacement. One possible explanation is that announcements of school closings caused a drop in student and teacher morale which drove the decrease in test scores prior to closure. This is unlikely though, because the vast majority of closings in Michigan were announced during the spring of the last year the school was open, after students had taken the MEAP exams.[33] In particular, these closings contain over 90% of all students who were displaced. This implies that the drop in student achievement prior to closure is not driven by disruption resulting from the formal announcement that the building would be closed.[34] This does not rule out the possibility that the discussion of impending closure caused disruption in the learning environment prior to the formal announcement of the closure, but it is unlikely that the formal announcements of the school closings are driving the decline in test scores prior to closure.

Another possible explanation is that students were selectively moving out of schools prior to closure. Because the treatment specification in Eq. (5) defines all students attending schools prior to closure as treated, students switching into or out of schools prior to closure help to identify the model, implying that dynamic selection of these students may bias the results. In addition, the analysis above ignores other student mobility patterns that may be correlated with school closings. To address both these concerns, Table 6 displays results based on specifications such as that shown in Eq. (5), with a separate treatment specification estimated both for students who move schools voluntarily and for students who move out of schools prior to the closing. The estimated mathematics trajectory for displaced students is very similar to that shown in Table 4, implying that the drop in test scores prior to displacement is not driven by selective mobility out of schools prior to closing. For reading, the drop in student achievement appears to be slightly larger than in Table 4. Nonetheless, students still recover substantially in the two to three years after displacement and the results are not statistically different from those presented previously. In addition, achievement trajectories for displaced students and voluntary movers are statistically different in both mathematics and reading. This underscores the fact that moving schools voluntarily is a different treatment from being displaced by a school closing. Note also that voluntary movers experience a decline in test scores in the last year in their old school, suggesting that voluntary moves are endogenous to student achievement.

Table 6
School closings and voluntary student mobility.

	Displaced students	Voluntary movers from closed schools	Other voluntary movers
Panel A: mathematics achievement			
2 years prior to move	−0.005	–	0.002
	[0.050]	–	[0.004]
1 year prior to move	−0.046*	0.057***	−0.002
	[0.026]	[0.020]	[0.005]
Year of move	−0.052	−0.033*	−0.027**
	[0.035]	[0.019]	[0.011]
1 year after move	−0.075*	−0.005	−0.036***
	[0.044]	[0.016]	[0.005]
2 years after move	−0.022	0.036**	−0.022***
	[0.028]	[0.017]	[0.005]
3+ years after move	−0.013	0.058**	−0.015***
	[0.021]	[0.025]	[0.004]
Panel B: reading achievement			
2 years prior to move	−0.012	–	−0.002
	[0.035]	–	[0.004]
1 year prior to move	−0.024	0.024*	−0.003
	[0.021]	[0.013]	[0.004]
Year of move	−0.020	−0.013	−0.026***
	[0.027]	[0.017]	[0.007]
1 year after move	−0.072*	0.004	−0.019***
	[0.042]	[0.020]	[0.005]
2 years after move	−0.060	−0.010	−0.009**
	[0.039]	[0.023]	[0.004]
3+ years after move	−0.036	−0.012	−0.012***
	[0.029]	[0.021]	[0.005]

N = 3,416,174. All coefficients for a given dependent variable are estimated in the same regression. Specifications include student and grade * district * year fixed effects as well as controls for free or reduced-price lunch eligibility, special education status, Limited English Proficiency status, and a treatment specification for spillover effects on students in receiving schools. Standard errors are adjusted for clustering at the district level. *** indicates significance at the 0.01 level, ** at the 0.05 level, and * at the 0.1 level.

Given these results, it is unlikely that either formal announcements of closings or selective mobility of students out of closed schools drove the drop in mathematics scores prior to displacement. This still leaves open the possibility that the drop was the result of a transitory shock in student test scores, and schools were selected to be closed on the basis of these negative shocks. However, the fact that the shock is present for multiple periods rules out a story that the school simply had one bad year and students rebounded afterwards due to simple mean reversion.[35] One explanation that cannot be ruled out is that discussion of the impending closure harmed closed schools relative to other schools in the district. While this is possible, a potentially more likely explanation is that district administrators shut schools that were systematically losing ground prior to closure. If this latter explanation is true, the increase in mathematics scores after displacement is not simply a statistical artifact but a causal increase in student test scores. In either case, the substantive conclusions for reading scores are unchanged. There is no detectable dip in achievement prior to displacement and student achievement does not change significantly after displacement. These results are unchanged accounting for selective mobility of students out of schools prior to closure and do not appear to be driven by formal announcements of school closings.

One potential explanation for the increase in student achievement after displacement is that school closings occurred as part of a district-wide plan to upgrade facilities, as previous research has found that upgrading facilities can produce moderate student achievement gains (Cellini et al., 2010). Given the current fiscal environment in Michigan,[36]

[32] The median displaced student attends a school where 5.3% of the teachers were displaced one year prior.

[33] Data on date of announcement of school closings were obtained from internet searches of newspaper articles and personal communication with district officials. There is substantial missing data on when school closings were announced, however, corresponding to 19.5% of displaced students.

[34] Online Appendix Table D.5 contains results of specifications estimated just on the set of school closings not announced in advance.

[35] In addition, if the fall MEAP test does measure knowledge gained in prior periods as it was designed, this implies that the shock would have needed to be present for three years in a row to explain the results.

[36] Another concern is that the fiscal environment in Michigan had direct implications for student achievement during school closing policies. Online Appendix Table D.6 documents that results are qualitatively similar when restricting to high-unemployment school districts, however, which suggests that the economic well-being of a community does not directly influence the effects of school closing policies.

however, very few of the school closings currently studied are a result of these sorts of plans. In fact, only a little over ten percent of the displaced students considered in the analysis attended school in a district that was upgrading facilities, and results are qualitatively similar when limiting the analysis to just those districts without such plans.[37] One might also think that by closing schools, districts are able to devote more expenditures toward students as opposed to building maintenance. However, results available from the author suggest that the distribution of district-level per-pupil expenditures do not change significantly when districts close buildings.[38]

One might also worry that the increase in test scores after closure was driven entirely by selective attrition of displaced students from the Michigan public school system. While the analysis is robust to attrition based on time-constant factors, dynamic attrition of displaced students out of the Michigan public and charter school system would bias the results. Only 2.25% of students displaced by closure leave Michigan public schooling compared to 2.11% of all other students, however.[39] As previously documented in Table 3, it is much more likely for students to either leave the school district or attend a charter school after displacement. Hence, while it is possible for students to leave the state or attend private schools after closure, these figures suggest that bias resulting from dynamic selection of students moving out of Michigan or to private schools is likely not a first-order concern for the current analysis.[40]

The next section will examine another possible explanation for the increase in mathematics achievement after displacement. In particular, it will examine the role of school performance in the effect of school closings on student achievement and whether increases in school performance can explain the estimated gains in mathematics after displacement.

6.4. Heterogeneity by performance of the closed school

As discussed in Section 4, the effect of school closings on student achievement can be expected to vary based on the performance of closed schools relative to nearby receiving schools. Hence, estimating heterogeneity in the effects of school closings with respect to the performance of the closed school is essential for evaluating the effects of a potential school closing policy. It is important to note that there are two possible effects of interest. One effect of interest is the effect of moving from a low- to high-performing school. This is the question that is answered if students are randomly assigned to receiving schools after displacement. However, a question of greater policy interest is the effect of closing a low-performing school, taking into account that districts cannot forcibly assign students to receiving schools after displacement.[41] Because no school closing policy can force students to attend their assigned school after displacement, the effect of shutting a low-performing school will include the location and schooling choices that are made by parents after the closing. Hence this study investigates heterogeneity in effects based on the difference in performance between the closed school and nearby schools.

The current study uses the average of 4th and 7th grade proficiency rates from 2000 to 2005 as a measure of school performance.[42] This contrasts with Engberg et al. (2012), who use a value-added index generated by the anonymous school district to measure the quality of the closed school. Proficiency rates are preferred for the current study because value-added measures attempt to partial out aspects of school performance that are out of the school's control, including peer effects.[43] The effect of shutting a low-performing school will depend on all components of school performance, however. Average school proficiency measures capture peer inputs in addition to school and teacher quality. This is important because the effect of shutting schools will depend on these changes in peer composition.[44]

As with the main results presented in Section 6.1, the specification examines the achievement trajectory of displaced students prior to closure. In particular, it interacts the treatment variables from Eq. (5) with the difference in school performance between the closed school and nearby schools that remained open:

$$\begin{aligned} Y_{it} = & \sum_{k=-2}^{3} \delta_k T_{itk} + \sum_{j=1}^{3} 1\left[T_{itj}=0\right]\left(\pi^P_{1j} f^P_{stj} + \pi^T_{1j} f^T_{stj}\right) \\ & + \sum_{k=-2}^{3} \gamma_k T_{itk}\Delta_{itk} + \sum_{j=1}^{3} 1\left[T_{itj}=0\right]\left(\pi^P_{2j} f^P_{stj}\overline{\Delta}^P_{itj} + \pi^T_{2j} f^T_{stj}\overline{\Delta}^T_{itj}\right) \\ & + X_{ist}\beta + \mu_i + \theta_{dgt} + \epsilon_{ist} \end{aligned} \tag{6}$$

where Δ_{itk} is the difference between the performance of the closed school and average performance of all schools within three miles of the closed school for students who were displaced k years ago. Some students are displaced multiple times in the sample period and may have $\Delta_{it,k} \neq \Delta_{it,k+1}$, because the two closed schools from which they were displaced had different relative performance levels. Most students are displaced only once, however, and in these cases $\Delta_{itk} = \Delta_i$, which is a time-invariant measure of the relative performance of the school from which the student was displaced. Note that because Δ_{itk} does not vary within a given cohort of displaced students, the identification of heterogeneity in effects based on the performance of the closed school uses only variation across school closings and not within-closing variation in which school a student attends after displacement. The resulting estimates therefore reflect long-run locational choices of parents that are arguably exogenous conditional on student fixed effects, and are not biased by parental decisions on where to send their children after displacement. $\overline{\Delta}^P_{stj}$ and $\overline{\Delta}^T_{stj}$ represent school-level averages of Δ_{itf} for students and teachers in a receiving school displaced j years ago, respectively.[45] These spillover effects are estimated only for students who were not themselves displaced j years ago (i.e., $T_{ij} = 0$).

In the current sample, the average displaced student attends a school that is 0.66 standard deviations below the state average in

[37] The estimates of these regressions are available in Online Appendix Table D.7. Districts are classified as upgrading facilities if they have obtained a qualified bond to renovate or construct a new elementary or middle school over the previous five years. These data is publicly available from the Michigan Department of Treasury and can be found at same https://treas-secure.state.mi.us/apps/findschoolbondelectinfo.asp.

[38] Expenditure information is publicly available from Bulletin 1014, which is published by the Center for Educational Performance and Information and can be found at same http://www.michigan.gov/mde/0,1607,7-140-21514-,00.html.

[39] The corresponding figure for students in receiving schools is 2.70%.

[40] Data from the 2010 Private School Universe Survey indicate that on the order of 6–7% of Michigan students attend private schools. This is roughly half the size of the fraction of students who utilize school choice programs such as charter schools or inter-district choice.

[41] Engberg et al. (2012) instrument for the quality of school that a student attends post-displacement with the quality of the school to which the student was assigned to attend, which estimates the effect of school quality on student achievement for students who attend their assigned school after displacement.

[42] To ensure comparability across years, these measures are normalized within year to have mean zero and standard deviation one. As a frame of reference, in the current sample one standard deviation in proficiency rates corresponds to roughly a 0.4–0.5 standard deviation difference in student test scores.

[43] Depending on the specification of the value-added model, school quality may be defined to include peer quality or teacher quality in addition to fixed school-specific components. Nonetheless, as the estimates in the current study are estimated using within-student variation, any differences in the results when using value-added compared to average performance measures would more likely be due to differences in the measurement of peer and teacher quality than differences in student ability.

[44] While average proficiency rates are preferred for the current study, it is possible to construct out-of-sample value-added measures for the sample of schools used in the analysis. Results from specifications as shown in Eq. (6) using these value-added measures are available in Appendix Table B.2. The results are qualitatively similar.

[45] Instead of interacting Δ_{itk} with the treatment specification, one could interact the performance level of the closed school and the performance level of nearby schools separately with the treatment. This produces qualitatively similar results to what is presented in Table 7, and hence the current specification is preferred for ease of exposition.

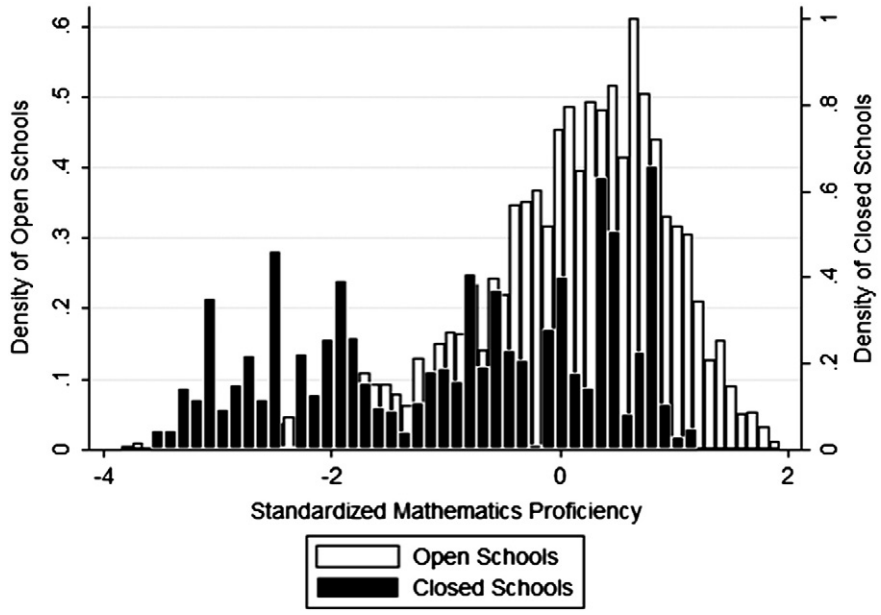


Fig. 2. Distribution of school performance statewide.
Source: Author's calculations from publicly-available test score proficiency rates released by the Center for Educational Performance and Information. Standardized mathematics proficiency refers to the average of 4th and 7th grade mathematics proficiency rates from 2000 to 2005, standardized within grade and year to have a mean of zero and standard deviation of one.

terms of school performance the year prior to displacement, and 0.30 standard deviations below the average of schools within three miles. There is substantial heterogeneity in performance of the closed school, however. Fig. 2 shows the distribution of standardized math proficiency statewide, and plots separate densities for both closed and open schools. The density for schools that were closed is shaded black and the density for schools that remained open is shaded white. Examining Fig. 2, it is clear that the average closed school was below average for the state, but there is substantial variation in the performance level of closed schools and in some cases closed schools were above the state average.

Table 7 displays three achievement trajectories (i.e., $\hat{\delta}_k + \hat{\gamma}_k \Delta_{itk}$) based on estimates of Eq. (6).[46] The first column displays the achievement trajectory for students who attended a closed school that was 0.5 standard deviations worse in terms of school performance than nearby schools. The middle column displays the same trajectory for students who attended a closed school of the same quality as nearby schools, and the final column contains students who attended a closed school that was 0.5 standard deviations better than nearby schools. The results show that students who attended poor-performing closed schools experience sharp increases in test scores after displacement, and two or more years after displacement are performing better than they ever did in the closed school. Students displaced from schools of the same quality as nearby schools experience a drop in achievement prior to closure and into their first year after displacement, but recover and perform no differently two or three years after displacement than they did two or three years prior to displacement. Students displaced from higher-performing schools are hurt by displacement, though, and never recover in their new school. Hence, while shutting low-performing schools generates achievement gains, shutting high-performing schools does persistent harm to student achievement.[47]

Table 7
Displaced student achievement trajectories by change in school performance.

	Closed school .5 s.d. below nearby schools	Closed school Same as nearby schools	Closed school .5 s.d. above nearby schools
	($\Delta_{itk} = -0.5$)	($\Delta_{itk} = 0$)	($\Delta_{itk} = 0.5$)
Mathematics			
2 years prior to closure	−0.018	0.004	0.027
	[0.023]	[0.028]	[0.036]
1 year prior to closure	−0.048***	−0.035***	−0.019
	[0.013]	[0.013]	[0.017]
Year of closure	−0.073**	−0.049	−0.023
	[0.032]	[0.034]	[0.036]
1 year after closure	−0.078**	−0.077**	−0.071**
	[0.038]	[0.035]	[0.035]
2 years after closure	0.010	−0.033	−0.073
	[0.056]	[0.023]	[0.048]
3 years after closure	0.043**	−0.020	−0.081***
	[0.018]	[0.017]	[0.021]
N	3,257,564		
Reading			
2 years prior to closure	−0.021	−0.009	0.004
	[0.019]	[0.011]	[0.032]
1 year prior to closure	−0.036***	−0.009	0.019
	[0.013]	[0.015]	[0.021]
Year of closure	−0.053***	−0.019	0.015
	[0.016]	[0.011]	[0.016]
1 year after closure	−0.068**	−0.057*	−0.047
	[0.032]	[0.030]	[0.032]
2 years after closure	0.036	−0.054**	−0.144
	[0.087]	[0.027]	[0.115]
3 years after closure	−0.045	−0.047**	−0.048
	[0.039]	[0.021]	[0.034]
N	3,292,314		

For a given value of Δ_{itk} as defined in Section 6.4, trajectories are calculated as the (main effect)+Δ_{itk}(interaction), where main effect and interaction coefficient estimates may be found in Appendix Table B.1. Specifications include student and grade * district * year fixed effects as well as controls for free or reduced-price lunch eligibility, special education status, Limited English Proficiency status, and a treatment specification for spillover effects on students in receiving schools. Standard errors are adjusted for clustering at the district level. *** indicates significance at the 0.01 level, ** at the 0.05 level, and * at the 0.1 level.

[46] The parameter estimates of Eq. (6) can be found in Appendix Table B.1.

[47] Since the policy idea of shutting down failing schools is often targeted at schools in urban settings, it is important to examine the effects of shutting down low-performing schools in these areas. Online Appendix Table D.8 contains the results of specifications such as shown in Table 7, limiting the sample to only Detroit Public Schools.

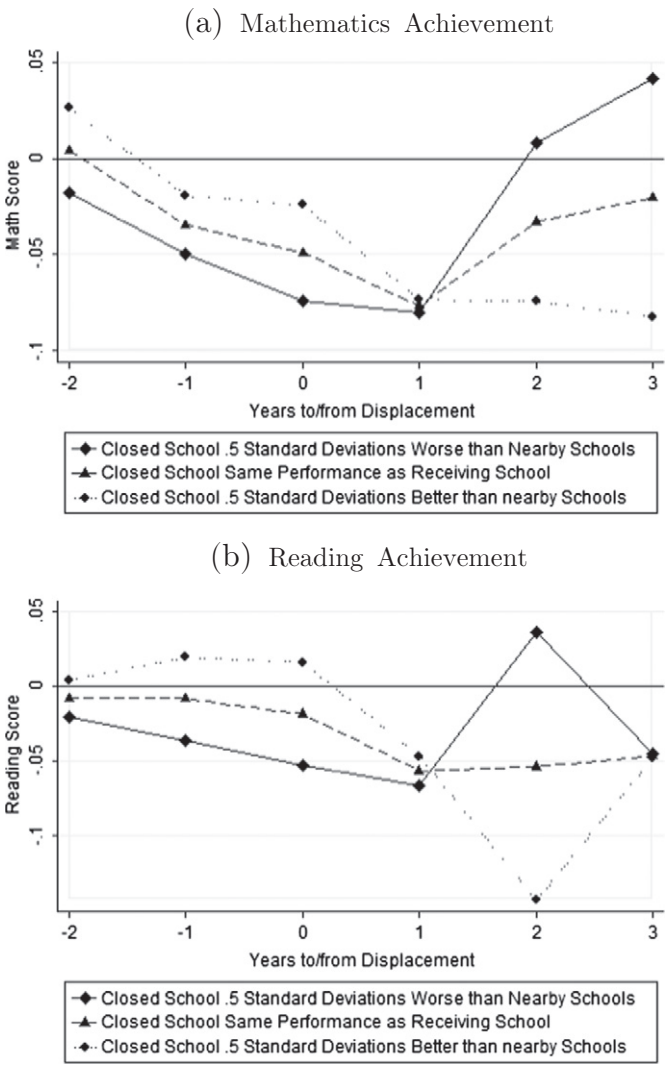


Fig. 3. Achievement trajectory of displaced students by performance of closed school.
Source: Author's calculations from student-level micro-data. Achievement trajectories calculated as linear combinations of coefficients shown in Appendix Table B.1. Standard errors of trajectories may be found in Table 7.

For reading, the pattern is again less clear. While students are trending similarly prior to displacement, there is no clear pattern in achievement after displacement. This can be explained by a story that mathematics scores are more heavily influenced by factors within school control, while reading scores are more heavily influenced by other factors such as parental involvement. Both mathematics and reading trajectories are plotted out in Fig. 3. Prior to displacement students in these three groups have similar achievement trajectories. The year after displacement, students displaced from low-performing schools experience slight increases in mathematics scores relative to their peers. Two or more years after displacement, these students continue to improve and are performing significantly better in mathematics than they ever did in the closed school. For reading, there is no distinct pattern between the three lines, again suggesting that reading scores may be less influenced by school-level factors.

The relative performance of the closed school affects not only the magnitude of the effects on displaced students, but also the magnitude of the effects on students in receiving schools. Fig. 4 plots out the differential impacts of closed school performance for schools that contain 20% displaced students or 20% displaced teachers.[48] Unsurprisingly, spillover effects are larger in magnitude if displaced students come from relatively low-performing schools. For displaced teachers, heterogeneous effects for mathematics are significant at the .10 level in the first year after teachers are displaced, but become imprecise thereafter. These results are consistent with a story that spillover effects from displaced students are due to negative peer effects from displaced students, while spillover effects from displaced teachers are due to disruption as the school accommodates the new teachers.[49] Another possible

[48] Specifically, Fig. 4 plots out $0.2 \cdot \left(\hat{\pi}^P_{1j} + \hat{\pi}^P_{2j}\overline{\Delta}^P_{stj}\right)$ and $0.2 \cdot \left(\hat{\pi}^T_{1j} + \hat{pi}^T_{2j}\overline{\Delta}^T_{stj}\right)$ for various values of $\overline{\Delta}^P_{stj}$ and $\overline{\Delta}^T_{stj}$.

[49] An alternative explanation for the negative spillover effects on receiving schools is that receiving schools were near capacity and had difficulty accommodating the new students who entered the school. As documented in Online Appendix Table D.9, the results are qualitatively similar when controlling for capacity of the school, using the maximum enrollment in the school since 1990 as a crude proxy for capacity.

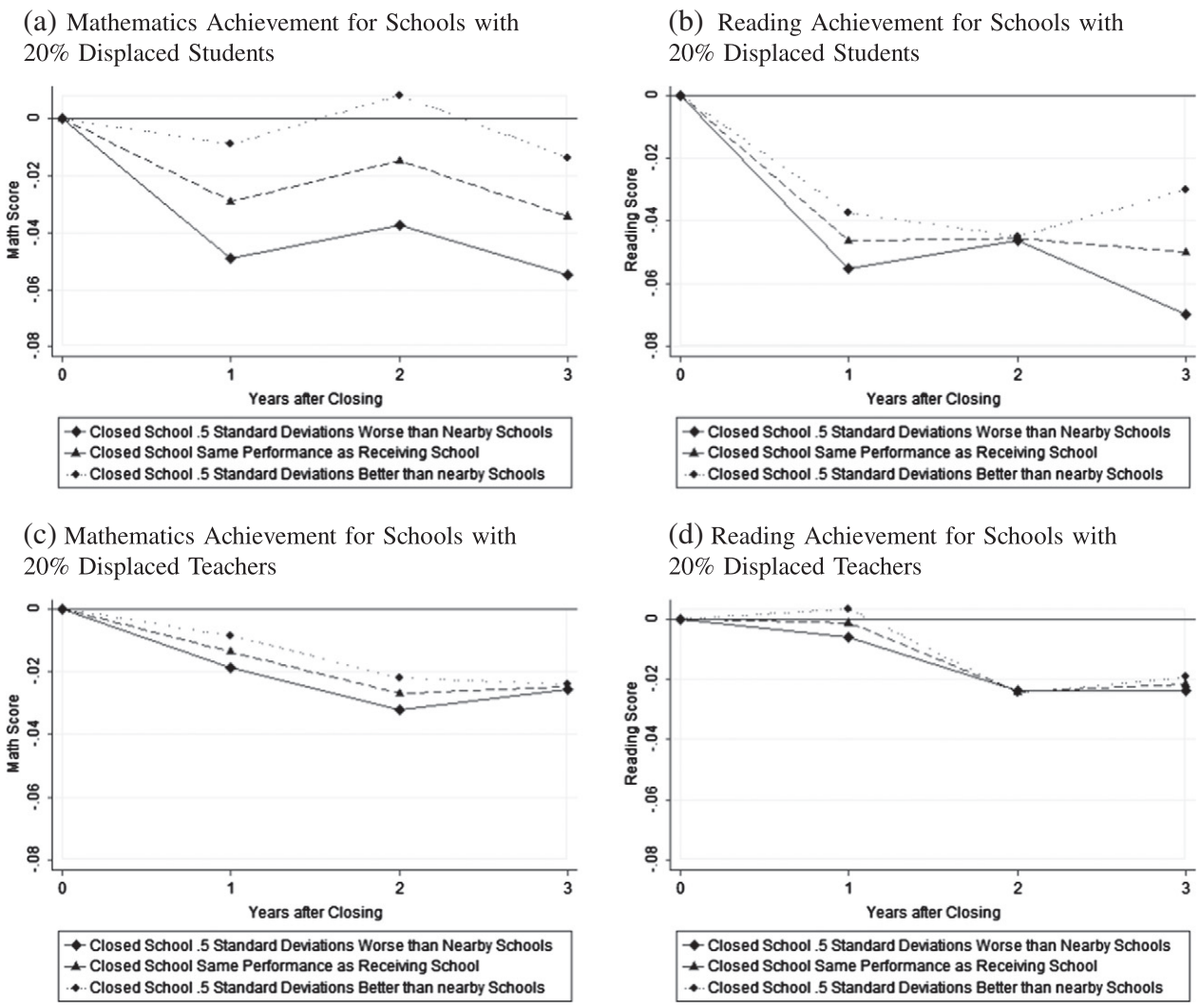


Fig. 4. Performance trajectory at receiving schools by performance of closed school.
Source: Author's calculations from student-level micro-data. Achievement trajectories calculated as linear combinations of coefficients shown in Appendix Table B.1.

explanation is that the disruption is due to teachers who are not accustomed to dealing with new students. If this were the case, one might expect the lowest grade at the new school to not experience as much disruption, because the teachers in these grades are accustomed to accommodating new students. While not shown here, spillover effects do not vary between the lowest grade and older grades in receiving schools.[50]

6.5. Heterogeneity by dispersion of students after displacement

School closing policies may also differ by the degree to which displaced students move to the same school after a closing. In particular, some policies shift large groups of students to a particular nearby school, while other policies may disperse students across multiple schools. To investigate this possibility, this section estimates specifications such as that shown in Eq. (6) with an additional interaction of the treatment specification with a measure of the dispersion of students after displacement:

$$\begin{aligned} Y_{it} = & \sum_{k=-2}^{3} \delta_k T_{itk} + \sum_{j=1}^{3} 1\left[T_{itj}=0\right]\left(\pi^P_{1j} f^P_{stj} + \pi^T_{1j} f^T_{stj}\right) \\ & + \sum_{k=-2}^{3} \gamma_{1k} T_{itk}\Delta_{itk} + \sum_{j=1}^{3} 1\left[T_{itj}=0\right]\left(\pi^P_{2j} f^P_{stj}\overline{\Delta}^P_{stj} + \pi^T_{2j} f^T_{stj}\overline{\Delta}^T_{stj}\right) \\ & + \sum_{k=-2}^{3} \gamma_{2k} T_{itk} D_{itk} + \sum_{j=1}^{3} 1\left[T_{itj}=0\right]\left(\pi^P_{3j} f^P_{stj}\overline{D}^P_{stj} + \pi^T_{3j} f^T_{stj}\overline{D}^T_{stj}\right) \\ & + X_{ist}\beta + \mu_i + \theta_{dgt} + \epsilon_{ist}. \end{aligned} \tag{7}$$

Here, the treatment specification for displaced students is interacted with D_{itk}, the fraction of students from a particular school closing that attended the modal receiving school. This measure is defined to be the

[50] These results may be found in Online Appendix Table D.10.

same for every student displaced from a particular school. Hence, similar to Section 6.4, the estimates presented here are identified off of between-closing variation and do not utilize variation in where parents choose to send their student after a particular closing. Note also that different levels of dispersion of students after displacement may be correlated with the performance level of the closed school. Hence, the estimates presented below reflect the achievement trajectories of respective groups of students conditional on being displaced from a similarly low-performing school.[51] Heterogeneity in spillover effects on students in receiving schools is also estimated by interacting $\overline{D}^{P}_{stj}$ and $\overline{D}^{stT}_{j}$ with the f^{P}_{stj} and f^{T}_{stj} variables, where $\overline{D}^{P}_{stj}$ and $\overline{D}^{T}_{stj}$ are the averages of the dispersion measure D for students and teachers in a receiving school who were displaced j years ago, respectively. Similar to Section 6.4, these measures are defined only for students who were not displaced j years ago.

Table 8 shows estimates from these specifications. Panel A presents results for mathematics scores of displaced students, while panel B shows results for displaced student reading scores. Note that spillover effects are not shown here, but the results indicate no significant differences in spillover effects across closings by the fraction of displaced students attending the modal receiving school.[52] Different achievement trajectories are shown for students displaced from schools where 25, 35, or 50% of students attending the modal receiving school.[53] The results for mathematics indicate that as more displaced students attend the modal receiving school, there is less disruption the year prior to and the year following displacement. However, this gap disappears two to three years after displacement and students are performing at similar levels despite being displaced to multiple receiving school. This may suggest that students displaced to many receiving schools experience more short-run disruption due to loss in peer networks, but the results should be interpreted cautiously as they are somewhat imprecise. For reading, there is some evidence of potential heterogeneous effects across different groups of students, but the results are very imprecise and not statistically significant from one another. Hence, taken as a whole these results suggest the potential for short run benefits from keeping groups of students together after a school closing, but are not able to statistically differentiate whether these differences matter in the long run.

Given the estimates presented above, it is unlikely a policy to systematically close low-performing schools would be able to generate substantial achievement gains without imposing widespread spillover effects on receiving schools. For instance, consider a hypothetical policy that shut a school that was 0.5 standard deviations below the average for nearby schools. A simple back-of-the-envelope calculation based on the above estimates would suggest that student achievement three years after displacement will be 0.118 standard deviations higher on average than it was during their last year in the closed school.[54] However, spillover effects may mitigate many of these gains. For instance, suppose that the closed school was half the size of the nearby schools and the displaced students were distributed evenly over four different schools, resulting in a relatively small 11% of the receiving school population being new to the school. Given the estimates presented above, students at the receiving school would have their achievement lowered by around 0.02 standard deviations. If displaced teachers were to be retained within the district, this would be even larger. In addition, the spillover effects will be larger due to the influx of low-performing peers. In this example, this implies that the spillover effects will be roughly .01 larger in magnitude due to the low-performing peers. Hence, even in this optimistic scenario, displaced students would only experience a positive gain in achievement of 0.098 compared to a 0.03 decline for students in receiving schools. While this loss is smaller in magnitude than the gain in achievement for displaced students, students in receiving schools constitute a much larger segment of the district population. Keeping students together after displacement may yield modest short-run improvements, but the results show no significant impact in the long run. Hence, average achievement district-wide will not improve.

This calculation does not rule out all justifications for school closing policies. First, the results from Section 6.1 suggest that even when there are negative effects from closings, they tend to be modest. Hence, if there are large financial gains from shutting down schools then closings may be an effective cost-saving tool for school district administrators to undertake. As well, the above calculation focuses on average district-wide student achievement. It may be that districts wish to maximize the minimum level achievement in the district, in which case school closing policies may be justified because they have the potential to substantially raise achievement for the subset of students in very low-performing schools. Nonetheless, this analysis does point to the limitations of targeted school closing policies as a large-scale policy tool to improve student achievement. Any policy will have to balance

Table 8
Displaced student achievement trajectories by fraction of students attending modal receiving school.

	Fraction of students attending modal receiving school		
	25%	35%	50%
Panel A: mathematics			
2 years prior to closure	−0.022	−0.024	−0.027
	[0.047]	[0.054]	[0.065]
1 year prior to closure	−0.031	−0.024	−0.012
	[0.026]	[0.038]	[0.056]
Year of closure	−0.102**	−0.075*	−0.033
	[0.046]	[0.041]	[0.035]
1 year after closure	−0.017	0.006	0.040
	[0.032]	[0.030]	[0.029]
2 years after closure	−0.001	0.008	0.022
	[0.015]	[0.020]	[0.032]
3 years after closure	0.030	0.044	0.065
	[0.023]	[0.031]	[0.045]
N	3,292,314		
Panel B: reading			
2 years prior to closure	−0.027	−0.034	−0.045
	[0.022]	[0.030]	[0.044]
1 year prior to closure	0.041	0.067	0.107
	[0.045]	[0.060]	[0.082]
Year of closure	−0.059*	−0.045**	−0.025**
	[0.035]	[0.021]	[0.012]
1 year after closure	0.004	0.026	0.058
	[0.029]	[0.031]	[0.038]
2 years after closure	0.003	0.019	0.042
	[0.040]	[0.048]	[0.060]
3 years after closure	−0.002	0.013	0.035
	[0.042]	[0.051]	[0.065]
N	3,292,314		

Reported trajectories calculated as linear combinations of estimated coefficients from Eq. (7) in a method similar to that used in Table 7. x% of previous classmates is defined as x% of students from a closed school attending the modal receiving school after displacement. Specifications include student and grade * district * year fixed effects as well as controls for free or reduced-price lunch eligibility, special education status, Limited English Proficiency status, and a treatment specification for spillover effects on students in receiving schools. Standard errors are adjusted for clustering at the district level. *** indicates significance at the 0.01 level, ** at the 0.05 level, and * at the 0.1 level.

[51] Being displaced from a relatively low-performing school may also have different results depending on whether or not a student continues to attend school with his or her previously low-performing peers. Further interacting the treatment specifications for relative performance and fraction of students attending the modal receiving school yields estimates that are too imprecise to be meaningful, however, and hence are not presented here.

[52] These results may be found in Online Appendix Table D.11.

[53] These numbers were chosen because they roughly correspond to the 25th, 50th, and 75th percentiles across school closings of the fraction of students attending the modal receiving school. See Table 3 for the full distribution of this variable.

[54] This calculation reflects the figures presented in the middle column of Table 8, but the conclusions are not sensitive to changing how many displaced students are kept together after a closing.

the costs of achievement losses at receiving schools against any potential achievement gains for displaced students.

7. Conclusion

Given the prevalence of school closings, understanding the effects of shutting schools on student achievement is crucial for policymakers. The results show no significant change in reading scores in the two to three years before and after displacement. For mathematics, students in closed schools are falling behind their counterparts in the district prior to displacement. After closure, students continue to perform at a low level in the first year in a new school but improve significantly within two to three years after displacement. In both reading and mathematics, the influx of new students and teachers negatively impacts students in receiving schools, but the losses tend to be modest. The results vary based on the performance of the closed school. If the closed school was low-performing relative to nearby schools, displaced students perform relatively better after displacement and students in receiving schools perform relatively worse.

These results have important implications for policymakers. First, the fact that school closings in Michigan did no persistent harm to student achievement suggests that school closings may be an effective policy tool for districts that need to cut costs. In addition, because students displaced from low-performing schools experience increases in test scores after closure, there is the potential for increases in achievement for displaced students by shutting low-performing schools. This increase in achievement comes at the expense of additional disruption due to the influx of previously low-performing new students in receiving schools, however. Moreover, these spillover effects are even larger if teachers from the low-performing school are reassigned within district. Hence, while closing low-performing schools may generate some achievement gains for displaced students, it is unlikely that these policies can improve average student achievement district-wide.

There are other potential consequences associated with school closing policies that are outside the scope of the current study. In addition to the impact on the achievement of students immediately affected by the policy, school closings will have longer-run impacts that are outside the context of the current analysis. In particular, school closings have lasting effects on quality of schools that future cohorts of students attend. Closings may also fundamentally alter the way in which students are distributed throughout the district, changing the structure of peer effects. In addition, closings create potentially important effects on teacher labor markets. When schools close, teachers are shuffled throughout the district, often on the basis of seniority. This reshuffling changes both teacher-school matches and the structure of teacher peer effects, both of which have the potential to significantly affect student achievement (Jackson and Bruegmann, 2009; Jackson, 2013). Hence, the welfare effects of closing schools may go beyond immediate achievement effects on the displaced students and receiving schools. While these issues are still very much unresolved, understanding the immediate impacts on student achievement due to school closings provides policymakers with valuable information to consider when weighing the costs and benefits of shutting down schools.

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Appendix A. Baseline analysis separate by closing cohort

Table A.1 displays the results of specifications like those shown in Table 4, but where treatment is defined separately for each cohort of displaced students. All coefficients shown are relative to student achievement in 2006.

Table A.1
Effects of school closings by closing cohort.

	Year of displacement			
	2006	2007	2008	2009
Panel A: mathematics achievement				
2 years prior to closure				−0.008
				[0.029]
1 year prior to closure			0.012	−0.046***
			[0.037]	[0.018]
Year of closure		−0.033***	0.004	−0.084***
		[0.011]	[0.021]	[0.032]
1 year after closure	−0.035	−0.021	−0.013	−0.095**
	[0.029]	[0.015]	[0.038]	[0.043]
2 years after closure	−0.017	0.038*	0.037	
	[0.029]	[0.020]	[0.038]	
3 years after closure	−0.023	0.045**		
	[0.026]	[0.018]		
Panel B: reading achievement				
2 years prior to closure				−0.012
				[0.008]
1 year prior to closure			−0.010	−0.013
			[0.027]	[0.020]
Year of closure		−0.027	−0.029	−0.031
		[0.019]	[0.023]	[0.020]
1 year after closure	−0.036	−0.023	−0.007	−0.073
	[0.028]	[0.015]	[0.021]	[0.047]
2 years after Closure	−0.062*	−0.008	0.003	
	[0.033]	[0.024]	[0.019]	
3 years after closure	−0.082**	0.018		
	[0.038]	[0.016]		
Number of displaced students	9942	11,063	5613	13,523
N	3,416,174	3,416,174	3,416,174	3,416,174

The treatment specification is set to 0 for all displaced students except for students displaced following the given academic year. Specifications include student and grade*district*year fixed effects as well as controls for free or reduced-price lunch eligibility, special education status, Limited English Proficiency status, and a treatment specification for spillover effects on students in receiving schools. Standard errors are adjusted for clustering at the district level. *** indicates significance at the 0.01 level, ** at the 0.05 level, and * at the 0.1 level.

Appendix B. Results with interactions for school performance differential

The following table displays estimates of the specification shown in Eq. (6).

The following table displays estimates of the specification shown in Eq. (6), with value-added measures used in place of average school proficiency rates. Value-added measures are constructed by taking the Ordinary Least Squares estimate of ψ from the regression equation $Y_{ist} = X_{ist}\beta + \psi_s + u_{ist}$ using data from years 2001–2005, where X_{ist} includes controls for race, gender, Limited English Proficiency, migrant student status, free or reduced-price lunch status, and lags of both math and reading test scores. These measures are then standardized to have mean zero, standard deviation one.

Table B.1
School closings and school performance.

	Math		Reading	
	Main effect	Interaction	Main effect	Interaction
Displaced students				
2 years prior to closure	0.004	0.044*	−0.009	0.025
	[0.028]	[0.023]	[0.011]	[0.048]
1 year prior to closure	−0.035***	0.030**	−0.009	0.055***
	[0.013]	[0.014]	[0.015]	[0.021]
Year of closure	−0.049	0.050***	−0.019*	0.069***
	[0.034]	[0.009]	[0.011]	[0.024]
1 year after closure	−0.077**	0.007	−0.057*	0.020
	[0.035]	[0.016]	[0.030]	[0.023]
2 years after closure	−0.033	−0.083	−0.054**	−0.179
	[0.022]	[0.094]	[0.027]	[0.197]
3 years after closure	−0.020	−0.123***	−0.047**	−0.003
	[0.017]	[0.018]	[0.021]	[0.059]
Students at receiving schools				
Fraction of displaced students	−0.145	0.201***	−0.232*	0.090***
	[0.131]	[0.067]	[0.140]	[0.034]
Fraction of displaced students (lagged)	−0.073	0.230	−0.228	0.006
	[0.063]	[0.158]	[0.148]	[0.094]
Fraction of displaced students (twice lagged)	−0.171*	0.207	−0.250	0.199
	[0.092]	[0.309]	[0.175]	[0.244]
Fraction of displaced teachers	−0.069***	0.051*	−0.006	0.047**
	[0.020]	[0.030]	[0.022]	[0.023]
Fraction of displaced teachers (lagged)	−0.135***	0.050	−0.120***	−0.004
	[0.063]	[0.061]	[0.045]	[0.022]
Fraction of displaced teachers (twice lagged)	−0.124***	0.007	−0.108**	0.024
	[0.028]	[0.052]	[0.048]	[0.023]
N	3,257,564		3,292,314	

All coefficients for a given dependent variable are estimated in the same regression. Specifications include student and grade * district * year fixed effects as well as controls for free or reduced-price lunch eligibility, special education status, and Limited English Proficiency status. Standard errors are adjusted for clustering at the district level. *** indicates significance at the 0.01 level, ** at the 0.05 level, and * at the 0.1 level.

Table B.2
School closings and school performance using value-added measures.

	Math		Reading	
	Main effect	Interaction	Main effect	Interaction
Displaced students				
2 years prior to closure	0.003	0.049***	−0.007	0.021
	[0.027]	[0.016]	[0.011]	[0.014]
1 year prior to closure	−0.035***	0.030**	−0.005	0.034**
	[0.012]	[0.012]	[0.018]	[0.016]
Year of closure	−0.049*	0.052***	−0.010	0.044*
	[0.028]	[0.009]	[0.018]	[0.025]
1 year after closure	−0.077**	0.009	−0.051*	0.022
	[0.036]	[0.015]	[0.031]	[0.021]
2 years after closure	−0.031	0.054	−0.052*	−0.032
	[0.022]	[0.147]	[0.029]	[0.150]
3 years after closure	−0.014	−0.091***	−0.049**	−0.034
	[0.018]	[0.020]	[0.024]	[0.042]
Students at receiving schools				
Fraction of displaced students	−0.153	0.198***	−0.187*	0.112***
	[0.103]	[0.062]	[0.110]	[0.038]
Fraction of displaced students (lagged)	−0.121**	0.208	−0.215*	0.106*
	[0.056]	[0.135]	[0.123]	[0.064]
Fraction of displaced students (twice lagged)	−0.216***	0.372**	−0.243**	0.309*
	[0.081]	[0.160]	[0.123]	[0.174]
Fraction of displaced teachers	−0.094***	−0.002	−0.019	0.012
	[0.023]	[0.039]	[0.023]	[0.023]
Fraction of displaced teachers (lagged)	−0.130*	0.044	−0.113**	−0.031
	[0.067]	[0.034]	[0.044]	[0.026]
Fraction of displaced teachers (twice lagged)	−0.109***	−0.006	−0.101**	−0.005
	[0.034]	[0.043]	[0.044]	[0.025]
N	3,257,564		3,292,314	

All coefficients for a given dependent variable are estimated in the same regression. Specifications include student and grade * district * year fixed effects as well as controls for free or reduced-price lunch eligibility, special education status, and Limited English Proficiency status. Standard errors are adjusted for clustering at the district level. *** indicates significance at the 0.01 level, ** at the 0.05 level, and * at the 0.1 level.

Appendix C. Dynamic mobility and school closings

The following tables contain estimates for Detroit Public Schools (DPS). The first column corresponds to the estimates presented in Online Appendix Table D.8, while the second column runs the same specification, but drops any observation from outside DPS. This corresponds to the specification a researcher would run if he or she only had access to data for one large urban school district. For simplification, estimated trajectories are shown for a group of displaced students where the closed school was performing at 0.5 standard deviations below nearby schools.

The results show that in DPS, dynamic mobility of students out of the district after a closing does not substantially affect the estimates. These differences in coefficients between the two columns are extremely small and are not statistically significant. These results support the theory that selective mobility of students out of districts after a closing is largely accounted for using student fixed effects, and, at least in the current setting, dynamic mobility of students out of school districts is not a concern.

Table C.1
School closings and dynamic mobility of students after displacement in Detroit public schools.

	(1)	(2)
	Keeping Movers	Removing Movers
Panel A: mathematics		
2 years prior to closure	−0.040	−0.040
	[0.036]	[0.036]
1 year prior to closure	−0.046	−0.047
	[0.031]	[0.031]
Year of closure	−0.116***	−0.117***
	[0.039]	[0.039]
1 year after closure	−0.148***	−0.148***
	[0.036]	[0.037]
2 years after closure	−0.060	−0.057
	[0.048]	[0.049]
3 years after closure	−0.025	−0.016
	[0.055]	[0.056]
Reading		
2 years prior to closure	−0.017	−0.017
	[0.035]	[0.035]
1 year prior to closure	−0.006	−0.008
	[0.027]	[0.028]
Year of closure	−0.053	−0.055
	[0.036]	[0.036]
1 year after closure	−0.116***	−0.116***
	[0.033]	[0.033]
2 years after closure	−0.099**	−0.107**
	[0.043]	[0.044]
3 years after closure	−0.100*	−0.077
	[0.051]	[0.052]
N	3,257,564	3,292,314

Specifications include student and grade * year fixed effects as well as controls for free or reduced-price lunch eligibility, special education status, Limited English Proficiency status, and a treatment specification for spillover effects on students in receiving schools. Standard errors are adjusted for clustering at the school level. *** indicates significance at the 0.01 level, ** at the 0.05 level, and * at the 0.1 level.

Appendix D. Supplementary data

Supplementary data to this article can be found online at http://dx.doi.org/10.1016/j.jpubeco.2014.06.010.

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Provo City School District — District Wide Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary is meant to provide an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of class registration. Schools are required to provide a maximum cost for each activity, including all costs for athletic participation, travel, activity-specific apparel, field trips, etc. This amount is reflective in the Maximum School Activity Fee and includes everything that could be charged in connection to a specific activity and is assessed when needed. Please visit www.provo.edu/school-fees for a detailed description of each fee, along with a spend plan for each activity at each school. All fees, except those explicity stated, are eligible for fee waiver. Please visit www.provo.edu/school-fees for additional information regarding fee waiver applications and eligibility.

Category	Activity / Fee Description	Maximum Approved Fee	Notes
DISTRICT WIDE			
	Acadiance English Test	$25	
	Acadiance Math Test	$25	
	ACT Test	$25	
	Aspire Test	$25	
	Rise Test	$25	
	Admission Tickets (up to - per event)	$50	
	After School Fees (Elementary School) - up to per class	$100	
	AP Tests (other than those listed separately)*	$98	
	AP Research/Seminar Test*	$145	
	Calculator Rental / Used (if necessary)	$20	
	CPR Class	$30	
	Distance Learning (per semester)*	$10	
	Drivers Ed	$200	
	Drug Prevention Class	$25	
	General Fines (up to, each occurrence)	$1,000	
	Graduation Caps & Gowns	$45	
	Home Study Packet	$25	
	International Student	$11,100	
	Non-Utah Resident Fee (not international)	$11,000	
	Parking Pass	$5	
	PSAT Test*	$18	

Category	Activity / Fee Description	Maximum Approved Fee	Notes
	PTSA*	$20	
	School Clothing/Apparel - optional - up to*	$100	
	Student Physical	$30	
	Summer Orchestra	$25	
	Summer School - Secondary	$20	
	Test Fee (per test) - non-students/home school students	$50	*Up to*
	Transcripts	$5	*One time*
	Truancy School	$20	*Per month*
	Utah Online School (Credit recovery/grade replacement)	$150	*Per class*
	Yearbook - High School (after January 1)*	$65	
PRESCHOOL			
	Sunrise Preschool Registration Fee	$20	*One time*
	Sunrise Preschool - 1 Day a Week	$45	*Per month*
	Sunrise Preschool - 2 Days a Week	$90	*Per month*
	Sunrise Preschool - 2 Days a Week Full year	$675	*Full Year*
	Sunrise Preschool - 4 Days a Week	$180	*Per month*
	Sunrise Preschool - 4 Days a Week full year	$1,350	*Full Year*
	Title I Preschool Registration Fee	$30	*One time*
	Title I Preschool	$20	*Per month*
MISCELLANEOUS			
	Additional Term Credit	$25	
	Course Drop	$15	
	Course Extension	$15	
	Credit Recovery	$60	
	Electronic High School Proctor Fee	$15	
	Field Trip (per trip)	$50	
	Non Returned Book Fee	$20	
	Summer School (per course)	$40	

**** Fees not subject to fee waiver. Please visit www.provo.edu/school-fees for complete details.***

Provo High School — Proposed School Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary is meant to provide an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of class registration. Schools are required to provide a maximum cost for each activity, including all costs for athletic participation, travel, activity-specific apparel, field trips, etc. This amount is reflective in the Maximum School Activity Fee and includes everything that could be charged in connection to a specific activity and is assessed when needed. Please visit www.provo.edu/school-fees for a detailed description of each fee, along with a spend plan for each activity at each school. All fees, except those explicitly stated, are eligible for fee waiver. Please visit www.provo.edu/school-fees for additional information regarding fee waiver applications and eligibility.

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
Art	3D Design/Craft	$20	$20
	AP Art Studio	$12	$2,112
	Art I	$12	$112
	Art II - Honors	$12	$2,112
	Ceramics - I, II, III	$40	$40
	Art - Painting I&II	$12	$12
Performing Arts	AP Music Theory	-	$50
	Ballroom Dance - Company	$115	$3,210
	Ballroom Dance - Exhibition	$75	$100
	Band - Advanced Jazz	-	$2,435
	Band - Concert	-	$2,435
	Band - Jazz (Beginning/Intermediate)	-	$2,435
	Band - Ukelele	-	$2,435
	Band - Indoor Percussion	$600	$3,035
	Band - Percussion (Beginning/Intermediate/Advanced)	-	$2,435
	Band - Symphonic/Wind Symphony	-	$2,435
	Band - Wind Ensemble	-	$2,435
	Band - Winterguard	$600	$2,835
	Band - Fall Marching Band (Colorguard/Winds)	$800	$3,060
	Choir	$170	$2,470
	Dance - Company	$450	$3,050
	Dance I	$20	$20
	Dance II	$20	$20
	Dance III	$250	$2,450
	Guitar	-	$25
	Orchestra - Philharmonic	-	$2,280
	Orchestra - Sinfonia/Symphonic	-	$2,280
	Orchestra II - Concert	-	$2,280
	Orchestra III - Chamber	-	$2,280
	Theatre/Drama I/Drama II/Drama III	$15	$2,040
	Theatre - Shakespeare Team	$15	$2,215
	Theatre Tech	-	$2,000
Athletics **	Baseball	$355	$3,055
	Basketball - Boys	$700	$3,790

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
Clubs	Debate Club/Mock Trial	-	$260
	Debate I & II	$5	$5
	DECA	$20	$2,200
	E-Sports	$100	$250
	FCCLA	$20	$2,640
	German Club	$10	$360
	HOSA	$20	$2,195
	National Art Honor Society	$25	$25
	National Honor Society	$20	$220
	Physics/Science	-	$153
	Poly Club (Pop)	$10	$260
	RPG	$10	$10
	Russian Club	-	$350
	Skills USA	$15	$2,065
	Spanish Club	$10	$260
	Technology Student Association (TSA)	$70	$2,105
	Prostart	$35	$35
Foreign Language	World Languages	-	$275
	Spanish Class - Field Trip (Proposed) *	-	$10
Other/General	ACT Prep	-	$50
	Concurrent Enrollment *	-	$60
	Latinos In Action	$40	$2,422
	Student Government	$360	$910
	Optional CTE Projects *	-	$500
	AVID	-	$2,010
District Wide	Admission Tickets (by event)	Varies	$50
	AP Tests *	-	$98
	Calculator Rental/Used Calculator	-	$20
	Distance Learning *	-	$10
	Drivers Ed (classroom only)	-	$70
	Drivers Ed (range and road)	-	$130
	Drivers Education	-	$200
	Graduation Caps & Gowns	$45	$45
	Parking Pass	-	$5

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
	Basketball - Girls	$400	$3,715
	Cheerleading	$1,900	$5,000
	Cross Country	$250	$2,350
	Football	$725	$3,275
	Golf - Boys	$750	$2,850
	Golf - Girls	$1,000	$3,000
	Lacrosse - Boys	$850	$3,100
	Lacrosse - Girls	$650	$2,900
	Soccer - Boys	$300	$2,950
	Soccer - Girls	$480	$2,960
	Softball	$450	$3,100
	Swimming	$225	$2,800
	Tennis - Girls	$300	$2,850
	Tennis - Boys	$300	$2,850
	Track & Field	$250	$2,350
	Volleyball - Boys	$400	$2,500
	Volleyball - Girls	$450	$2,550
	Wrestling	$300	$3,150

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
	PTSA *	-	$20
	School Clothing/Apparel (optional) *	-	$100
	Student Physical	-	$30
	Summer School (per class)	-	$20
	Yearbook *	$50	$50
	Yearbook (after Jan. 1) *	$65	$65
eSchool	Credit Recovery (per class/per term)	-	$60

** Fees not subject to waiver* *** Athletic fees will vary depending on participation in varsity or JV. Please visit www.provo.edu/school-fees for information regarding specific fees.*

Shoreline Middle School — Proposed School Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary is meant to provide an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of registration. The total maximum school activity fee is the maximum a school can charge for a specific activity. These charges may include field trips and other items that will be collected when appropriate. Please visit www.provo.edu/school-fees for a detailed description of each fee, along with a spend plan for each activity at each school. All fees, except those explicitly stated, are eligible for fee waiver. Please visit www.provo.edu/school-fees for additional information regarding fee waiver applications and eligibility.

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
	School T-Shirt	$10	$10
Art	Art II - Adv. Art Foundations	$20	$20
	Art - Advanced Foundations - Sculpture	$20	$20
	Art - Advanced Foundations Drawing - Digital	$8	$8
Performing Arts	Ballroom - Social Dance	$6	$26
	Ballroom Dance - Company	$24	$44
	Band - Concert	$16	$147
	Band - Intermediate Band	$16	$147
	Band - Jazz (Beginning/Intermediate)	$16	$147
	Band - Percussion (Beginning/Intermediate/Advanced)	$16	$56
	Band I - Beginning Band	$16	$147
	Chorus (includes Chorus I, II, II Aria/III)	$16	$16
	Dance - Company	$36	$46
	Dance I	$28	$28
	Guitar	-	$50
	Orchestra I - Beginning	$16	$130
	Orchestra II - Concert	$16	$130
	Orchestra III - Chamber	$16	$130
	Theatre - Drama I/Drama II/Drama III/Drama IV	-	$115
Social Studies	Social Studies Classes (not listed separately)	-	$10
Science	STEM Integrated Science 7 & 8 - Honors	$10	$60
	Integrated Science	-	$50
Foreign Language	World Language - Beginning/Intermediate	$5	$15

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
CTE	Creative Coding	$5	$5
	Exploring Technology - Robotics	$15	$15
	FACS Exploration - Foods	$12	$12
	FACS Exploration - Sewing	$10	$10
Other Classes	After School Programs	-	$10
	Yearbook Class	$15	$15
	Student Government	-	$80
	AVID	$12	$37
Field Trips / Optional	Latinos In Action	$50	$76
	Summer History Tour	-	$2,000
	Field Trips	-	$25
	Lagoon	-	$100
	National Junior Honor Society	-	$50
District Wide	School Clothing / Apparel (Optional) *	-	$100
	PTSA *	-	$20
	Yearbook *	-	$50
	Summer School (Per Class) *	-	$20
	Admission Tickets *	-	$50

** Fees not subject to fee waiver Please visit www.provo.edu/school-fees for additional information.*

Timpview High School — Proposed School Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary is meant to provide an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of class registration. Schools are required to provide a maximum cost for each activity, including all costs for athletic participation, travel, activity-specific apparel, field trips, etc. This amount is reflective in the Maximum School Activity Fee and includes everything that could be charged in connection to a specific activity and is assessed when needed. Please visit www.provo.edu/school-fees for a detailed description of each fee, along with a spend plan for each activity at each school. All fees, except those explicitly stated, are eligible for fee waiver. Please visit www.provo.edu/school-fees for additional information regarding fee waiver applications and eligibility.

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
Art	3D Art I & II	$40	$420
	3D Art III	$40	$420
	AP Art III	$40	$420
	Art Honors - I, II, III	$40	$420
	Ceramics - I, II, III	$40	$340
	Painting	$40	$420
Performing Arts	Ballroom I, II, III	$10	$2,010
	Ballroom - Competition Team	$195	$2,370
	Band - Advanced Jazz Band	$175	$2,275
	Band - Intermediate Jazz	$125	$2,245
	Band - Fall Marching Band & Color Guard	$820	$3,170
	Band - Percussion	$150	$2,400
	Band - Symphonic/Wind/Chamber	$100	$2,200
	Band - Winter Guard	$500	$2,500
	Choir - A Cappella	$190	$2,305
	Choir - Bravo	$127	$2,242
	Choir - Madrigals	$190	$2,305
	Choir - Men's & Women's	$60	$2,175
	Choir - Sorelle Voce	$190	$2,305
	Dance - Company	$670	$2,941
	Dance I, II	$10	$2,010
	Dance - Pop Culture	$10	$2,010
	Dance III	$275	$2,325
	Orchestra - Philharmonic	$120	$2,275
	Orchestra - Sinfonia/Symphonic	$120	$2,275
	Orchestra II - Concert	$120	$2,275
	Orchestra III - Chamber	$160	$2,315
	Theatre - Drama III	$40	$2,040
	Theatre - Drama IV/Pro Co	$40	$2,040
	Theatre Tech	-	$2,000
	Theatre - Musical	$105	$2,105
Athletics **	Baseball	$740	$4,490
	Basketball - Boys	$425	$3,375
	Basketball - Girls	$514	$3,464
	Cheerleading	$2,400	$5,000
	Cross Country	$330	$3,130
	Football	$790	$3,740

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
Clubs	Debate/Mock Trial	$350	$2,950
	Debate I / II	-	$130
	Club	$50	$50
	DECA	$50	$2,150
	ESports	$50	$50
	FBLA	-	$2,100
	FCCLA	$25	$2,115
	French Club	$125	$2,155
	Future Problem Solving	-	$2,000
	German Club	$25	$2,225
	HOSA	$20	$2,160
	Latinos In Action	$0	$250
	Model UN	$60	$60
	National Honor Society	$30	$30
	People of the Pacific	-	$250
	Skills USA	$75	$2,075
	Student Government	$100	$2,350
	Technology Student Association (TSA)	$70	$2,080
World Languages	World Languages	-	-
Other/General	ACT Prep	$50	$50
	Activity Fee (Athletic Home Events)	80	$80
	Campus Visit (each visit)	30	$30
	Concurrent Enrollment *	60	$60
	Optional CTE Projects *	-	$500
District Wide	Admission Tickets (by event)	Varies	$50
	AP Test for Research/Seminar *	-	$145
	AP Tests * (per test)	-	$100
	Calculator Rental/Used Calculator	-	$20
	Class Change Fee	-	$5
	Distance Learning (per semester) *	-	$10
	Drivers Ed (classroom only)	-	$40
	Drivers Ed (range and road only)	-	$130
	Drivers Education	-	$170
	Field Trip	-	$20
	Graduation Caps & Gowns	-	$60
	Parking Pass	-	$5
	PSAT	-	$18

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
	Golf - Boys	$450	$3,400
	Golf - Girls	$450	$3,400
	Lacrosse - Boys	$570	$3,520
	Lacrosse - Girls	$570	$3,520
	Soccer - Boys	$500	$3,550
	Soccer - Girls	$500	$3,550
	Softball	$550	$3,500
	Swimming	$350	$3,300
	Tennis - Boys	$450	$3,400
	Tennis - Girls	$450	$3,400
	Track & Field	$340	$3,140
	Volleyball - Boys	$750	$3,700
	Volleyball - Girls	$750	$3,700
	Wrestling	$450	$3,400

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
	PTSA *	-	$20
	School Clothing/Apparel (optional) *	-	$100
	Student Physical	-	$30
	Summer School (per class)	-	$20
	Yearbook *	$50	$50
	Yearbook (after Jan. 1) *	$65	$65
eSchool	Credit Recovery (per class/per term)	-	$60

** Fees not subject to waiver*

*** Athletic fees will vary*

Centennial Middle School — Proposed School Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary is meant to provide an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of registration. Schools are required to provide a maximum cost for each activity, including all costs for travel, activity-specific apparel, field trips, etc. This amount is reflective in the Maximum School Activity Fee and includes everything that could be charged in connection to a specific activity. Please visit www.provo.edu/school-fees for a detailed description of each fee, along with a spend plan for each activity at each school. All fees, except those explicitly stated, are eligible for fee waiver. Please visit www.provo.edu/school-fees for additional information regarding fee waiver applications and eligibility.

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
Art	Adv Art Foundations - Ceramics	$25	$25
	Adv Art Foundations - Painting	$18	$18
	Art Foundations I	$15	$15
	Art - Digital Art	$18	$18
	Adv Art Foundations - 3D	$20	$20
	Art Foundations II	$20	$20
Performing Arts	Band I - Beginning	$5	$135
	Band I - Intermediate	$5	$135
	Band I, II, III - Percussion	$45	$75
	Band II - Concert	$16	$146
	Band II - Symphonic	$16	$146
	Band III - Wind Symphony	$40	$170
	Chorus (includes Chorus I, II, III)	$20	$50
	Dance IA - Hip Hop	$6	$6
	Dance IB - Intermediate	$15	$30
	Dance IB - Advanced	$35	$50
	Dance IB - Dance Company	$80	$110
	Dance - Social Dance Ballroom I	-	$30
	Orchestra I - Beginning	$7	$137
	Orchestra II - Concert	$20	$150
	Orchestra II - Intermediate	$10	$140
	Orchestra III - Chamber	$49	$179
	Orchestra III - Symphonic	$10	$160
	Theatre - New York Trip	-	$2,000
	Film & Literature	$9	$9

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
General/Other	After School Programs	-	$15
	AVID	$12	$37
	CMS T-Shirt	$10	$10
	FACS Foods I & II	$12	$12
	FACS Sewing I & II	$15	$15
	Field Trips	-	$10
	Lagoon - Physics Day *	-	$90
	Latinos In Action	-	$550
	Mock Trial	-	$510
	National Junior Honor Society	-	$50
	Science Bowl	$15	$2,055
	STEM I - II	$10	$10
	Student Government	$5	$45
	Summer History Tour	-	$2,000
	Technology Student Association (TSA)	-	$1,275
	Transcript *	$5	$5
	Yearbook *	-	$30
	Yearbook Class *	$5	$30
	CCA Exploring Technology - Robotics I & II	$15	$15

**** Fees not subject to fee waiver Please visit www.provo.edu/school-fees for additional information.***

Provo City School District — Proposed School Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary provides an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of registration. Schools must provide a maximum cost for each activity, including all costs for travel, activity-specific apparel, field trips, etc. Please visit www.provo.edu/school-fees for a detailed description of each fee, spend plans, and fee waiver information. All fees, except those explicitly stated, are eligible for fee waiver.

		Provo High School		Timpview High School		Centennial Middle School		Shoreline Middle School	
Category	Class / Activity Name	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee
ART									
	Ceramics - I, II, III	$40	$40	$40	$340				
	3D Design/Craft	$20	$20						
	AP Art Studio	$12	$2,112						
	Art - Painting I&II	$12	$12						
	Art I	$12	$112						
	Art II - Honors	$12	$2,112						
	3D Art I & II			$40	$420				
	3D Art III			$40	$420				
	AP Art III			$40	$420				
	Art Honors - I, II, III			$40	$420				
	Painting			$40	$420				
	Adv Art Foundations - Ceramics					$25	$25		
	Adv Art Foundations - Painting					$18	$18		
	Adv Art Foundations - 3D					$20	$20		
	Art Foundations I					$15	$15		
	Art - Digital Art					$18	$18		
	Art Foundations II					$20	$20		
	Art II - Adv. Art Foundations							$20	$20
	Art - Advanced Foundations - Sculpture							$20	$20
	Art - Advanced Foundations Drawing - Digital							$8	$8
PERFORMING ARTS									
	Dance - Company	$450	$3,050	$670	$2,941			$36	$46
	Guitar	-	$25					-	$50
	Orchestra - Philharmonic	-	$2,280	$120	$2,275				
	Orchestra - Sinfonia/Symphonic	-	$2,280	$120	$2,275				
	Orchestra II - Concert	-	$2,280	$120	$2,275	$20	$150	$16	$130
	Orchestra III - Chamber	-	$2,280	$160	$2,315	$49	$179	$16	$130
	Theatre Tech	-	$2,000	-	$2,000				
	Dance I	$20	$20					$28	$28
	Dance III	$250	$2,450	$275	$2,325				
	Orchestra I - Beginning					$7	$137	$16	$130
	Band - Concert	-	$2,435					$16	$147
	Band - Jazz (Beginning/Intermediate)	-	$2,435	$125	$2,245			$16	$147
	Band - Percussion (Beginning/Intermediate/Advanced)	-	$2,435					$16	$56
	AP Music Theory	-	$50						
	Ballroom Dance - Company	$115	$3,210					$24	$44

		Provo High School		Timpview High School		Centennial Middle School		Shoreline Middle School	
Category	Class / Activity Name	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee
	Ballroom Dance - Exhibition	$75	$100						
	Band - Advanced Jazz	-	$2,435	$175	$2,275				
	Band - Fall Marching Band (Colorguard/Winds)	$800	$3,060	$820	$3,170				
	Band - Indoor Percussion	$600	$3,035						
	Band - Symphonic/Wind Symphony	-	$2,435	$100	$2,200				
	Band - Ukelele	-	$2,435						
	Band - Wind Ensemble	-	$2,435						
	Band - Winterguard	$600	$2,835	$500	$2,500				
	Choir	$170	$2,470						
	Dance II	$20	$20						
	Theatre - Shakespeare Team	$15	$2,215						
	Theatre/Drama I/Drama II/Drama III	$15	$2,040						
	Ballroom I, II, III			$10	$2,010				
	Ballroom - Competition Team			$195	$2,370				
	Band - Percussion			$150	$2,400				
	Choir - A Cappella			$190	$2,305				
	Choir - Bravo			$127	$2,242				
	Choir - Madrigals			$190	$2,305				
	Choir - Men's/Women's			$60	$2,175				
	Choir - Sorelle Voce			$190	$2,305				
	Dance I, II			$10	$2,010				
	Dance - Pop Culture			$10	$2,010				
	Theatre - Drama III			$40	$2,040				
	Theatre - Drama IV/Pro Co			$40	$2,040				
	Theatre/Musical			$105	$2,105				
	Band I - Beginning					$5	$135	$16	$147
	Band I - Intermediate					$5	$135		
	Band I, II, III - Percussion					$45	$75		
	Band II - Concert					$16	$146		
	Band II - Symphonic					$16	$146		
	Band III - Wind Symphony					$40	$170		
	Chorus					$20	$50	$16	$16
	Dance IA - Hip Hop					$6	$6		
	Dance IB - Intermediate					$15	$30		
	Dance IB - Advanced					$35	$50		
	Dance IB - Dance Company					$80	$110		
	Dance - Social Dance Ballroom I					-	$30		
	Film & Literature					$9	$9		
	Orchestra II - Intermediate					$10	$140		
	Orchestra III - Symphonic					$10	$160		
	Theatre - New York Trip					-	$2,000		
	Ballroom - Social Dance							$6	$26
	Band - Intermediate Band							$16	$147
	Theatre - Drama I/Drama II/Drama III/Drama IV							-	$115

		Provo High School		Timpview High School		Centennial Middle School		Shoreline Middle School	
Category	Class / Activity Name	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee
ATHLETICS **									
	Baseball	$355	$3,055	$740	$4,490				
	Basketball - Boys	$700	$3,790	$425	$3,375				
	Basketball - Girls	$400	$3,715	$514	$3,464				
	Cheerleading	$1,900	$5,000	$2,400	$5,000				
	Cross Country	$250	$2,350	$330	$3,130				
	Football	$725	$3,275	$790	$3,740				
	Golf - Boys	$750	$2,850	$450	$3,400				
	Golf - Girls	$1,000	$3,000	$450	$3,400				
	Lacrosse - Boys	$850	$3,100	$570	$3,520				
	Lacrosse - Girls	$650	$2,900	$570	$3,520				
	Soccer - Boys	$300	$2,950	$500	$3,550				
	Soccer - Girls	$480	$2,960	$500	$3,550				
	Softball	$450	$3,100	$550	$3,500				
	Swimming	$225	$2,800	$350	$3,300				
	Tennis - Boys	$300	$2,850	$450	$3,400				
	Tennis - Girls	$300	$2,850	$450	$3,400				
	Track & Field	$250	$2,350	$340	$3,140				
	Volleyball - Boys	$400	$2,500	$750	$3,700				
	Volleyball - Girls	$450	$2,550	$750	$3,700				
	Wrestling	$300	$3,150	$450	$3,400				
CLUBS									
	Debate/Mock Trial	-	$260	$350	$2,950				
	Debate I & II	$5	$5	-	$130				
	DECA	$20	$1,770	$50	$2,150				
	E-Sports	$100	$250	$50	$50				
	FCCLA	$20	$2,290	$25	$2,115				
	FBLA			-	$2,100				
	French Club			$125	$2,155				
	Future Problem Solving			-	$2,000				
	German Club	$10	$360	$25	$2,225				
	HOSA	$20	$2,195	$20	$2,160				
	Latinos In Action	$40	$2,422	-	$250	-	$550	$50	$76
	Model UN			$60	$60				
	Club			$50	$50				
	National Art Honor Society	$25	$25						
	National Honor Society	$20	$220	$30	$30				
	National Junior Honor Society					-	$50	-	$50
	People of the Pacific			-	$250				
	Physics/Science	-	$153						
	Poly Club (Pop)	$10	$260						
	Prostart	$35	$35						
	RPG	$10	$10						
	Russian Club	-	$350						

Category	Class / Activity Name	Provo High School		Timpview High School		Centennial Middle School		Shoreline Middle School	
		Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee
	Mock Trial					-	$510		
	Science Bowl					$15	$2,040		
	Skills USA	$15	$2,065	$75	$2,075				
	Spanish Club	$10	$260						
	Student Government	$360	$910	$100	$2,350	$5	$45	-	$80
	Technology Student Association (TSA)	$70	$2,105	$70	$2,080	-	$1,275		
FOREIGN LANGUAGE									
	Spanish Class - Field Trip (Proposed) *	-	$10						
	World Languages	-	$275						
	World Language - Beginning/Intermediate							$5	$15
SOCIAL STUDIES									
	Social Studies Classes (not listed separately)							-	$10
SCIENCE									
	Integrated Science							-	$50
	STEM Integrated Science 7 & 8 - Honors							$10	$60
CTE									
	Optional CTE Projects *	-	$500	-	$500				
	CCA Exploring Technology - Robotics I & II					$15	$15		
	Creative Coding							$5	$5
	Exploring Technology - Robotics							$15	$15
	FACS Exploration - Foods							$12	$12
	FACS Exploration - Sewing							$10	$10
OTHER / GENERAL									
	ACT Prep	-	$50	$50	$50				
	Admission Tickets *	Varies	$50	Varies	$50			-	$50
	AVID	-	$2,010			$12	$37	$12	$37
	AP Tests *	-	$98	-	$100				
	AP Test for Research/Seminar *			-	$145				
	Activity Fee (Athletic Home Events)			$80	$80				
	After School Programs					-	$15	-	$10
	Calculator Rental/Used Calculator	-	$20	-	$20				
	Campus Visit (each visit)			$30	$30				
	Class Change Fee			-	$5				
	School T-Shirt					$10	$10	$10	$10
	Concurrent Enrollment *	-	$60	$60	$60				
	Distance Learning *	-	$10	-	$10				
	Drivers Ed (classroom only)	-	$70	-	$40				
	Drivers Ed (range and road)	-	$130	-	$130				
	Drivers Education	-	$200	-	$170				
	FACS Foods I & II					$12	$12		
	FACS Sewing I & II					$15	$15		
	Field Trips			-	$20	-	$10	-	$25

		Provo High School		Timpview High School		Centennial Middle School		Shoreline Middle School	
Category	Class / Activity Name	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee
	Graduation Caps & Gowns	$45	$45	-	$60				
	Lagoon					-	$90	-	$100
	Parking Pass	-	$5	-	$5				
	PSAT			-	$18				
	PTSA *	-	$20	-	$20			-	$20
	School Clothing/Apparel (optional) *	-	$100	-	$100			-	$100
	Student Physical	-	$30	-	$30				
	Summer History Tour					-	$2,000	-	$2,000
	Summer School (per class)	-	$20	-	$20			-	$20
	STEM I - II					$10	$10		
	Transcript *					$5	$5		
	Yearbook *	$50	$50	$50	$50	-	$30	-	$50
	Yearbook (after Jan. 1) *	$65	$65	$65	$65				
	Yearbook Class *					$5	$30	$15	$15
ESCHOOL									
	Credit Recovery (per class/per term)	-	$60	-	$60				

** Fees not subject to fee waiver. ** Athletic fees vary by varsity/JV level. Please visit www.provo.edu/school-fees for complete fee details and spend plans.*

AIA® Document A133® – 2019

Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price

AGREEMENT made as of the Thirtieth day of April in the year Two Thousand Twenty-Six
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Provo School District
280 West 940 North
Provo, UT 84604
(801) 374-4814

and the Construction Manager:
(Name, legal status, address, and other information)

Westland Construction, Inc.
1411 W. 1250 S. Ste. 200
Orem, UT 84058
801-374-6085

for the following Project:
(Name, location, and detailed description)

PCSD – New Elementary School (RFP PCSD04032026)
750 W 200 N
Provo, UT 84601
The Project includes demolition of the existing Dixon Middle School and construction of a new approximately 85,000 square foot elementary school at 750 W 200 N, Provo, Utah. Work includes site demolition, new building construction, and associated site improvements. The CM/GC will provide preconstruction and construction services under a phased GMP delivery.

The Architect:
(Name, legal status, address, and other information)

CORE Architecture
233 So. Pleasant Grove Blvd., Ste. 105
Pleasant Grove, UT 84062
801-769-3000

The Owner and Construction Manager agree as follows.

ADDITIONS AND DELETIONS:
The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

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ARTICLE 1 INITIAL INFORMATION

§ 1.1 This Agreement is based on the Initial Information set forth in this Section 1.1.
(For each item in this section, insert the information or a statement such as "not applicable" or "unknown at time of execution.")

§ 1.1.1 The Owner's program for the Project, as described in Section 4.1.1:
(Insert the Owner's program, identify documentation that establishes the Owner's program, or state the manner in which the program will be developed.)

The Owner's program is to demolish the existing Dixon Middle School and construct a new approximately 85,000 square foot elementary school at 750 W 200 N, Provo, Utah. The Project will be delivered using a CM/GC method with phased procurement and GMP amendments, with a Fixed Limit of Construction Cost of approximately $39,530,000. Construction is anticipated to begin in July 2026 with substantial completion targeted for June 2028

§ 1.1.2 The Project's physical characteristics:
(Identify or describe pertinent information about the Project's physical characteristics, such as size; location; dimensions; geotechnical reports; site boundaries; topographic surveys; traffic and utility studies; availability of public and private utilities and services; legal description of the site, etc.)

The Project consists of the demolition of an existing approximately 160,000 square foot middle school facility and the construction of a new approximately 85,000 square foot elementary school, including associated site work, utilities, and improvements, located at 750 W 200 N, Provo, Utah.

§ 1.1.3 The Owner's budget for the Guaranteed Maximum Price, as defined in Article 6:

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(Provide total and, if known, a line item breakdown.)

§ 1.1.4 The Owner's anticipated design and construction milestone dates:

.1 Design phase milestone dates, if any:

Design phase coordination with the CM/GC and Architect is anticipated to begin on or about May 1, 2026, or upon execution of the Agreement.

.2 Construction commencement date:

July 01, 2026

.3 Substantial Completion date or dates:

June 2028

.4 Other milestone dates:

Demolition of the existing facility shall be completed prior to commencement of new construction; additional interim milestones shall be established in the Project schedule and GMP amendments.

§ 1.1.5 The Owner's requirements for accelerated or fast-track scheduling, or phased construction, are set forth below:
(Identify any requirements for fast-track scheduling or phased construction.)

The Project may be delivered using phased construction and multiple bid packages, as determined by the Owner, Architect, and Construction Manager/General Contractor (CM/GC) to best support schedule, cost control, and constructability. The CM/GC shall coordinate demolition and new construction activities and may be required to sequence the Work to facilitate timely completion. No specific fast-track requirements are identified; however, the CM/GC shall support schedule optimization throughout the Project.

§ 1.1.6 The Owner's anticipated Sustainable Objective for the Project:
(Identify and describe the Owner's Sustainable Objective for the Project, if any.)

No specific sustainable objectives have been identified by the Owner for the Project. Any sustainability measures or objectives shall be determined, if required, during the design phase in coordination with the Owner and Architect.

§ 1.1.6.1 If the Owner identifies a Sustainable Objective, the Owner and Construction Manager shall complete and incorporate AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, into this Agreement to define the terms, conditions and services related to the Owner's Sustainable Objective. If E234–2019 is incorporated into this agreement, the Owner and Construction Manager shall incorporate the completed E234–2019 into the agreements with the consultants and contractors performing services or Work in any way associated with the Sustainable Objective.

§ 1.1.7 Other Project information:
(Identify special characteristics or needs of the Project not provided elsewhere.)

The Project will be constructed on an active Provo City School District site and requires coordination with the Owner, Architect, and stakeholders throughout demolition, design, and construction. The CM/GC shall provide preconstruction services including cost estimating, scheduling, and constructability reviews, and shall competitively bid the Work in accordance with the CM/GC delivery method. The Project will include demolition of the existing facility, hazardous material abatement as required, and coordination of site readiness prior to new construction.

§ 1.1.8 The Owner identifies the following representative in accordance with Section 4.2:
(List name, address, and other contact information.)

Devyn Dayley

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280 West 940 North
Provo, UT 84604
(801) 374-4828
devynd@provo.edu

§ 1.1.9 The persons or entities, in addition to the Owner's representative, who are required to review the Construction Manager's submittals to the Owner are as follows:
(List name, address and other contact information.)

§ 1.1.10 The Owner shall retain the following consultants and contractors:
(List name, legal status, address, and other contact information.)

.1 Geotechnical Engineer:

.2 Civil Engineer:

.3 Other, if any:
(List any other consultants retained by the Owner, such as a Project or Program Manager.)

§ 1.1.11 The Architect's representative:
(List name, address, and other contact information.)

§ 1.1.12 The Construction Manager identifies the following representative in accordance with Article 3:
(List name, address, and other contact information.)

Mark Petersen
1411 W. 1250 S. Ste. 200
Orem, UT 84058
801-404-1317
mark@westlandconstruction.com

§ 1.1.13 The Owner's requirements for the Construction Manager's staffing plan for Preconstruction Services, as required under Section 3.1.9:
(List any Owner-specific requirements to be included in the staffing plan.)

The Construction Manager shall provide a staffing plan that includes key personnel assigned to the Project, including at a minimum a Project Director, Project Manager, Superintendent, Project Engineer, and preconstruction staff. The staffing plan shall identify roles and responsibilities, relevant experience, and level of involvement during the preconstruction phase. The Construction Manager shall demonstrate team qualifications, availability, and the ability to support estimating, scheduling, constructability review, and coordination with the Owner and Architect throughout the design process.

§ 1.1.14 The Owner's requirements for subcontractor procurement for the performance of the Work:
(List any Owner-specific requirements for subcontractor procurement.)

Subcontractors shall be competitively bid from a pool of mutually agreed upon and prequalified subcontractors for each trade. The Construction Manager/General Contractor (CM/GC) shall solicit bids and coordinate the procurement process in collaboration with the Owner. If the CM/GC intends to perform any portion of the Work with its own forces, it shall submit a separate competitive bid to the Owner prior to receipt of other subcontractor bids. The Owner reserves the right to review all subcontractor bids prior to acceptance and incorporation into the Guaranteed Maximum Price.

§ 1.1.15 Other Initial Information on which this Agreement is based:

This Agreement is based on the Request for Proposal No. PCSD04032026, including all associated documents, addenda, and the Construction Manager/General Contractor's Statement of Qualifications. The Project will be delivered using a

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CM/GC method with phased procurement and Guaranteed Maximum Price amendments. The Construction Manager shall provide preconstruction and construction services in coordination with the Owner and Architect, and the Work shall be performed in accordance with applicable laws, codes, and the Owner's procurement requirements.

§ 1.2 The Owner and Construction Manager may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Construction Manager shall appropriately adjust the Project schedule, the Construction Manager's services, and the Construction Manager's compensation. The Owner shall adjust the Owner's budget for the Guaranteed Maximum Price and the Owner's anticipated design and construction milestones, as necessary, to accommodate material changes in the Initial Information.

§ 1.3 Neither the Owner's nor the Construction Manager's representative shall be changed without ten days' prior notice to the other party.

ARTICLE 2 GENERAL PROVISIONS

§ 2.1 The Contract Documents

The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract and are as fully a part of the Contract as if attached to this Agreement or repeated herein. Upon the Owner's acceptance of the Construction Manager's Guaranteed Maximum Price proposal, the Contract Documents will also include the documents described in Section 3.2.3 and identified in the Guaranteed Maximum Price Amendment and revisions prepared by the Architect and furnished by the Owner as described in Section 3.2.8. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations or agreements, either written or oral. If anything in the other Contract Documents, other than a Modification, is inconsistent with this Agreement, this Agreement shall govern. An enumeration of the Contract Documents, other than a Modification, appears in Article 15.

§ 2.2 Relationship of the Parties

The Construction Manager accepts the relationship of trust and confidence established by this Agreement and covenants with the Owner to cooperate with the Architect and exercise the Construction Manager's skill and judgment in furthering the interests of the Owner to furnish efficient construction administration, management services, and supervision; to furnish at all times an adequate supply of workers and materials; and to perform the Work in an expeditious and economical manner consistent with the Owner's interests. The Owner agrees to furnish or approve, in a timely manner, information required by the Construction Manager and to make payments to the Construction Manager in accordance with the requirements of the Contract Documents.

§ 2.3 General Conditions

§ 2.3.1 For the Preconstruction Phase, AIA Document A201™–2017, General Conditions of the Contract for Construction, shall apply as follows: Section 1.5, Ownership and Use of Documents; Section 1.7, Digital Data Use and Transmission; Section 1.8, Building Information Model Use and Reliance; Section 2.2.4, Confidential Information; Section 3.12.10, Professional Services; Section 10.3, Hazardous Materials; Section 13.1, Governing Law. The term "Contractor" as used in A201–2017 shall mean the Construction Manager.

§ 2.3.2 For the Construction Phase, the general conditions of the contract shall be as set forth in A201–2017, which document is incorporated herein by reference. The term "Contractor" as used in A201–2017 shall mean the Construction Manager.

ARTICLE 3 CONSTRUCTION MANAGER'S RESPONSIBILITIES

The Construction Manager's Preconstruction Phase responsibilities are set forth in Sections 3.1 and 3.2, and in the applicable provisions of A201-2017 referenced in Section 2.3.1. The Construction Manager's Construction Phase responsibilities are set forth in Section 3.3. The Owner and Construction Manager may agree, in consultation with the Architect, for the Construction Phase to commence prior to completion of the Preconstruction Phase, in which case, both phases will proceed concurrently. The Construction Manager shall identify a representative authorized to act on behalf of the Construction Manager with respect to the Project.

§ 3.1 Preconstruction Phase

§ 3.1.1 Extent of Responsibility

The Construction Manager shall exercise reasonable care in performing its Preconstruction Services. The Owner and Architect shall be entitled to rely on, and shall not be responsible for, the accuracy, completeness, and timeliness of services and information furnished by the Construction Manager. The Construction Manager, however, does not warrant

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or guarantee estimates and schedules except as may be included as part of the Guaranteed Maximum Price. The Construction Manager is not required to ascertain that the Drawings and Specifications are in accordance with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, but the Construction Manager shall promptly report to the Architect and Owner any nonconformity discovered by or made known to the Construction Manager as a request for information in such form as the Architect may require.

§ 3.1.2 The Construction Manager shall provide a preliminary evaluation of the Owner's program, schedule and construction budget requirements, each in terms of the other.

§ 3.1.3 Consultation

§ 3.1.3.1 The Construction Manager shall schedule and conduct meetings with the Architect and Owner to discuss such matters as procedures, progress, coordination, and scheduling of the Work.

§ 3.1.3.2 The Construction Manager shall advise the Owner and Architect on proposed site use and improvements, selection of materials, building systems, and equipment. The Construction Manager shall also provide recommendations to the Owner and Architect, consistent with the Project requirements, on constructability; availability of materials and labor; time requirements for procurement, installation and construction; prefabrication; and factors related to construction cost including, but not limited to, costs of alternative designs or materials, preliminary budgets, life-cycle data, and possible cost reductions. The Construction Manager shall consult with the Architect regarding professional services to be provided by the Construction Manager during the Construction Phase.

§ 3.1.3.3 The Construction Manager shall assist the Owner and Architect in establishing written protocols for the development, use, transmission, reliance, and exchange of digital data, including building information models for the Project.

§ 3.1.4 Project Schedule

When Project requirements in Section 4.1.1 have been sufficiently identified, the Construction Manager shall prepare and periodically update a Project schedule for the Architect's review and the Owner's acceptance. The Construction Manager shall obtain the Architect's approval for the portion of the Project schedule relating to the performance of the Architect's services. The Project schedule shall coordinate and integrate the Construction Manager's services, the Architect's services, other Owner consultants' services, and the Owner's responsibilities; and identify items that affect the Project's timely completion. The updated Project schedule shall include the following: submission of the Guaranteed Maximum Price proposal; components of the Work; times of commencement and completion required of each Subcontractor; ordering and delivery of products, including those that must be ordered in advance of construction; and the occupancy requirements of the Owner.

§ 3.1.5 Phased Construction

The Construction Manager, in consultation with the Architect, shall provide recommendations with regard to accelerated or fast-track scheduling, procurement, and sequencing for phased construction. The Construction Manager shall take into consideration cost reductions, cost information, constructability, provisions for temporary facilities, and procurement and construction scheduling issues.

§ 3.1.6 Cost Estimates

§ 3.1.6.1 Based on the preliminary design and other design criteria prepared by the Architect, the Construction Manager shall prepare, for the Architect's review and the Owner's approval, preliminary estimates of the Cost of the Work or the cost of program requirements using area, volume, or similar conceptual estimating techniques. If the Architect or Construction Manager suggests alternative materials and systems, the Construction Manager shall provide cost evaluations of those alternative materials and systems.

§ 3.1.6.2 As the Architect progresses with the preparation of the Schematic Design, Design Development and Construction Documents, the Construction Manager shall prepare and update, at appropriate intervals agreed to by the Owner, Construction Manager and Architect, an estimate of the Cost of the Work with increasing detail and refinement. The Construction Manager shall include in the estimate those costs to allow for the further development of the design, price escalation, and market conditions, until such time as the Owner and Construction Manager agree on a Guaranteed Maximum Price for the Work. The estimate shall be provided for the Architect's review and the Owner's approval. The Construction Manager shall inform the Owner and Architect in the event that the estimate of the Cost of the Work exceeds the latest approved Project budget, and make recommendations for corrective action.

§ 3.1.6.3 If the Architect is providing cost estimating services as a Supplemental Service, and a discrepancy exists between

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the Construction Manager's cost estimates and the Architect's cost estimates, the Construction Manager and the Architect shall work together to reconcile the cost estimates.

§ 3.1.7 As the Architect progresses with the preparation of the Schematic Design, Design Development and Construction Documents, the Construction Manager shall consult with the Owner and Architect and make recommendations regarding constructability and schedules, for the Architect's review and the Owner's approval.

§ 3.1.8 The Construction Manager shall provide recommendations and information to the Owner and Architect regarding equipment, materials, services, and temporary Project facilities.

§ 3.1.9 The Construction Manager shall provide a staffing plan for Preconstruction Phase services for the Owner's review and approval.

§ 3.1.10 If the Owner identified a Sustainable Objective in Article 1, the Construction Manager shall fulfill its Preconstruction Phase responsibilities as required in AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, attached to this Agreement.

§ 3.1.11 Subcontractors and Suppliers

§ 3.1.11.1 If the Owner has provided requirements for subcontractor procurement in section 1.1.14, the Construction Manager shall provide a subcontracting plan, addressing the Owner's requirements, for the Owner's review and approval.

§ 3.1.11.2 The Construction Manager shall develop bidders' interest in the Project.

§ 3.1.11.3 The processes described in Article 9 shall apply if bid packages will be issued during the Preconstruction Phase.

§ 3.1.12 Procurement

The Construction Manager shall prepare, for the Architect's review and the Owner's acceptance, a procurement schedule for items that must be ordered in advance of construction. The Construction Manager shall expedite and coordinate the ordering and delivery of materials that must be ordered in advance of construction. If the Owner agrees to procure any items prior to the establishment of the Guaranteed Maximum Price, the Owner shall procure the items on terms and conditions acceptable to the Construction Manager. Upon the establishment of the Guaranteed Maximum Price, the Owner shall assign all contracts for these items to the Construction Manager and the Construction Manager shall thereafter accept responsibility for them.

§ 3.1.13 Compliance with Laws

The Construction Manager shall comply with applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities applicable to its performance under this Contract, and with equal employment opportunity programs, and other programs as may be required by governmental and quasi-governmental authorities.

§ 3.1.14 Other Preconstruction Services

Insert a description of any other Preconstruction Phase services to be provided by the Construction Manager, or reference an exhibit attached to this document

(Describe any other Preconstruction Phase services, such as providing cash flow projections, development of a project information management system, early selection or procurement of subcontractors, etc.)

§ 3.2 Guaranteed Maximum Price Proposal

§ 3.2.1 At a time to be mutually agreed upon by the Owner and the Construction Manager, the Construction Manager shall prepare a Guaranteed Maximum Price proposal for the Owner's and Architect's review, and the Owner's acceptance. The Guaranteed Maximum Price in the proposal shall be the sum of the Construction Manager's estimate of the Cost of the Work, the Construction Manager's contingency described in Section 3.2.4, and the Construction Manager's Fee described in Section 6.1.2.

§ 3.2.2 To the extent that the Contract Documents are anticipated to require further development, the Guaranteed Maximum Price includes the costs attributable to such further development consistent with the Contract Documents and reasonably inferable therefrom. Such further development does not include changes in scope, systems, kinds and quality of materials, finishes, or equipment, all of which, if required, shall be incorporated by Change Order.

§ 3.2.3 The Construction Manager shall include with the Guaranteed Maximum Price proposal a written statement of its

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basis, which shall include the following:

.1 A list of the Drawings and Specifications, including all Addenda thereto, and the Conditions of the Contract;

.2 A list of the clarifications and assumptions made by the Construction Manager in the preparation of the Guaranteed Maximum Price proposal, including assumptions under Section 3.2.2;

.3 A statement of the proposed Guaranteed Maximum Price, including a statement of the estimated Cost of the Work organized by trade categories or systems, including allowances; the Construction Manager's contingency set forth in Section 3.2.4; and the Construction Manager's Fee;

.4 The anticipated date of Substantial Completion upon which the proposed Guaranteed Maximum Price is based; and

.5 A date by which the Owner must accept the Guaranteed Maximum Price.

§ 3.2.4 In preparing the Construction Manager's Guaranteed Maximum Price proposal, the Construction Manager shall include a contingency for the Construction Manager's exclusive use to cover those costs that are included in the Guaranteed Maximum Price but not otherwise allocated to another line item or included in a Change Order.

§ 3.2.5 The Construction Manager shall meet with the Owner and Architect to review the Guaranteed Maximum Price proposal. In the event that the Owner or Architect discover any inconsistencies or inaccuracies in the information presented, they shall promptly notify the Construction Manager, who shall make appropriate adjustments to the Guaranteed Maximum Price proposal, its basis, or both.

§ 3.2.6 If the Owner notifies the Construction Manager that the Owner has accepted the Guaranteed Maximum Price proposal in writing before the date specified in the Guaranteed Maximum Price proposal, the Guaranteed Maximum Price proposal shall be deemed effective without further acceptance from the Construction Manager. Following acceptance of a Guaranteed Maximum Price, the Owner and Construction Manager shall execute the Guaranteed Maximum Price Amendment amending this Agreement, a copy of which the Owner shall provide to the Architect. The Guaranteed Maximum Price Amendment shall set forth the agreed upon Guaranteed Maximum Price with the information and assumptions upon which it is based.

§ 3.2.7 The Construction Manager shall not incur any cost to be reimbursed as part of the Cost of the Work prior to the execution of the Guaranteed Maximum Price Amendment, unless the Owner provides prior written authorization for such costs.

§ 3.2.8 The Owner shall authorize preparation of revisions to the Contract Documents that incorporate the agreed-upon assumptions and clarifications contained in the Guaranteed Maximum Price Amendment. The Owner shall promptly furnish such revised Contract Documents to the Construction Manager. The Construction Manager shall notify the Owner and Architect of any inconsistencies between the agreed-upon assumptions and clarifications contained in the Guaranteed Maximum Price Amendment and the revised Contract Documents.

§ 3.2.9 The Construction Manager shall include in the Guaranteed Maximum Price all sales, consumer, use and similar taxes for the Work provided by the Construction Manager that are legally enacted, whether or not yet effective, at the time the Guaranteed Maximum Price Amendment is executed.

§ 3.3 Construction Phase

§ 3.3.1 General

§ 3.3.1.1 For purposes of Section 8.1.2 of A201–2017, the date of commencement of the Work shall mean the date of commencement of the Construction Phase.

§ 3.3.1.2 The Construction Phase shall commence upon the Owner's execution of the Guaranteed Maximum Price Amendment or, prior to acceptance of the Guaranteed Maximum Price proposal, by written agreement of the parties. The written agreement shall set forth a description of the Work to be performed by the Construction Manager, and any insurance and bond requirements for Work performed prior to execution of the Guaranteed Maximum Price Amendment.

§ 3.3.2 Administration

§ 3.3.2.1 The Construction Manager shall schedule and conduct meetings to discuss such matters as procedures, progress, coordination, scheduling, and status of the Work. The Construction Manager shall prepare and promptly distribute minutes of the meetings to the Owner and Architect.

§ 3.3.2.2 Upon the execution of the Guaranteed Maximum Price Amendment, the Construction Manager shall prepare and

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submit to the Owner and Architect a construction schedule for the Work and a submittal schedule in accordance with Section 3.10 of A201–2017.

§ 3.3.2.3 Monthly Report
The Construction Manager shall record the progress of the Project. On a monthly basis, or otherwise as agreed to by the Owner, the Construction Manager shall submit written progress reports to the Owner and Architect, showing percentages of completion and other information required by the Owner.

§ 3.3.2.4 Daily Logs
The Construction Manager shall keep, and make available to the Owner and Architect, a daily log containing a record for each day of weather, portions of the Work in progress, number of workers on site, identification of equipment on site, problems that might affect progress of the work, accidents, injuries, and other information required by the Owner.

§ 3.3.2.5 Cost Control
The Construction Manager shall develop a system of cost control for the Work, including regular monitoring of actual costs for activities in progress and estimates for uncompleted tasks and proposed changes. The Construction Manager shall identify variances between actual and estimated costs and report the variances to the Owner and Architect, and shall provide this information in its monthly reports to the Owner and Architect, in accordance with Section 3.3.2.3 above.

ARTICLE 4 OWNER'S RESPONSIBILITIES

§ 4.1 Information and Services Required of the Owner

§ 4.1.1 The Owner shall provide information with reasonable promptness, regarding requirements for and limitations on the Project, including a written program which shall set forth the Owner's objectives, constraints, and criteria, including schedule, space requirements and relationships, flexibility and expandability, special equipment, systems, sustainability and site requirements.

§ 4.1.2 Prior to the execution of the Guaranteed Maximum Price Amendment, the Construction Manager may request in writing that the Owner provide reasonable evidence that the Owner has made financial arrangements to fulfill the Owner's obligations under the Contract. After execution of the Guaranteed Maximum Price Amendment, the Construction Manager may request such information as set forth in A201-2017 Section 2.2.

§ 4.1.3 The Owner shall establish and periodically update the Owner's budget for the Project, including (1) the budget for the Cost of the Work as defined in Article 7, (2) the Owner's other costs, and (3) reasonable contingencies related to all of these costs. If the Owner significantly increases or decreases the Owner's budget for the Cost of the Work, the Owner shall notify the Construction Manager and Architect. The Owner and the Architect, in consultation with the Construction Manager, shall thereafter agree to a corresponding change in the Project's scope and quality.

§ 4.1.4 Structural and Environmental Tests, Surveys and Reports. During the Preconstruction Phase, the Owner shall furnish the following information or services with reasonable promptness. The Owner shall also furnish any other information or services under the Owner's control and relevant to the Construction Manager's performance of the Work with reasonable promptness after receiving the Construction Manager's written request for such information or services. The Construction Manager shall be entitled to rely on the accuracy of information and services furnished by the Owner but shall exercise proper precautions relating to the safe performance of the Work.

§ 4.1.4.1 The Owner shall furnish tests, inspections, and reports, required by law and as otherwise agreed to by the parties, such as structural, mechanical, and chemical tests, tests for air and water pollution, and tests for hazardous materials.

§ 4.1.4.2 The Owner shall furnish surveys describing physical characteristics, legal limitations and utility locations for the site of the Project, and a written legal description of the site. The surveys and legal information shall include, as applicable, grades and lines of streets, alleys, pavements and adjoining property and structures; designated wetlands; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions and other necessary data with respect to existing buildings, other improvements and trees; and information concerning available utility services and lines, both public and private, above and below grade, including inverts and depths. All the information on the survey shall be referenced to a Project benchmark.

§ 4.1.4.3 The Owner, when such services are requested, shall furnish services of geotechnical engineers, which may include test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, seismic evaluation, ground corrosion tests and resistivity tests, including necessary operations for anticipating subsoil conditions, with written reports and appropriate recommendations.

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§ 4.1.5 During the Construction Phase, the Owner shall furnish information or services required of the Owner by the Contract Documents with reasonable promptness. The Owner shall also furnish any other information or services under the Owner's control and relevant to the Construction Manager's performance of the Work with reasonable promptness after receiving the Construction Manager's written request for such information or services.

§ 4.1.6 If the Owner identified a Sustainable Objective in Article 1, the Owner shall fulfill its responsibilities as required in AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, attached to this Agreement.

§ 4.2 Owner's Designated Representative

The Owner shall identify a representative authorized to act on behalf of the Owner with respect to the Project. The Owner's representative shall render decisions promptly and furnish information expeditiously, so as to avoid unreasonable delay in the services or Work of the Construction Manager. Except as otherwise provided in Section 4.2.1 of A201–2017, the Architect does not have such authority. The term "Owner" means the Owner or the Owner's authorized representative.

§ 4.2.1 Legal Requirements. The Owner shall furnish all legal, insurance and accounting services, including auditing services, that may be reasonably necessary at any time for the Project to meet the Owner's needs and interests.

§ 4.3 Architect

The Owner shall retain an Architect to provide services, duties and responsibilities as described in AIA Document B133™–2019, Standard Form of Agreement Between Owner and Architect, Construction Manager as Constructor Edition, including any additional services requested by the Construction Manager that are necessary for the Preconstruction and Construction Phase services under this Agreement. The Owner shall provide the Construction Manager with a copy of the scope of services in the executed agreement between the Owner and the Architect, and any further modifications to the Architect's scope of services in the agreement.

ARTICLE 5 COMPENSATION AND PAYMENTS FOR PRECONSTRUCTION PHASE SERVICES

§ 5.1 Compensation

§ 5.1.1 For the Construction Manager's Preconstruction Phase services described in Sections 3.1 and 3.2, the Owner shall compensate the Construction Manager as follows:
(Insert amount of, or basis for, compensation and include a list of reimbursable cost items, as applicable.)

$3,500.00

§ 5.1.2 The hourly billing rates for Preconstruction Phase services of the Construction Manager and the Construction Manager's Consultants and Subcontractors, if any, are set forth below.
(If applicable, attach an exhibit of hourly billing rates or insert them below.)

Individual or Position	Rate

§ 5.1.2.1 Hourly billing rates for Preconstruction Phase services include all costs to be paid or incurred by the Construction Manager, as required by law or collective bargaining agreements, for taxes, insurance, contributions, assessments and benefits and, for personnel not covered by collective bargaining agreements, customary benefits such as sick leave, medical and health benefits, holidays, vacations and pensions, and shall remain unchanged unless the parties execute a Modification.

§ 5.1.3 If the Preconstruction Phase services covered by this Agreement have not been completed within ( ) months of the date of this Agreement, through no fault of the Construction Manager, the Construction Manager's compensation for Preconstruction Phase services shall be equitably adjusted.

§ 5.2 Payments

§ 5.2.1 Unless otherwise agreed, payments for services shall be made monthly in proportion to services performed.

§ 5.2.2 Payments are due and payable upon presentation of the Construction Manager's invoice. Amounts unpaid Ten (10) days after the invoice date shall bear interest at the rate entered below, or in the absence thereof at the legal rate

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prevailing from time to time at the principal place of business of the Construction Manager.
(Insert rate of monthly or annual interest agreed upon.)

12.00 % per annum

ARTICLE 6 COMPENSATION FOR CONSTRUCTION PHASE SERVICES

§ 6.1 Contract Sum

§ 6.1.1 The Owner shall pay the Construction Manager the Contract Sum in current funds for the Construction Manager's performance of the Contract after execution of the Guaranteed Maximum Price Amendment. The Contract Sum is the Cost of the Work as defined in Article 7 plus the Construction Manager's Fee.

§ 6.1.2 The Construction Manager's Fee:
(State a lump sum, percentage of Cost of the Work or other provision for determining the Construction Manager's Fee.)

1.8%

General Conditions Lump Sum: $916,170.00

Change Order Fee - for all change orders related to the construction of the Project, OH & P fee added to the Subcontractors' cost of the Work: 0%

§ 6.1.3 The method of adjustment of the Construction Manager's Fee for changes in the Work:

0%

§ 6.1.4 Limitations, if any, on a Subcontractor's overhead and profit for increases in the cost of its portion of the Work:

N/A

§ 6.1.5 Rental rates for Construction Manager-owned equipment shall not exceed percent (%) of the standard rental rate paid at the place of the Project.

§ 6.1.6 Liquidated damages, if any:
(Insert terms and conditions for liquidated damages, if any.)

$500.00

§ 6.1.7 Other:
(Insert provisions for bonus, cost savings or other incentives, if any, that might result in a change to the Contract Sum.)

§ 6.2 Guaranteed Maximum Price

The Construction Manager guarantees that the Contract Sum shall not exceed the Guaranteed Maximum Price set forth in the Guaranteed Maximum Price Amendment, subject to additions and deductions by Change Order as provided in the Contract Documents. Costs which would cause the Guaranteed Maximum Price to be exceeded shall be paid by the Construction Manager without reimbursement by the Owner.

§ 6.3 Changes in the Work

§ 6.3.1 The Owner may, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions or other revisions. The Owner shall issue such changes in writing. The Construction Manager may be entitled to an equitable adjustment in the Contract Time as a result of changes in the Work.

§ 6.3.1.1 The Architect may order minor changes in the Work as provided in Article 7 of AIA Document A201–2017, General Conditions of the Contract for Construction.

§ 6.3.2 Adjustments to the Guaranteed Maximum Price on account of changes in the Work subsequent to the execution of the Guaranteed Maximum Price Amendment may be determined by any of the methods listed in Article 7 of AIA

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Document A201–2017, General Conditions of the Contract for Construction.

§ 6.3.3 Adjustments to subcontracts awarded on the basis of a stipulated sum shall be determined in accordance with Article 7 of A201–2017, as they refer to "cost" and "fee," and not by Articles 6 and 7 of this Agreement. Adjustments to subcontracts awarded with the Owner's prior written consent on the basis of cost plus a fee shall be calculated in accordance with the terms of those subcontracts.

§ 6.3.4 In calculating adjustments to the Guaranteed Maximum Price, the terms "cost" and "costs" as used in Article 7 of AIA Document A201–2017 shall mean the Cost of the Work as defined in Article 7 of this Agreement and the term "fee" shall mean the Construction Manager's Fee as defined in Section 6.1.2 of this Agreement.

§ 6.3.5 If no specific provision is made in Section 6.1.3 for adjustment of the Construction Manager's Fee in the case of changes in the Work, or if the extent of such changes is such, in the aggregate, that application of the adjustment provisions of Section 6.1.3 will cause substantial inequity to the Owner or Construction Manager, the Construction Manager's Fee shall be equitably adjusted on the same basis that was used to establish the Fee for the original Work, and the Guaranteed Maximum Price shall be adjusted accordingly.

ARTICLE 7 COST OF THE WORK FOR CONSTRUCTION PHASE

§ 7.1 Costs to Be Reimbursed

§ 7.1.1 The term Cost of the Work shall mean costs necessarily incurred by the Construction Manager in the proper performance of the Work. The Cost of the Work shall include only the items set forth in Sections 7.1 through 7.7.

§ 7.1.2 Where, pursuant to the Contract Documents, any cost is subject to the Owner's prior approval, the Construction Manager shall obtain such approval in writing prior to incurring the cost.

§ 7.1.3 Costs shall be at rates not higher than the standard rates paid at the place of the Project, except with prior approval of the Owner.

§ 7.2 Labor Costs

§ 7.2.1 Wages or salaries of construction workers directly employed by the Construction Manager to perform the construction of the Work at the site or, with the Owner's prior approval, at off-site workshops.

§ 7.2.2 Wages or salaries of the Construction Manager's supervisory and administrative personnel when stationed at the site and performing Work, with the Owner's prior approval.

§ 7.2.2.1 Wages or salaries of the Construction Manager's supervisory and administrative personnel when performing Work and stationed at a location other than the site, but only for that portion of time required for the Work, and limited to the personnel and activities listed below:
(Identify the personnel, type of activity and, if applicable, any agreed upon percentage of time to be devoted to the Work.)

§ 7.2.3 Wages and salaries of the Construction Manager's supervisory or administrative personnel engaged at factories, workshops or while traveling, in expediting the production or transportation of materials or equipment required for the Work, but only for that portion of their time required for the Work.

§ 7.2.4 Costs paid or incurred by the Construction Manager, as required by law or collective bargaining agreements, for taxes, insurance, contributions, assessments and benefits and, for personnel not covered by collective bargaining agreements, customary benefits such as sick leave, medical and health benefits, holidays, vacations and pensions, provided such costs are based on wages and salaries included in the Cost of the Work under Sections 7.2.1 through 7.2.3.

§ 7.2.5 If agreed rates for labor costs, in lieu of actual costs, are provided in this Agreement, the rates shall remain unchanged throughout the duration of this Agreement, unless the parties execute a Modification.

§ 7.3 Subcontract Costs

Payments made by the Construction Manager to Subcontractors in accordance with the requirements of the subcontracts and this Agreement.

§ 7.4 Costs of Materials and Equipment Incorporated in the Completed Construction

§ 7.4.1 Costs, including transportation and storage at the site, of materials and equipment incorporated, or to be

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incorporated, in the completed construction.

§ 7.4.2 Costs of materials described in the preceding Section 7.4.1 in excess of those actually installed to allow for reasonable waste and spoilage. Unused excess materials, if any, shall become the Owner's property at the completion of the Work or, at the Owner's option, shall be sold by the Construction Manager. Any amounts realized from such sales shall be credited to the Owner as a deduction from the Cost of the Work.

§ 7.5 Costs of Other Materials and Equipment, Temporary Facilities and Related Items

§ 7.5.1 Costs of transportation, storage, installation, dismantling, maintenance, and removal of materials, supplies, temporary facilities, machinery, equipment and hand tools not customarily owned by construction workers that are provided by the Construction Manager at the site and fully consumed in the performance of the Work. Costs of materials, supplies, temporary facilities, machinery, equipment, and tools, that are not fully consumed, shall be based on the cost or value of the item at the time it is first used on the Project site less the value of the item when it is no longer used at the Project site. Costs for items not fully consumed by the Construction Manager shall mean fair market value.

§ 7.5.2 Rental charges for temporary facilities, machinery, equipment, and hand tools not customarily owned by construction workers that are provided by the Construction Manager at the site, and the costs of transportation, installation, dismantling, minor repairs, and removal of such temporary facilities, machinery, equipment, and hand tools. Rates and quantities of equipment owned by the Construction Manager, or a related party as defined in Section 7.8, shall be subject to the Owner's prior approval. The total rental cost of any such equipment may not exceed the purchase price of any comparable item.

§ 7.5.3 Costs of removal of debris from the site of the Work and its proper and legal disposal.

§ 7.5.4 Costs of the Construction Manager's site office, including general office equipment and supplies.

§ 7.5.5 Costs of materials and equipment suitably stored off the site at a mutually acceptable location, subject to the Owner's prior approval.

§ 7.6 Miscellaneous Costs

§ 7.6.1 Premiums for that portion of insurance and bonds required by the Contract Documents that can be directly attributed to this Contract.

§ 7.6.1.1 Costs for self-insurance, for either full or partial amounts of the coverages required by the Contract Documents, with the Owner's prior approval.

§ 7.6.1.2 Costs for insurance through a captive insurer owned or controlled by the Construction Manager, with the Owner's prior approval.

§ 7.6.2 Sales, use, or similar taxes, imposed by a governmental authority, that are related to the Work and for which the Construction Manager is liable.

§ 7.6.3 Fees and assessments for the building permit, and for other permits, licenses, and inspections, for which the Construction Manager is required by the Contract Documents to pay.

§ 7.6.4 Fees of laboratories for tests required by the Contract Documents; except those related to defective or nonconforming Work for which reimbursement is excluded under Article 13 of AIA Document A201–2017 or by other provisions of the Contract Documents, and which do not fall within the scope of Section 7.7.3.

§ 7.6.5 Royalties and license fees paid for the use of a particular design, process, or product, required by the Contract Documents.

§ 7.6.5.1 The cost of defending suits or claims for infringement of patent rights arising from requirements of the Contract Documents, payments made in accordance with legal judgments against the Construction Manager resulting from such suits or claims, and payments of settlements made with the Owner's consent, unless the Construction Manager had reason to believe that the required design, process, or product was an infringement of a copyright or a patent, and the Construction Manager failed to promptly furnish such information to the Architect as required by Article 3 of AIA Document A201–2017. The costs of legal defenses, judgments, and settlements shall not be included in the Cost of the Work used to calculate the Construction Manager's Fee or subject to the Guaranteed Maximum Price.

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§ 7.6.6 Costs for communications services, electronic equipment, and software, directly related to the Work and located at the site, with the Owner's prior approval.

§ 7.6.7 Costs of document reproductions and delivery charges.

§ 7.6.8 Deposits lost for causes other than the Construction Manager's negligence or failure to fulfill a specific responsibility in the Contract Documents.

§ 7.6.9 Legal, mediation and arbitration costs, including attorneys' fees, other than those arising from disputes between the Owner and Construction Manager, reasonably incurred by the Construction Manager after the execution of this Agreement in the performance of the Work and with the Owner's prior approval, which shall not be unreasonably withheld.

§ 7.6.10 Expenses incurred in accordance with the Construction Manager's standard written personnel policy for relocation and temporary living allowances of the Construction Manager's personnel required for the Work, with the Owner's prior approval.

§ 7.6.11 That portion of the reasonable expenses of the Construction Manager's supervisory or administrative personnel incurred while traveling in discharge of duties connected with the Work.

§ 7.7 Other Costs and Emergencies

§ 7.7.1 Other costs incurred in the performance of the Work, with the Owner's prior approval.

§ 7.7.2 Costs incurred in taking action to prevent threatened damage, injury, or loss, in case of an emergency affecting the safety of persons and property, as provided in Article 10 of AIA Document A201–2017.

§ 7.7.3 Costs of repairing or correcting damaged or nonconforming Work executed by the Construction Manager, Subcontractors, or suppliers, provided that such damaged or nonconforming Work was not caused by the negligence of, or failure to fulfill a specific responsibility by, the Construction Manager, and only to the extent that the cost of repair or correction is not recovered by the Construction Manager from insurance, sureties, Subcontractors, suppliers, or others.

§ 7.7.4 The costs described in Sections 7.1 through 7.7 shall be included in the Cost of the Work, notwithstanding any provision of AIA Document A201–2017 or other Conditions of the Contract which may require the Construction Manager to pay such costs, unless such costs are excluded by the provisions of Section 7.9.

§ 7.8 Related Party Transactions

§ 7.8.1 For purposes of this Section 7.8, the term "related party" shall mean (1) a parent, subsidiary, affiliate, or other entity having common ownership of, or sharing common management with, the Construction Manager; (2) any entity in which any stockholder in, or management employee of, the Construction Manager holds an equity interest in excess of ten percent in the aggregate; (3) any entity which has the right to control the business or affairs of the Construction Manager; or (4) any person, or any member of the immediate family of any person, who has the right to control the business or affairs of the Construction Manager.

§ 7.8.2 If any of the costs to be reimbursed arise from a transaction between the Construction Manager and a related party, the Construction Manager shall notify the Owner of the specific nature of the contemplated transaction, including the identity of the related party and the anticipated cost to be incurred, before any such transaction is consummated or cost incurred. If the Owner, after such notification, authorizes the proposed transaction in writing, then the cost incurred shall be included as a cost to be reimbursed, and the Construction Manager shall procure the Work, equipment, goods, or service, from the related party, as a Subcontractor, according to the terms of Article 9. If the Owner fails to authorize the transaction in writing, the Construction Manager shall procure the Work, equipment, goods, or service from some person or entity other than a related party according to the terms of Article 9.

§ 7.9 Costs Not To Be Reimbursed

§ 7.9.1 The Cost of the Work shall not include the items listed below:

.1 Salaries and other compensation of the Construction Manager's personnel stationed at the Construction Manager's principal office or offices other than the site office, except as specifically provided in Section 7.2, or as may be provided in Article 14;

.2 Bonuses, profit sharing, incentive compensation, and any other discretionary payments, paid to anyone hired by the Construction Manager or paid to any Subcontractor or vendor, unless the Owner has provided

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prior approval;

.3 Expenses of the Construction Manager's principal office and offices other than the site office;

.4 Overhead and general expenses, except as may be expressly included in Sections 7.1 to 7.7;

.5 The Construction Manager's capital expenses, including interest on the Construction Manager's capital employed for the Work;

.6 Except as provided in Section 7.7.3 of this Agreement, costs due to the negligence of, or failure to fulfill a specific responsibility of the Contract by, the Construction Manager, Subcontractors, and suppliers, or anyone directly or indirectly employed by any of them or for whose acts any of them may be liable;

.7 Any cost not specifically and expressly described in Sections 7.1 to 7.7;

.8 Costs, other than costs included in Change Orders approved by the Owner, that would cause the Guaranteed Maximum Price to be exceeded; and

.9 Costs for services incurred during the Preconstruction Phase.

ARTICLE 8 DISCOUNTS, REBATES, AND REFUNDS

§ 8.1 Cash discounts obtained on payments made by the Construction Manager shall accrue to the Owner if (1) before making the payment, the Construction Manager included the amount to be paid, less such discount, in an Application for Payment and received payment from the Owner, or (2) the Owner has deposited funds with the Construction Manager with which to make payments; otherwise, cash discounts shall accrue to the Construction Manager. Trade discounts, rebates, refunds, and amounts received from sales of surplus materials and equipment shall accrue to the Owner, and the Construction Manager shall make provisions so that they can be obtained.

§ 8.2 Amounts that accrue to the Owner in accordance with the provisions of Section 8.1 shall be credited to the Owner as a deduction from the Cost of the Work.

ARTICLE 9 SUBCONTRACTS AND OTHER AGREEMENTS

§ 9.1 Those portions of the Work that the Construction Manager does not customarily perform with the Construction Manager's own personnel shall be performed under subcontracts or other appropriate agreements with the Construction Manager. The Owner may designate specific persons from whom, or entities from which, the Construction Manager shall obtain bids. The Construction Manager shall obtain bids from Subcontractors, and from suppliers of materials or equipment fabricated especially for the Work, who are qualified to perform that portion of the Work in accordance with the requirements of the Contract Documents. The Construction Manager shall deliver such bids to the Architect and Owner with an indication as to which bids the Construction Manager intends to accept. The Owner then has the right to review the Construction Manager's list of proposed subcontractors and suppliers in consultation with the Architect and, subject to Section 9.1.1, to object to any subcontractor or supplier. Any advice of the Architect, or approval or objection by the Owner, shall not relieve the Construction Manager of its responsibility to perform the Work in accordance with the Contract Documents. The Construction Manager shall not be required to contract with anyone to whom the Construction Manager has reasonable objection.

§ 9.1.1 When a specific subcontractor or supplier (1) is recommended to the Owner by the Construction Manager; (2) is qualified to perform that portion of the Work; and (3) has submitted a bid that conforms to the requirements of the Contract Documents without reservations or exceptions, but the Owner requires that another bid be accepted, then the Construction Manager may require that a Change Order be issued to adjust the Guaranteed Maximum Price by the difference between the bid of the person or entity recommended to the Owner by the Construction Manager and the amount of the subcontract or other agreement actually signed with the person or entity designated by the Owner.

§ 9.2 Subcontracts or other agreements shall conform to the applicable payment provisions of this Agreement, and shall not be awarded on the basis of cost plus a fee without the Owner's prior written approval. If a subcontract is awarded on the basis of cost plus a fee, the Construction Manager shall provide in the subcontract for the Owner to receive the same audit rights with regard to the Subcontractor as the Owner receives with regard to the Construction Manager in Article 10.

ARTICLE 10 ACCOUNTING RECORDS

The Construction Manager shall keep full and detailed records and accounts related to the Cost of the Work, and exercise such controls, as may be necessary for proper financial management under this Contract and to substantiate all costs incurred. The accounting and control systems shall be satisfactory to the Owner. The Owner and the Owner's auditors shall, during regular business hours and upon reasonable notice, be afforded access to, and shall be permitted to audit and copy, the Construction Manager's records and accounts, including complete documentation supporting accounting entries, books, job cost reports, correspondence, instructions, drawings, receipts, subcontracts, Subcontractor's proposals, Subcontractor's invoices, purchase orders, vouchers, memoranda, and other data relating to this Contract. The Construction Manager shall preserve these records for a period of three years after final payment, or for such longer

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period as may be required by law.

ARTICLE 11 PAYMENTS FOR CONSTRUCTION PHASE SERVICES

§ 11.1 Progress Payments

§ 11.1.1 Based upon Applications for Payment submitted to the Architect by the Construction Manager, and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum, to the Construction Manager, as provided below and elsewhere in the Contract Documents.

§ 11.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows:

§ 11.1.3 Provided that an Application for Payment is received by the Architect not later than the Twenty-Fifth day of a month, the Owner shall make payment of the amount certified to the Construction Manager not later than the Thirtieth day of the following month. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than Ten (10) days after the Architect receives the Application for Payment.
(Federal, state or local laws may require payment within a certain period of time.)

§ 11.1.4 With each Application for Payment, the Construction Manager shall submit payrolls, petty cash accounts, receipted invoices or invoices with check vouchers attached, and any other evidence required by the Owner or Architect to demonstrate that payments already made by the Construction Manager on account of the Cost of the Work equal or exceed progress payments already received by the Construction Manager, plus payrolls for the period covered by the present Application for Payment, less that portion of the progress payments attributable to the Construction Manager's Fee.

§ 11.1.5 Each Application for Payment shall be based on the most recent schedule of values submitted by the Construction Manager in accordance with the Contract Documents. The schedule of values shall allocate the entire Guaranteed Maximum Price among: (1) the various portions of the Work; (2) any contingency for costs that are included in the Guaranteed Maximum Price but not otherwise allocated to another line item or included in a Change Order; and (3) the Construction Manager's Fee.

§ 11.1.5.1 The schedule of values shall be prepared in such form and supported by such data to substantiate its accuracy as the Architect may require. The schedule of values shall be used as a basis for reviewing the Construction Manager's Applications for Payment.

§ 11.1.5.2 The allocation of the Guaranteed Maximum Price under this Section 11.1.5 shall not constitute a separate guaranteed maximum price for the Cost of the Work of each individual line item in the schedule of values.

§ 11.1.5.3 When the Construction Manager allocates costs from a contingency to another line item in the schedule of values, the Construction Manager shall submit supporting documentation to the Architect.

§ 11.1.6 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment. The percentage of completion shall be the lesser of (1) the percentage of that portion of the Work which has actually been completed, or (2) the percentage obtained by dividing (a) the expense that has actually been incurred by the Construction Manager on account of that portion of the Work and for which the Construction Manager has made payment or intends to make payment prior to the next Application for Payment, by (b) the share of the Guaranteed Maximum Price allocated to that portion of the Work in the schedule of values.

§ 11.1.7 In accordance with AIA Document A201–2017 and subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

§ 11.1.7.1 The amount of each progress payment shall first include:

- **.1** That portion of the Guaranteed Maximum Price properly allocable to completed Work as determined by multiplying the percentage of completion of each portion of the Work by the share of the Guaranteed Maximum Price allocated to that portion of the Work in the most recent schedule of values;
- **.2** That portion of the Guaranteed Maximum Price properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction or, if approved in writing in advance by the Owner, suitably stored off the site at a location agreed upon in writing;
- **.3** That portion of Construction Change Directives that the Architect determines, in the Architect's

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professional judgment, to be reasonably justified; and

.4 The Construction Manager's Fee, computed upon the Cost of the Work described in the preceding Sections 11.1.7.1.1 and 11.1.7.1.2 at the rate stated in Section 6.1.2 or, if the Construction Manager's Fee is stated as a fixed sum in that Section, an amount that bears the same ratio to that fixed-sum fee as the Cost of the Work included in Sections 11.1.7.1.1 and 11.1.7.1.2 bears to a reasonable estimate of the probable Cost of the Work upon its completion.

§ 11.1.7.2 The amount of each progress payment shall then be reduced by:

.1 The aggregate of any amounts previously paid by the Owner;

.2 The amount, if any, for Work that remains uncorrected and for which the Architect has previously withheld a Certificate for Payment as provided in Article 9 of AIA Document A201–2017;

.3 Any amount for which the Construction Manager does not intend to pay a Subcontractor or material supplier, unless the Work has been performed by others the Construction Manager intends to pay;

.4 For Work performed or defects discovered since the last payment application, any amount for which the Architect may withhold payment, or nullify a Certificate of Payment in whole or in part, as provided in Article 9 of AIA Document A201–2017;

.5 The shortfall, if any, indicated by the Construction Manager in the documentation required by Section 11.1.4 to substantiate prior Applications for Payment, or resulting from errors subsequently discovered by the Owner's auditors in such documentation; and

.6 Retainage withheld pursuant to Section 11.1.8.

§ 11.1.8 Retainage

§ 11.1.8.1 For each progress payment made prior to Substantial Completion of the Work, the Owner may withhold the following amount, as retainage, from the payment otherwise due:
(Insert a percentage or amount to be withheld as retainage from each Application for Payment. The amount of retainage may be limited by governing law.)

5%

§ 11.1.8.1.1 The following items are not subject to retainage:
(Insert any items not subject to the withholding of retainage, such as general conditions, insurance, etc.)

N/A

§ 11.1.8.2 Reduction or limitation of retainage, if any, shall be as follows:
(If the retainage established in Section 11.1.8.1 is to be modified prior to Substantial Completion of the entire Work, insert provisions for such modification.)

N/A

§ 11.1.8.3 Except as set forth in this Section 11.1.8.3, upon Substantial Completion of the Work, the Construction Manager may submit an Application for Payment that includes the retainage withheld from prior Applications for Payment pursuant to this Section 11.1.8. The Application for Payment submitted at Substantial Completion shall not include retainage as follows:
(Insert any other conditions for release of retainage, such as upon completion of the Owner's audit and reconciliation, upon Substantial Completion.)

N/A

§ 11.1.9 If final completion of the Work is materially delayed through no fault of the Construction Manager, the Owner shall pay the Construction Manager any additional amounts in accordance with Article 9 of AIA Document A201–2017.

§ 11.1.10 Except with the Owner's prior written approval, the Construction Manager shall not make advance payments to suppliers for materials or equipment which have not been delivered and suitably stored at the site.

§ 11.1.11 The Owner and the Construction Manager shall agree upon a mutually acceptable procedure for review and approval of payments to Subcontractors, and the percentage of retainage held on Subcontracts, and the Construction Manager shall execute subcontracts in accordance with those agreements.

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§ 11.1.12 In taking action on the Construction Manager's Applications for Payment the Architect shall be entitled to rely on the accuracy and completeness of the information furnished by the Construction Manager, and such action shall not be deemed to be a representation that (1) the Architect has made a detailed examination, audit, or arithmetic verification, of the documentation submitted in accordance with Section 11.1.4 or other supporting data; (2) that the Architect has made exhaustive or continuous on-site inspections; or (3) that the Architect has made examinations to ascertain how or for what purposes the Construction Manager has used amounts previously paid on account of the Contract. Such examinations, audits, and verifications, if required by the Owner, will be performed by the Owner's auditors acting in the sole interest of the Owner.

§ 11.2 Final Payment

§ 11.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Construction Manager when

- **.1** the Construction Manager has fully performed the Contract, except for the Construction Manager's responsibility to correct Work as provided in Article 12 of AIA Document A201–2017, and to satisfy other requirements, if any, which extend beyond final payment;
- **.2** the Construction Manager has submitted a final accounting for the Cost of the Work and a final Application for Payment; and
- **.3** a final Certificate for Payment has been issued by the Architect in accordance with Section 11.2.2.2.

§ 11.2.2 Within 30 days of the Owner's receipt of the Construction Manager's final accounting for the Cost of the Work, the Owner shall conduct an audit of the Cost of the Work or notify the Architect that it will not conduct an audit.

§ 11.2.2.1 If the Owner conducts an audit of the Cost of the Work, the Owner shall, within 10 days after completion of the audit, submit a written report based upon the auditors' findings to the Architect.

§ 11.2.2.2 Within seven days after receipt of the written report described in Section 11.2.2.1, or receipt of notice that the Owner will not conduct an audit, and provided that the other conditions of Section 11.2.1 have been met, the Architect will either issue to the Owner a final Certificate for Payment with a copy to the Construction Manager, or notify the Construction Manager and Owner in writing of the Architect's reasons for withholding a certificate as provided in Article 9 of AIA Document A201–2017. The time periods stated in this Section 11.2.2 supersede those stated in Article 9 of AIA Document A201–2017. The Architect is not responsible for verifying the accuracy of the Construction Manager's final accounting.

§ 11.2.2.3 If the Owner's auditors' report concludes that the Cost of the Work, as substantiated by the Construction Manager's final accounting, is less than claimed by the Construction Manager, the Construction Manager shall be entitled to request mediation of the disputed amount without seeking an initial decision pursuant to Article 15 of AIA Document A201–2017. A request for mediation shall be made by the Construction Manager within 30 days after the Construction Manager's receipt of a copy of the Architect's final Certificate for Payment. Failure to request mediation within this 30-day period shall result in the substantiated amount reported by the Owner's auditors becoming binding on the Construction Manager. Pending a final resolution of the disputed amount, the Owner shall pay the Construction Manager the amount certified in the Architect's final Certificate for Payment.

§ 11.2.3 The Owner's final payment to the Construction Manager shall be made no later than 30 days after the issuance of the Architect's final Certificate for Payment, or as follows:

§ 11.2.4 If, subsequent to final payment, and at the Owner's request, the Construction Manager incurs costs, described in Sections 7.1 through 7.7, and not excluded by Section 7.9, to correct defective or nonconforming Work, the Owner shall reimburse the Construction Manager for such costs, and the Construction Manager's Fee applicable thereto, on the same basis as if such costs had been incurred prior to final payment, but not in excess of the Guaranteed Maximum Price. If adjustments to the Contract Sum are provided for in Section 6.1.7, the amount of those adjustments shall be recalculated, taking into account any reimbursements made pursuant to this Section 11.2.4 in determining the net amount to be paid by the Owner to the Construction Manager.

§ 11.3 Interest

Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located.
(Insert rate of interest agreed upon, if any.)

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12.00 % per annum

ARTICLE 12 DISPUTE RESOLUTION

§ 12.1 Initial Decision Maker

§ 12.1.1 Any Claim between the Owner and Construction Manager shall be resolved in accordance with the provisions set forth in this Article 12 and Article 15 of A201–2017. However, for Claims arising from or relating to the Construction Manager's Preconstruction Phase services, no decision by the Initial Decision Maker shall be required as a condition precedent to mediation or binding dispute resolution, and Section 12.1.2 of this Agreement shall not apply.

§ 12.1.2 The Architect will serve as the Initial Decision Maker pursuant to Article 15 of AIA Document A201–2017 for Claims arising from or relating to the Construction Manager's Construction Phase services, unless the parties appoint below another individual, not a party to the Agreement, to serve as the Initial Decision Maker.
(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)

§ 12.2 Binding Dispute Resolution

For any Claim subject to, but not resolved by mediation pursuant to Article 15 of AIA Document A201–2017, the method of binding dispute resolution shall be as follows:
(Check the appropriate box.)

[ ] Arbitration pursuant to Article 15 of AIA Document A201–2017

[ ] Litigation in a court of competent jurisdiction

[ ] Other: *(Specify)*

If the Owner and Construction Manager do not select a method of binding dispute resolution, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.

ARTICLE 13 TERMINATION OR SUSPENSION

§ 13.1 Termination Prior to Execution of the Guaranteed Maximum Price Amendment

§ 13.1.1 If the Owner and the Construction Manager do not reach an agreement on the Guaranteed Maximum Price, the Owner may terminate this Agreement upon not less than seven days' written notice to the Construction Manager, and the Construction Manager may terminate this Agreement, upon not less than seven days' written notice to the Owner.

§ 13.1.2 In the event of termination of this Agreement pursuant to Section 13.1.1, the Construction Manager shall be compensated for Preconstruction Phase services and Work performed prior to receipt of a notice of termination, in accordance with the terms of this Agreement. In no event shall the Construction Manager's compensation under this Section exceed the compensation set forth in Section 5.1.

§ 13.1.3 Prior to the execution of the Guaranteed Maximum Price Amendment, the Owner may terminate this Agreement upon not less than seven days' written notice to the Construction Manager for the Owner's convenience and without cause, and the Construction Manager may terminate this Agreement, upon not less than seven days' written notice to the Owner, for the reasons set forth in Article 14 of A201–2017.

§ 13.1.4 In the event of termination of this Agreement pursuant to Section 13.1.3, the Construction Manager shall be equitably compensated for Preconstruction Phase services and Work performed prior to receipt of a notice of termination. In no event shall the Construction Manager's compensation under this Section exceed the compensation set forth in Section 5.1.

§ 13.1.5 If the Owner terminates the Contract pursuant to Section 13.1.3 after the commencement of the Construction Phase but prior to the execution of the Guaranteed Maximum Price Amendment, the Owner shall pay to the Construction Manager an amount calculated as follows, which amount shall be in addition to any compensation paid to the Construction Manager under Section 13.1.4:

.1 Take the Cost of the Work incurred by the Construction Manager to the date of termination;

.2 Add the Construction Manager's Fee computed upon the Cost of the Work to the date of termination at the

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rate stated in Section 6.1 or, if the Construction Manager's Fee is stated as a fixed sum in that Section, an amount that bears the same ratio to that fixed-sum Fee as the Cost of the Work at the time of termination bears to a reasonable estimate of the probable Cost of the Work upon its completion; and

.3 Subtract the aggregate of previous payments made by the Owner for Construction Phase services.

§ 13.1.6 The Owner shall also pay the Construction Manager fair compensation, either by purchase or rental at the election of the Owner, for any equipment owned by the Construction Manager that the Owner elects to retain and that is not otherwise included in the Cost of the Work under Section 13.1.5.1. To the extent that the Owner elects to take legal assignment of subcontracts and purchase orders (including rental agreements), the Construction Manager shall, as a condition of receiving the payments referred to in this Article 13, execute and deliver all such papers and take all such steps, including the legal assignment of such subcontracts and other contractual rights of the Construction Manager, as the Owner may require for the purpose of fully vesting in the Owner the rights and benefits of the Construction Manager under such subcontracts or purchase orders. All Subcontracts, purchase orders and rental agreements entered into by the Construction Manager will contain provisions allowing for assignment to the Owner as described above.

§ 13.1.6.1 If the Owner accepts assignment of subcontracts, purchase orders or rental agreements as described above, the Owner will reimburse or indemnify the Construction Manager for all costs arising under the subcontract, purchase order or rental agreement, if those costs would have been reimbursable as Cost of the Work if the contract had not been terminated. If the Owner chooses not to accept assignment of any subcontract, purchase order or rental agreement that would have constituted a Cost of the Work had this agreement not been terminated, the Construction Manager will terminate the subcontract, purchase order or rental agreement and the Owner will pay the Construction Manager the costs necessarily incurred by the Construction Manager because of such termination.

§ 13.2 Termination or Suspension Following Execution of the Guaranteed Maximum Price Amendment

§ 13.2.1 Termination

The Contract may be terminated by the Owner or the Construction Manager as provided in Article 14 of AIA Document A201–2017.

§ 13.2.2 Termination by the Owner for Cause

§ 13.2.2.1 If the Owner terminates the Contract for cause as provided in Article 14 of AIA Document A201–2017, the amount, if any, to be paid to the Construction Manager under Article 14 of AIA Document A201–2017 shall not cause the Guaranteed Maximum Price to be exceeded, nor shall it exceed an amount calculated as follows:

.1 Take the Cost of the Work incurred by the Construction Manager to the date of termination;

.2 Add the Construction Manager's Fee, computed upon the Cost of the Work to the date of termination at the rate stated in Section 6.1 or, if the Construction Manager' Fee is stated as a fixed sum in that Section, an amount that bears the same ratio to that fixed-sum Fee as the Cost of the Work at the time of termination bears to a reasonable estimate of the probable Cost of the Work upon its completion;

.3 Subtract the aggregate of previous payments made by the Owner; and

.4 Subtract the costs and damages incurred, or to be incurred, by the Owner under Article 14 of AIA Document A201–2017.

§ 13.2.2.2 The Owner shall also pay the Construction Manager fair compensation, either by purchase or rental at the election of the Owner, for any equipment owned by the Construction Manager that the Owner elects to retain and that is not otherwise included in the Cost of the Work under Section 13.2.2.1.1. To the extent that the Owner elects to take legal assignment of subcontracts and purchase orders (including rental agreements), the Construction Manager shall, as a condition of receiving the payments referred to in this Article 13, execute and deliver all such papers and take all such steps, including the legal assignment of such subcontracts and other contractual rights of the Construction Manager, as the Owner may require for the purpose of fully vesting in the Owner the rights and benefits of the Construction Manager under such subcontracts or purchase orders.

§ 13.2.3 Termination by the Owner for Convenience

If the Owner terminates the Contract for convenience in accordance with Article 14 of AIA Document A201–2017, then the Owner shall pay the Construction Manager a termination fee as follows:

(Insert the amount of or method for determining the fee, if any, payable to the Construction Manager following a termination for the Owner's convenience.)

§ 13.3 Suspension

The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201–2017; in such case, the

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Guaranteed Maximum Price and Contract Time shall be increased as provided in Article 14 of AIA Document A201–2017, except that the term "profit" shall be understood to mean the Construction Manager's Fee as described in Sections 6.1 and 6.3.5 of this Agreement.

ARTICLE 14 MISCELLANEOUS PROVISIONS

§ 14.1 Terms in this Agreement shall have the same meaning as those in A201–2017. Where reference is made in this Agreement to a provision of AIA Document A201–2017 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 14.2 Successors and Assigns

§ 14.2.1 The Owner and Construction Manager, respectively, bind themselves, their partners, successors, assigns and legal representatives to covenants, agreements, and obligations contained in the Contract Documents. Except as provided in Section 14.2.2 of this Agreement, and in Section 13.2.2 of A201–2017, neither party to the Contract shall assign the Contract as a whole without written consent of the other. If either party attempts to make an assignment without such consent, that party shall nevertheless remain legally responsible for all obligations under the Contract.

§ 14.2.2 The Owner may, without consent of the Construction Manager, assign the Contract to a lender providing construction financing for the Project, if the lender assumes the Owner's rights and obligations under the Contract Documents. The Construction Manager shall execute all consents reasonably required to facilitate the assignment.

§ 14.3 Insurance and Bonds

§ 14.3.1 Preconstruction Phase

The Construction Manager shall maintain the following insurance for the duration of the Preconstruction Services performed under this Agreement. If any of the requirements set forth below exceed the types and limits the Construction Manager normally maintains, the Owner shall reimburse the Construction Manager for any additional cost.

§ 14.3.1.1 Commercial General Liability with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) for each occurrence and 2,000,000.00 ($ Two Million Dollars and Zero Cents) in the aggregate for bodily injury and property damage.

§ 14.3.1.2 Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Construction Manager with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage.

§ 14.3.1.3 The Construction Manager may achieve the required limits and coverage for Commercial General Liability and Automobile Liability through a combination of primary and excess or umbrella liability insurance, provided that such primary and excess or umbrella liability insurance policies result in the same or greater coverage as the coverages required under Sections 14.3.1.1 and 14.3.1.2, and in no event shall any excess or umbrella liability insurance provide narrower coverage than the primary policy. The excess policy shall not require the exhaustion of the underlying limits only through the actual payment by the underlying insurers.

§ 14.3.1.4 Workers' Compensation at statutory limits and Employers Liability with policy limits not less than One Million Dollars and Zero Cents ($ 1,000,000.00) each accident, One Million Dollars and Zero Cents ($ 1,000,000.00) each employee, and One Million Dollars and Zero Cents ($ 1,000,000.00) policy limit.

§ 14.3.1.5 Professional Liability covering negligent acts, errors and omissions in the performance of professional services, with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) per claim and Two Million Dollars and Zero Cents ($ 2,000,000.00) in the aggregate.

§ 14.3.1.6 Other Insurance

(List below any other insurance coverage to be provided by the Construction Manager and any applicable limits.)

Coverage	Limits

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§ 14.3.1.7 Additional Insured Obligations. To the fullest extent permitted by law, the Construction Manager shall cause the primary and excess or umbrella policies for Commercial General Liability and Automobile Liability to include the Owner as an additional insured for claims caused in whole or in part by the Construction Manager's negligent acts or omissions. The additional insured coverage shall be primary and non-contributory to any of the Owner's insurance policies and shall apply to both ongoing and completed operations.

§ 14.3.1.8 The Construction Manager shall provide certificates of insurance to the Owner that evidence compliance with the requirements in this Section 14.3.1.

§ 14.3.2 Construction Phase
After execution of the Guaranteed Maximum Price Amendment, the Owner and the Construction Manager shall purchase and maintain insurance as set forth in AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price, Exhibit B, Insurance and Bonds, and elsewhere in the Contract Documents.

§ 14.3.2.1 The Construction Manager shall provide bonds as set forth in AIA Document A133™–2019 Exhibit B, and elsewhere in the Contract Documents.

§ 14.4 Notice in electronic format, pursuant to Article 1 of AIA Document A201–2017, may be given in accordance with a building information modeling exhibit, if completed, or as otherwise set forth below:
(If other than in accordance with a building information modeling exhibit, insert requirements for delivering notice in electronic format such as name, title, and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)

§ 14.5 Other provisions:

ARTICLE 15 SCOPE OF THE AGREEMENT
§ 15.1 This Agreement represents the entire and integrated agreement between the Owner and the Construction Manager and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Construction Manager.

§ 15.2 The following documents comprise the Agreement:

.1 AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price

.2 AIA Document A133™-2019, Exhibit A, Guaranteed Maximum Price Amendment, if executed

.3 AIA Document A133™–2019, Exhibit B, Insurance and Bonds

.4 AIA Document A201™–2017, General Conditions of the Contract for Construction

.5 Building Information Modeling Exhibit, if completed:

.6 Other Exhibits:
(Check all boxes that apply.)

[ ] AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, dated as indicated below:
(Insert the date of the E234-2019 incorporated into this Agreement.)

[ ] Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

.7 Other documents, if any, listed below:
(List here any additional documents that are intended to form part of the Contract Documents. AIA

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Document A201–2017 provides that the advertisement or invitation to bid, Instructions to Bidders, sample forms, the Construction Manager's bid or proposal, portions of Addenda relating to bidding or proposal requirements, and other information furnished by the Owner in anticipation of receiving bids or proposals, are not part of the Contract Documents unless enumerated in this Agreement. Any such documents should be listed here only if intended to be part of the Contract Documents.)

This Agreement is entered into as of the day and year first written above.

OWNER *(Signature)*	**CONSTRUCTION MANAGER** *(Signature)*
BY: Devyn Dayley, Business Administrator	BY: Mark Petersen, Director
(Printed name and title)	*(Printed name and title)*

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Additions and Deletions Report for
AIA® Document A133® – 2019

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

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Changes to original AIA text

PAGE 21

Coverage **Limits**

Variable Information

PAGE 1

AGREEMENT made as of the Thirtieth day of April in the year Two Thousand Twenty-Six
(In words, indicate day, month, and year.)

Provo School District

280 West 940 North
Provo, UT 84604

(801) 374-4814

Westland Construction, Inc.

1411 W. 1250 S. Ste. 200
Orem, UT 84058

801-374-6085

PCSD – New Elementary School (RFP PCSD04032026)

750 W 200 N
Provo, UT 84601

The Project includes demolition of the existing Dixon Middle School and construction of a new approximately 85,000 square foot elementary school at 750 W 200 N, Provo, Utah. Work includes site demolition, new building construction, and associated site improvements. The CM/GC will provide preconstruction and construction services under a phased GMP delivery.

CORE Architecture

233 So. Pleasant Grove Blvd., Ste. 105
Pleasant Grove, UT 84062

801-769-3000

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PAGE 2

The Owner's program is to demolish the existing Dixon Middle School and construct a new approximately 85,000 square foot elementary school at 750 W 200 N, Provo, Utah. The Project will be delivered using a CM/GC method with phased procurement and GMP amendments, with a Fixed Limit of Construction Cost of approximately $39,530,000. Construction is anticipated to begin in July 2026 with substantial completion targeted for June 2028

The Project consists of the demolition of an existing approximately 160,000 square foot middle school facility and the construction of a new approximately 85,000 square foot elementary school, including associated site work, utilities, and improvements, located at 750 W 200 N, Provo, Utah.

PAGE 3

Design phase coordination with the CM/GC and Architect is anticipated to begin on or about May 1, 2026, or upon execution of the Agreement.

July 01, 2026

June 2028

Demolition of the existing facility shall be completed prior to commencement of new construction; additional interim milestones shall be established in the Project schedule and GMP amendments.

The Project may be delivered using phased construction and multiple bid packages, as determined by the Owner, Architect, and Construction Manager/General Contractor (CM/GC) to best support schedule, cost control, and constructability. The CM/GC shall coordinate demolition and new construction activities and may be required to sequence the Work to facilitate timely completion. No specific fast-track requirements are identified; however, the CM/GC shall support schedule optimization throughout the Project.

No specific sustainable objectives have been identified by the Owner for the Project. Any sustainability measures or objectives shall be determined, if required, during the design phase in coordination with the Owner and Architect.

The Project will be constructed on an active Provo City School District site and requires coordination with the Owner, Architect, and stakeholders throughout demolition, design, and construction. The CM/GC shall provide preconstruction services including cost estimating, scheduling, and constructability reviews, and shall competitively bid the Work in accordance with the CM/GC delivery method. The Project will include demolition of the existing facility, hazardous material abatement as required, and coordination of site readiness prior to new construction.

Devyn Dayley

PAGE 4

280 West 940 North
Provo, UT 84604

(801) 374-4828

devynd@provo.edu

Mark Petersen

1411 W. 1250 S. Ste. 200
Orem, UT 84058

801-404-1317

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mark@westlandconstruction.com

The Construction Manager shall provide a staffing plan that includes key personnel assigned to the Project, including at a minimum a Project Director, Project Manager, Superintendent, Project Engineer, and preconstruction staff. The staffing plan shall identify roles and responsibilities, relevant experience, and level of involvement during the preconstruction phase. The Construction Manager shall demonstrate team qualifications, availability, and the ability to support estimating, scheduling, constructability review, and coordination with the Owner and Architect throughout the design process.

Subcontractors shall be competitively bid from a pool of mutually agreed upon and prequalified subcontractors for each trade. The Construction Manager/General Contractor (CM/GC) shall solicit bids and coordinate the procurement process in collaboration with the Owner. If the CM/GC intends to perform any portion of the Work with its own forces, it shall submit a separate competitive bid to the Owner prior to receipt of other subcontractor bids. The Owner reserves the right to review all subcontractor bids prior to acceptance and incorporation into the Guaranteed Maximum Price.

This Agreement is based on the Request for Proposal No. PCSD04032026, including all associated documents, addenda, and the Construction Manager/General Contractor's Statement of Qualifications. The Project will be delivered using a CM/GC method with phased procurement and Guaranteed Maximum Price amendments. The Construction Manager shall provide preconstruction and construction services in coordination with the Owner and Architect, and the Work shall be performed in accordance with applicable laws, codes, and the Owner's procurement requirements.

PAGE 10

$3,500.00

§ 5.2.2 Payments are due and payable upon presentation of the Construction Manager's invoice. Amounts unpaid Ten (10) days after the invoice date shall bear interest at the rate entered below, or in the absence thereof at the legal rate prevailing from time to time at the principal place of business of the Construction Manager.
(Insert rate of monthly or annual interest agreed upon.)

PAGE 11

12.00 % per annum

1.8%

General Conditions Lump Sum: $916,170.00

Change Order Fee - for all change orders related to the construction of the Project, OH & P fee added to the Subcontractors' cost of the Work: 0%

0%

N/A

$500.00

PAGE 16

§ 11.1.3 Provided that an Application for Payment is received by the Architect not later than the Twenty-Fifth day of a month, the Owner shall make payment of the amount certified to the Construction Manager not later than the Thirtieth day of the following month. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than Ten (10) days after the Architect receives the Application for Payment.

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(Federal, state or local laws may require payment within a certain period of time.)

PAGE 17

5%

N/A

N/A

N/A

PAGE 19

12.00 % per annum

PAGE 21

§ 14.3.1.1 Commercial General Liability with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) for each occurrence and 2,000,000.00 ($ Two Million Dollars and Zero Cents) in the aggregate for bodily injury and property damage.

§ 14.3.1.2 Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Construction Manager with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage.

§ 14.3.1.4 Workers' Compensation at statutory limits and Employers Liability with policy limits not less than One Million Dollars and Zero Cents ($ 1,000,000.00) each accident, One Million Dollars and Zero Cents ($ 1,000,000.00) each employee, and One Million Dollars and Zero Cents ($ 1,000,000.00) policy limit.

§ 14.3.1.5 Professional Liability covering negligent acts, errors and omissions in the performance of professional services, with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) per claim and Two Million Dollars and Zero Cents ($ 2,000,000.00) in the aggregate.

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Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, , hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 20:49:09 MDT on 04/30/2026 under Order No. 20250113764 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A133™ - 2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price, other than those additions and deletions shown in the associated Additions and Deletions Report.

_____

(Signed)

_____

(Title)

_____

(Dated)

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COOP PRICING PROPOSAL

TIMPVIEW HIGH SCHOOL

September 8, 2025

FieldTurf USA is pleased to offer to supply and install the following high performance artificial surfacing systems. FieldTurf price estimates are based on both contracts with the Utah Department of Administrative Services (DAS) and OMINA Partners (previously known as The Cooperative Purchasing Network [TCPN]).

Utah DAS provides purchasing and contract oversight for all the State Cooperative and agency contracts and OMNIA Partners is a buying co-op that public entities can use to purchase goods and services.

Since products have already been pre-bid, members do not have to duplicate the formal bid process per Contract State of Utah Contract # PA4631 and OMNIA Master Agreement #: R220503.

Contract # PA4631

Click on the following DAS hyperlink for contract due diligence documentation.

Master Agreement #: R220503

Click on the following OMNIA Partners hyperlink for contract due diligence documentation: Omnia #R220503

FieldTurf USA, Inc. holds the Cooperative Purchase contract, any PO for Contract must be made out to FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701

COOP PRICING PROPOSAL

FieldTurf is pleased to offer to supply and install the following high performance artificial infilled turf system:

BASE BID

FIELD NAME	**Timpview HS (UT) – Soccer Field**
TURF SYSTEM	FieldTurf 2.25” Vertex CORE (FTVTC)
SQUARE FOOTAGE	Approx. 77,000 SF
SUBTOTAL	$ 983,799.00
PERFORMANCE & PAYMENT BONDS	*$ 11,189.00 (if required)*
TOTAL PRICE	**$ 994,988.00**

PRODUCT DETAILS

FieldTurf, the worldwide leader in artificial turf and FIFA Preferred Manufacturer, is pleased to offer the FieldTurf Vertex CORE 2.25” system, with the following product characteristics:

- **Pile Height:** 2.25 Inches
- **Infill Weight:** 6.2lbs sand & 2.2lbs cryogenic rubber per sq.ft.
- **Pile Weight:** 43 oz/yd2
- **Total System Weight:** 1274 oz/yd2

FieldTurf has taken the necessary steps to ensure that your project will run smoothly and that the quality promised will be the quality delivered.

PRICE INCLUDES:

a) Design Services to include:
   a. Topographic Survey.
   b. Soils Report (borings & recommendations).
   c. Construction Drawings to include:
      i. Demolition Plan
      ii. SWPPP
      iii. Site Layout
      iv. Utility Plan (Drainage)
      v. Grading Plan
      vi. Detail Sheet(s)

b) Construction Survey & Layout.

c) Mobilization.

d) Erosion Control BMPs to Include: Vehicle Tracking Pad, Inlet Protection and Sweeping.

e) Cut & Cap irrigation into field.
    a. No irrigation re-routing or relocation included in pricing. No As-Builts at time of pricing.
f) Mass Excavation to Subgrade.
    a. Perform excavation required to achieve a maximum cross slope of .75% for the finished FieldTurf system (No topographic survey at time of bid). Total cut approximately 7.5".
    b. All spoils to be hauled offsite (potential cost savings if onsite location is available).
g) Lasergrade & Compact Subgrade of field.
h) Prep for new concrete curb at perimeter of field.
i) Form, pour and strip new 6"x12" concrete reinforced curb at perimeter of field (1,160 LF).
j) Furnish & install 2"x4" nailer board at new concrete curb for turf attachment.
k) Drainage
    a. Exact drainage TBD with final design.
    b. Furnish & install up to 12" Perforated HDPE Collector Drain (Approximately 1,100 LF).
    c. Furnish & install four (4) basins.
    d. Connect Collector Drain to Existing Storm Structure within 100 LF of field.
        i. Connection point is unknown at this time.
    e. Furnish & Install 1"x12" Flat Tile on subgrade.
        i. Gravity feed into 12" collector; 50' stubs; 30' O.C.
l) Furnish & Install 4 oz. Non-Woven Geotextile Fabric on Subgrade and Within Drainage Trench.
m) Furnish & install 4" permeable base rock.
n) Furnish & install 2" permeable finish rock.
o) Fine grade field to Fieldturf tolerances.
p) Installation of the new artificial in-filled grass surface upon a suitable base.
q) An (8) year 3rd party pre-paid insured warranty on the FieldTurf artificial grass surface.
r) (1) Set of inlaid soccer markings.
s) (1) Gmax Test at completion of installation if required.
t) Maintenance Equipment: (1) FieldSweep.

PRICE DOES NOT INCLUDE:

a) Any costs associated with necessary changes relating to the delineation of the field.
b) Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders and will become an extra charge over and above the offered price.
c) Site security.
d) Silt fencing and any other fencing.
e) Athletic equipment, goalposts or soccer goals of any kind.
f) Boring for utilities.
g) Any electrical work.
h) Unsuitable soils: once subgrade has been established, a proof roll will be performed to ensure the structural stability of the soils; in the event that unsuitable soils are encountered, a price to remedy these areas can be provided by FieldTurf.

i) Asphalt paving.
j) Installation of manholes, junction boxes, gabions, concrete rip rap, storm drainage not related to the field construction, grate inlets and reinforced concrete pipe.
k) Relocation, removal and repair of existing utilities not limited to irrigation, electrical conduits, power poles, water, sewer, gas, cable, telephone, owner placed conduits and/or communication feeds within the field of play.
l) All applicable taxes, prevailing wages, union labor and other labor law levies.
m) Repair or resurfacing existing asphalt parking lot if damaged by truck traffic.
n) Site restoration, sodding, landscaping or grow-in.
o) Permitting or permit fees, inspection fees, construction testing.
p) Logos, Lettering, or a vehicle to tow FieldTurf maintenance equipment.
q) Newly Imposed Tariffs.
r) Anything not explicitly noted in the inclusions.

The pricing set forth in this proposal is based on applicable tariffs, duties, and taxes in effect as of the proposal date. Any new or increased tariffs, duties, taxes, or similar charges imposed by the United States Government, whether at the federal or state level, on products included in this proposal after the proposal date shall be the sole responsibility of the Customer and will result in an adjustment to the proposed price accordingly. FieldTurf USA, Inc. reserves the right to modify pricing to reflect such additional costs, and the Customer agrees to bear any such increases.

The price is valid for a period of 90 days. The price is subject to increase if affected by an increase in raw materials, freight, or other manufacturing costs, a tax increase, new taxes, levies or any new legally binding imposition affecting the transaction. The parties recognize that the effects of global economic instability are currently unpredictable and could lead to limitations in labor availability and delays in the supply and delivery of materials, equipment or products. In addition, as these contingencies have not been factored into this proposal; materials, equipment and/or products to be used in performing the work may become subject to a price increase. Accordingly, it is acknowledged that the seller/FieldTurf shall (a) not be subject to any damages for any delay due to events beyond its control and, (b) be allowed an equitable adjustment of the time and/or of the price of this proposal or any contractual document resulting therefrom. FieldTurf shall endeavor to notify you as soon as possible of any such events and/or contingencies. Please note that the seller/FieldTurf shall use its best efforts to ensure that it fulfills its commitments and will strive to minimize any negative impacts as they may arise. Thank you for your kind understanding.

COOP PRICING PROPOSAL

Please feel free to reach out to any member of our project team with questions about our offer:

Hadyn Fava
Project Manager
(706) 264-6939
Hadyn.Fava@FieldTurf.com

Jed Easterbrook
Regional Vice-President
(801) 448-5656
Jed.Easterbrook@Tarkettsports.com

Thank you again for your interest in FieldTurf, we look forward to working with you.

The present proposal serves to provide an overview of the terms and conditions governing the business relationship between the parties for the completion of the above-referenced transaction. The parties hereby undertake to subsequently formalize their agreement by signing a more detailed agreement and/or purchase order ("Contract") and as such the amount listed herein shall be an estimate which will be formalized in said Contract.

Thank you again for your interest in FieldTurf, we look forward to working with you.

Per: _____

Darren Gill, Executive Vice-President
FieldTurf North America / Tarkett Sports

FieldTurf USA, Inc. holds the Cooperative Purchase contract, any PO for Contract must be made out to FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701

If you have questions regarding the FieldTurf and Beynon SmartBuy Cooperative Purchasing Program, please contact Eric Fisher at: Eric.Fisher@smartbuycooperative.com.

COOP PRICING PROPOSAL

FieldTurf® A Tarkett Sports Company

CONDITIONS

Notwithstanding any other document or agreement entered into by FieldTurf in connection with the supply and installation only of its product pursuant to the present bid proposal, the following shall apply:

a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and *force majeure*.

b) FieldTurf's preferred payment terms are as follows: (i) 50% of the Price upon Customer's execution of contract; (ii) 40% of the Price upon shipment of materials from FieldTurf's manufacturing facility; and (iii) Remaining balance of ten percent (10%) upon substantial completion of the field, which shall be achieved when Customer is able to use the field for its intended purpose, even if punchlist items remain and the Certificate of Completion has not been executed by Customer.

c) Accounts overdue beyond 30 days of invoice date will be charged at an interest rate of 10% per annum.

d) FieldTurf requires a minimum of 21 days after receiving a fully executed contract or purchase order and final approvals on shop drawings to manufacture, coordinate delivery and schedule arrival of installation crew. Under typical field size and scenario, FieldTurf further requires a minimum of 28 days per field to install the Product subject to weather and force majeure

e) FieldTurf requires a suitable staging area. Staging area must be square footage of field x 0.12, have a minimum access of 15 feet wide by 15 feet high, and, no more than 100 ft from the site. A 25 foot wide by 25 foot long hard or paved clean surface area located within 50 feet of the playing surface shall be provided for purposes of proper mixing of infill material. Access to any field will include suitable bridging over curbs from the staging area to permit suitable access to the field by low clearance vehicles. Staging area surface shall be suitable for passage with motor vehicles used to transport materials to the site and/or staging area. FieldTurf shall not be liable for any damages to the staging area or its surface unless such damages are caused by FieldTurf's intentional misconduct or negligence.

f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary, additional charges will apply.

g) Upon substantial completion of FieldTurf's obligations, the Customer shall sign FieldTurf's Certificate of Completion in the form currently in force; to accomplish this purpose, the Customer will ensure that an authorized representative is present at the walk-through to determine substantial completion and acceptance of the field, which may include a list of punch list items.

h) FieldTurf shall not be a party to any penalty clauses and/or liquidated damages provisions.

i) FieldTurf shall be entitled to recover all costs and expenses, including attorney fees, associated with collection procedures in the event that FieldTurf pursues collection of payment of any past due invoice.

j) All colors are to be chosen from FieldTurf's standard colors.

Provo City School District



FY 26-27 Tentative Budget

FY 25-26 Final Budget

Budget Challenges

- Property Tax increase (not certified for FY26)
- Insurance increases
- Enrollment decline
- Minimal state WPU increase (4.2%) – 39% of total budget is WPU driven

Property Tax Revenue – Year 1 - $8,000



Taxable Value:
$100,000

Taxes paid:
$1,000



Taxable Value:
$100,000

Taxes paid:
$1,000



Taxable Value:
$100,000

Taxes paid:
$1,000



Taxable Value:
$100,000

Taxes paid:
$1,000



Taxable Value:
$100,000

Taxes paid:
$1,000



Taxable Value:
$100,000

Taxes paid:
$1,000



Taxable Value:
$100,000

Taxes paid:
$1,000



Taxable Value:
$100,000

Taxes paid:
$1,000

Property Tax Revenue – Year 2 - $8,000



Taxable Value:
$120,000

Taxes paid:
$941.18



Taxable Value:
$160,000

Taxes paid:
$1,254.90



Taxable Value:
$90,000

Taxes paid:
$705.88



Taxable Value:
$100,000

Taxes paid:
$784.31



Taxable Value:
$115,000

Taxes paid:
$901.96



Taxable Value:
$125,000

Taxes paid:
$980.39



Taxable Value:
$200,000

Taxes paid:
$1,568.63



Taxable Value:
$110,000

Taxes paid:
$862.75

Property Tax Revenue – Year 3 – TNT - $10,000



Taxable Value:
$120,000

Taxes paid:
$1,176.47



Taxable Value:
$160,000

Taxes paid:
$1,568.63



Taxable Value:
$90,000

Taxes paid:
$882.35



Taxable Value:
$100,000

Taxes paid:
$980.39



Taxable Value:
$115,000

Taxes paid:
$1,127.45



Taxable Value:
$125,000

Taxes paid:
$1,225.39



Taxable Value:
$200,000

Taxes paid:
$1,960.78



Taxable Value:
$110,000

Taxes paid:
$1,078.43

Property Tax Rates

Property Tax Rates (per $1 of taxable value)	Tax Year 2021	2022	2023	2024	2025	Proposed 2026	Change	% Chang
General Fund								
Basic program (set by state)	0.001661	0.001652	0.001406	0.001408	0.001379	0.001379	0.000000	0.0%
Board local levy	0.001734	0.001760	0.001831	0.001724	0.001645	0.001821	0.000176	10.2%
Voted local levy	0.000911	0.000587	0.001300	0.001300	0.001239	0.001300	0.000061	4.7%
Capital Projects Fund								
Capital local levy	0.001271	0.001847	0.001229	0.001196	0.001140	0.001268	0.000128	10.7%
Debt Service Fund								
General obligation debt	0.001349	0.001381	0.001469	0.001456	0.001409	0.001342	(0.000067)	-4.6%
Pass-Through Taxes Fund								
Charter school levy (set by state)	0.000091	0.000096	0.000098	0.000124	0.000110	0.000110	0.000000	0.0%
Total tax rate	**0.007017**	**0.007323**	**0.007333**	**0.007208**	**0.006922**	**0.007220**	**0.000298**	4.1%

Property Tax Revenue

FINAL TAX RATE	FINAL BUDGETED REVENUE
0.006922	$ 76,715,845

Truth in Taxation

Proposed Tax Rate Value: $ 11,082,901,734

Budgeted Revenue / Proposed Tax Rate Value = Proposed Tax Rate

(1) Budget Code	(2) Budget Name		(3) Election Date	(4) Voted Rate Limit	(5) Utah Annotated Code	(6) Maximum By Law	(7) Calculated Certified Tax Rate	(8) Auditor's Certified Tax Rate	(9) Auditor's Certified Rate Revenue	(10) Proposed Tax Rate	(11) Budgeted Revenue	(12) Final Tax Rate	(13) Final Budgeted Revenue
526	Board Local Levy .002500				§53F-8-302	.002500	0.001670	0.001565	17,344,741	0.001650	18,286,788	0.001645	18,231,373
527	Charter School Levy				§53F-2-703	Calculated	0.000000	0.000105	1,163,705	0.000105	1,163,705	0.000110	1,219,119
	Sub Total						0.001670	0.001670	18,508,446	0.001755	19,450,493	0.001755	19,450,492
246	Capital Local Levy				§53F-8-303	.003000	0.001084	0.001084	12,013,865	0.001241	13,753,881	0.001140	12,634,508
	Sub Total						0.001084	0.001084	12,013,865	0.001241	13,753,881	0.001140	12,634,508
190	Discharge of Judgement				§59-2-1328 & 1330	Sufficient			0				
510	Voted Local Levy		06/27/2006	0.001300	§53F-8-301	.002	0.001178	0.001178	13,055,658	0.001300	14,407,772	0.001239	13,731,715
	Sub Total						0.001178	0.001178	13,055,658	0.001300	14,407,772	0.001239	13,731,715
230	GO Bond Payments				§51-5-4	Sufficient		0.001342	14,872,535	0.001342	14,872,535	0.001409	15,615,809
	Sub Total						0.000000	0.001342	14,872,535	0.001342	14,872,535	0.001409	15,615,809
	Running Sub Total						0.003932	0.005274	58,450,504	0.005638	62,484,681	0.005543	61,432,524
210	Basic School Levy				§53F-2-301.5	Calculated	0.001379	0.001379	15,283,321	0.001379	15,283,321	0.001379	15,283,321
	Grand Total Tax Rate						**0.005311**	**0.006653**	**73,733,825**	**0.007017**	**77,768,002**	**0.006922**	**76,715,845**

NOTES:

Property Tax Revenue

Proposed Tax Rate Value: $ 466,133,817

Budgeted Revenue / Proposed Tax Rate Value = Proposed Tax Rate

(1) Budget Code	(2) Budget Name		(3) Election Date	(4) Voted Rate Limit	(5) Utah Annotated Code	(6) Maximum By Law	(7) Calculated Certified Tax Rate	(8) Auditor's Certified Tax Rate	(9) Auditor's Certified Rate Revenue	(10) Proposed Tax Rate	(11) Budgeted Revenue	(12) Final Tax Rate	(13) Final Budgeted Revenue
526	Board Local Levy .002500				§53F-8-302	.002500			21,234,726				
527	Charter School Levy				§53F-2-703	Calculated			0				
	Sub Total								21,234,726	0.000000		0.000000	
246	Capital Local Levy				§53F-8-303	.003000			13,793,366				
	Sub Total								13,793,366	0.000000		0.000000	
190	Discharge of Judgement				§59-2-1328 & 1330	Sufficient			0				
510	Voted Local Levy		06/27/2006	0.001300	§53F-8-301	.002			14,991,330				
	Sub Total								14,991,330	0.000000		0.000000	
230	GO Bond Payments				§51-5-4	Sufficient			0				
	Sub Total								0	0.000000		0.000000	
	Running Sub Total								50,019,422	0.000000		0.000000	
210	Basic School Levy				§53F-2-301.5	Calculated			0	0.000000		0.000000	
	Grand Total Tax Rate								**50,019,422**	**0.000000**		**0.000000**	

NOTES:

Property Tax Revenue

- Total property tax increase of $4,000,000 – net increase of $3,149,100
  - $2,500,000 increase in the General Fund
  - $1,500,000 increase in the Capital Projects Fund
  - ($850,900) decrease in the Debt Service Fund

- Represents an approximate 4% increase in property tax revenue for FY27
- $500,000 home will see an approximate $82 a year increase
- $500,000 business will see an approximate $149.00 a year increase

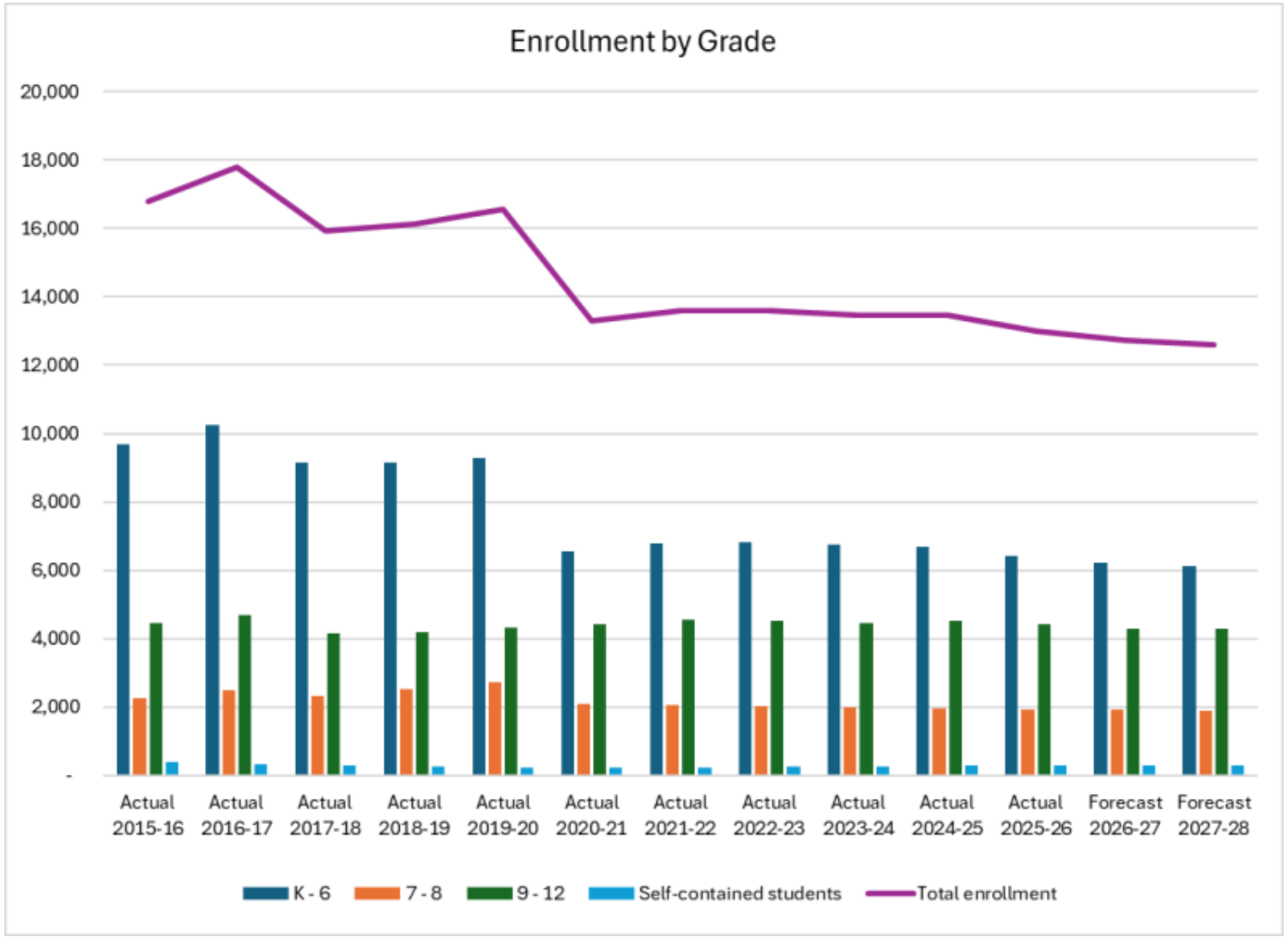
Medical Insurance

- Consultant hired to explore and switch to Self Insurance – 2022
- RFP in 2023
- Fully funded through SelectHealth SHARE plan through August 2023
- UMR and OptumRX was selected (pass-through pharmacy arrangement)
- Costs increased significantly
  - Loss of discounts
  - High cost claims
  - Funding change
- Loss of Pharmacy rebates if terminated early
- RFP in spring 2026 – shared with largest insurance providers in the country
- Claims repricing

WPU & Inflation

Fiscal Year	WPU Value	$ Change	% Change	Fiscal Year	WPU Value	$ Change	% Change
1981-82	1,003	57	6.0%	2004-05	2,182	32	1.5%
1982-83	1,103	100	10.0%	2005-06	2,280	98	4.5%
1983-84	1,103	-	0.0%	2006-07	2,417	137	6.0%
1984-85	1,124	21	1.9%	2007-08	2,514	97	4.0%
1985-86	1,180	56	5.0%	2008-09	2,577	63	2.5%
1986-87	1,204	24	2.0%	2009-10	2,577	-	0.0%
1987-88	1,204	-	0.0%	2010-11	2,577	-	0.0%
1988-89	1,204	-	0.0%	2011-12	2,816	239	9.3%
1989-90	1,240	36	3.0%	2012-13	2,842	26	0.9%
1990-91	1,346	106	8.5%	2013-14	2,899	57	2.0%
1991-92	1,408	62	4.6%	2014-15	2,971	72	2.5%
1992-93	1,490	82	5.8%	2015-16	3,092	121	4.1%
1993-94	1,539	49	3.3%	2016-17	3,184	92	3.0%
1994-95	1,608	69	4.5%	2017-18	3,311	127	4.0%
1995-96	1,672	64	4.0%	2018-19	3,395	84	2.5%
1996-97	1,739	67	4.0%	2019-20	3,532	137	4.0%
1997-98	1,791	52	3.0%	2020-21	3,596	64	1.8%
1998-99	1,854	63	3.5%	2021-22	3,809	213	5.9%
1999-00	1,901	47	2.5%	2022-23	4,038	229	6.0%
2000-01	$ 2,006	105	5.5%	2023-24	4,280	242	6.0%
2001-02	2,116	110	5.5%	2024-25	4,494	214	5.0%
2002-03	2,132	16	0.8%	2025-26	4,674	180	4.0%
2003-04	2,150	18	0.8%	2026-27	4,870	196	4.2%

Enrollment History



FY 26 & FY 27 - All Funds

PROVO CITY SCHOOL DISTRICT
Budgeted Combined Statement of Revenues, Expenditures by Function, and Changes in Fund Balances - All Funds
All Governmental Funds, Proprietary Fund, and Blended Component Unit
Fiscal Year 2026-27

	Proposed Budget 2026-27	Final Budget 2025-26
Revenues:		
Local sources	$ 120,790,128	$ 120,147,363 $
State sources	106,988,432	105,808,683
Federal sources	12,119,140	12,413,953
Total revenues	239,897,700	238,369,999
Expenditures:		
Current:		
Instructional services	110,152,155	106,954,977
Support services:		
Students	12,836,174	12,967,446
Instructional staff	18,211,732	18,009,647
District administration	1,575,460	1,541,668
School administration	13,228,070	13,257,452
Central services	27,735,298	26,506,129
Operation & maintenance of facilities	12,843,525	12,581,632
Student transportation	2,900,782	2,783,484
Child nutrition	7,844,990	8,073,687
Community services	-	-
Contributions to other governments	3,000,000	2,895,135
Capital outlay	52,008,769	83,293,974
Debt service	14,028,635	30,215,009
Total expenditures	276,365,590	319,080,240
Excess (deficiency) of revenues over (under) expenditures	(36,467,890)	(80,710,242)
Other financing sources (uses):		
Proceeds from lease revenue bonds issued	-	
Premium on lease revenue bonds issued	-	
Proceeds from general obligation bonds issued	-	70,000,000
Premium on general obligation bonds issued	-	4,493,000
Proceeds from refunding bonds issued	-	-
Premium on refunding bonds issued	-	-
Proceeds from sale of capital assets	-	35,000
Transfer in	1,700,000	6,100,000
Trasnfer out	(1,700,000)	(6,100,000)
Total other financing sources (uses)	-	74,528,000

General Fund

PROVO CITY SCHOOL DISTRICT
Summary Statement of Revenues, Expenditures, and Changes in Fund Balance
General
Major Governmental Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources	$ 50,822,740	$ 61,652,101	$ 62,128,878	$ 60,158,484	$ 60,768,502
State sources	85,206,842	93,167,340	97,621,617	104,705,367	105,774,784
Federal sources	14,771,763	19,989,985	8,850,940	8,065,080	7,665,380
Total revenue	150,801,345	174,809,426	168,601,435	172,928,931	174,208,666
Expenditures:					
Instruction	87,067,653	94,243,708	95,784,550	102,273,283	105,082,625
Support services					
Student	11,290,286	12,140,634	12,241,710	12,967,446	12,836,174
Instructional staff	15,931,050	15,033,828	17,099,562	18,009,647	18,211,732
District administration	1,729,266	1,805,674	1,557,121	1,541,668	1,575,460
School administration	9,413,916	10,056,995	12,761,505	13,257,452	13,228,070
Central	7,115,142	7,283,714	6,921,293	7,253,129	7,330,298
Operation and maintenance of facilities	13,864,227	12,954,858	13,285,601	12,581,632	12,843,525
Student transportation	2,247,302	2,491,961	2,632,272	2,783,484	2,900,782
Child nutrition	-	-	69,585	68,331	-
Community services	-	-	-	-	-
Total expenditures	148,658,842	156,011,372	162,353,199	170,736,072	174,008,666
Excess (deficiency) of revenues over (under) expenditures	2,142,503	18,798,054	6,248,236	2,192,859	200,000
Other financing sources (uses):					
Transfer in	-	-	-	-	-
Transfer out	(3,125,833)	(8,923,000)	(7,200,000)	(4,000,000)	(200,000)
Proceeds from sale of capital assets	39,395	35,664	39,030	35,000	-
Total other financing sources (uses)	(3,086,438)	(8,887,336)	(7,160,970)	(3,965,000)	(200,000)

Fund 11 - Foundation

PROVO CITY SCHOOL DISTRICT
Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance
Provo City School District Foundation
Blended Component Unit

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Donations and fundraisers	$ 318,362	$ 279,154	$ 115,990	$ 125,000	$ 170,000
Earnings on investments	29,860	43,314	40,670	28,000	20,000
Total revenue	348,222	322,468	156,660	153,000	190,000
Expenditures:					
Current:					
Purchased services	420,619	2,556	156,768	200,000	175,000
Supplies	-	114,373	12,707	25,000	15,000
Total expenditures	420,619	116,929	169,475	225,000	190,000
Excess (deficiency) of revenues over (under) expenditures / net change in fund balances	(72,397)	205,539	(12,815)	(72,000)	-
Other financing sources:					
Transfer in	-	-	-	-	-
Transfer out	-	-	-	-	-
Total other financing sources (uses)	-	-	-	-	-
Net change in fund balances	(72,397)	205,539	(12,815)	(72,000)	-

Fund 21 – Student Activity

PROVO CITY SCHOOL DISTRICT
Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance
Student Activity
Nonmajor Special Revenue Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Student fees and fundraising	$ 2,269,887	$ 2,431,719	$ 2,567,878	$ 2,624,895	$ 3,067,190
Earnings on investments	29,246	46,226	39,013	31,565	36,854
Other local	1,059,768	1,115,243	1,212,942	1,348,297	1,575,486
Total revenue	3,358,901	3,593,188	3,819,833	4,004,757	4,679,530
Expenditures:					
Current:					
Purchased services	119,326	189,767	195,237	272,538	286,165
Purchased property services	33,169	42,509	34,755	62,044	65,146
Other purchased services	824,131	1,130,700	870,597	1,306,482	1,371,806
Supplies and materials	2,076,973	2,687,352	2,927,468	2,815,631	3,156,413
Property and equipment	10,990	-	11,496	-	-
Debt services and miscellaneous	22,490	87,254	1,465	-	-
Total expenditures	3,087,079	4,137,582	4,041,018	4,456,694	4,879,530
Excess (deficiency) of revenues over (under) expenditures	271,822	(544,394)	(221,185)	(451,937)	(200,000)
Other financing sources:					
Transfer in	125,833	200,000	200,000	200,000	200,000
Transfer out	-	-	-	-	-
Total other financing sources (uses)	125,833	200,000	200,000	200,000	200,000

Fund 28 – Pass-Through Taxes Fund

PROVO CITY SCHOOL DISTRICT
Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance
Pass-Through Taxes
Nonmajor Special Revenue Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Incremental property taxes	$ 872,616	$ 1,353,859	$ 883,532	$ 1,195,135	$ 1,200,000
Statewide charter school tax	928,357	925,544	1,226,937	1,700,000	1,800,000
Total revenue	1,800,973	2,279,403	2,110,469	2,895,135	3,000,000
Expenditures:					
Contributions to other governments:					
Redevelopment agencies	872,616	1,353,859	883,532	1,195,135	1,200,000
Statewide charter school program	928,357	925,544	1,226,937	1,700,000	1,800,000
Total contributions to other governments	1,800,973	2,279,403	2,110,469	2,895,135	3,000,000
Excess (deficiency) of revenues over (under) expenditures / net change in fund balances	-	-	-	-	-
Fund balance - beginning	-	-	-	-	-
Fund balance - ending	$ -	$ -	$ -	$ -	$ -
Fund balance:					
Restricted	-	-	-	-	-
Total fund balance	$ -	$ -	$ -	$ -	$ -

General Obligation Debt

PROVO CITY SCHOOL DISTRICT
Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance
Debt Service
Major Governmental Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Property taxes	$ 14,327,908	$ 15,894,362	$ 16,604,871	$ 16,879,571	$ 14,028,635
Earnings on investments	5,642	43,125	35,011	25,000	-
Total revenue	14,333,550	15,937,487	16,639,882	16,904,571	14,028,635
Expenditures:					
Debt service:					
Bond principal	7,970,000	8,840,000	9,775,000	10,650,000	10,280,000
Bond interest	5,364,370	5,035,560	4,654,560	4,222,535	3,741,635
Bond issuance cost	-	-	-	-	
Paying agent fees	3,500	4,500	-	7,000	7,000
Total expenditures	13,337,870	13,880,060	14,429,560	14,879,535	14,028,635
Excess (deficiency) of revenue over (under) expenditures	995,680	2,057,427	2,210,322	2,025,036	-
Other financing sources (uses):					
Proceeds from refunding bonds	-	-	-	-	
Premium on refunding bonds	-	-	-	-	
Transfer in	-	-	-	-	-
Transfer out	-	(1,000,000)	(2,500,000)	(2,100,000)	(1,500,000)
Total other financing sources (uses)	-	(1,000,000)	(2,500,000)	(2,100,000)	(1,500,000)

General Obligation Debt (Payments FY26-FY37)

FY26	FY27	FY28	FY29	FY30	FY31	FY32	FY33	FY34	FY35	FY36	FY37
0.001409	0.001328	0.001167	0.001166	0.001168	0.001169	0.001166	0.001168	0.001167	0.001167	0.000834	0.000481
14,872,535.00	14,021,635.00	12,317,485.00	12,309,010.00	12,326,210.00	12,335,661.00	12,305,173.00	12,330,348.00	12,321,911.00	12,315,673.00	8,800,500.00	5,073,810.00
387.47	365.31	320.91	320.69	321.14	321.38	320.59	321.24	321.02	320.86	229.28	132.19
	(22.17)	(44.40)	(0.22)	0.45	0.25	(0.79)	0.66	(0.22)	(0.16)	(91.58)	(97.09)

Capital Projects Fund

Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance
Capital Projects/Municipal Building Authority
Major Governmental Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Property taxes	$ 19,184,956	$ 13,306,293	$ 13,640,176	$ 13,803,187	$ 15,303,187
Earnings on investments	1,345,273	4,265,360	1,693,652	3,225,000	2,703,082
Other local	-	7,642,996	1,052,553	150,000	-
Total local sources	20,530,229	25,214,649	16,386,381	17,178,187	18,006,269
State sources	1,805,798	-	71,096	-	-
Total revenue	22,336,027	25,214,649	16,457,477	17,178,187	18,006,269
Expenditures:					
Capital outlay:					
Salaries	-	-	-		-
Employee benefits	-	-	-		-
Purchased services	400	-	-	-	-
Purchased property services	62,772,466	67,151,664	43,694,209	37,293,500	40,000,000
Other purchased services	-	2,124	5,630	5,000	-
Supplies and materials	902,302	1,144,267	922,790	2,200,000	1,500,000
Property and equipment	8,536,400	9,707,255	5,406,785	2,060,000	-
Debt service and miscellaneous	7,300,026	7,303,183	7,303,183	15,335,474	10,508,769
Debt service:					-
Notes payable principal	48,460	72,122	13,202	-	-
Notes payable interest	-	1,049	255	-	-
Total expenditures	79,560,054	85,381,664	57,346,054	56,893,974	52,008,769
Excess (deficiency) of revenues over (under) expenditures	(57,224,027)	(60,167,015)	(40,888,577)	(39,715,787)	(34,002,500)
Other financing sources (uses):					
Proceeds from general obligation bonds	-	-	-	70,000,000	-
Premium on general obligation bonds	-	-	-	4,493,000	-
Transfer in	-	-	6,500,000	3,400,000	1,500,000
Transfer out	-	8,723,000	-	-	-
Total other financing sources (uses)	-	8,723,000	6,500,000	77,893,000	1,500,000

Capital Projects Fund – FY27 Projects

Request Name	Amount Funded
Bus Replacement	555,000
Software	25,000
Lease payment for East Bay Post High	132,500
Lease payment for Storage Sheds	25,000
Lease payment to MBA fund	10,508,769
Maintenance & Repairs	500,000
Electrical Upgrades	200,000
Flooring	200,000
Asphalt Maintenance	300,000
Sidewalk Maintenance	300,000
Hardscapes	300,000
HVAC	1,000,000
Painting	300,000
Canyon Crest Playground Upgrade	300,000
Playground Upgrades at Specific Locations	360,000
Playground Upgrades - Annual Budget	400,000
Replace Skylights at Amelia	400,000
Roofing	200,000
Security/Keys	300,000
Equipment	100,000
Vehicles	100,000

Fund 49 Child Nutrition Services

PROVO CITY SCHOOL DISTRICT
Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance
Child Nutrition
Nonmajor Special Revenue Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Sales to students	$ 974,838	$ 1,160,992	$ 1,165,712	$ 1,413,675	$ 1,724,683
Sales to adults	26,218	66,574	42,993	59,554	65,509
Other local	41,150	333,695	18,770	30,000	33,000
Total local sources	1,042,206	1,561,261	1,227,475	1,503,229	1,823,192
State sources	772,024	1,461,229	1,112,790	1,103,316	1,213,648
Federal sources	4,507,650	4,094,177	4,310,947	4,348,873	4,453,760
Total revenue	6,321,880	7,116,667	6,651,212	6,955,418	7,490,600
Expenditures:					
Current:					
Salaries	2,387,447	2,585,615	2,857,504	2,903,038	2,907,239
Employee benefits	768,880	792,512	830,181	834,788	905,007
Purchased services	141,117	142,600	167,532	161,765	169,853
Supplies and materials	509,504	542,331	554,553	366,794	385,134
Food	1,923,274	2,494,038	2,905,976	2,861,029	2,599,081
Property and equipment	49,580	128,322	43,254	14,706	15,441
Debt service and miscellaneous	685,283	679,802	695,056	863,235	863,235
Total expenditures	6,465,085	7,365,220	8,054,056	8,005,356	7,844,990
Excess (deficiency) of revenues over (under) expenditures	(143,205)	(248,553)	(1,402,844)	(1,049,938)	(354,390)

FY27 Meal Prices

All breakfast will increase $.25 from $1.50 to $1.75

Elementary lunch will increase $.50 from $2.25 to $2.75
Secondary lunch will increase $.50 from $2.50 to $3.00

Adult breakfast will be $3.00
Adult lunch will be $5.00

Fund 60 – Self Insurance Fund

PROVO CITY SCHOOL DISTRICT
Comparative Statement of Revenues, Expenses, and Changes in Fund Net Position
Self-Insurance
Internal Service Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Operating revenues:					
Medical insurance premiums	$ -	$ 10,430,336	$ 13,749,329	$ 16,000,000	$ 18,144,000
Operating expenses:					
Medical claims	-	11,505,830	12,643,763	16,200,000	17,000,000
Vision and dental	-	-	406,553	455,000	455,000
Reinsurance premiums	-	-	1,195,289	2,133,000	2,500,000
Administration and other	97,526	4,031	703,382	465,000	450,000
Total operating expenses	97,526	11,509,861	14,948,987	19,253,000	20,405,000
Operating income (loss)	(97,526)	(1,079,525)	(1,199,658)	(3,253,000)	(2,261,000)
Nonoperating revenue (expense):					
Earnings on investments	-	67,989	99,803	150,000	150,000
Transfer in	3,000,000	1,000,000	3,000,000	2,500,000	-
Transfer out	-	-	-	-	-
Total nonoperating income (loss)	3,000,000	1,067,989	3,099,803	2,650,000	150,000



Alternate Climber – Option 1
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 1
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 1
Lakeview Elementary

PLAYWORLD
The world needs play.

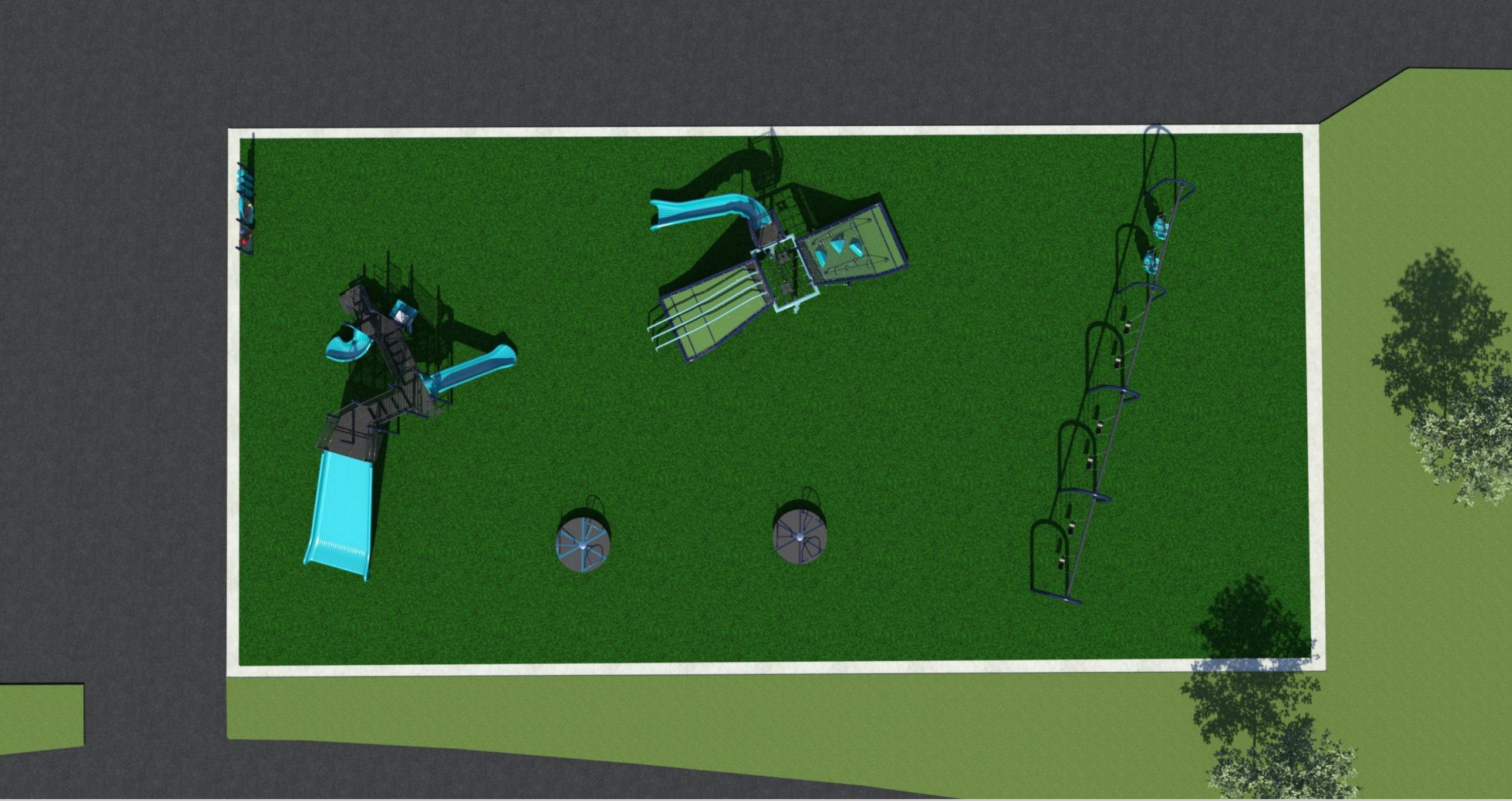
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Alternate Climber – Option 1
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 1
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 2
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION

Alternate Climber – Option 2
Lakeview Elementary

PLAYWORLD
The world needs play.

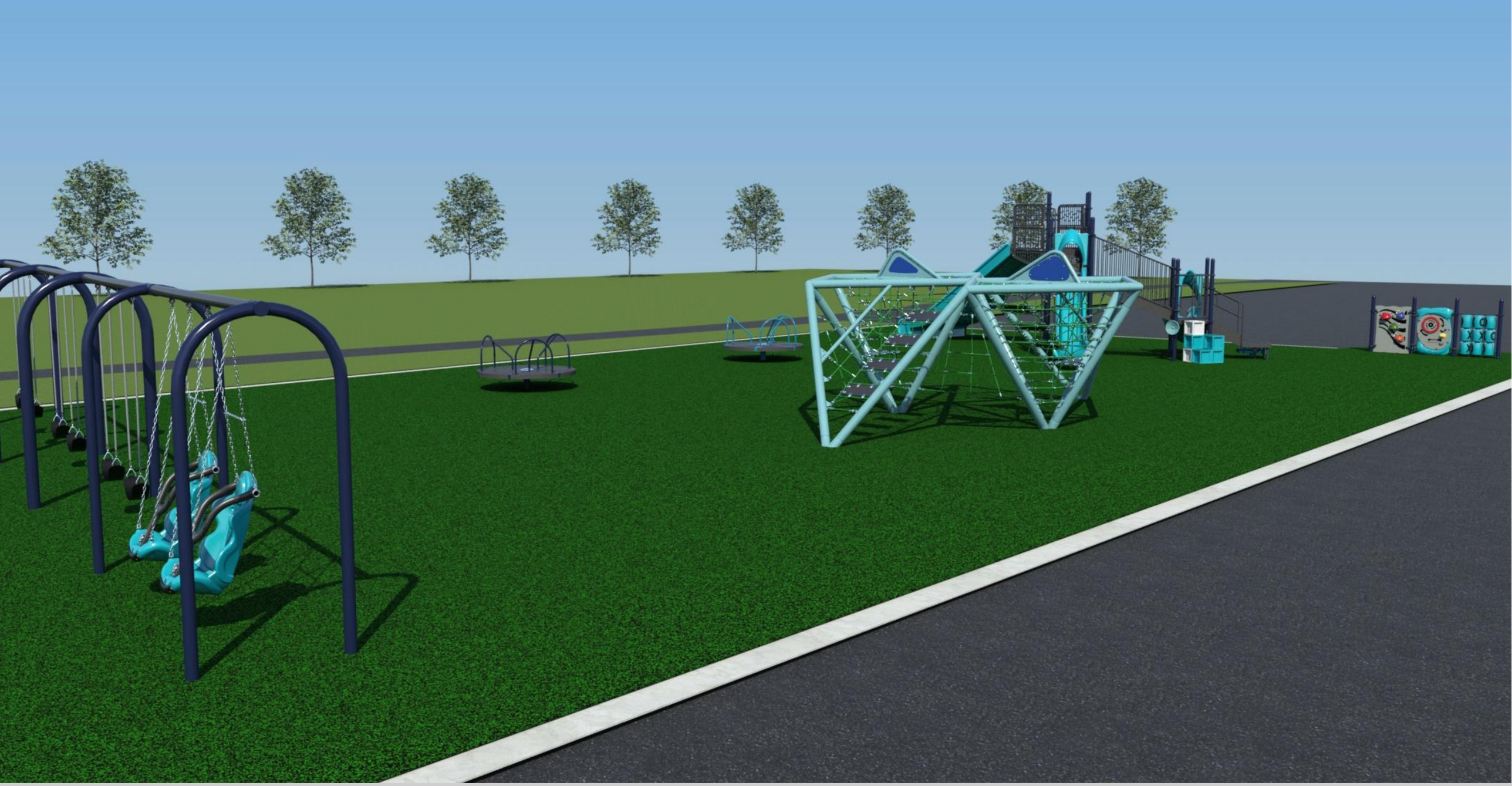
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Alternate Climber – Option 2
Lakeview Elementary

PLAYWORLD
The world needs play.

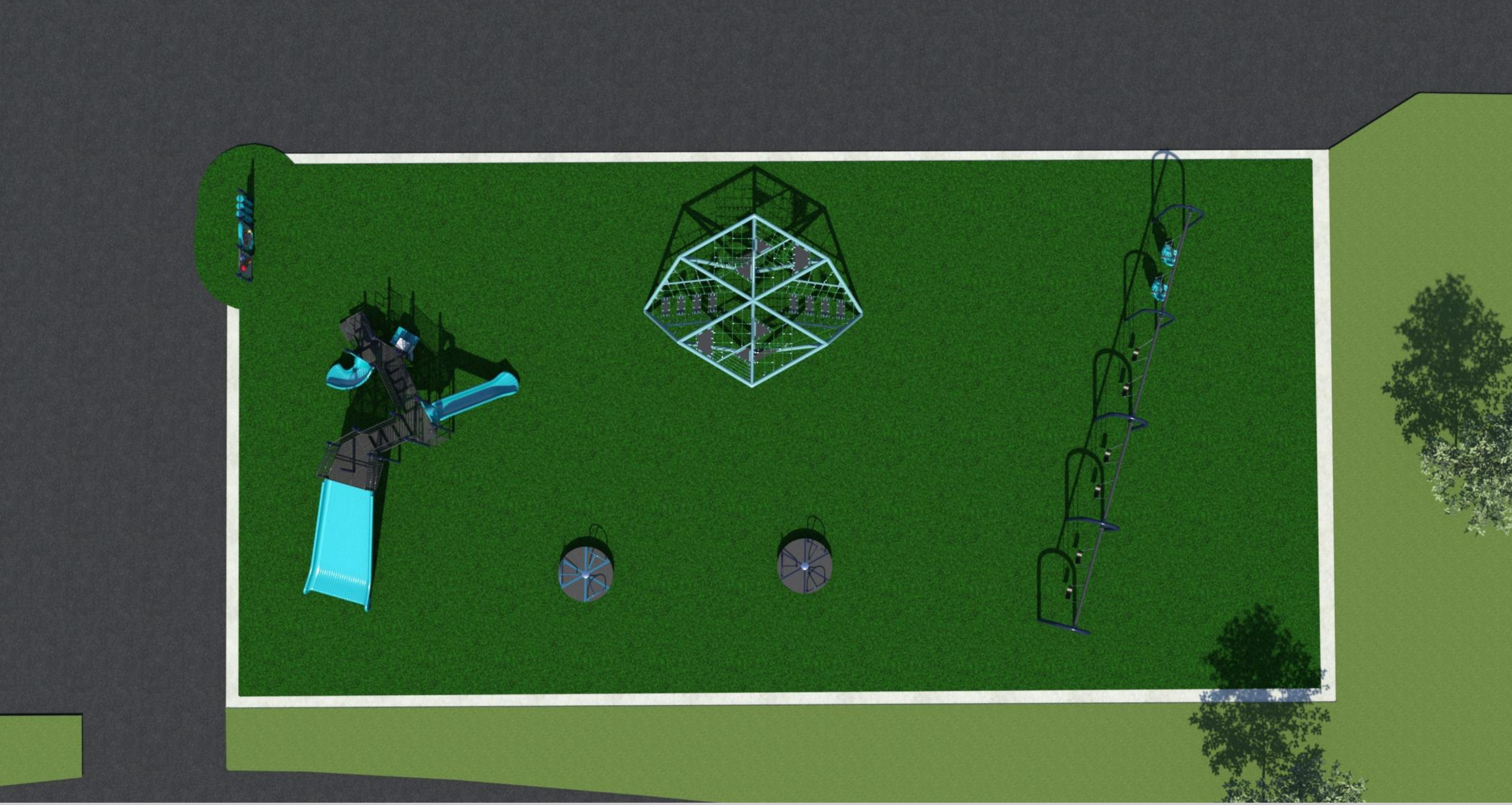
BIG T RECREATION



Alternate Climber – Option 2
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 2
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 3
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 3
Lakeview Elementary

PLAYWORLD
The world needs play.

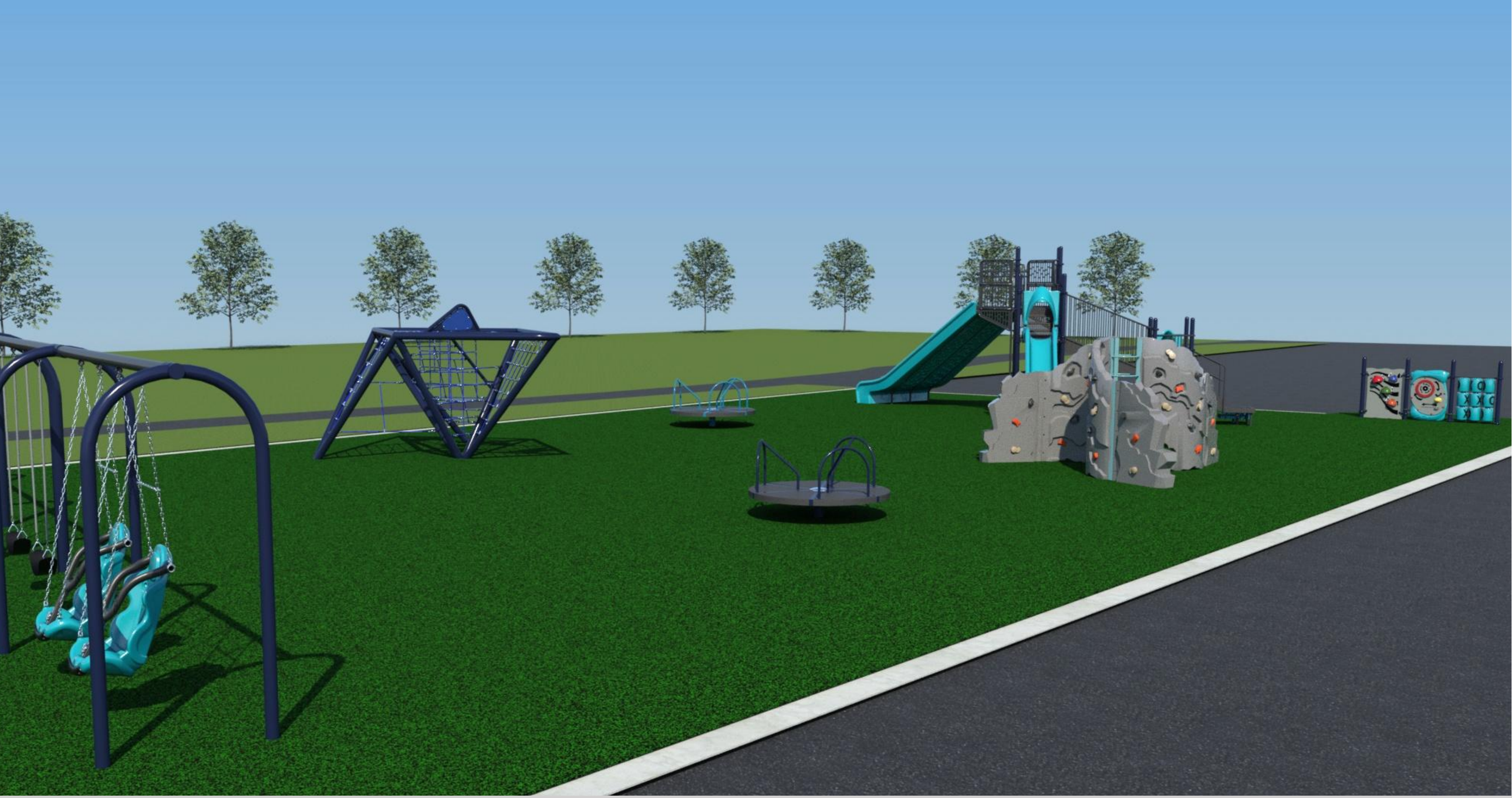
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Alternate Climber – Option 3
Lakeview Elementary

PLAYWORLD
The world needs play.

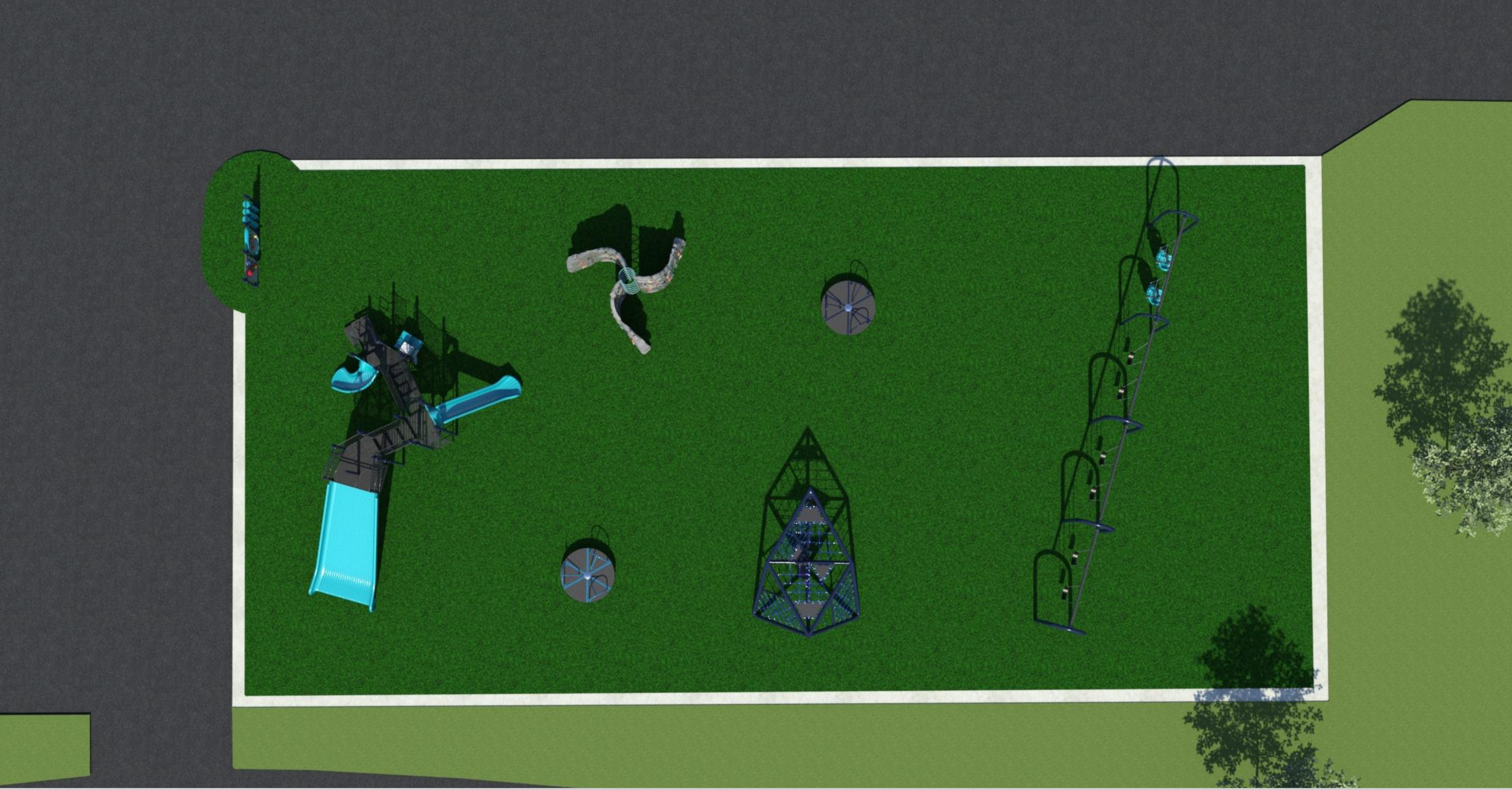
BIG T RECREATION



Alternate Climber – Option 3
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 3
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 4
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 4
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 4
Lakeview Elementary

PLAYWORLD
The world needs play.

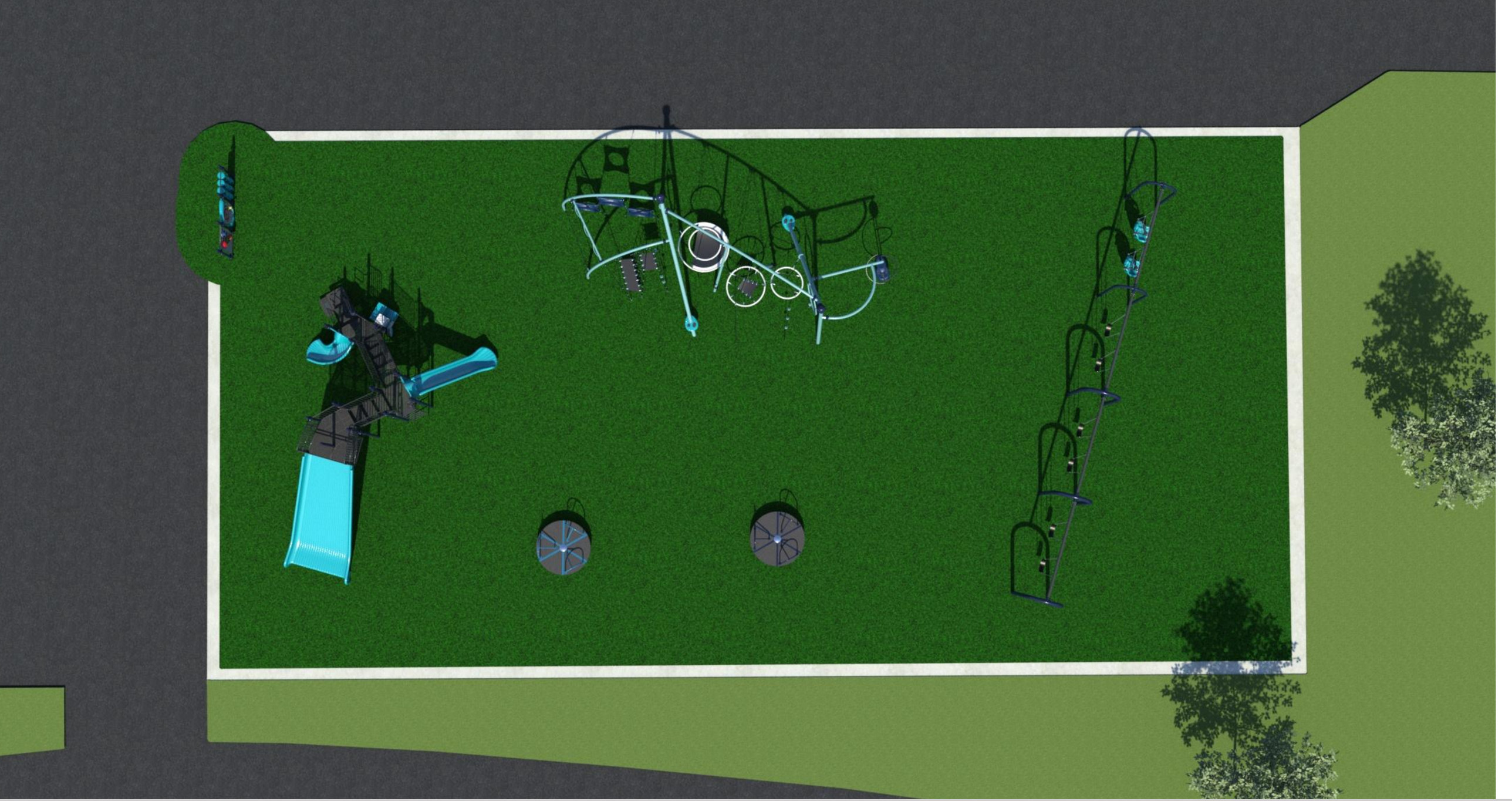
BIG T RECREATION



Alternate Climber – Option 4
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 4
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Westridge Elementary 1460 N. 1720 W. Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 67992 Square Feet At $0.18 Per Square Foot.	$	12,238.56
• Apply Crack Sealer to 6477 Linear Feet At $0.65 Per Foot.	$	4,210.05
• Striping:	$	3,680.00
Details: Restripe Parking Lots		

Terms of Payment: Upon Completion **Total Contract Price $ 20,128.61**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

[4/30/2026 1:04:56 PM-3]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Wasatch Elementary 1006 N. Locust Lane Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 76895 Square Feet At $0.18 Per Square Foot.	$	13,841.10
• Apply Crack Sealer to 3358 Linear Feet At $0.65 Per Foot.	$	2,182.70
• Striping:	$	6,078.00
Details: Restripe Parking Lots		

Terms of Payment: Upon Completion **Total Contract Price $ 22,101.80**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

[4/30/2026 2:11:56 PM-3]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Timpanogas Elementary 449 N. 500 W. Provo, UT

• Apply Crack Sealer to 4600 Linear Feet At $0.65 Per Foot.	$	2,990.00
• Striping:	$	3,900.00
Details: Restripe Parking Lots		

Terms of Payment: Upon Completion **Total Contract Price** **$ 6,890.00**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

[4/30/2026 1:07:29 PM-2]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Shoreline Middle School 1201 W. 890 S. Provo , UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 191802 Square Feet At $0.18 Per Square Foot.	$	34,524.36
• Apply Crack Sealer to 8040 Linear Feet At $0.65 Per Foot.	$	5,226.00
Details: Price is to seal flat joints between concrete and asphalt		
• Striping:	$	10,371.00
Details: Restripe parking lots.		

Terms of Payment: Upon Completion **Total Contract Price** **$ 50,121.36**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Springcreek Elementary 1740 Nevada Ave. Provo, UT

• Apply Crack Sealer to 8200 Linear Feet At $0.65 Per Foot.	$	5,330.00
• Dig Out 440 Feet of Asphalt and Replace with 3 Inches of Asphalt (Minimum Cost)	$	4,600.00
• Striping:	$	3,220.00
Details: Restripe Parking lot		
• Patching :	$	2,800.00
Details: Supply and install two new drain box grates 39'x39"		

Terms of Payment: Upon Completion **Total Contract Price** **$ 15,950.00**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Rock Canyon Elementary 435 E. 2320 N. Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 76506 Square Feet At $0.18 Per Square Foot. Details: Sealcoat Playground and front west lot	$	13,771.08
• Apply Crack Sealer to 9000 Linear Feet At $0.65 Per Foot. Details: Crackseal all parking lots and playgrounds	$	5,850.00
• Striping: Details: Restripe Playground and front west lot	$	3,800.00

Terms of Payment: Upon Completion **Total Contract Price $ 23,421.08**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

[4/30/2026 1:25:12 PM-3]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Sunsetview Elementary Playground 1520 W. 600 S. Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 48284 Square Feet At $0.18 Per Square Foot.	$	8,691.12
• Apply Crack Sealer to 4115 Linear Feet At $0.65 Per Foot.	$	2,674.75
• Striping:	$	2,715.00
Details: Restripe Playground		

Terms of Payment: Upon Completion **Total Contract Price $ 14,080.87**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

[4/30/2026 11:30:41 AM-3]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Provost Elementary 629 S. 1000 E. Provo, UT

• Apply Crack Sealer to 6500 Linear Feet At $0.65 Per Foot.	$	4,225.00
• Striping:	$	2,875.00
Details: Restripe Parking Areas		

Terms of Payment: Upon Completion **Total Contract Price** **$ 7,100.00**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

[4/30/2026 1:54:43 PM-2]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Canyon Crest Elementary 4664 N. Canyon Road Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 52566 Square Feet At $0.18 Per Square Foot.	$	9,461.88
• Apply Crack Sealer to 3200 Linear Feet At $0.65 Per Foot.	$	2,080.00
Details: Price includes to seal flat joints between concrete and asphalt in parking lot		
• Striping:	$	8,685.00
Details: Restripe Parking Lots and Playground		

Terms of Payment: Upon Completion **Total Contract Price $ 20,226.88**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

[4/30/2026 1:38:44 PM-3]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	IT Building 550 S. 1600 W. Provo , UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 47523 Square Feet At $0.1800 Per Square Foot.	$	8,554.14
• Apply Crack Sealer to 6385 Linear Feet At $0.6500 Per Foot.	$	4,150.25
• Striping:	$	3,855.00

Details: Striping
140 Lines
2 Handicap Stencils
12 Crosswalk Blocks
12 Arrows

Terms of Payment: Upon Completion **Total Contract Price** **$ 16,559.39**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____, **20**_____ **Company**_____

By_____ **Title**_____

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Lakeview Elementary 2899 W. 1390 N. Provo, UT

• Apply Crack Sealer to 6000 Linear Feet At $0.65 Per Foot.	$	3,900.00
• Striping:	$	8,500.00
Details: Restripe Parking lot		

Terms of Payment: Upon Completion **Total Contract Price $ 12,400.00**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Amelia Aerhart Elementary Parking Lots 2585 W. 200 S. Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 70891 Square Feet At $0.1800 Per Square Foot.	$	12,760.38
• Apply Crack Sealer to 5400 Linear Feet At $0.6500 Per Foot.	$	3,510.00
• Dig Out 620 Feet of Asphalt and Replace with 3 Inches of Asphalt	$	4,650.00
Details: Two Patches in North Lot East End 20x26, 10x10		
• Striping:	$	5,635.00
Details: Restripe lot as is		

Terms of Payment: Upon Completion **Total Contract Price** **$ 26,555.38**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	District Office 280 W. 940 N. Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 109663 Square Feet At $0.18 Per Square Foot.	$	19,739.34
• Apply Crack Sealer to 12300 Linear Feet At $0.65 Per Foot.	$	7,995.00
• Dig Out 5626 Feet of Asphalt and Replace with 6 Inches of Asphalt	$	47,821.00
• Striping:	$	4,600.00
Details: Restripe Parking lot		
• Concrete Work:	$	78,382.00
Details: Install 8' Waterway 158' long with 4' Drain Box with gravel sump and concrete landing		

Terms of Payment: Upon Completion **Total Contract Price $ 158,537.34**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

[4/30/2026 1:12:00 PM-5]

PROPOSAL

Trent Sorensen
Cell: 801.960.5408
Office: 801.631.3873
Trent@zioneng.us

ZION ENGINEERING

Zion Engineering
PO Box 136
Riverton, Utah 84065
State Contract#MA4798

Contact
Joey Jones
801-850-1682
Provo School District Office
280 West 940 North, Provo, UT 84604

Apr 6, 2026
Quote # 1501

Scope of Work

Specific Details
Provide labor and materials to replace twenty-three (23) rooftop units (RTUs) of various sizes at the District Office main building, replacing all existing units with the exception of one (1) RTU. This scope includes units located over the gym and offices across the courtyard.
Scope includes:
Removal and proper disposal of existing RTUs
Supply and installation of new replacement RTUs
Replacement units sized in accordance with current equipment availability and project requirements
System startup, testing, and commissioning to verify proper operation
Unit Breakdown (Per Proposal):
Seventeen (17) – 2-ton units (note: 1.5-ton units are no longer manufactured; units have been upsized accordingly)
Two (2) – 2.5-ton units
Two (2) – 3-ton units
One (1) – 5-ton unit
One (1) – 6-ton unit
One (1) – 12.5-ton unit (Gym Roof)

Default Section $205,319.90

Material Description	**Qty**	**Unit Price**	**Subtotal**
RTU Equipment 23 Units	1	$168,857.14	$168,857.14
Crane	1	$6,571.43	$6,571.43
Electrical, Controls, Misc	23	$485.71	$11,171.33
		Material Total	$186,599.90
Labor	**Qty**	**Unit Price**	**Subtotal**
Local 312 - Technician	160	$117.00	$18,720.00
		Labor Total	$18,720.00

Sub Total	$205,319.90
Quote Total	$205,319.90

Exclusions

- Items or Labor not specifically mentioned above are EXEMPT from this proposal. Such as: Drywall patchwork, pre-existing conditions, general construction, and electrical, not specifically mentioned in the scope above.

Notes:

- Job to be completed during regular hours 08:00-16:30 Monday to Friday
- Pricing is subject to parts availability and all items being done concurrently

Customer Acceptance:

_____

_____

Type/Print Name
(Signature)

Customer Acceptance

_____

Title

PROPOSAL

Trent Sorensen
Cell: 801.960.5408
Office: 801.631.3873
Trent@zioneng.us

ZION ENGINEERING

Zion Engineering
PO Box 136
Riverton, Utah 84065
State Contract#MA4798

Contact
Joey Jones
801-850-1682
Independence High
636 Independence Ave, Provo, UT 84601

Apr 6, 2026
Quote # 1500

Scope of Work

Specific Details
Provide labor and materials to remove and replace ten (10) rooftop units (RTUs) of various sizes with new Carrier equipment. We include factory Hail Guards on all new RTUS
Scope includes:
Removal and proper disposal of existing RTUs
Supply and installation of new Carrier RTUs
Crane service for equipment removal and placement
Electrical and gas piping connections
Refrigerant piping and charging as required
System startup, testing, and commissioning to verify proper operation
Unit Breakdown:
Four (4) – 10-ton units
One (1) – 12.5-ton unit
Two (2) – 4-ton units
One (1) – 5-ton unit
One (1) – 7.5-ton unit
One (1) – 20-ton unit

Quote Total	$197,223.51

Exclusions

- Items or Labor not specifically mentioned above are EXEMPT from this proposal. Such as: Drywall patchwork, pre-existing conditions, general construction, and electrical, not specifically mentioned in the scope above.

Notes:

- Job to be completed during regular hours 08:00-16:30 Monday to Friday
- Pricing is subject to parts availability and all items being done concurrently.

Customer Acceptance:

_____

_____

Type/Print Name
(Signature)

Customer Acceptance

_____

Title

Truth in Taxation FY27
Tax Impact Statement

Provo City School District will consider a tax increase for the FY27 school year. This increase will be an approximate 4% increase in total revenue. This increase will represent an estimated change in rates from .006922 to .007220. The impact of this tax increase and the reasons for the tax increase are listed below.

Current Provo City School District Tax Rate: .006922
(including Debt Service, Basic Rate and Charter School Rate)

Current Budgeted Tax Revenue: $76,715,845

Requested Budgeted Tax Revenue: $79,864,945

Proposed Provo City School District Tax Rate (without change to official state Basic Rate): .007220

Impact of tax increase on $500,000 home/business

Home – Old rate - $1,903.55 / New rate - $1,985.50 / Difference of $81.95

Business – Old rate - $3,461.00 / New Rate - $3,610.00 / Difference of $149.00

Reasons for tax increase (Affected funds)

A tax revenue increase of $2,500,000 – General fund (direct to teacher/staff salary increases)

A tax revenue increase of $1,500,000 – Capital Projects fund (interest payment for Lease Revenue Bond payments)

This includes a decrease in the Debt Service fund of $850,900.

The net increase in property tax revenue overall is $3,149,100.

FY27 SIPs

Summary of end of year data from fy25 (whole district view)
Student Group Accountability - CSI/TSI/ATSI sheet
Accountability Indicators - filter to district and then school (there is no direct link)

Elementary

School Plan	School Report Card Link
AE_SIP_fy27_revised template TSI ML, SWD (2025)	AE School Report Card
CC_SIP_fy27_revised template	CC School Report Card
EDG_SIP_fy27_revised template	EDG School Report Card
***FRA_SIP_fy27 CSI	FRA School Report Card
LV_SIP_fy27_revised template ATSI SWD (2022)	LV School Report Card
PP_SIP_fy27 ATSI - SWD (2022)	PP School Report Card
PROV_SIP_fy27_revised template	PROV School Report Card
RC_SIP_fy27_revised template	RC School Report Card
SC_SIP_fy27_revised template	SC School Report Card
SV_SIP_fy27_revised template	SV School Report Card
TIMP_SIP_fy27_real SIP	TIMP School Report Card
WA_SIP_fy27_revised template	WA School Report Card
WE_SIP_fy27_revised template	WE School Report Card

Secondary

CMS_SIP_fy27_revised template ATSI - SWD (19) ATSI -H, P (22)	CMS School Report Card
SMS_SIP_fy27_revised template ATSI - ML, SWD (18)	SMS School Report Card
Revised 2 PHS_SIP_fy27 ATSI - ML, SWD (19)	PHS School Report Card
THS_SIP_fy27_revised template ATSI - SWD (22)	THS School Report Card
IHS_SIP_fy27_revised template	IHS School Report Card

Contracts: Education Support Professionals
Policy Series: 5000 Personnel

Policy No. 5080

Purpose

The purpose of this policy is to define and recognize Education Support Professionals (ESPs) within the District and outline the parameters that must exist for an ESP to be eligible for benefits consistent with District practice, state law, and applicable contracts or agreements. In 2013, the State of Utah changed its eligibility thresholds (e.g., required hours per week) for retirement and health insurance benefits. Prior to 2013, a 30-hour work week was not required for ESP employees to receive retirement and health insurance benefits. After the State of Utah changed these thresholds, only ESP employees who work more than 30 hours per week are eligible for benefits ~~retirement and health insurance benefits.~~

The District is committed to ensuring transparency in what benefits we provide to our Education Support Professionals who contribute significantly to a safe and effective learning environment.

Definitions:

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

2. Benefits: compensation or non-wage provisions provided to employees in addition to salary or hourly pay. This may include health, dental, vision, and life insurance; retirement contributions; leave banks; disability coverage; tuition assistance; employee assistance programs; and other employment-related benefits authorized by the District.

Job Descriptions

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

Benefits for Employees Hired after July 1, 2013

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

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

Legal References

Utah Code § 53G-4-402(5), (17) (2025)
Utah Code § 49-12-102(5)(c) (2025)

Board Approved: May 12, 2026

DRAFT

Reporting Student MIsconduct ~~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 must promptly report to the school principal or District superintendent any reasonable belief that a student ~~participating in student government, cocurricular activities or extracurricular activities~~ has violated Policy 3510: Student Activities and its accompanying procedures. This applies to conduct occurring in the classroom, on school property, or during any school-sponsored activity, regardless of location. Reportable conduct includes:

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

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ingestion of any substance, or any act which would constitute a crime against a person or public order under state law.

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

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

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

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

School District Location Defined

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

Notice to Parent or Legal Guardian

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

Immunity for Good Faith Reporting

A school employee who in good faith reports student use or possession of illegal drugs or alcohol, counterfeit substances, or any associated paraphernalia at a school District location in

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accordance with these provisions is immune from any civil or criminal liability resulting from that action.

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: May 12, 2026

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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.

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School student uniform policies authorized

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. Only parents of students subject to the proposed policy or change may vote at this election, limited to one vote per family. The principal shall establish the manner and time of this election. If a majority of the parents who vote on the uniform policy approve of the proposal (either to initiate, modify or discontinue a school uniform policy), then the principal will move~~

~~forward to implement the proposal. To avoid frequent changes, Board decisions on uniform policies will be in place for a minimum of four years.~~

Parents of students attending a school may petition the principal to implement, 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 shall submit the question to the parents of all students who would be affected by the proposed policy. Only parents of students subject to the proposed policy or change may vote, with one vote permitted per family. The principal shall determine the time and manner of the election.

If a majority of the parents voting approve the proposal to implement, modify, or discontinue the school uniform policy, the principal shall proceed with implementation of the approved proposal. To promote consistency and avoid frequent changes, any approved school uniform policy shall remain in effect for a minimum of four years.

District-level uniform policy

~~The Board of Education may implement a uniform policy for all schools in the District, or may modify or discontinue an existing uniform policy, subject to the approval of a majority of those voting at an election held to consider the question. Only parents of students subject to the proposed policy or change may vote at this election, limited to one vote per family. The Board shall establish the manner and time of this election. The Board shall also submit for approval a proposal to implement, modify or discontinue a District uniform policy upon receipt of a petition signed by the parents of 20% of the District's students enrolled for the following school year. To avoid frequent changes, Board decisions on uniform policies will be in place for a minimum of four years.~~

The Board of Education may implement, modify, or discontinue a District-wide uniform policy, subject to approval by a majority of those voting in an election held to consider the proposal. Only parents of students who would be subject to the proposed policy or change may vote, with one vote allowed per family. The Board shall determine the time and manner of the election.

The Board shall also submit a proposal to implement, modify, or discontinue a District-wide uniform policy upon receipt of a petition signed by the parents of at least 20% of the students enrolled in the District for the following school year.

To promote consistency and avoid frequent changes, any Board decision regarding a uniform policy shall remain in effect for a minimum of four years.

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Public hearing

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

Parent approval required to implement, modify, or discontinue

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

Limitation on vote to discontinue uniform policy

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

Exemption from uniform policy

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

Legal References

Utah Code § 53G-7-501(14), (16) (2025)
Utah Code § 53G-7-801 (2023)
Utah Code § 53G-7-802 (2019)
Utah Code § 53G-7-501(14), (16) (2025)
Utah Code § 53G-7-801(9) (2023)
Utah Code § 53G-7-802(2), (3), (4), (5) (2019)
Utah Code § 53G-7-803 (2019)
Utah Code § 53G-7-803 (2019)
Utah Code § 53G-7-803(2) (2019)
Utah Code § 53G-7-803(2) (2019)
Utah Code § 53G-7-803(4)(b) (2019)
Utah Code § 53G-7-802(5) (2019)

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Board Approved: May 12, 2026

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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.

Distribution of Information Regarding Higher Education Savings Options

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.

Provo City School District will further share information about a Utah Educational Savings Plan in newsletters, on our website, in social media posts, at parent nights, and during online registration at the beginning of each school year.

Legal References
Utah Code § 53G-10-305 (2019)

Board Approved: May 12, 2026

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Student Activities
Policy Series: 3000 Students

Policy No. 3510

Purpose:

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

~~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 in 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 regarding their conduct and behavior.~~

Definitions

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

1. Curricular activities occur within the regular school day and constitute the delivery of instruction to students in the District.

2. Co-curricular activities are an extension of classroom instruction in which participation is by the entire class or a significant portion thereof. They relate directly to, and enhance student learning of, essential elements through participation, demonstration, illustration, and observation. Co-curricular activities are included in the teacher's instructional plan and are conducted by or supervised by a classroom teacher or other educational professional such as a librarian, school nurse, counselor, or administrator. Students suspended from extracurricular activities because of a grade point average below 2.0 or

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

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

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

Overview

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

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

Secret Societies

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

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

Legal References

Utah Code § 53G-8-209 (2025)
Utah Code § 53G-8-209 (2025)
Utah High Schools Activities Association Handbook 2024-25, Bylaws Art. 2
Utah Admin. Rules R277-605-3 (July 22, 2022)
Utah Admin. Rules R277-605-5 (July 22, 2022)
Utah High Schools Activities Association Handbook 2024-25, Bylaws Art. 2, Sec. 3
Utah Admin. Rules R277-605-4(1), (2), (4) (July 22, 2022)
Utah Admin. Rules R277-605-2(1) (July 22, 2022)
Utah Admin. Rule R277-605-6 (July 22, 2022)
Utah Admin. Rules R277-605-4(3) (July 22, 2022)
Utah Code § 53G-8-209(2) (2025)

Board Approved: February 10, 2015
Revised: May 12, 2026

Draft

Eligibility for Student Extracurricular Activities
Policy Series: 3000 Students

Policy No. 3510
Procedure 1

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

Definitions:

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.

~~**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.~~

Fees for Participation in Co-Curricular and Extracurricular Activities

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.

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.

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

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

Rule 1: Academic Eligibility

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

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

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

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

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

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

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

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

First Offense

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

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

Third Offense

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

Additional Drug and Alcohol Guidelines

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.

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

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

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

Rule 3: Tobacco Use/Possession/Sale/Distribution

First Offense

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

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

Second Offense

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

Third Offense

The consequence for a third violation 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.

Additional Tobacco Guidelines

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.

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

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

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

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

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

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

Limit on Ineligibility

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

Reinstatement to Extracurricular Activities

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

Student Code of Conduct

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

Prohibited Conduct

The following prohibited conduct may render a student suspended from or ineligible for and/or unable to continue participation 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. Use of foul, abusive, profane, racist, or discriminatory language while engaged in school-related activities;

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

3. Hazing, harassing, demeaning, or 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. (Please see Policy 3025: Prohibition of Bullying, Harassment, Hazing, and Retaliation.)

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

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

Students with Disabilities

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

Out-of-School Practice

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

Practice and Performance

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

Classes

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

Athletic classes conducted for specific school teams shall not be scheduled throughout the regular school day. First and last period athletic assignments may not preclude a coach from 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. (See Policy 5096: Reporting Student Misconduct.)

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**~~

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

Legal References

Utah Code § 53G-8-209 (2025)
Utah High Schools Activities Association Handbook 2024-25, Bylaws Art. 2
Utah Admin. Rules R277-605-3 (July 22, 2022)
Utah Admin. Rules R277-605-5 (July 22, 2022)
Utah High Schools Activities Association Handbook 2024-25, Bylaws Art. 2, Sec. 3
Utah Admin. Rules R277-605-4(1), (2), (4) (July 22, 2022)
Utah Admin. Rules R277-605-2(1) (July 22, 2022)
Utah Admin. Rule R277-605-6 (July 22, 2022)
Utah Admin. Rules R277-605-4(3) (July 22, 2022)
Utah Code § 53G-8-209(2) (2025)

Board Approved: February 10, 2015
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Student Code of Conduct for Student Activities
Policy Series: 3000 Students

Policy No. 3510
Procedure 2

This Student Code of Conduct is reviewed as part of the Register My Athlete process through the Utah High School Activities Association and as part of the orientation process for extracurricular and co-curricular activities. 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, advisor and/or Athletic Director with parents and athletes at the season's first parent meeting.

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.

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.

Academic Eligibility

To be eligible to participate a student:

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

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preceding grading period;

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

Student Disciplinary Sanctions

1. **Drugs and Alcohol:**
   - **a.** First Offense – Suspension from two weeks of games, meets, matches, competitions, or performances. Practice may be continued following a personal assessment of the student by a licensed substance abuse intervention or treatment program and/or participation in a district level approved intervention program.
   - **b.** Second Offense – Suspension from six weeks of games, meets, matches, competitions, or performances. Student participation in an assessment by a licensed substance intervention or treatment program with prescribed follow-up is required. Practice may continue only after the assessment has been completed and positive participation in the prescribed follow-up is occurring.
   - **c.** Third Offense – Suspension from eighteen weeks of games, meets, matches, competitions, performances, and practices. Reinstatement of eligibility at the end of the eighteen-week suspension is predicated upon successful completion of a formal assessment intervention and treatment program.

2. **Additional Drug and Alcohol 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);
   - b. Violations must occur and be discovered during a sport/activity season;
   - c. Any penalties for violation follow the student to any school to which he/she transfers;
   - d. Any violation beyond the third offense carries the same penalty as the third offense; and
   - e. The school district discipline screening committee can impose a greater sanction than those described in each of the offenses if there are extenuating

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circumstances.

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

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with the classroom teacher in whose class the cheating occurred and the coach/advisor over the program the student is participating in, but shall in no case be less than a one-week removal from participation.

9. **Unsportsmanlike Conduct:** Unsportsmanlike conduct and other unacceptable behaviors not specifically covered in this code of conduct, but which are contrary to the spirit of being a role model to others, are subject to an appropriate penalty at the discretion of the school administration, taking into consideration the seriousness of the offense, any harm or injury to person or property, the remorse of the athlete, and any other relevant factors.
10. **Unlawful Behavior:** If a student has committed an unlawful or delinquent act as defined by Utah State Code, regardless of where or when the unlawful or delinquent act occurred, an appropriate penalty will be determined based on the seriousness of the offense, any harm or injury to person or property, and any other relevant factors, such as previous acts of misconduct. In all such cases school administration reserves the right to suspend a student's extracurricular privileges until all charges have been resolved with the courts. The school administration also reserves the right to suspend extracurricular privileges once the court has rendered a guilty verdict, the student has plead guilty or no contest, or a dispositions through a settlement is reached. *(Please note that specific consequences for Drug/Alcohol and Tobacco infractions are detailed in an earlier portion of this document.)*
11. **New Enrollees/Transfer Students:** New enrollees, including transfer students with prior violations at other schools will be considered to have violated the Provo Student Code of Conduct, and therefore, will be subject to applicable consequences for any additional violations as provided in this Code of Conduct.
12. **Grievance Procedure Guidelines:** If a student or parent(s)/guardian(s) have a grievance based on an outcome of the Provo City School District Code of Conduct, the following procedures are to be followed:
    a. Request a meeting with the person who gave a consequence;
    b. If not resolved, request a meeting with the school assistant principal over athletics and activities;
    c. If not resolved, request a hearing with the Extra-Curricular Participation Review Board. This Board will consist of the following individuals: School Athletic Director, School Principal, Director of Student Services and Assistant Superintendent of Secondary Education for Provo City Schools. The decision of this board is final and exhausts all grievance processes.
    d. Note: The Grievance Procedure Guidelines do not apply for outcomes that are given by the Provo City School District Discipline Screening Committee. A separate appeal process is available for this level of student discipline.

Utah High School Activities Association Handbook

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

Consent:

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Parents and students will consent to abide by the rules and guidelines of this document and the rules and guidelines established in Register My Athlete.

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Driver Education
Policy Series: 4000 Curriculum, Instruction, and Assessment
Policy No. 4178

Purpose:

Provo City School District offers and implements a Driver Education program ~~in the District~~ at the high school level for eligible students. Driver Education is offered to develop the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles.

Policy:

The Driver Education program supports students seeking the opportunity to receive a Utah Driver License ~~learner's permit for driving~~, according to State Policy and Law. After a student earns a learner's permit and prior to its expiration they may receive additional instruction through the Driver Education program. Driver Education may be provided by classroom or online education in accordance with the Utah State Office of Education Guidelines for Driver Education and is provided by Utah State certified instructors.

Each high school may include several phases in their program that may include, but not be limited to:

- Classroom or online learning experiences of not less than 27 hours,
- Behind-the-wheel instruction in a vehicle (6 hours), and
- Observation time in a motor vehicle other than at the controls (6 hours)

The Driver Education program is funded through student fees and funds from the Automobile Driver Education Tax Account. The Board will set the student fee required for participation in driver education in the District. That fee shall be determined by taking into consideration the costs associated with providing driver education which are not covered by reimbursements from the Automobile Driver Education Tax Account.

~~The fee structure may be divided into the two components of the program to allow for students selecting a combination of online and traditional classroom instruction paired with the behind-~~

~~the-wheel training. Students may also bring proof of completion of instruction or behind-the-wheel experience from another Utah accredited source (outside of the District) and pay for and complete only the remaining portion of the program needed.~~

~~Students may bring proof of completion of instruction from another Utah accredited source (outside of the district) but will be required to pay the full portion of the program needed.~~
Students may submit proof of completion of driver education instruction completed through another Utah-accredited provider outside the District. However, students will be required to pay the full cost of the District's driver education program needed to complete any remaining requirements.

Students who are enrolled in the online course with their respective high school do receive priority scheduling for simulators and road instruction. Please check your high school's website for specific information about registering for Driver Education. Each high school's website includes a link entitled "Student Essentials." Under this heading, a link to the school's Driver's Education website is provided that gives specific information, instruction, and contact information for registration and payment.

Students who qualify for a fee waiver shall be given the opportunity to take the Driver Education program one time at either the free or reduced rate. If a student who is eligible for a fee waiver fails the course or does not finish the class in the required time allotted, they will be required to retake the course at full price.

Provo City School District will adjust and modify its implementation of the Driver Education program as laws, statutes, and/or program guidelines may change over time as set forth by governing agencies within the state. The district reserves the right to adjust, reduce, and/or eliminate the Driver Education program should state funding for the program be reduced or eliminated.

All equipment purchased by the Driver Education program shall be subject to reassignment within the Driver Education program as needed across the District. Driver Education program equipment is exclusively for the use of the Driver Education program. Disposal or surplus funds obtained from the sale of equipment from the Driver Education program shall return the funds generated from the sale to the Driver Education program budget, minus district costs for the administration of this process (indirect costs).

As required by state regulations, the district shall submit to the State Superintendent of Public Instruction or designee all reports required to obtain reimbursement of Driver Education program costs from the Automobile Driver Education Tax Account.

Legal References

Utah Code 53G-10-502
Utah Code 53G-10-508
Utah Code 53G-10-503

Utah Code 53G-10-505

Board Approved: January 13, 2025
Revised: May 14, 2019
Revised: May 12, 2026

Draft

Online Learning
Policy Series: 4000 Curriculum, Instruction, and Assessment

Policy No. 4050

Purpose

The Provo City School District recognizes that online learning provides unique opportunities for students to access rigorous curriculum, recover credits, and pursue flexible learning pathways. ~~The Provo City School District Board of Education believes that a variety of learning options, including online courses and programs, are critical for 21st century learners. The board recognizes that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. The board believes that online learning provides tremendous opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available.~~ Online course curricula must be rigorous and demonstrate subject-specific alignment with Utah State Core Standards.

~~Therefore, the board supports a wide range of online learning opportunities that are equally accessible to all students enrolled in the school district. The board directs the superintendent to provide information to parents, students and staff regarding online learning options and the guidelines for participation.~~

~~The board believes that~~ ~~The superintendent will develop procedures to implement this policy. The procedures will include, but not be limited to, a description of all online opportunities and options available to students. The Superintendent shall report to the Board of Education how the state standards are being met and~~ ~~third party providers must meet all state requirements and mandates, how third party providers will be monitored for both district and state compliance and how the overall district online program successes and challenges will be presented to the board on an annual basis. of these online options.~~

Information and Notices

Information about online courses and programs available through the Statewide Online Education Program (SOEP) shall be provided in school registration materials, posted on the District's website, and posted on school websites. Information in registration materials shall be provided concurrent with the high school registration period for the upcoming school year.

Inclusion in Daily Membership

The online course credit hours of students enrolled in online courses whose primary enrollment is in a District school are included in calculating District daily enrollment except to the extent that doing so would result in the student being counted as more than one FTE. (This restriction does not apply if the student intends to complete high school graduation requirements early and exit high school early in accordance with the student's plan for college and career readiness.)

Students Eligible for Fee Waiver

If an enrolled student qualifies for a fee waiver, Provo City School District shall provide access to the online course by making necessary technology available to the student during the regular school day.

~~If an enrolled student is eligible for fee waiver, Provo City School District shall provide the student access to an online course by either allowing the student access to necessary technology to participate in the online course in a computer lab or other space within the school building during a school period or during the regular school day or by providing the student with the technology and wi-fi needed to participate in the online course outside of the school building.~~

Commented [1]: This seems more clear and straightforward.

Commented [2]: USBE Board rule states that it is one or the other. If we don't provide access to the technology and the space during the school day, then we are required to provide Wifi. As a result, we just provide the technology on our campuses.

Legal References

Utah Admin. Rules R277-726-5(4), (5) (August 7, 2024)
Utah Code § 53F-4-509(1), (2), (3) (2024)
Utah Admin. Rules R277-726-5(9) (August 7, 2024)

Board Approved: April 18, 2017
Revised: May 12, 2026

Draft

Online Learning
Policy Series: 4000 Curriculum, Instruction, and Assessment

Policy No. 4050
Procedure 1

This updated procedure integrates both district-level operational guidelines and compliance requirements under Utah law (Utah Code § 53F-4 and Utah Administrative Rules R277-726).

1. **Offerings**
   a. **Full-Time Enrollment:** Provo Online offers full-time enrollment for students in grades 7-12 who reside in Provo School District.
      i. **Grades 7–8**: Four core subjects plus two electives.
      ii. **Grades 9–12:** All core courses and a variety of electives including NCAA-approved core classes where applicable.

   b. **Credit Recovery:** Provo Online provides credit recovery options (.25 or .5 credits). Recovery courses require a fee and focus on mastery demonstration. These courses are not NCAA-approved.

   c. **Part-Time Enrollment:** Students in grades 1–12 who live in Provo may split schedules between their local school and Provo Online. Non-Provo students in grades 9–12 may enroll part-time through the Statewide Online Education Program (SOEP).

   d. **Summer School:** Original and credit recovery courses are available through Provo Online.

2. **Eligibility Rules**
   a. With the advice of a school counselor at the student's District school, a student enrolled in the District may enroll in a course offered through the Statewide Online Education Program to earn middle school or high school credit if the

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student meets the course prerequisites, the course is open for enrollment, and the course is aligned with the student's plan for college and career readiness.

b. Unless otherwise approved by the District or early graduation plan, students may enroll in a maximum of **six (6) credits per school year**.

3. Enrollment Procedures

a. District schools shall facilitate enrollment with authorized SOEP providers as selected by eligible students, consistent with course credit limits.

b. If a student has an IEP or Section 504 plan, the District school shall forward a copy of the IEP or accommodation plan to the authorized online course provider in compliance with federal law and shall ensure that the online course provider is provided with any updated IEP or Section 504 Plan when revisions are made. The student's District school may ensure that the student's IEP team and the online course provider review a course enrollment to ensure that the student meets enrollment requirements and may as needed coordinate additional IEP team reviews with the online course provider to ensure that appropriate services, supports, and accommodations are in place for the student.

c. A formal **Course Credit Acknowledgment Agreement** must be executed between the District and each provider for each student enrolled in an online course offered through the Statewide Online Education Program. The online course provider acknowledges that it is responsible for instruction of the student in the online course and in which the District and the online course provider agree on a process to provide the student's District school with the ability to ensure the consistency of a course request with graduation requirements, the student's plan for college and career readiness, and (if applicable) the student's schedule, and compliance with IDEA timelines. The agreement shall also meet the other requirements specified in Utah Code § 53F-4-508.

4. Credit & Transcript Recognition

a. District schools shall include the online courses of students enrolled in the school in the student's enrollment records and, upon course completion, shall include online course grades and credits on the student's transcripts. .

b. High school credits earned before grade 9 shall be recognized toward graduation requirements.

c. A student enrolled in an online course may not earn more credits in a year than would be earned by taking a full course load during the regular school day at the student's District school which is the student's primary school of enrollment. However, this limitation does not apply if the student intends to complete high

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school graduation requirements early and exit high school early in accordance with the student's plan for college and career readiness.

5. **Curriculum Vendors & Third Party Providers**
    a. **Vendors:** Provo Online contracts with the Utah Online School (UOS), whose curriculum is aligned to Utah State Standards.

    b. **Third Party Providers:**

        i. Selected through District/State RFP process.

        ii. Subject to monthly compliance checklists covering curriculum, staff changes, reimbursements, attendance, and student work.

        iii. Must comply with FERPA, Utah State Code R277-417, and all Provo Online rules (including attendance and the 10-day drop rule).

        iv. May not act on behalf of the District without authorization.

6. **Student Support & Equity**
    a. Students eligible for **fee waivers** shall be provided with either on-site technology access or District-provided devices/Wi-Fi.

    b. Online students shall have equal access to **counseling, leadership, extracurriculars, sports, graduation activities, and co-curricular opportunities**.

    c. K–8 students must complete diagnostic assessments in Math and English. If deficiencies are found, teachers will provide interventions, which must be documented. Persistent deficiencies may lead to special education referrals.

7. **Access to Facilities & Services**
    a. District schools shall provide facilities for online course participation during the regular school day.

    b. Where District devices are used, separate accounts or credentials will be provided to access provider platforms securely.

8. **Oversight & Reporting**
    a. **Monthly Oversight:** Provo Online administration shall review compliance with Third Party Providers, including invoicing, reimbursements, interventions, and attendance logs.

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b. **Annual Report:** Provo Online shall submit to the Board of Education a yearly report including:
    i. Course completion rates.
    ii. Enrollment breakdowns.
    iii. Third Party Provider compliance.
    iv. Equity and intervention data.

~~Offerings~~

~~Provo eSchool offers full-time enrollment for students in grades K-12 who live in Provo School District and for students in grades K-8 across Utah. A full-time schedule for kindergarteners includes math, language arts and one elective (science, social studies, music or art). Students in grades 1-6 take four core classes (math, language arts, science, and social studies) and one elective. Students in grades 7-8 take four core classes and two electives, and students in grades 9- 12 take seven to eight courses.~~

~~In addition to original credit classes, Provo eSchool offers credit recovery classes for students to make up lost credit from classes they previously failed. These classes come in .25 or .5 credit increments, and require a fee. Credit recovery courses are designed to show mastery and do not require the same amount of work as an original credit class.~~

~~Provo eSchool also works directly with the local high schools to provide credit recovery gap classes, which provide Provo High and Timpview students the opportunity to take credit recovery classes at their school. Some credit recovery gap class students enroll in an original credit online class during that time if the course they need doesn't fit into their regular school schedule.~~

~~Provo eSchool offers NCAA-approved core courses through a curriculum vendor. Students must notify eSchool staff if they are seeking NCAA eligibility to ensure they are enrolled in eligible classes. Credit recovery courses are not NCAA approved.~~

~~eSchool offers part-time enrollment options. Students in grades 1-12 who live in Provo School District may take some of their classes at their local brick and mortar school and some at eSchool. Between the two schools, the student is given a full schedule. eSchool classes may not be supplemental to a full school day at a brick and mortar school. Students in grades 9-12 outside of Provo may enroll part-time in eSchool through the Statewide Online Education Program (SOEP). This program allows students throughout Utah to take online classes through another district, while maintaining their enrollment in their local school district.~~

~~eSchool also offers a variety of summer school opportunities for students who need both original and credit recovery classes. These offerings are provided at the high schools as well as at home if that is the student's choice.~~

~~eSchool Curriculum Vendors~~

~~Provo eSchool contracts with four vendors for curriculum. All curriculums are aligned to Utah State Standards.~~

1. ~~K12: Available to students in grades K-8. Provides a hybrid approach of online resources and physical materials (workbooks, textbooks, science kits, etc.) that are mailed to a student's house. A parent/guardian is highly involved in guiding a student through the set curriculum. eSchool teachers tutor, monitor, support, and provide intervention for these students. Courses are yearlong. World language courses are available beginning in third grade.~~
2. ~~FuelEd: Solely online curriculum available to students in grades 9-12. Primarily used for CTE courses and world languages. Courses are divided into semesters. FuelEd provides Utah-certified teachers for each course.~~
3. ~~BYU Independent Study: Solely online curriculum available to students in grades 7-12. All core classes and many elective courses offered. Courses are divided into semesters. BYU Independent provides Utah-certified teachers for each course.~~
4. ~~Edgenuity: Solely online curriculum available to students in grades 6-12. All core classes and many elective courses offered. Original credit core classes are NCAA approved. Courses are divided into semesters, but many may also be subdivided into terms. Edgenuity provides Utah-certified teachers for each course.~~

~~Third Party Providers~~

~~A Third Party Provider is an organization or business who recruits parents and students to be part of an educational program that allows for greater flexibility in curriculum choices that meet state standards for that grade level or class. These students are then enrolled in the Provo City School District and must meet all enrollment requirements and eSchool rules. Third Party Providers are selected through an approved district and state RFP process. Contracts are reviewed yearly and re-negotiated at least once every three years.~~

~~Local and State Compliance~~

~~District online offerings and Third Party Providers must meet all local and state compliance rules and mandates. These include, but are not limited to the following:~~

- ~~On a monthly basis the eSchool administration will meet with Third Party Providers to review and complete a "monthly checklist." This checklist will include new~~

curriculum offerings, staff additions or deletions, allowable student reimbursements, asset inventory, student work completion through grades, exams and eSchool directed learning logs, attendance and withdrawals. These monthly checklists will be kept and maintained for a two-year cycle, and will be reviewable by both district and state level administrators.

- All online programs will comply with FERPA rules and regulations.
- To ensure students in grades K-8 are progressing at an appropriate pace for their age level they will be required to take an intervention exam at the beginning of their course work in both mathematics and English courses. Students may not opt-out of these exams. If students are found to have deficiencies on these exams, teachers will provide multi-tiered interventions to help the student acquire missing skills needed for grade level success. These interventions must be recorded, and reports will include types of interventions used, length of intervention and post-intervention assessment measures. If the grade level cannot be maintained with targeted interventions this will be a key factor in determining if a special education referral is needed.
- Third Party Providers will be required to complete a monthly invoice. This invoice will include a detailed list of students and their grade levels.
- Third Party Providers must follow Utah State Code R277-417 if they are choosing to provide a reimbursement to parents of students enrolled in their programs. A list of reimbursements will be provided on a monthly basis. These lists will be reviewed by the eSchool administration for compliance. Once this process is completed these lists will be sent to USBE officials for their additional review.
- Third Party Providers must never speak on behalf of or use the school district's name without expressly granted permission. This includes, but is not limited to, GRAMA requests, agreements with curriculum vendors, and discussions with higher education institutions.
- Third Party Providers must comply with all eSchool rules including attendance/progress requirements and the 10-day drop rule.
- All Third Party Provider program students must be full-time students as no dual enrollment students will be allowed.
- eSchool will provide special education and 504 services to any qualifying student enrolled in online program regardless of where they live in Utah.

Annual Report

eSchool will provide to the Board of Education an annual report that details course completion rates, enrollment break-downs, Third Party compliance, and overall success and improvement data.

Legal References

Utah Code § 53F-4-501(4) (2025)
Utah Code § 53F-4-503(1), (2), (3) (2025)
Utah Admin. Rules R277-726-5(1) (August 7, 2024)
Utah Code § 53F-4-503(1), (10)(a) (2025)
Utah Code § 53F-4-508(1) (2024)
Utah Admin. Rules R277-726-3(4) (August 7, 2024)
Utah Admin. Rules R277-726-8(6) (August 7, 2024)
Utah Admin. Rules R277-726-5(6), (7) (August 7, 2024)
Utah Code § 53F-4-509(1), (2), (3) (2024)
Utah Admin. Rules R277-726-5(1), (3) (August 7, 2024)
Utah Admin. Rules R277-726-5(10), (11) (August 7, 2024)

Board Adopted: April 18, 2017
Revised: May 12, 2026

Draft

Joint Provo City Council and School Board of Education Meeting

Thursday, April 30, 2026
12:00 PM
Provo City School District
280 West 940 North
Provo, UT 84904

These minutes have not yet been formally approved by the Board of Education and until such formal approval are subject to change.

A. 12:00 p.m. Joint Provo City Council and School Board of Education

The following YouTube link is available to watch the meetings:
PCSD Live YouTube Channel: youtube.com/channel/UCFmB8Jxqa9-RMOSvfwbylUQ
Joint Council and Board Meeting: https://www.youtube.com/live/Q4MTSN2Z8nc?si=sPw1TgUQ9Lrl3rm-

A.1. Welcome

Meeting called to order at 12:01p.m.

A. 2. Roll Call *(Audio Timestamp 00:00:22)*

Melanie Hall, Board Member; Meg Van Wagenen, Board Member; Gina Hales, Board Member; Katrice MacKay, Council Chair; Jennifer Partridge, Board President; Wendy Dau, Superintendent; Devyn Dayley, Business Administrator; Rachel Whipple, Council Member; Jeff Whitlock, Council Member; Gary Garrett, Council Member; Teri McCabe, Board Member; Becky Bogdin, Council Member; Justin Harrison, Council Director

**Board of Education Members not present: Lisa Boyce and Emily Harrison*

Welcome and thank you to other staff from the city and district that are present and helping.

A. 3. Motion to Convene *(Audio Timestamp 00:01:29)*

I move that we convene our joint meeting. This motion, made by Melanie Hall and seconded by Megan Van Wagenen, Carried.

DRAFT

A. 4. A Discussion Regarding Provo City School District Celebrations and Successes *(Audio Timestamp 00:01:51)*

Superintendent Wendy Dau listed some recent celebrations for Provo City School District
Summary:

- 14% increase in proficiency, Franklin Elementary RISE scores
- Recently held an Evening of Celebration for district employee recognition, it was empowering to bring them all together, recognize their hard work and see all the care that goes into running the school district.
- The Provo City School District was recognized for the highest increase in college level enrollment and credits received in the state at Provo High School and Timpview High School this year, many Associates Degrees were obtained and General Education courses completed.
- Sorensen Legacy Music Award will be presented in our board meeting on May 12th

A. 5. A Discussion Regarding the Provo City Economic Development Plan

(Audio Timestamp 00:04:46)
Summary:
Council Chair Katrice McKay and Council Member Jeff Whitlock reviewed with the board the city goal to improve economic development in Provo.

- Working to create job opportunities in Provo
- Retain graduates
- Pair unique traits to national trends
- Provo has a highly educated population, but jobs don't always reflect that, trying to get higher paid, more highly skilled opportunities in Provo
- To do this the council will work on incentives, zoning, planning, getting information circulated, collaborating, identifying bottle necks (facilities, transportation, etc.) trying to work through those.
- The school district has programs and ideas that align with these goals, it would be great to collaborate
- In 3-4 months, the city will have more information on next steps.

A. 6. A Discussion Regarding Provo City School District Enrollment and Boundary Considerations *(Audio Timestamp 00:12:48)*

Summary:
Board President Jennifer Partridge, Superintendent Wendy Dau, and Business Administrator

DRAFT

Devyn Dayley led a discussion on the issues facing the district with declining enrollment, declining birthrates, and recent board discussions looking at options to help continue offering quality education options to all students.

- There are problems with having only 1 teacher for a grade level cohort which can happen in smaller schools or in DLI programs
- The school board is holding community meetings, they are grateful for the input, looking for solutions, they are aware that no one wants to close their school or programs that are important to them
- This is a board decision, not a district decision (the superintendent and BA are supporting the board in their study of the issues)
- This is just the beginning of the discussion, not the end of the discussion
- DLI program adjustments are also in discussion, it is likely that DLI changes will have to happen before boundary and school closure decisions as it may impact enrollment at some schools
- The board wants to focus on best practices for student achievement, 4 classes for each grade in DLI helps with that, making sure we also look at enrollment projections, developments and neighborhood issues
- There has a been a steady decline over the last few years, go back further and district enrollment was consistently between 13,300 and 14000, now it is under 13,000 and continuing to slowly decline, most of the decline is in elementary schools
- When new housing developments are completed, the district usually sees slight bumps in secondary enrollment
- Charter schools are typically taking about 8-10% of students from public education generally and PCSD sees that as well, there is a new charter school opening near Spring Creek in the coming year
- Concerns expressed regarding over saturation of charter schools
- No decisions have been made and the board will follow state guidelines, which require months of public notice before anything changes and we haven't started any of those processes yet

A. 7. A Discussion Regarding City Housing and Accessory Dwelling Units

(Audio Timestamp 00:31:08)

Summary:

Council Chair Katrice McKay, Council Member Jeff Whitlock, and Council Member Justin Harrison discussed the recent changes in law about external ADUs and current developments.

- The city doesn't have enough 4+ bedroom homes, larger families as they grow leave the city because of that and companies often move to other cities to find closer housing for their executives.
- There are over 4000 approved titles city wide that haven't been built yet.

DRAFT

- ADUs for older homes with owners that don't need all the space and want to rent, move to other cities, on the flip side of that there are those that don't want renters in their neighborhoods
- Many choose to buy newer homes in other cities, as there are lots of family homes in Provo that are older and less desirable
- There are a lot of illegal ADUs in Provo, also over 60% of city allows ADUs

A. 8. A Discussion Regarding City Housing and Transit Reinvestment Zones and Redevelopment Agency Updates *(Audio Timestamp 00:56:40)*

Katrice MacKay stated that there is nothing imminent for the city to discuss

- South mall redevelopment is in process, but it is moving slowly and no decisions have been made yet, will likely have HTRZ
- The city is being thoughtful, slow, careful and is very aware of tax impact, trying to make thoughtful decisions that benefit the community

A. 9. Motion to Adjourn *(Audio Timestamp 01:06:50)*

I move that we adjourn this meeting. This motion, made by Gina Hales and seconded by Melanie Hall, Carried.

DRAFT

April Employee Releases 5.21.26 Board Report

FIRST NAME	LAST NAME	LOCATION	POSITION	**Last Day of Employment**
Lindsay	COOK	Amelia Earhart	Grade 6 Teacher	04.17.2026
Emmanuel Amarboi	AMARTEY	THS	IA 3 / General	03.23.2026
Amy	MASON	CMS	IA 3 / General	03.27.2026
Katherine Elizabeth	FRAZIER	Timpanogos	IA 3 / General	04.17.2026

April Certified New Hires 5.12.26 Board Report

Last Name	First Name	Start Date	Subject/Grade	Full/Part Time	Location
Bakula	Brigett	4.13.2026	Dir of Assessment, Data & Research	Full	District Office

Homeschool List
May 2026

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

8

Homeschool List
May 2026

Year to Date Open Enrollment/Homeschool Report

May 2026

	2026-2027			2025-2026					2024-2025					2023-2024					2022-2023				
	Applications Received	Approved	CHOICE OUT	Applications Received	Approved	CHOICE OUT	HomeSchool Notifications Received	Dual Enrolled	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual
Amelia Earhart	11	4	17	27	7	34	22		21	11	24	24	1	17	13	32	17		28	26	29	22	
Canyon Crest	64	35	9	90	47	33	46	5	57	39	20	45	4	69	45	44	37	3	103	74	60	35	3
Edgemont	72	59	16	135	76	25	46	6	78	39	21	51	6	106	76	42	46	7	107	64	31	37	2
Franklin	12	7	19	50	23	56	22	1	56	39	64	29	2	79	61	59	2	2	52	43	31	15	2
Lakeview	19	9	6	57	39	15	32	2	67	40	9	40	3	63	39	33	33	2	57	39	18	34	
Provo Peaks	20	8	15	67	41	35	39	2	76	48	31	57	9	60	40	64	38	5	48	38	48	38	5
Provost	16	11	10	55	40	27	22	2	52	40	24	13	2	59	32	29	23	4	67	36	27	22	
Rock Canyon	15	9	29	84	38	25	47	3	48	32	22	51	5	44	31	49	35	2	72	52	24	28	1
Spring Creek	9	3	14	26	12	45	31	1	14	8	37	27	1	24	14	72	16	1	30	14	43	21	1
Sunset View	43	20	13	85	57	25	45	3	73	53	32	31	7	78	56	46	19	7	70	38	46	19	8
Timpanogos	50	27	8	88	59	37	38	5	81	45	34	46	5	116	76	70	35	3	114	78	41	28	2
Wasatch	27	14	6	64	49	27	51	10	50	36	20	69	18	84	64	41	68	25	62	47	19	67	21
Westridge	20	12	20	49	19	28	40	4	37	21	21	47	2	54	30	46	42	2	47	27	35	36	3
Centennial	12	3	8	26	8	19	341	252	21	6	13	327	231	42	19	37	280	197	30	25	10	261	168
Shoreline/Dixon	17	10	2	51	28	3	268	201	45	32	11	227	155	39	28	20	164	111	33	30	21	146	95
eSchool							18	7				25	12				18	9				17	7
PHS	24	10	5	79	59	22	341	174	83	38	24	345	158	94	57	29	240	92	102	81	26	196	55
THS	29	19	1	95	52	25	573	366	91	38	13	562	345	58	22	56	469	272	81	71	48	388	222
IHS	0	0	0	42	32		66	1	42	38		74		47	37	0	51		40	37		42	
EBPHS																							
Sunrise Preschool																							
Title 1 Preschool																							
Unknown homeschool							56	0				87					79					75	
TOTALS	460	##	##	1170	686	481	2144	1045	**992**	**603**	**420**	**2177**	**966**	1133	740	769	1712	744	1143	820	557	1527	595
Transfers from:																							
Alpine			35			116					112					71					164		
Nebo			19			52					51					115					65		
Others			13			37					19					35					44		
eSchool			Registered YTD			41			Registered YTD		49			Registered YTD		87			Registered YTD		91		

STUDENT SERVICES
Jason Garrison
Director
Carrie Rawlins
Assistant Director

May 1, 2026

Re: Homeschool Requests

Dear Provo City Board of Education

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

It is my recommendation that the Board releases all 8 students on the list to home school and shall annually issue a certificate stating that the school age minor is excused from attendance for the specified school year.

Respectfully,

Jason Garrison
Director
Student Services

Provo City School District

Business Services Department

Devyn Dayley

Business Administrator

TO: Board of Education

FROM: Devyn Dayley, Business Administrator

DATE: May 12, 2026

SUBJECT: Large Disbursements Summary for April 2026 on all District Office and school accounts payable checks for the month prior which have individual or combined expenditures of $50,000 or more.

LARGE DISBURSEMENTS — 10 items | Individual / combined >= $50,000.00

Check #	Vendor Name	Description	Amount
048365	**WESTLAND CONSTRUCTION INC**	*Timpview Construction*	**$2,757,483.46**
048256	**Hogan & Associates Construction Inc**	*Wasatch Elementary Rebuild*	**$440,421.00**
048471	**DHE COMPUTER SYSTEMS LLC**	*PHS Webcams & District Chromebooks/Licenses*	**$356,656.00**
048397	**UNITEDHEALTHCARE INSURANCE COMPANY**	*Retiree Premiums May - April 2026*	**$247,788.80**
048384	**EDUSTAFF LLC**	*Substitutes*	**$171,336.40**
048279	**SYSCO INTERMOUNTAIN**	*Child Nutrition*	**$163,512.96**
112522	**Provo City Utilities**	*Utilities*	**$155,810.35**
048489	**ZION ENGINEERING LLC**	*Provo High HVAC Equipment & Maintenance*	**$84,317.14**
048424	**EDUSTAFF LLC**	*Substitutes*	**$75,031.16**
112599	**RELIASTAR LIFE INSURANCE COMPANY**	*Employee Life Insurrance*	**$51,744.50**
	TOTAL — Large Disbursements		**$4,504,101.77**

Questions? Contact **Devyn Dayley** at **801-374-4828**.

EXECUTIVE SUMMARY

Period: April 2026

AP WARRANTS	P-CARD PURCHASES	NET PAY WARRANTS	TOTAL DISBURSED
$5,706,012.51	$376,478.64	$6,723,773.19	$12,806,264.34
582 vendor checks	1,538 transactions	2,026 EFT payments	4,146 combined transactions

LARGE DISBURSEMENTS — 10 items | Individual or combined >= $50,000.00

Check #	Vendor Name	Check Date	Amount
1100048365	**WESTLAND CONSTRUCTION INC**	4/15/2026	**$2,757,483.46**
1100048256	**Hogan & Associates Construction Inc**	4/1/2026	**$440,421.00**
1100048471	**DHE COMPUTER SYSTEMS LLC**	4/29/2026	**$356,656.00**
1100048397	UNITEDHEALTHCARE INSURANCE COMPANY	4/22/2026	$247,788.80
1100048384	EDUSTAFF LLC	4/15/2026	$171,336.40
1100048279	SYSCO INTERMOUNTAIN	4/1/2026	$163,512.96
0100112522	Provo City Utilities	4/15/2026	$155,810.35
1100048489	ZION ENGINEERING LLC	4/29/2026	$84,317.14
1100048424	EDUSTAFF LLC	4/22/2026	$75,031.16
0100112599	RELIASTAR LIFE INSURANCE COMPANY	4/24/2026	$51,744.50
	SUBTOTAL — 10 large disbursements | 35.2% of Grand Total		**$4,504,101.77**

P-CARD TOP 8 SCHOOLS

School / Department	Amount
Computer Systems	$78,189.26
Timpview High	$61,563.85
Provo High	$34,738.21
Dixon Middle	$33,239.91
Superintendent/Board	$16,797.61
CTE	$15,244.12
Maintenance	$14,477.10
Centennial Middle	$13,242.36
TOP 8 SUBTOTAL	**$267,492.42**

NET PAY SNAPSHOT

Payroll Statistic	Value	Pay Range	Count
Total Net Pay	**$6,723,773.19**	< $2,000	700
# of Payments	**2,026**	$2K - $4K	553
Paid via EFT	**1,915**	$4K - $6K	557
Paid via Check	**111**	$6K - $8K	162
Average Pay	**$3,318.74**	$8K - $10K	41
Median Pay	**$2,862.03**	> $10,000	13
Highest Pay	**$14,630.98**		
Lowest Pay	**$1.53**		
2,026 payments | 1,915 EFT | 111 Check			

AP WARRANTS — Vendor Payments

Period: April 2026 | 582 checks | Total: $5,706,012.51

Check #	Vendor Name	Check Date	Amount
1100048365	**WESTLAND CONSTRUCTION INC**	4/15/2026	**$2,757,483.46**
1100048256	**Hogan & Associates Construction Inc**	4/1/2026	**$440,421.00**
1100048471	**DHE COMPUTER SYSTEMS LLC**	4/29/2026	**$356,656.00**
1100048397	**UNITEDHEALTHCARE INSURANCE COMPANY**	4/22/2026	**$247,788.80**
1100048384	**EDUSTAFF LLC**	4/15/2026	**$171,336.40**
1100048279	**SYSCO INTERMOUNTAIN**	4/1/2026	**$163,512.96**
0100112522	**Provo City Utilities**	4/15/2026	**$155,810.35**
1100048489	**ZION ENGINEERING LLC**	4/29/2026	**$84,317.14**
1100048424	**EDUSTAFF LLC**	4/22/2026	**$75,031.16**
0100112599	**RELIASTAR LIFE INSURANCE COMPANY**	4/24/2026	**$51,744.50**
1100048490	EDUSTAFF LLC	4/29/2026	$46,407.47
1100048280	A & Z LLC / A&Z Produce Co.	4/1/2026	$41,989.40
0100112546	ENBRIDGE GAS UTAH / QUESTAR GAS CO	4/15/2026	$34,417.15
1100048293	VCBO ARCHITECTURE	4/1/2026	$30,850.00
0100112542	Shaw Industries Inc.	4/15/2026	$30,731.42
1100048474	VALCOM SALT LAKE CITY	4/29/2026	$29,878.00
1100048289	DFA DAIRY BRANDS-MEADOWGOLD DAIRY	4/1/2026	$28,963.25
1100048491	EVERWAY HOLDCO LLC	4/29/2026	$21,432.93
1100048478	TK ELEVATOR CORPORATION	4/29/2026	$20,635.19
1100048351	Christensen Oil Company	4/15/2026	$19,991.89
0500050062	Provo School District Office	4/30/2026	$18,719.46
1100048302	ZION ENGINEERING LLC	4/1/2026	$18,139.39
0100112531	BERT MURDOCK MUSIC	4/15/2026	$17,992.00
1100048408	THE BLINDMAN	4/22/2026	$17,781.24
1100048485	SAFE HAVEN DEFENSE UTAH LLC	4/29/2026	$16,292.10
0100112620	WENGER CORPORATION	4/29/2026	$15,935.77
0600015340	BSN SPORTS LLC	4/15/2026	$15,870.42
1100048378	BRADY INDUSTRIES	4/15/2026	$15,543.84
1100048423	ZION ENGINEERING LLC	4/22/2026	$15,443.94
0100112529	Republic Services Inc #864	4/15/2026	$13,751.93
1100048370	RIVERSIDE INSIGHTS	4/15/2026	$13,540.75
1100048482	Wasatch Mental Health	4/29/2026	$13,153.59
0100112588	NATIONAL LIFE GROUP	4/24/2026	$13,031.16
1100048448	JACOBSON GROUP	4/29/2026	$12,720.50
0100112585	HORACE MANN LIFE INSURANCE	4/24/2026	$12,423.88
1100048363	SYSCO INTERMOUNTAIN	4/15/2026	$12,338.80
1100048305	PYE-BARKER FIRE & SAFETY LLC	4/1/2026	$11,875.63

Check #	Vendor Name	Check Date	Amount
1100048428	PYE-BARKER FIRE & SAFETY LLC	4/22/2026	$11,875.63
1100048396	Christensen Oil Company	4/22/2026	$11,550.23
0600015359	BSN SPORTS LLC	4/21/2026	$11,112.50
1100048361	Steve Regan Co	4/15/2026	$10,119.60
0100112573	CAMBRIDGE UNIVERSITY PRESS & ASSESSMENT	4/22/2026	$9,911.02
0600015317	Summerhays Music Center	4/1/2026	$9,856.98
1100048295	BRADY INDUSTRIES	4/1/2026	$9,045.66
1100048297	GBS BENEFITS	4/1/2026	$8,958.00
1100048488	GBS BENEFITS	4/29/2026	$8,958.00
0500050010	SIG PRO LLC	4/3/2026	$8,750.00
0100112530	HEATH ENTERPRISE LLC	4/15/2026	$7,530.00
1100048253	FIRST CHOICE DIRECT MAIL LLC	4/1/2026	$7,243.66
0500050000	Provo School District Office	4/3/2026	$7,228.91
0600015322	JENIFER SYME	4/1/2026	$7,156.00
0100112503	SILICON SIGNS LLC	4/1/2026	$7,090.58
1100048421	RJL WIRE	4/22/2026	$7,075.00
1100048410	Rocky Mountain Service Solutions	4/22/2026	$7,012.80
0100112594	WOODLAND PEAKS UNISERV	4/24/2026	$6,908.18
1100048327	Codale Electric Co.	4/15/2026	$6,768.81
1100048320	BLOMQUIST HALE CONSULTING GROUP INC	4/15/2026	$6,687.92
1100048249	Codale Electric Co.	4/1/2026	$6,607.42
1100048409	AMAZON CAPITAL SERVICES	4/22/2026	$6,595.35
0600015315	Provo School District Office	4/1/2026	$6,412.64
1100048417	BRADY INDUSTRIES	4/22/2026	$6,361.21
0100112592	VOYA SERVICES COMPANY	4/24/2026	$6,108.00
0100112587	NATIONAL LIFE GROUP	4/24/2026	$6,016.93
1100048414	BUDGET PLUMBING & ROOTER	4/22/2026	$6,000.00
1100048443	Fastenal Company	4/29/2026	$5,888.54
0100112548	Barber Metals	4/22/2026	$5,792.00
1100048460	PUBLIC CONSULTING GROUP INC	4/29/2026	$5,549.76
0600015334	Provo School District Office	4/15/2026	$5,448.25
0100112541	Shaw Industries Inc.	4/15/2026	$5,447.93
1100048364	VALCOM SALT LAKE CITY	4/15/2026	$5,447.43
1100048486	BRADY INDUSTRIES	4/29/2026	$5,431.84
0100112569	AIR CLEANING SPECIALISTS INC	4/22/2026	$5,355.19
1100048481	UTAH PARENT CENTER INC	4/29/2026	$5,296.31
1100048405	Les Olson Company	4/22/2026	$5,166.69
0600015337	STORM LACROSSE	4/15/2026	$5,159.00
0600015373	Provo School District Office	4/30/2026	$5,115.43
1100048425	HORIZON PEDIATRIC HOME CARE	4/22/2026	$5,039.48

Check #	Vendor Name	Check Date	Amount
0600015321	BSN SPORTS LLC	4/1/2026	$4,966.97
0100112506	AGPARTS WORLDWIDE INC	4/1/2026	$4,960.41
0600015324	STITCHPOINT PARTNERS PROVO	4/1/2026	$4,932.00
0500050023	TENNIS WAREHOUSE	4/17/2026	$4,882.60
0100112562	Department Of Workforce Services	4/22/2026	$4,774.65
1100048294	Bernard Food Industries	4/1/2026	$4,685.76
0100112583	Equitable Life Unit Annuity Collections	4/24/2026	$4,664.93
1100048285	APPLIED GEOTECHNICAL ENG CONSULTANTS INC	4/1/2026	$4,612.50
1100048420	MOUNTAINLAND SUPPLY COMPANY	4/22/2026	$4,344.00
1100048267	SOS PUMPING SERVICE	4/1/2026	$4,300.00
1100048462	FLEETCHARGE	4/29/2026	$4,252.09
1100048385	SCOUTFI CONSULTING LLC	4/15/2026	$4,150.00
1100048475	AMAZON CAPITAL SERVICES	4/29/2026	$3,962.14
0500050022	SPECTATOR BLANKETS II LLC	4/17/2026	$3,898.00
1100048439	Cache Valley Electric Co.	4/29/2026	$3,870.60
1100048355	EXCEL HEATING AND AIR CONDITIONING	4/15/2026	$3,748.90
0100112502	Utah Bureau Of Criminal Identification	4/1/2026	$3,744.00
1100048473	Les Olson Company	4/29/2026	$3,725.00
0100112551	EDUCATORS HEALTH PLANS LIFE, ACCIDENT,	4/22/2026	$3,696.25
0100112605	EDUCATORS HEALTH PLANS LIFE, ACCIDENT,	4/29/2026	$3,684.95
1100048406	ROBERT I MERRILL CO.	4/22/2026	$3,670.00
1100048381	Maddox Air Compressor Co	4/15/2026	$3,484.77
0100112577	INTERMOUNTAIN HYDRONIC SPECIALTIES	4/22/2026	$3,420.00
1100048362	SUMMIT ENERGY COMPANIES	4/15/2026	$3,378.27
0100112572	LAKE BOTTOM IRRIGATION COMPANY	4/22/2026	$3,375.00
0100112559	Provo High School DECA	4/22/2026	$3,299.04
1100048283	AMAZON CAPITAL SERVICES	4/1/2026	$3,276.67
0100112622	Alpine School District	4/29/2026	$3,269.80
0600015323	AUSTIN MARTIN DBA MOUNTAIN EVENT RENTALS	4/1/2026	$3,136.50
0100112480	BYU CONTINUING EDUCATION	4/1/2026	$3,071.00
0600015339	PAMELA ESERA	4/15/2026	$3,040.00
0600015353	FCCLA INC	4/21/2026	$3,040.00
1100048492	HORIZON PEDIATRIC HOME CARE	4/29/2026	$2,990.69
1100048435	BUHLER THOMAS LAW	4/29/2026	$2,965.00
0100112478	BALL HORTICULTURAL COMPANY	4/1/2026	$2,963.91
1100048366	AMAZON CAPITAL SERVICES	4/15/2026	$2,930.88
0100112510	LANGAN LLC	4/1/2026	$2,925.60
0100112593	WASHINGTON NATIONAL INSURANCE COMPANY	4/24/2026	$2,796.14
1100048422	STERLING SQUARE LLC	4/22/2026	$2,692.52
0500050020	SLOPE SIGN LLC	4/17/2026	$2,674.80

Check #	Vendor Name	Check Date	Amount
0100112515	CenturyLINK	4/15/2026	$2,638.03
1100048376	INTERMOUNTAIN LOCK & SECURITY	4/15/2026	$2,634.00
1100048380	MOUNTAINLAND SUPPLY COMPANY	4/15/2026	$2,629.92
1100048487	DEX IMAGING LLC	4/29/2026	$2,449.48
0100112623	CONTINUED.COM LLC	4/29/2026	$2,398.00
0100112580	AXAEQUITABLE LIFE/ROTH	4/24/2026	$2,377.66
1100048372	SAFETY-KLEEN SYSTEMS, INC.	4/15/2026	$2,363.88
1100048407	SYSCO INTERMOUNTAIN	4/22/2026	$2,360.93
0100112617	GARRETT AND COMPANY INC	4/29/2026	$2,268.08
1100048277	FABIAN VANCOTT	4/1/2026	$2,106.00
0100112598	UTAH SCHOOL EMPLOYEES ASSOCIATION	4/24/2026	$2,103.10
1100048383	ZION ENGINEERING LLC	4/15/2026	$2,067.86
0500050007	HYVE INK LLC	4/3/2026	$2,052.00
1100048493	Scholastic Book Fairs-04	4/29/2026	$2,043.49
1100048402	FFKR ARCHITECTS	4/22/2026	$1,925.00
0500050056	Alpine School District	4/24/2026	$1,874.79
0600015372	TUACAHN CENTER FOR THE ARTS	4/30/2026	$1,845.00
0100112545	SHANDEL RODRIGUEZ	4/15/2026	$1,800.00
0100112498	SCANNING REVOLUTION	4/1/2026	$1,729.23
0600015379	ROCK CANYON PRINT LLC	4/30/2026	$1,721.00
0100112606	Jostens	4/29/2026	$1,710.72
0100112589	Office Of Recovery Services	4/24/2026	$1,704.00
1100048440	Codale Electric Co.	4/29/2026	$1,673.73
1100048495	IMPERIAL BAG & PAPER CO LLC	4/29/2026	$1,637.70
1100048306	Scholastic Book Fairs-04	4/1/2026	$1,627.49
0100112520	Jostens	4/15/2026	$1,591.92
0100112590	SUPPORT PAYMENT CLEARINGHOUSE	4/24/2026	$1,581.00
0100112516	CenturyLINK	4/15/2026	$1,534.06
0100112578	VALUE PROPOSITION ENTERPRISES INC	4/22/2026	$1,518.00
0100112538	CAPS NETWORK INC	4/15/2026	$1,500.00
0100112539	CUSTOM WATER TECHNOLOGY	4/15/2026	$1,500.00
1100048484	INTERMOUNTAIN LOCK & SECURITY	4/29/2026	$1,500.00
1100048299	MOUNTAINLAND SUPPLY COMPANY	4/1/2026	$1,497.13
0600015330	HILTON GARDEN INN	4/15/2026	$1,495.00
0100112535	LUMEN INC	4/15/2026	$1,450.00
0600015320	YOUNG SIGN AND BANNER LLC	4/1/2026	$1,450.00
0100112563	EDUTEK CORPORATION	4/22/2026	$1,392.00
0600015365	ARTIST CORNER	4/30/2026	$1,391.48
0600015362	URIEL DENZEL ANICETO BENTO	4/21/2026	$1,360.00
0100112603	CRUS OIL INC	4/29/2026	$1,351.00

Check #	Vendor Name	Check Date	Amount
1100048257	K12 MANAGEMENT INC	4/1/2026	$1,350.00
0600015310	INTERMOUNTAIN FARMERS ASSOCIATION	4/1/2026	$1,249.79
0100112601	BALL HORTICULTURAL COMPANY	4/29/2026	$1,242.17
0800024212	Provo School District Office	4/15/2026	$1,240.75
0500050002	Steve Weiss Music	4/3/2026	$1,222.10
0600015313	MODVI PHOTO BOOTHS	4/1/2026	$1,200.00
1100048411	AAE LLC	4/22/2026	$1,200.00
0100112554	Jostens	4/22/2026	$1,176.66
0100112614	TIMPVIEW HIGH SCHOOL	4/29/2026	$1,140.00
1100048274	BUFFO'S TERMITE & PEST CONTROL	4/1/2026	$1,134.00
0100112586	MATRIX TRUST COMPANY/HORACE MANN	4/24/2026	$1,105.00
0600015358	JONES SCHOOL SUPPLY COMPANY INC	4/21/2026	$1,086.75
1100048258	LINDE GAS & EQUIPMENT INC	4/1/2026	$1,086.61
1100048449	JEX HANNAH N	4/29/2026	$1,086.25
1100048369	IDENTISYS INCORPORATED	4/15/2026	$1,081.00
1100048273	BELL JANITORIAL SUPPLY	4/1/2026	$1,077.30
0100112618	MACBEATH HARDWOOD COMPANY	4/29/2026	$1,070.61
1100048360	ROMAINE ELECTRIC CORP	4/15/2026	$1,050.00
0700016068	Provo School District Office	4/17/2026	$1,032.10
1100048434	BRYSON SALES AND SERVICE	4/29/2026	$1,008.25
1100048468	CONSOLIDATED ELECTRICAL DIST.	4/29/2026	$1,000.17
0600015331	SANDY ARTS GUILD	4/15/2026	$1,000.00
0100112513	BELL PRINTING AND DESIGN	4/15/2026	$992.57
0100112621	ADVANCED CPR TRAINING LLC	4/29/2026	$960.00
0600015361	KATRINA MORRIS	4/21/2026	$951.50
0100112553	INTERMOUNTAIN BOBCAT	4/22/2026	$950.00
1100048352	AED EVERYWHERE INC	4/15/2026	$924.22
0500050014	MVP Sports	4/17/2026	$899.97
0700016070	JANE M PARKER	4/17/2026	$897.55
1100048375	AIR COMM CORPORATION	4/15/2026	$897.00
0100112581	DESERT ROCK CAPITAL INC	4/24/2026	$881.85
0100112602	CANON SOLUTIONS AMERICA INC	4/29/2026	$874.99
1100048494	Scholastic Inc	4/29/2026	$851.44
0600015381	GAVIN HARRIS	4/30/2026	$836.00
0600015343	JENIFER SYME	4/15/2026	$835.00
0100112533	R.E.A.L. Curriculum LLC	4/15/2026	$832.55
0100112481	BYU PRINT SERVICES	4/1/2026	$825.24
1100048296	DEX IMAGING LLC	4/1/2026	$820.26
0800024215	Alpine School District	4/21/2026	$808.54
1100048476	JACKSON GROUP PETERBILT	4/29/2026	$807.92

Check #	Vendor Name	Check Date	Amount
1100048324	BRYSON SALES AND SERVICE	4/15/2026	$806.62
0500050055	BMJ SPORTS	4/24/2026	$800.00
0800024216	Alpine School District	4/29/2026	$792.89
0100112536	Alpine School District	4/15/2026	$792.43
1100048275	CONSOLIDATED ELECTRICAL DIST.	4/1/2026	$784.62
0500050068	BURTON DEBBIE	4/30/2026	$780.84
0100112500	UTAH VALLEY UNIVERSITY	4/1/2026	$774.00
1100048387	BRYSON SALES AND SERVICE	4/22/2026	$772.42
1100048254	HUNTER GLEN M	4/1/2026	$766.40
1100048399	BUFFO'S TERMITE & PEST CONTROL	4/22/2026	$746.00
0100112584	GURSTEL LAW FIRM PC	4/24/2026	$742.60
1100048412	Bizwear	4/22/2026	$742.54
1100048359	ROBERT I MERRILL CO.	4/15/2026	$738.00
0100112611	VMC LLC	4/29/2026	$717.12
1100048395	FLEETCHARGE	4/22/2026	$714.60
0100112491	MAGDALENA TORTOLERO	4/1/2026	$710.00
0600015380	EMMA LEE JONES	4/30/2026	$709.50
0600015378	FUIFUI TAOTUA	4/30/2026	$700.00
0700016073	BERT MURDOCK MUSIC	4/23/2026	$685.00
0600015338	HEALTH OCCUPATIONS STUDENTS OF AMERICA	4/15/2026	$675.00
1100048243	ANAE WENDY L	4/1/2026	$673.65
1100048400	CONSOLIDATED ELECTRICAL DIST.	4/22/2026	$668.46
0100112524	SCHINDLER ELEVATOR CORPORATION	4/15/2026	$663.61
1100048429	IMPERIAL BAG & PAPER CO LLC	4/22/2026	$663.22
0100112564	ROB'S MACHINERY REPAIR LLC	4/22/2026	$660.00
1100048291	FERRELLGAS, LP	4/1/2026	$650.04
0600015344	MICAH YOUNG	4/15/2026	$650.00
0500050012	BYU PRINT SERVICES	4/17/2026	$632.44
1100048415	FERRELLGAS, LP	4/22/2026	$632.16
0100112507	ALPINE SCHOOL DISTRICT	4/1/2026	$614.72
0100112570	General Parts Distribution, LLC	4/22/2026	$608.68
0100112552	Employer Advocates LLC	4/22/2026	$607.69
0600015368	HAERING JONATHAN D	4/30/2026	$605.70
1100048353	BELL JANITORIAL SUPPLY	4/15/2026	$604.52
1100048430	APPLE	4/29/2026	$604.41
0100112560	SOUTH UTAH VALLEY SOLID WASTE	4/22/2026	$603.76
0500050025	AMELIA CARDON	4/17/2026	$600.00
0500050026	DAYANNA MEZA LEON	4/17/2026	$600.00
0500050027	RAMIS ARGUETA ORANTES	4/17/2026	$600.00
0500050052	UTAH HOSA	4/24/2026	$600.00

Check #	Vendor Name	Check Date	Amount
0500050072	TYLER JOHNSON WITTAKER	4/30/2026	$600.00
0600015357	YOUNG SIGN AND BANNER LLC	4/21/2026	$600.00
1100048269	TU'UA MOMILANI L	4/1/2026	$598.40
0100112596	VASA FITNESS	4/24/2026	$594.65
1100048303	APA BENEFITS, INC	4/1/2026	$581.10
0100112479	BIG MOUNTAIN COUNTERTOPS	4/1/2026	$565.00
0500050051	UT TECH UNIVERSITY	4/24/2026	$560.00
1100048368	VELOX MOBILE STORAGE LLC	4/15/2026	$560.00
0100112540	SCHOOL HEALTH CORPORATION	4/15/2026	$557.45
1100048301	S AND P BRAKE SUPPLY INC	4/1/2026	$551.42
1100048483	FERRELLGAS, LP	4/29/2026	$550.69
1100048398	BELL JANITORIAL SUPPLY	4/22/2026	$545.56
0600015345	TECHFALL GEAR CO	4/15/2026	$540.00
1100048466	BELL JANITORIAL SUPPLY	4/29/2026	$538.65
0500050046	CATCH THE SPIRIT	4/24/2026	$532.00
1100048244	BENSON SCOTT J	4/1/2026	$530.40
0700016071	J.W. Pepper and Son Inc	4/17/2026	$523.49
1100048242	ALLRED LYNN	4/1/2026	$522.35
0100112508	Alpine School District	4/1/2026	$518.76
0600015363	BIOZONE CORPORATION	4/21/2026	$512.33
0100112555	LKL Associates Inc	4/22/2026	$511.87
1100048264	PARKER SUZANNE	4/1/2026	$505.15
1100048268	PAULA HEYN	4/1/2026	$505.15
1100048270	VENTURA JOSE T.	4/1/2026	$505.15
0100112565	ALSCO INC	4/22/2026	$500.68
0100112615	TIMPVIEW HIGH SCHOOL	4/29/2026	$500.00
0500050048	BENJAMIN TAYLOR MUSIC	4/24/2026	$500.00
1100048373	AIR QUALITY CONSULTING	4/15/2026	$500.00
0800024211	Alpine School District	4/2/2026	$486.25
1100048286	SENERGY PETROLEUM LLC	4/1/2026	$477.82
0100112482	CANON SOLUTIONS AMERICA INC	4/1/2026	$475.27
1100048328	EADY CHRISTOPHER S	4/15/2026	$473.00
1100048416	INTERMOUNTAIN LOCK & SECURITY	4/22/2026	$472.92
1100048260	MANGUM BRIAN J	4/1/2026	$470.90
1100048467	BUFFO'S TERMITE & PEST CONTROL	4/29/2026	$470.00
0100112561	UTAH LABOR COMMISSION	4/22/2026	$468.00
0500050016	BOWS BY ALLY	4/17/2026	$465.00
1100048350	WILSON BENJAMIN D	4/15/2026	$465.00
0500050063	Les Olson Company	4/30/2026	$459.78
0100112575	HERITAGE PEAK AWARDS AND ENGRAVING	4/22/2026	$456.00

Check #	Vendor Name	Check Date	Amount
0500050075	Fuller, Julene	4/30/2026	$454.00
1100048413	AIR COMM CORPORATION	4/22/2026	$451.00
0500050073	Archibald, Brittany	4/30/2026	$450.50
0100112613	Edgemont Auto Service	4/29/2026	$449.84
0600015349	JONATHAN NEELY	4/15/2026	$445.00
1100048278	Jones Paint and Glass	4/1/2026	$445.00
1100048358	Les Olson Company	4/15/2026	$444.00
0600015329	NEBO SCHOOL DISTRICT	4/15/2026	$440.00
1100048469	CUTLER'S INC	4/29/2026	$439.36
1100048465	Christensen Oil Company	4/29/2026	$436.95
0100112499	UTAH LABOR COMMISSION	4/1/2026	$432.00
1100048386	J.W. Pepper and Son Inc	4/15/2026	$426.47
0500050029	SIOPE LANGOIA LAPU'ACHO	4/17/2026	$425.00
0100112544	JONATHAN HANDY	4/15/2026	$405.00
0100112595	United Way Of Utah County	4/24/2026	$403.17
0500050006	BSN SPORTS LLC	4/3/2026	$402.27
0100112509	HENRIK PATTERSON	4/1/2026	$400.00
0500050021	QUADIENT FINANCE USA INC	4/17/2026	$400.00
1100048298	INTERSTATE FIRE SALES AND SERVICE LLC	4/1/2026	$400.00
1100048339	Laser Express	4/15/2026	$399.85
1100048341	MAXWELL TRISHA L	4/15/2026	$399.00
0600015332	SNOW MEADOW GOLF	4/15/2026	$387.00
1100048292	INTERMOUNTAIN LOCK & SECURITY	4/1/2026	$385.00
1100048447	HUNTER GLEN M	4/29/2026	$380.48
0700016072	JOSEPH TONAS	4/17/2026	$380.00
0100112609	SONNTAG RECREATION LLC	4/29/2026	$378.00
0600015336	SLOPE SIGN LLC	4/15/2026	$375.40
0500050083	McChesney, Mary	4/30/2026	$375.00
1100048389	Codale Electric Co.	4/22/2026	$374.16
1100048310	BOYCE LISA L	4/2/2026	$365.75
1100048311	DAU WENDY J	4/2/2026	$365.75
1100048312	DAYLEY DEVYN R	4/2/2026	$365.75
1100048313	EMILY HARRISON	4/2/2026	$365.75
1100048314	HALES GINA P	4/2/2026	$365.75
1100048315	HALL MELANIE	4/2/2026	$365.75
1100048316	McCabe Teri J	4/2/2026	$365.75
1100048317	PARTRIDGE JENNIFER A	4/2/2026	$365.75
1100048318	VAN WAGENEN MEGAN E	4/2/2026	$365.75
0100112486	O'REILLY AUTOMOTIVE INC	4/1/2026	$361.10
1100048480	GABRIEL TORRES	4/29/2026	$351.36

Check #	Vendor Name	Check Date	Amount
0100112574	ALISHA LAIDLAW	4/22/2026	$350.00
0500050028	FRANCESCA DEMARTINO	4/17/2026	$350.00
1100048346	SOS PUMPING SERVICE	4/15/2026	$350.00
0500050058	ALPINE MARINE IMPORTS LLC	4/30/2026	$343.00
1100048479	BOYS AND GIRLS CLUB OF UTAH COUNTY	4/29/2026	$337.05
1100048284	JACKSON GROUP PETERBILT	4/1/2026	$328.91
0700016074	KAYLEY BYERS	4/23/2026	$325.00
1100048432	BROCK KAREN J	4/29/2026	$321.43
1100048470	DAYS MARKET	4/29/2026	$320.14
0100112597	Provo School District Foundation	4/24/2026	$310.00
0100112558	O'REILLY AUTOMOTIVE INC	4/22/2026	$308.70
0100112571	Alpine School District	4/22/2026	$302.34
0100112517	CREATIVE SIGNS AND GRAPHICS MANAGEMENT	4/15/2026	$300.00
0100112534	UTAH GOPHER CONTROL LLC	4/15/2026	$300.00
0100112557	NSD AS AGENT FOR BYU-PSA	4/22/2026	$300.00
0500049998	CEDAR VALLEY HIGH SCHOOL	4/3/2026	$300.00
1100048379	INTERSTATE FIRE SALES AND SERVICE LLC	4/15/2026	$300.00
1100048404	Jones Paint and Glass	4/22/2026	$300.00
1100048419	INTERSTATE FIRE SALES AND SERVICE LLC	4/22/2026	$300.00
1100048374	GABRIEL TORRES	4/15/2026	$294.64
0500050037	Petersen, Jen	4/17/2026	$280.00
1100048307	IMPERIAL BAG & PAPER CO LLC	4/1/2026	$274.04
0100112608	Provo School District Office	4/29/2026	$265.00
0100112619	ODP BUSINESS SOLUTIONS, LLC	4/29/2026	$262.29
0600015371	NANI FOSTER	4/30/2026	$261.95
1100048255	HUTCHINGS HOLLY S	4/1/2026	$260.30
0600015355	WARD JEFFREY K	4/21/2026	$258.66
0100112514	BLICK ART MATERIALS	4/15/2026	$257.74
1100048336	INTERMOUNTAIN FARMERS ASSOCIATION	4/15/2026	$256.51
0100112521	NSD AS FISCAL AGENT FOR BYU-PSA	4/15/2026	$250.00
0500050004	NSD AS AGENT FOR BYU-PSA	4/3/2026	$250.00
0100112485	Maceys Food and Drug	4/1/2026	$244.51
0500050034	Garfield, Nicole	4/17/2026	$240.00
0500050086	Randle, Lorri	4/30/2026	$238.00
0600015328	MOFFAT CHERYL J	4/15/2026	$231.72
1100048418	DEX IMAGING LLC	4/22/2026	$227.96
0600015318	EWING IRRIGATION PRODUCTS INC	4/1/2026	$227.85
1100048319	ALLRED LYNN	4/15/2026	$227.65
0500050011	STEPHAN THOMAS SCOTT	4/3/2026	$227.00
1100048272	Christensen Oil Company	4/1/2026	$222.43

Check #	Vendor Name	Check Date	Amount
0500050050	STEVE WYGANT	4/24/2026	$220.00
1100048259	Laser Express	4/1/2026	$215.90
0100112487	CHERYL TEW	4/1/2026	$207.50
0500050045	Langarica, Elsa	4/24/2026	$200.00
0600015354	Utah High School Activities Association	4/21/2026	$200.00
0600015370	HOLLY PAGNANI	4/30/2026	$200.00
1100048326	CUMMINGS EMILY H	4/15/2026	$200.00
0500050005	BERT MURDOCK MUSIC	4/3/2026	$194.99
0500050079	Hunter, Rob	4/30/2026	$190.00
0500050080	Ibarra, Yulia	4/30/2026	$190.00
0500050082	Knudsen, Michelle	4/30/2026	$190.00
1100048263	NICHOLSON VIRGINIA S	4/1/2026	$187.00
0600015352	NARANJO OMAR A	4/21/2026	$184.10
0800024214	BERT MURDOCK MUSIC	4/15/2026	$182.98
0500050008	CATHY JOLLEY	4/3/2026	$180.00
0500050009	JUSTIN BILLS	4/3/2026	$180.00
0500050024	VALKYRIE SIGNS	4/17/2026	$180.00
0500050003	KARL TROY HARDLING	4/3/2026	$179.27
1100048332	GODFREY CHRISTINE	4/15/2026	$170.00
1100048349	WENDEL DANIEL B	4/15/2026	$170.00
1100048426	MARISA SKOUSEN	4/22/2026	$170.00
0500050038	Sanborn, Aaron	4/17/2026	$167.70
1100048246	BRACHA ERIN N	4/1/2026	$167.15
0100112600	LUCENT CASH	4/24/2026	$166.53
1100048452	LUGO MYLENNA D	4/29/2026	$166.07
0500050047	Colonial Flag and Specialty	4/24/2026	$163.58
1100048464	WILSON-BARRETT KELLY M	4/29/2026	$161.61
1100048461	RUBIO RANDY F	4/29/2026	$159.50
1100048457	PAXMAN ELIZABETH A	4/29/2026	$154.72
0600015374	KENNEDY SHANKLIN NAPIERSKI	4/30/2026	$153.99
0500050067	PRODIGY PROMOS LC	4/30/2026	$153.00
1100048248	BUNN MACEY E	4/1/2026	$152.00
0700016069	BERT MURDOCK MUSIC	4/17/2026	$150.00
1100048304	MARISA SKOUSEN	4/1/2026	$150.00
1100048401	CROWN EQUIPMENT CORPORATION	4/22/2026	$150.00
0600015351	KING MOANA A	4/21/2026	$142.62
1100048367	JACKSON GROUP PETERBILT	4/15/2026	$141.87
0100112567	G&R INC	4/22/2026	$141.72
1100048403	InterWest Interpreting	4/22/2026	$140.00
0100112512	AMERICAN RPM AUTO PARTS	4/15/2026	$139.20

Check #	Vendor Name	Check Date	Amount
0100112528	CREER SHEET METAL WORKS	4/15/2026	$138.25
1100048354	CONSOLIDATED ELECTRICAL DIST.	4/15/2026	$133.60
0500050017	HECTOR RYES	4/17/2026	$132.87
0100112492	MELISSA PAHL	4/1/2026	$126.75
1100048392	HUDSON MARIA A	4/22/2026	$126.04
0100112525	UTAH LABOR COMMISSION	4/15/2026	$126.00
1100048288	BOYS AND GIRLS CLUB OF UTAH COUNTY	4/1/2026	$123.48
1100048309	BINGHAM CLAY D.	4/2/2026	$120.56
0100112610	TREASURE TOWER VENDING	4/29/2026	$120.00
0100112532	ODP BUSINESS SOLUTIONS, LLC	4/15/2026	$117.41
0500050057	Centennial Middle School	4/30/2026	$115.91
0500050060	SHORELINE MIDDLE SCHOOL	4/30/2026	$115.91
0500050061	SHORELINE MIDDLE SCHOOL	4/30/2026	$115.91
0500050064	TIMPVIEW HIG SCHOOL	4/30/2026	$115.91
0500050065	TIMPVIEW HIGH SCHOOL	4/30/2026	$115.91
0100112505	R.E.A.L. Curriculum LLC	4/1/2026	$115.75
0500050078	Grow, Leah	4/30/2026	$115.00
0500050089	Staker, Sara	4/30/2026	$115.00
0500050090	jaynes, carrilyne	4/30/2026	$115.00
1100048252	DEMCO INC	4/1/2026	$114.65
1100048394	PEARCE REAGAN	4/22/2026	$113.64
0100112604	CINTAS	4/29/2026	$112.33
0500050001	SEITER RHONDA M	4/3/2026	$112.13
0500050031	Black, Gerberta	4/17/2026	$108.80
1100048382	PARTS AUTHORITY LLC	4/15/2026	$108.10
0500049997	Central Utah Enterprise	4/3/2026	$108.00
1100048281	ACE HARDWARE	4/1/2026	$106.90
0100112496	RACHEL LINN	4/1/2026	$106.80
0800024213	Utah State Tax Commission	4/15/2026	$106.76
0500050087	Rivera, Jonathan	4/30/2026	$106.25
0100112568	ODP BUSINESS SOLUTIONS, LLC	4/22/2026	$105.32
1100048477	BORDER STATES INDUSTRIES INC	4/29/2026	$103.77
0500050076	Grimmer, Justin	4/30/2026	$103.00
0500050081	Knudsen, Melissa	4/30/2026	$103.00
1100048441	DEWEY DEBRA	4/29/2026	$102.04
1100048250	DALTON JESSE M	4/1/2026	$102.00
1100048261	MARTIN JOSHUA K	4/1/2026	$102.00
1100048333	GOLDBERG MATIAH S	4/15/2026	$102.00
0100112511	RAUL BAIZABAL	4/2/2026	$100.00
0600015316	Utah High School Activities Association	4/1/2026	$100.00

Check #	Vendor Name	Check Date	Amount
0800024217	AMAZON CAPITAL SERVICES	4/30/2026	$98.90
0600015311	MOFFAT CHERYL J	4/1/2026	$98.78
1100048458	PAYNE SHARI L	4/29/2026	$98.53
1100048391	GARCIA CASANOVA PILAR	4/22/2026	$96.76
0500050059	COOPER FULLER	4/30/2026	$96.00
1100048356	HOSE & RUBBER SUPPLY	4/15/2026	$95.42
1100048247	BROCK KAREN J	4/1/2026	$95.30
1100048371	COBALT REFRIGERATION INC	4/15/2026	$95.00
0500050077	Grover, Rebecca	4/30/2026	$93.50
0100112612	WURTH USA	4/29/2026	$92.95
0500050030	Andersen, Amanda	4/17/2026	$92.70
0100112497	SHARILYN WANLASS	4/1/2026	$91.75
0100112518	CINTAS	4/15/2026	$90.63
0100112549	CINTAS	4/22/2026	$90.63
0100112519	Cintas First Aid and Safety	4/15/2026	$88.32
1100048262	MEIBOS LETICIA M	4/1/2026	$86.41
1100048390	FIRMAGE TYSON R	4/22/2026	$85.55
1100048357	Jones Paint and Glass	4/15/2026	$84.68
0600015312	Maceys Food and Drug	4/1/2026	$80.07
0500050088	Schaefermeyer, Lloyd	4/30/2026	$80.00
1100048245	BIGELOW ANN	4/1/2026	$78.52
0600015350	BROWN TERRY	4/21/2026	$77.14
0500050015	Maceys Food and Drug	4/17/2026	$76.71
0500050013	CATCH THE SPIRIT	4/17/2026	$75.00
0600015376	DECA INC	4/30/2026	$75.00
1100048276	DAYS MARKET	4/1/2026	$73.86
1100048321	BOLLINGER SYDNEY E	4/15/2026	$73.01
1100048388	COLEMAN YAXVILE	4/22/2026	$72.50
1100048322	BOYCE LISA L	4/15/2026	$70.00
1100048329	EMILY HARRISON	4/15/2026	$70.00
1100048334	HALES GINA P	4/15/2026	$70.00
1100048335	HALL MELANIE	4/15/2026	$70.00
1100048342	McCabe Teri J	4/15/2026	$70.00
1100048343	PARTRIDGE JENNIFER A	4/15/2026	$70.00
1100048348	VAN WAGENEN MEGAN E	4/15/2026	$70.00
0500050042	Wiederhold, Rebecca	4/17/2026	$69.20
1100048433	STOTT MASHELL	4/29/2026	$68.44
1100048437	COOPER CHRISTINA L.	4/29/2026	$68.44
1100048438	SHIELDS HALEY	4/29/2026	$68.44
1100048442	FINCH DOUGLAS P	4/29/2026	$68.44

Check #	Vendor Name	Check Date	Amount
1100048446	HERNANDEZ CHRISTIAN M	4/29/2026	$68.44
1100048453	LUNDELL JOHN R	4/29/2026	$68.44
1100048459	POWELL JULIET P	4/29/2026	$68.44
0600015335	KENNEDY SHANKLIN NAPIERSKI	4/15/2026	$67.30
0600015375	SLOPE SIGN LLC	4/30/2026	$66.25
0100112484	CINTAS	4/1/2026	$63.73
1100048325	Bilco Safe and Lock	4/15/2026	$63.25
0100112607	MEGAN MACFARLANE	4/29/2026	$63.00
0500050041	Thornock, Neil	4/17/2026	$61.80
1100048445	HARRINGTON LYNNE M.	4/29/2026	$60.91
0600015326	BOLTON JOHNNY W	4/15/2026	$60.07
0100112566	BESTSHRED LLC	4/22/2026	$60.00
0600015377	MT THOMPSON INC	4/30/2026	$60.00
0500050066	BERT MURDOCK MUSIC	4/30/2026	$59.99
0100112504	ODP BUSINESS SOLUTIONS, LLC	4/1/2026	$59.98
0600015369	Maceys Food and Drug	4/30/2026	$59.04
0100112527	WABEL KIRSTEN	4/15/2026	$56.26
1100048337	KIROKIRO LAURYN Y	4/15/2026	$56.00
0600015333	POLO LISA A	4/15/2026	$55.86
0600015366	BOLTON JOHNNY W	4/30/2026	$54.95
0600015325	ANAE WENDY L	4/15/2026	$53.97
1100048393	PANCAKE WENDI M	4/22/2026	$52.44
0500050019	UTAH CHEER COACHES ASSOCIATION	4/17/2026	$50.00
0500050053	Utah High School Activities Association	4/24/2026	$50.00
0500050069	ALEXA PAYNE	4/30/2026	$50.00
0500050070	JOANNE DENA WHITE	4/30/2026	$50.00
0500050071	KATIE WILLIAMS	4/30/2026	$50.00
0600015346	AVERY LANDRETH	4/15/2026	$50.00
0600015347	BROOKLYN LEIFSON	4/15/2026	$50.00
0600015348	GRACE SKIDMORE	4/15/2026	$50.00
0600015364	Cates, Shawn	4/29/2026	$50.00
0100112556	Maceys Food and Drug	4/22/2026	$49.60
0600015360	ALPINE SCHOOL DISTRICT	4/21/2026	$47.43
0100112501	WASHBURN CHARLYNE S	4/1/2026	$47.30
1100048454	MEIBOS LETICIA M	4/29/2026	$47.19
0100112579	AMERICAN RPM AUTO PARTS	4/22/2026	$46.98
1100048344	PORTER JULIE A	4/15/2026	$45.77
0100112523	Provo High School Bulldog Bites	4/15/2026	$45.75
0100112493	MICHELLE BARRETT	4/1/2026	$45.00
0100112543	EROCK INC	4/15/2026	$45.00

Check #	Vendor Name	Check Date	Amount
0100112576	EROCK INC	4/22/2026	$45.00
0100112537	BMC FABRICATION & ERECTION	4/15/2026	$43.24
0100112616	QUADIENT FINANCE USA INC	4/29/2026	$43.17
1100048308	J.W. Pepper and Son Inc	4/1/2026	$43.00
0100112526	Utah County Auditor	4/15/2026	$42.65
0100112489	JACOB HAMMON	4/1/2026	$42.25
0500050085	Potter, Meghan	4/30/2026	$42.00
1100048377	AMANDA SEXTON	4/15/2026	$41.40
0600015367	GABBITAS BRUCE	4/30/2026	$40.84
1100048347	TAYLOR AMANDA L	4/15/2026	$40.60
0100112483	CERTIFIED SHRED	4/1/2026	$40.00
0800024210	BERT MURDOCK MUSIC	4/2/2026	$40.00
1100048290	Wasatch Mental Health	4/1/2026	$40.00
0100112550	Cintas First Aid and Safety	4/22/2026	$37.75
1100048323	BRADY JULIA L	4/15/2026	$37.70
0600015356	DAYS MARKET	4/21/2026	$36.91
0600015319	ODP BUSINESS SOLUTIONS, LLC	4/1/2026	$36.83
1100048463	VAN WAGONER LYNNETTE	4/29/2026	$35.28
0500050084	Potter, Julie	4/30/2026	$34.00
1100048472	Jones Paint and Glass	4/29/2026	$32.99
1100048444	GUTHRIE NANCY K	4/29/2026	$32.94
1100048455	MONTGOMERY KALEB E	4/29/2026	$32.84
0500050054	WILLIAMS ANGELA K	4/24/2026	$32.21
1100048436	CLARK COLLEEN M	4/29/2026	$31.83
0500049999	DIETER LANG	4/3/2026	$30.00
0500050032	Blankenship, Tamara	4/17/2026	$30.00
0500050036	Moser, Teresa	4/17/2026	$30.00
0500050039	Sheets, Brian	4/17/2026	$30.00
0500050043	Eyre, Fia	4/24/2026	$30.00
0500050044	Gauna Bastardo, Roberto	4/24/2026	$30.00
0500050049	JURGEN LANG PINEDA	4/24/2026	$30.00
1100048271	ZHENG YAJUN	4/1/2026	$29.73
0500050040	Swapp, Jared	4/17/2026	$29.00
1100048266	FLEETCHARGE	4/1/2026	$28.90
1100048427	MOUNTAINLAND POWER EQUIPMENT	4/22/2026	$28.86
0500050033	Buell, Heather	4/17/2026	$27.50
0100112591	Shoreline Middle School Sunshine Fund	4/24/2026	$26.00
1100048345	SIMPLEMAN MELISSA D	4/15/2026	$25.38
0500050035	Morales, Yadira	4/17/2026	$25.00
1100048251	DAYLEY DEVYN R	4/1/2026	$23.35

Check #	Vendor Name	Check Date	Amount
1100048340	MARSH JULIANA	4/15/2026	$22.48
1100048265	RODRIGUEZ MARIA ESTHER	4/1/2026	$22.35
0100112547	AMERICAN RPM AUTO PARTS	4/22/2026	$21.50
0100112495	PATRICIA SOUTHWICK	4/1/2026	$20.50
1100048287	FOLLETT CONTENT SOLUTIONS LLC	4/1/2026	$20.39
0600015341	ATHLETIC EVENT SUPPLY LLC	4/15/2026	$18.95
0100112494	OLIVIA KAUFUSI	4/1/2026	$18.75
1100048300	PARTS AUTHORITY LLC	4/1/2026	$15.28
0600015314	REBECCA LINDSAY	4/1/2026	$15.00
0800024208	Lambert, Jennifer	4/2/2026	$15.00
0100112488	GLORIA LOPEZ	4/1/2026	$14.00
0500050074	Beesley, Celeste	4/30/2026	$14.00
1100048451	LEHMANN ASHLEY	4/29/2026	$12.88
1100048330	ESS EMILY	4/15/2026	$12.50
1100048338	LOVELL HEIDI M	4/15/2026	$12.50
0500050018	ROBERT DAYLEY	4/17/2026	$12.45
1100048431	BIGELOW ANN	4/29/2026	$12.25
1100048331	FRANCIS MELANIE	4/15/2026	$11.38
0600015327	CANON SOLUTIONS AMERICA INC	4/15/2026	$11.02
1100048282	AIRCOM LC / AirComUSA / FAXPIPE	4/1/2026	$10.95
0600015308	GABBITAS BRUCE	4/1/2026	$10.35
0100112490	KALLEE DUNCAN	4/1/2026	$8.50
0100112582	EMI HEALTH	4/24/2026	$7.00
1100048450	KIROKIRO LAURYN Y	4/29/2026	$5.22
0800024209	Paulus, Jessica 'Lynn'	4/2/2026	$2.50
		TOTAL AP WARRANTS — 582 checks	**$5,706,012.51**

P-CARD PURCHASES — Credit Card Transactions

Period: April 2026 | 1,538 transactions | Total: $376,478.64

Code	School / Department	Vendor	Amount	Date
1892 — Computer Systems		71 transactions	**$77,919.27**	
1892	Computer Systems	APPLE.COM/US	$19,580.00	4/10/2026
1892	Computer Systems	APPLE.COM/US	$18,666.00	3/19/2026
1892	Computer Systems	FULL COMPASS SYS VT	$6,403.65	3/16/2026
1892	Computer Systems	CDW GOVT #AI4VE1I	$5,652.00	3/12/2026
1892	Computer Systems	IN *DACE MOWRY	$4,990.00	3/23/2026
1892	Computer Systems	APPLE.COM/US	$4,458.00	3/31/2026
1892	Computer Systems	AMAZON MKTPL*BC0620E52	$3,438.64	3/29/2026
1892	Computer Systems	4TE*PYE-BARKER FIRE & SAF	$1,735.00	3/25/2026
1892	Computer Systems	AMAZON.COM*BD6PR5DF2	$1,580.00	3/13/2026
1892	Computer Systems	4TE*PYE-BARKER FIRE & SAF	$1,300.00	4/4/2026
1892	Computer Systems	ULINE *SHIP SUPPLIES	$1,273.07	3/24/2026
1892	Computer Systems	PY *PROTECTION SELF STORA	$1,123.00	3/14/2026
1892	Computer Systems	APPLE.COM/US	$1,098.00	3/22/2026
1892	Computer Systems	BEAR RIVER STORAGE	$655.00	3/30/2026
1892	Computer Systems	AMAZON MKTPL*B50994GQ2	$632.00	3/17/2026
1892	Computer Systems	SMARTSIGN	$555.76	3/27/2026
1892	Computer Systems	4TE*PYE-BARKER FIRE & SAF	$547.40	3/14/2026
1892	Computer Systems	BEAR RIVER STORAGE	$345.95	3/26/2026
1892	Computer Systems	JERSEY MIKES 42031	$319.50	3/23/2026
1892	Computer Systems	STAPLES 00106328	$313.65	4/1/2026
1892	Computer Systems	THE HOME DEPOT #4416	$308.00	3/25/2026
1892	Computer Systems	BEAR RIVER STORAGE	$302.00	4/6/2026
1892	Computer Systems	SAMSCLUB #6685	$250.34	3/23/2026
1892	Computer Systems	EBAY O*08-14390-54343	$181.93	3/19/2026
1892	Computer Systems	AMAZON.COM*B55S05EI1	$179.99	3/24/2026
1892	Computer Systems	DEEPL* SUB:1563974 CUS	$145.81	4/5/2026
1892	Computer Systems	CBI*PARALLELS	$128.81	3/30/2026
1892	Computer Systems	AMAZON MKTPL*BY16O63U2	$123.12	4/9/2026
1892	Computer Systems	AMAZON MKTPL*B54TK8EM0	$110.40	3/26/2026
1892	Computer Systems	U.NU/CSND* CLICKSEND.C	$100.00	3/16/2026
1892	Computer Systems	U.NU/CSND* CLICKSEND.C	$100.00	4/1/2026
1892	Computer Systems	AMAZON MKTPL*BD9L326G1	$95.99	3/19/2026
1892	Computer Systems	BURT BROTHERS 3431 PROVO	$92.49	4/3/2026
1892	Computer Systems	AMAZON MKTPL*B546X4V20	$90.83	3/27/2026
1892	Computer Systems	CDW GOVT #ZR01205608	$74.96	3/27/2026
1892	Computer Systems	GOOGLE *FIBER FK65VF	$71.40	3/13/2026

Code	School / Department	Vendor	Amount	Date
1892	Computer Systems	GOOGLE FIBER RC7ZKX	$71.40	3/13/2026
1892	Computer Systems	SAMSCLUB #6685	$71.18	4/1/2026
1892	Computer Systems	AMAZON MKTPL*BG66D6Q02	$68.97	3/25/2026
1892	Computer Systems	AMAZON MKTPL*BD4WX3780	$68.87	3/23/2026
1892	Computer Systems	AMAZON MKTPL*BC41W3D62	$65.79	3/31/2026
1892	Computer Systems	MICROSOFT#G151743916	$64.53	4/9/2026
1892	Computer Systems	MCGEE S STAMP & TROPHY	$57.96	3/30/2026
1892	Computer Systems	DOMAIN REGISTRY OF AMERIC	$45.00	3/31/2026
1892	Computer Systems	MACEYS PROVO	$44.97	3/31/2026
1892	Computer Systems	AMAZON MKTPL*B54V876J1	$43.30	3/26/2026
1892	Computer Systems	AMAZON MKTPL*B56C25VL0	$43.30	3/27/2026
1892	Computer Systems	FEDEX OFFICE 0154 PVUKK	$40.26	3/27/2026
1892	Computer Systems	ARCO LOCK & SECURITY	$40.00	3/23/2026
1892	Computer Systems	ARCO LOCK & SECURITY	$40.00	3/26/2026
1892	Computer Systems	AMAZON MKTPL*B53134XX0	$39.19	3/27/2026
1892	Computer Systems	AMAZON WEB SERVICES	$36.69	4/1/2026
1892	Computer Systems	AMAZON.COM*BP5078QP1	$32.97	3/12/2026
1892	Computer Systems	AMAZON MKTPL*B50T39952	$31.98	3/20/2026
1892	Computer Systems	AMAZON MKTPL*BG2EW73C0	$30.23	4/1/2026
1892	Computer Systems	ADOBE INC	$29.99	4/3/2026
1892	Computer Systems	AMAZON MKTPL*BC0M42DS2	$27.51	3/31/2026
1892	Computer Systems	AMAZON.COM*BP8807YO0	$24.99	3/18/2026
1892	Computer Systems	AMAZON MKTPL*BG1GK09M2	$21.54	3/26/2026
1892	Computer Systems	AMAZON MKTPL*BG2AU65J2	$19.31	3/24/2026
1892	Computer Systems	AMAZON MKTPL*BP9EZ6201	$17.58	3/13/2026
1892	Computer Systems	AMAZON MKTPL*BP6JZ53Z0	$17.44	3/12/2026
1892	Computer Systems	GORDON'S ACE HARDWARE	$13.77	3/23/2026
1892	Computer Systems	MOUSER ELECTRONICS INC	$11.34	3/21/2026
1892	Computer Systems	AMAZON MKTPL*BP51029X1	$10.42	3/13/2026
1892	Computer Systems	AMAZON MKTPL*BG0QV1922	$9.49	3/26/2026
1892	Computer Systems	AMAZON MKTPL*BG3Q800Q1	$8.45	3/31/2026
1892	Computer Systems	BILCO SAFE & LOCK INC	$7.73	3/20/2026
1892	Computer Systems	AMAZON MKTPL*B55D12J92	$5.21	3/16/2026
1892	Computer Systems	AMAZON MKTPL*BD9TO9MA1	$5.21	3/18/2026
1892	Computer Systems	UPLIFT DESK	$-269.99	3/20/2026
0712 — Timpview High		194 transactions	**$60,417.38**	
0712	Timpview High	BEST WESTERN PLUS SETTLE	$12,347.92	3/22/2026
0712	Timpview High	BEST WESTERN PLUS SETTLE	$4,613.52	4/12/2026
0712	Timpview High	BEST WESTERN PLUS LAYT	$2,188.80	3/24/2026
0712	Timpview High	BEST WESTERN PLUS SETTLE	$1,780.83	4/8/2026

Code	School / Department	Vendor	Amount	Date
0712	Timpview High	COSTCO WHSE #0484	$1,584.45	3/25/2026
0712	Timpview High	AMAZON.COM*B71MH08F2	$1,499.42	4/5/2026
0712	Timpview High	IFA PROVO	$1,249.79	3/24/2026
0712	Timpview High	JONES SCHOOL SUPPLY COMP	$1,074.49	4/3/2026
0712	Timpview High	AMAZON.COM*BG3MU40R1	$949.00	3/31/2026
0712	Timpview High	TST* PIZZA PIE CAFE OREM	$888.60	3/12/2026
0712	Timpview High	VOICES FOR UTAH CHILDR	$779.68	3/31/2026
0712	Timpview High	COSTCO DELIVERY 113	$694.75	3/27/2026
0712	Timpview High	SPORTTRAX	$660.00	3/30/2026
0712	Timpview High	BTS*HDSUPPLYFACILITIES	$659.03	3/25/2026
0712	Timpview High	BEST WESTERN PLUS LAYT	$619.01	3/10/2026
0712	Timpview High	TST*PIER 49 PIZZA - PROV	$612.20	3/23/2026
0712	Timpview High	COSTCO WHSE #0484	$610.22	3/28/2026
0712	Timpview High	COSTAVIDA	$594.75	3/13/2026
0712	Timpview High	COSTCO WHSE #0484	$588.17	4/1/2026
0712	Timpview High	THE LIVING PLANET INC	$569.25	4/2/2026
0712	Timpview High	COSTCO WHSE #0484	$523.52	3/23/2026
0712	Timpview High	VIVACHICKEN	$504.86	4/10/2026
0712	Timpview High	BLOOMIQUE FLOWER STUDIO	$504.00	3/23/2026
0712	Timpview High	AMAZON MKTPL*BG9F08792	$469.06	3/26/2026
0712	Timpview High	CKE*ANGELICA S MEXIC ECOM	$465.05	3/20/2026
0712	Timpview High	DELTA AIR 0062418636129	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418636130	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418636131	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418636132	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418636133	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418636134	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697068	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697069	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697070	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697071	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697072	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697073	$463.60	4/2/2026
0712	Timpview High	EMBI TEC	$451.79	3/13/2026
0712	Timpview High	THE HOME DEPOT #4416	$448.00	3/19/2026
0712	Timpview High	SAMS CLUB #6685	$446.49	3/24/2026
0712	Timpview High	OLIVE GARDEN 0021725	$434.90	4/4/2026
0712	Timpview High	TST*MWB DBA CHUCK-A-RAMA	$430.00	4/3/2026
0712	Timpview High	CHUBBYS NEIGHBORHOOD CAFE	$427.42	4/11/2026
0712	Timpview High	COSTCO WHSE #0672	$420.68	3/19/2026

Code	School / Department	Vendor	Amount	Date
0712	Timpview High	CAPRIOTTIS SANDWICH SHOP	$416.15	4/10/2026
0712	Timpview High	TST* VILLAGE INN - 700737	$408.25	3/13/2026
0712	Timpview High	SQ *ST. GEORGE TENNIS & P	$400.00	3/18/2026
0712	Timpview High	AMAZON.COM*B78UH9AT2	$398.58	4/3/2026
0712	Timpview High	SAMS CLUB #6685	$358.20	3/30/2026
0712	Timpview High	WWW UMEA US	$350.00	4/3/2026
0712	Timpview High	IN-N-OUTWASHINGTONCITY	$337.80	3/21/2026
0712	Timpview High	SPORTTRAX	$330.00	3/15/2026
0712	Timpview High	CHICK-FIL-A #04568	$318.50	3/20/2026
0712	Timpview High	JIMMY JOHNS 1837 ECOMM	$312.58	4/4/2026
0712	Timpview High	TACO BELL 025394	$304.79	4/3/2026
0712	Timpview High	SHEET MUSIC PLUS	$293.18	3/25/2026
0712	Timpview High	SAMSCLUB #6685	$291.25	3/26/2026
0712	Timpview High	BOOSEY & HAWKES INC.	$287.50	4/2/2026
0712	Timpview High	SQ *ASD PRINTING SERVICES	$285.21	3/17/2026
0712	Timpview High	FOX HOLLOW GOLF CLUB	$256.00	3/23/2026
0712	Timpview High	AMAZON MKTPL*BD7CB9SJ2	$255.21	3/13/2026
0712	Timpview High	CAROLINA BIOLOGIC SUPPLY	$254.64	4/1/2026
0712	Timpview High	COSTCO WHSE #0484	$254.09	3/19/2026
0712	Timpview High	WWW UMEA US	$250.00	3/27/2026
0712	Timpview High	SQ *TERRI KERR DBA TERRI?	$250.00	4/1/2026
0712	Timpview High	CKE*ANGELICA'S MEXICAN GR	$243.79	3/20/2026
0712	Timpview High	AMAZON MKTPL*BG6ZA70I1	$228.90	3/31/2026
0712	Timpview High	MCDONALD'S F40438	$227.82	3/26/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$225.89	4/6/2026
0712	Timpview High	CANYON HILLS GOLF COURSE	$220.00	3/30/2026
0712	Timpview High	TST*RIGGATTIS WOOD FIRE	$199.00	4/8/2026
0712	Timpview High	JIMMY JOHNS 102 MOTO	$189.17	3/20/2026
0712	Timpview High	WENDY'S 5170	$180.02	3/19/2026
0712	Timpview High	AMAZON MKTPL*BP4PL3RO1	$164.98	3/14/2026
0712	Timpview High	CAFE ZUPAS	$160.39	3/27/2026
0712	Timpview High	SQ *LOTTS ORIGINALS	$160.16	3/26/2026
0712	Timpview High	LS SLC GLENDALE GC	$160.00	3/24/2026
0712	Timpview High	MCDONALD'S F11945	$159.26	3/21/2026
0712	Timpview High	JERSEY MIKES 42019	$158.57	3/20/2026
0712	Timpview High	MAVERIK CNTRY STRE 321	$155.18	3/21/2026
0712	Timpview High	DAY'S MARKET	$152.00	3/12/2026
0712	Timpview High	IN *LISASPASSIONFORPOPCOR	$150.00	3/21/2026
0712	Timpview High	FIGURE 53 QLAB	$150.00	3/31/2026
0712	Timpview High	TEXAS ROADHOUSE #2284	$138.90	3/18/2026

Code	School / Department	Vendor	Amount	Date
0712	Timpview High	R R BBQ PROVO 06	$138.00	3/23/2026
0712	Timpview High	R&RBBQ	$137.60	3/20/2026
0712	Timpview High	TST*PROVO BURGER	$135.30	3/31/2026
0712	Timpview High	MCDONALD'S F2929	$132.56	4/11/2026
0712	Timpview High	TST*PIER 49 PIZZA - PROV	$129.05	3/13/2026
0712	Timpview High	AMAZON MKTPL*BG0QX9OI0	$126.90	3/31/2026
0712	Timpview High	AMAZON MKTPL*BD6U06U71	$125.99	3/21/2026
0712	Timpview High	WM SUPERCENTER #4068	$117.35	3/27/2026
0712	Timpview High	MAVERIK #698	$115.25	3/21/2026
0712	Timpview High	AMAZON MKTPL*BG7CM7740	$114.35	4/5/2026
0712	Timpview High	WM SUPERCENTER #3988	$106.98	4/2/2026
0712	Timpview High	TACO BELL 025385	$104.54	4/11/2026
0712	Timpview High	JERSEY MIKES 42019	$104.35	3/21/2026
0712	Timpview High	CHEVRON 0204058	$103.29	3/18/2026
0712	Timpview High	AMAZON MKTPL*BC0GI4O92	$103.03	3/27/2026
0712	Timpview High	COSTCO WHSE #0484	$96.88	4/6/2026
0712	Timpview High	AMAZON MKTPL*B57JP0TE2	$93.61	3/16/2026
0712	Timpview High	JIMMY JOHNS - 1351 - E	$90.00	3/12/2026
0712	Timpview High	FOOD TO GO	$89.91	3/27/2026
0712	Timpview High	SCHOLASTIC EDUCATION	$87.60	3/16/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$86.27	3/19/2026
0712	Timpview High	DAY'S MARKET	$83.75	3/25/2026
0712	Timpview High	COSTCO WHSE #0484	$83.59	3/18/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$82.50	3/18/2026
0712	Timpview High	AMAZON MKTPL*BC8EY3CX2	$82.02	3/27/2026
0712	Timpview High	WM SUPERCENTER #1768	$81.75	3/21/2026
0712	Timpview High	SMITHS FOOD #4136	$80.50	3/30/2026
0712	Timpview High	SAMSCLUB #6685	$77.83	3/16/2026
0712	Timpview High	AMAZON MKTPL*B57T61PX1	$77.46	3/24/2026
0712	Timpview High	TACO BELL 025390	$76.22	4/6/2026
0712	Timpview High	AMAZON.COM*B55KS4PR0	$75.01	3/27/2026
0712	Timpview High	PAR*MO BETTAHS - 17 BLUFF	$74.02	3/21/2026
0712	Timpview High	LES OLSON COMPANY	$74.00	3/26/2026
0712	Timpview High	HALE CENTRE THEATRE	$72.00	3/17/2026
0712	Timpview High	MAVERIK #698	$71.99	3/20/2026
0712	Timpview High	DAY'S MARKET	$68.41	3/19/2026
0712	Timpview High	AMAZON MKTPL*B79RI2QX2	$68.15	4/6/2026
0712	Timpview High	ACT	$68.00	3/18/2026
0712	Timpview High	BJ PLUMBING SUPPLY - OREM	$67.24	3/23/2026
0712	Timpview High	LITTLE CAESARS 3460-0006	$65.61	3/14/2026

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0712	Timpview High	AMAZON MKTPL*BC7251F42	$61.25	3/27/2026
0712	Timpview High	WAL-MART #5270	$59.49	3/16/2026
0712	Timpview High	WM SUPERCENTER #1768	$56.93	3/30/2026
0712	Timpview High	CUSTOMFLAGSN*882236122	$56.40	3/25/2026
0712	Timpview High	CAFE ZUPAS	$55.22	3/20/2026
0712	Timpview High	COSTCO WHSE #0484	$54.97	3/16/2026
0712	Timpview High	TREELINE	$53.90	3/19/2026
0712	Timpview High	JCWS RESTAURANT PROVO	$53.45	3/26/2026
0712	Timpview High	DAY'S MARKET	$53.44	4/1/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$53.13	3/26/2026
0712	Timpview High	WAL-MART #4100	$52.74	3/26/2026
0712	Timpview High	OREM HIGH SCHOOL	$50.00	3/27/2026
0712	Timpview High	WAL-MART #1439	$49.82	4/9/2026
0712	Timpview High	PADDLE.NET* GEOGUESSR	$47.88	3/26/2026
0712	Timpview High	AMAZON MKTPL*BD3RT6LT0	$44.97	3/18/2026
0712	Timpview High	CHEVRON 0204058	$44.94	3/31/2026
0712	Timpview High	AMAZON MKTPL*B75DV1JB2	$44.05	4/3/2026
0712	Timpview High	AMAZON MKTPL*B55N621A1	$41.49	3/24/2026
0712	Timpview High	AMAZON MKTPL*BP7QQ0DB1	$41.44	3/12/2026
0712	Timpview High	AMAZON MKTPL*BG79V89J0	$40.47	4/5/2026
0712	Timpview High	PAYPAL *NISCA	$40.00	3/31/2026
0712	Timpview High	AMAZON MKTPL*B55H30J01	$39.98	3/23/2026
0712	Timpview High	COSTCO WHSE #0484	$39.80	3/31/2026
0712	Timpview High	AMAZON MKTPL*B53YW3LM2	$37.96	3/15/2026
0712	Timpview High	AMAZON.COM*BD80G5B51	$37.40	3/19/2026
0712	Timpview High	MAVERIK #370	$37.09	3/21/2026
0712	Timpview High	AMAZON MKTPL*B567T09G0	$35.98	3/30/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$35.95	3/25/2026
0712	Timpview High	DAY'S MARKET	$34.87	4/2/2026
0712	Timpview High	AMAZON MKTPL*BP3NR7RV1	$33.98	3/14/2026
0712	Timpview High	FOOD TO GO	$32.20	3/30/2026
0712	Timpview High	AMAZON.COM*BD97J9Z70	$31.97	3/19/2026
0712	Timpview High	LITTLE CAESARS 3460-0006	$30.25	3/31/2026
0712	Timpview High	WM SUPERCENTER #1439	$29.86	4/10/2026
0712	Timpview High	AMAZON.COM*BG1NE2PX1	$29.11	3/31/2026
0712	Timpview High	AMAZON RETA* B76NG1VO2	$28.51	4/5/2026
0712	Timpview High	T2 *UVU PARKING FINES	$27.55	3/20/2026
0712	Timpview High	AMAZON MKTPL*BP8N821I0	$26.99	3/13/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$26.99	4/7/2026
0712	Timpview High	AMAZON MKTPL*BP6VA1DI1	$25.98	3/12/2026

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0712	Timpview High	THE HOME DEPOT #4407	$25.98	4/1/2026
0712	Timpview High	DAY'S MARKET	$25.74	3/13/2026
0712	Timpview High	AMAZON MKTPL*BG9BV1AH1	$25.00	3/30/2026
0712	Timpview High	TIMPVIEW HIGH SCHOOL	$25.00	3/31/2026
0712	Timpview High	AMAZON MKTPL*BP75N4VM0	$24.97	3/14/2026
0712	Timpview High	MACEYS PROVO	$24.95	3/30/2026
0712	Timpview High	AMAZON.COM*BP6QE86L0	$24.55	3/16/2026
0712	Timpview High	OPENAI *CHATGPT SUBSCR	$21.49	3/25/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$19.99	3/27/2026
0712	Timpview High	COSTCO WHSE #0484	$19.90	3/13/2026
0712	Timpview High	AMAZON MKTPL*BC0EE8CZ2	$17.99	3/27/2026
0712	Timpview High	SMITHS FOOD #4136	$17.98	3/26/2026
0712	Timpview High	AMAZON.COM*B50AF6UL2	$17.24	3/20/2026
0712	Timpview High	AMAZON MKTPL*BD7585K30	$16.78	3/23/2026
0712	Timpview High	LITTLE CAESARS 061	$15.84	3/14/2026
0712	Timpview High	DAY'S MARKET	$15.37	3/14/2026
0712	Timpview High	LITTLE CAESARS 061	$14.62	3/13/2026
0712	Timpview High	AMAZON MKTPL*BD5H74UG2	$13.99	3/14/2026
0712	Timpview High	WM SUPERCENTER #4100	$13.72	4/1/2026
0712	Timpview High	DOMINO'S 7503	$11.43	3/31/2026
0712	Timpview High	DOMINO'S 7503	$10.39	3/18/2026
0712	Timpview High	KFC/AW #532	$10.11	4/3/2026
0712	Timpview High	AMAZON RETA* BG7GH7F30	$7.51	3/31/2026
0712	Timpview High	WAL-MART #4100	$7.24	3/18/2026
0712	Timpview High	AMAZON MKTPLACE PMTS	$-10.79	4/4/2026
0712	Timpview High	AMAZON MKTPLACE PMTS	$-26.99	4/6/2026
0712	Timpview High	AMAZON.COM	$-91.85	3/19/2026
0712	Timpview High	AMAZON MKTPLACE PMTS	$-100.24	4/11/2026
0712	Timpview High	AMAZON MKTPLACE PMTS	$-109.95	3/14/2026
0712	Timpview High	AMAZON.COM	$-806.65	4/11/2026
0704 — Provo High		170 transactions	**$34,406.07**	
0704	Provo High	BEST WESTERN CORAL HILLS	$4,556.80	3/20/2026
0704	Provo High	HAMPTON INN & SUITES	$1,629.37	3/28/2026
0704	Provo High	HAMPTON INN & SUITES	$1,571.75	3/18/2026
0704	Provo High	CHEESECAKE OREM	$1,500.19	4/8/2026
0704	Provo High	KW STRIPING	$1,320.00	4/3/2026
0704	Provo High	SP MINKY COUTURE	$1,107.06	4/3/2026
0704	Provo High	AMAZON MKTPL*BD8K68AZ0	$959.68	3/20/2026
0704	Provo High	LIBERTY TIRE SERVICES LLC	$870.50	3/12/2026
0704	Provo High	SQ *ST. GEORGE TENNIS & P	$850.00	4/1/2026

Code	School / Department	Vendor	Amount	Date
0704	Provo High	TST*BAR-W STEAKHOUSE - N	$618.00	3/18/2026
0704	Provo High	SP MINKY COUTURE	$550.00	4/1/2026
0704	Provo High	WWW UMEA US	$500.00	4/4/2026
0704	Provo High	CAFE RIO 0001 ST GEORGE	$453.45	3/27/2026
0704	Provo High	BIO CORPORATION	$440.66	3/13/2026
0704	Provo High	AMERICAN COUNCILS FOR	$398.61	3/25/2026
0704	Provo High	AMAZON MKTPL*BP33L9TA0	$396.74	3/12/2026
0704	Provo High	ODP BUS SOL LLC # 101079	$365.39	3/11/2026
0704	Provo High	ODP BUS SOL LLC # 101079	$365.39	3/25/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$351.94	3/18/2026
0704	Provo High	TST*OGDEN PIZZERIA	$333.60	3/24/2026
0704	Provo High	CHEESECAKE OREM	$329.76	3/17/2026
0704	Provo High	AMAZON MKTPL*BG50W1CI2	$318.14	3/21/2026
0704	Provo High	DD *LEVAINBAKERY	$312.07	4/12/2026
0704	Provo High	SPORTTRAX	$308.00	3/27/2026
0704	Provo High	FREDDY'S 84-0007	$298.45	4/3/2026
0704	Provo High	COSTCO DELIVERY 113	$295.23	4/3/2026
0704	Provo High	4UP*SUNBROOK GOLF CLUB	$287.00	3/17/2026
0704	Provo High	ANAHEIM SUITES HOTEL	$280.00	2/23/2026
0704	Provo High	GOFANTIX* TIMPVIEW HIG	$272.50	3/20/2026
0704	Provo High	COSTCO DELIVERY 113	$252.28	3/12/2026
0704	Provo High	COSTCO DELIVERY 113	$252.11	3/23/2026
0704	Provo High	JIMMY JOHNS - 2600	$251.94	4/3/2026
0704	Provo High	JIMMY JOHNS 4138	$244.36	3/28/2026
0704	Provo High	COSTCO WHSE #0672	$238.78	3/12/2026
0704	Provo High	SAMS CLUB #6685	$226.70	3/12/2026
0704	Provo High	TST*BRICK OVEN PROVO	$214.50	3/19/2026
0704	Provo High	WM SUPERCENTER #3220	$214.00	3/13/2026
0704	Provo High	O'REILLY 3646	$211.97	3/20/2026
0704	Provo High	AMAZON MKTPL*BC7PU0Y80	$211.66	4/13/2026
0704	Provo High	AMAZON MKTPL*BG1W082K2	$211.30	3/25/2026
0704	Provo High	PAPA JOHNS #2935	$202.21	3/20/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$199.86	3/31/2026
0704	Provo High	4 BROTHERS PIZZA	$189.21	4/2/2026
0704	Provo High	COSTCO WHSE #0484	$189.13	3/17/2026
0704	Provo High	JIFFY.COM	$188.52	3/31/2026
0704	Provo High	WALMART.COM 8009256278	$185.65	3/27/2026
0704	Provo High	WALMART.COM	$179.99	3/20/2026
0704	Provo High	COSTCO WHSE #0484	$179.00	4/4/2026
0704	Provo High	JIMMY JOHNS - 2600	$178.79	4/2/2026

Code	School / Department	Vendor	Amount	Date
0704	Provo High	CHICK-FIL-A #03006	$177.16	3/28/2026
0704	Provo High	BYU*TICKET OFFICE WEB	$175.00	3/19/2026
0704	Provo High	COSTCO WHSE #1118	$172.35	3/25/2026
0704	Provo High	COSTCO WHSE #0484	$169.76	4/10/2026
0704	Provo High	MACEY'S	$169.66	3/24/2026
0704	Provo High	AMAZON MKTPL*B52LZ0OF2	$168.97	3/15/2026
0704	Provo High	CUBBYS PROVO	$166.84	3/11/2026
0704	Provo High	SQ *JUAB HIGH SCHOOL	$154.00	3/31/2026
0704	Provo High	AMAZON MKTPL*B58W35YD2	$149.93	3/20/2026
0704	Provo High	PAR*MO BETTAHS - 28 SANTA	$148.91	3/12/2026
0704	Provo High	AMAZON MKTPL*B56RT86V0	$148.82	3/29/2026
0704	Provo High	ODP BUS SOL LLC # 101170	$147.73	3/30/2026
0704	Provo High	PAPA JOHN'S #1566	$147.58	3/25/2026
0704	Provo High	CAFE ZUPAS ST GEORGE	$147.30	3/17/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$146.50	4/2/2026
0704	Provo High	MACEYS PROVO	$145.81	4/3/2026
0704	Provo High	MACEY'S	$142.54	3/17/2026
0704	Provo High	HOPPER * J9H8Q4SPF6XF	$138.51	4/2/2026
0704	Provo High	WALMART.COM 8009256278	$138.20	3/30/2026
0704	Provo High	SAMSCLUB #6685	$134.93	3/16/2026
0704	Provo High	MACEYS PROVO	$134.09	4/2/2026
0704	Provo High	AMERICAN COUNCILS FOR	$132.87	3/11/2026
0704	Provo High	AMERICAN COUNCILS FOR	$132.87	3/12/2026
0704	Provo High	AMERICAN COUNCILS FOR	$132.87	3/30/2026
0704	Provo High	LOWES #00178*	$126.32	3/30/2026
0704	Provo High	MCDONALD'S F13504	$124.72	3/16/2026
0704	Provo High	4UP*DIXIE RED HILLS GOLF	$121.50	3/18/2026
0704	Provo High	WAL-MART #3208	$121.03	3/12/2026
0704	Provo High	BEACH HOUSE	$120.00	4/2/2026
0704	Provo High	AMAZON MKTPL*B595K0IT2	$119.96	3/20/2026
0704	Provo High	AMAZON MKTPL*BG8BF83E2	$119.94	3/22/2026
0704	Provo High	SAMS CLUB #6685	$110.75	3/30/2026
0704	Provo High	BYU CONCESSIONS SELFCH	$109.25	3/20/2026
0704	Provo High	TST* COSTA VIDA - RIVER R	$108.71	3/17/2026
0704	Provo High	AMAZON MKTPL*B577E0FE1	$107.95	3/22/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$107.66	3/23/2026
0704	Provo High	WALMART.COM	$102.03	4/2/2026
0704	Provo High	MCGEE S STAMP & TROPHY	$101.43	3/18/2026
0704	Provo High	BYU CREAMERY FOUNTAIN	$101.11	4/3/2026
0704	Provo High	PAYSON CITY GOLF COURS	$100.00	3/12/2026

Code	School / Department	Vendor	Amount	Date
0704	Provo High	DOMINO'S 9105	$89.96	4/7/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$89.52	3/25/2026
0704	Provo High	THE LIVING PLANET INC	$89.10	4/1/2026
0704	Provo High	AMAZON MKTPL*BD6752B52	$87.96	3/12/2026
0704	Provo High	HARMONS - SANTA CLARA #6	$85.92	3/14/2026
0704	Provo High	DOMINO'S 9105	$85.07	4/6/2026
0704	Provo High	KRISPY KREME #1292	$84.95	3/30/2026
0704	Provo High	WM SUPERCENTER #4100	$81.59	3/26/2026
0704	Provo High	AMAZON MKTPL*BC5H28UZ2	$79.90	4/1/2026
0704	Provo High	AMAZON MKTPL*BG09C4D40	$77.74	4/4/2026
0704	Provo High	AMAZON MKTPL*BG6D55EB2	$77.39	3/23/2026
0704	Provo High	COSTAVIDA	$76.28	3/27/2026
0704	Provo High	AMAZON MKTPL*BD9O03IH1	$75.20	3/21/2026
0704	Provo High	AMAZON.COM*BC1HQ9H82	$72.90	3/30/2026
0704	Provo High	MACEYS PROVO	$68.09	3/21/2026
0704	Provo High	AMAZON.COM*BD98O6N10	$65.81	3/19/2026
0704	Provo High	DOMINO'S 9105	$64.11	4/3/2026
0704	Provo High	TB GROUP LLC	$63.82	3/27/2026
0704	Provo High	IN-N-OUTWASHINGTONCITY	$62.55	3/14/2026
0704	Provo High	AMAZON.COM*BC6RA5UA2	$62.12	4/1/2026
0704	Provo High	WALMART.COM 8009256278	$61.29	3/26/2026
0704	Provo High	PIZZA HUT 788261	$60.93	3/12/2026
0704	Provo High	AMAZON.COM*BD0CB37B0	$60.25	3/23/2026
0704	Provo High	SWAIN BROTHERS	$58.78	4/3/2026
0704	Provo High	MACEY'S	$58.71	3/12/2026
0704	Provo High	AMAZON MKTPL*B55TG0TI1	$55.08	3/23/2026
0704	Provo High	4UP*SLEEPY RIDGE GOLF	$54.00	3/24/2026
0704	Provo High	LITTLE CAESARS 018	$52.48	3/21/2026
0704	Provo High	WENDY'S 6670	$52.21	4/6/2026
0704	Provo High	CULVERS ST GEORGE SOUTH	$51.08	3/15/2026
0704	Provo High	AMAZON.COM*BC5P89WX2	$51.03	4/1/2026
0704	Provo High	WAL-MART #1768	$49.16	3/16/2026
0704	Provo High	LITTLE CAESARS 003	$42.94	4/6/2026
0704	Provo High	AMAZON MKTPL*BG7J32OJ2	$39.98	3/21/2026
0704	Provo High	THE HOME DEPOT #4416	$39.74	3/11/2026
0704	Provo High	AMAZON MKTPL*BD6UE8UI1	$38.72	3/21/2026
0704	Provo High	PIZZA FACTORY EXPRESS	$37.18	3/13/2026
0704	Provo High	AMAZON MKTPL*BD3C44WZ0	$36.62	3/24/2026
0704	Provo High	WM SUPERCENTER #1768	$36.18	3/16/2026
0704	Provo High	CURB NYC TAXI	$33.41	4/11/2026

Code	School / Department	Vendor	Amount	Date
0704	Provo High	COSTCO WHSE #0484	$32.98	4/1/2026
0704	Provo High	HARMONS - SANTA CLARA #6	$32.84	3/12/2026
0704	Provo High	WAL-MART #1768	$32.64	3/30/2026
0704	Provo High	DUANE READE #14169	$32.31	4/11/2026
0704	Provo High	LOWES #00178*	$30.98	3/23/2026
0704	Provo High	AMAZON MKTPL*BD7DH18B2	$29.99	3/12/2026
0704	Provo High	AMAZON MKTPL*BG6F351Y0	$28.49	4/2/2026
0704	Provo High	AMAZON.COM*BC2XS5DF0	$27.82	4/11/2026
0704	Provo High	AMAZON MKTPL*BC8RC3U22	$27.70	4/1/2026
0704	Provo High	AMAZON MKTPL*BC27Q9422	$25.90	3/27/2026
0704	Provo High	COSTCO WHSE #1118	$25.48	3/20/2026
0704	Provo High	AMAZON.COM*BD8IX10E0	$25.00	3/20/2026
0704	Provo High	BURGER KING #21622	$23.99	4/3/2026
0704	Provo High	BYU CONCESSIONS	$23.75	3/20/2026
0704	Provo High	AMAZON MKTPL*B50MH3OZ2	$23.25	3/15/2026
0704	Provo High	AMAZON.COM*B583I6SX2	$21.85	3/19/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$21.70	3/30/2026
0704	Provo High	WAL-MART #1768	$21.62	3/18/2026
0704	Provo High	OPENAI *CHATGPT SUBSCR	$21.49	3/23/2026
0704	Provo High	OPENAI *CHATGPT SUBSCR	$21.49	4/6/2026
0704	Provo High	AMAZON MKTPL*BD8F37AI0	$19.99	3/19/2026
0704	Provo High	AMAZON.COM*BG1YU8T10	$19.24	4/1/2026
0704	Provo High	AMAZON MKTPL*BD4FU3UV1	$19.00	3/21/2026
0704	Provo High	WENDYS 14107	$18.17	3/14/2026
0704	Provo High	STOKES FRESH FOOD M	$17.56	3/31/2026
0704	Provo High	CURB NYC TAXI	$17.22	4/10/2026
0704	Provo High	DUANE READE #15940	$16.78	4/10/2026
0704	Provo High	AMAZON MKTPL*B506J8WV0	$11.49	3/30/2026
0704	Provo High	AMAZON.COM*B76DH6ZX2	$10.87	4/2/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$9.69	3/24/2026
0704	Provo High	HAMPTON INN & SUITES	$9.07	3/17/2026
0704	Provo High	MAVERIK #757	$8.96	4/3/2026
0704	Provo High	AMAZON.COM*B54AN2IK2	$7.59	3/20/2026
0704	Provo High	AMAZON MKTPL*BG0WF6JA0	$6.98	4/1/2026
0704	Provo High	ODP BUS SOL LLC # 105125	$6.95	4/1/2026
0704	Provo High	AMAZON.COM*B72HK7CU2	$5.34	4/2/2026
0704	Provo High	AMAZON MKTPL*BC0K59YC0	$4.49	4/13/2026
0704	Provo High	LOWES #03427*	$-10.18	4/2/2026
0704	Provo High	AMAZON.COM	$-10.87	4/11/2026
0704	Provo High	AMAZON MKTPLACE PMTS	$-63.47	4/11/2026

Code	School / Department	Vendor	Amount	Date
0704	Provo High	LA QUINTA MOTOR INNS	$-247.62	3/16/2026
0408 — Dixon Middle		118 transactions	**$32,642.20**	
0408	Dixon Middle	SOUTHWES 5262144999640	$20,325.01	3/26/2026
0408	Dixon Middle	APPLE SPICE OREM	$1,499.05	3/5/2026
0408	Dixon Middle	TWO JACKS PIZZA	$1,023.12	3/30/2026
0408	Dixon Middle	AMERICAN HEART SHOPCPR	$915.07	3/18/2026
0408	Dixon Middle	J.W. PEPPER	$732.98	3/30/2026
0408	Dixon Middle	AMAZON MKTPL*B55B69AM1	$535.36	3/24/2026
0408	Dixon Middle	CRUMBL SPANISH FORK	$405.96	3/24/2026
0408	Dixon Middle	PROVO RECREATION CENTER	$364.00	4/3/2026
0408	Dixon Middle	AMAZON MKTPL*BP0CF3S91	$254.02	3/12/2026
0408	Dixon Middle	FOLLETT CONTENT SOLUTIONS	$237.97	3/21/2026
0408	Dixon Middle	LITTLE CAESARS 20073	$219.70	3/26/2026
0408	Dixon Middle	TWO JACKS PIZZA	$213.93	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*B71FB4O12	$213.25	4/2/2026
0408	Dixon Middle	AMAZON MKTPL*BG7U20BF2	$209.90	3/24/2026
0408	Dixon Middle	AMAZON.COM*B53C93GI1	$204.15	3/25/2026
0408	Dixon Middle	AMAZON MKTPL*BD3HO0SM0	$195.48	3/23/2026
0408	Dixon Middle	SAMSCLUB.COM	$194.16	3/25/2026
0408	Dixon Middle	WALMART.COM 8009256278	$174.97	3/31/2026
0408	Dixon Middle	COWBOY DONUTS	$173.50	4/1/2026
0408	Dixon Middle	SAMSCLUB.COM	$170.42	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*B530F22G1	$168.66	3/27/2026
0408	Dixon Middle	LITTLE CAESARS 20073	$153.78	3/31/2026
0408	Dixon Middle	AMAZON MKTPL*BG7A52MT0	$142.98	4/3/2026
0408	Dixon Middle	AMAZON MKTPL*BD14B3IL2	$137.88	3/14/2026
0408	Dixon Middle	AMAZON MKTPL*BG9876LE2	$133.96	3/21/2026
0408	Dixon Middle	STAPLES	$126.62	3/29/2026
0408	Dixon Middle	SAMS CLUB.COM	$126.48	3/24/2026
0408	Dixon Middle	AMAZON MKTPL*BD30R8SS0	$116.98	3/23/2026
0408	Dixon Middle	J.W. PEPPER	$115.00	3/17/2026
0408	Dixon Middle	AMAZON MKTPL*B52C34R42	$110.56	3/20/2026
0408	Dixon Middle	AMAZON MKTPL*BG4I95IT2	$110.40	3/26/2026
0408	Dixon Middle	AMAZON MKTPL*B56RC5AD1	$108.73	3/24/2026
0408	Dixon Middle	WALMART+ MEMBER 2026	$105.30	4/3/2026
0408	Dixon Middle	AMAZON MKTPL*BD3QF2UH2	$103.11	3/14/2026
0408	Dixon Middle	SAMS CLUB.COM	$100.27	3/31/2026
0408	Dixon Middle	AMAZON MKTPL*BG5XC1N71	$98.98	3/30/2026
0408	Dixon Middle	AMAZON.COM*BG1GG2E32	$98.01	3/23/2026
0408	Dixon Middle	AMAZON MKTPL*B57O81L81	$97.74	3/23/2026

Code	School / Department	Vendor	Amount	Date
0408	Dixon Middle	AMAZON MKTPL*BP4FD7WT1	$97.00	3/14/2026
0408	Dixon Middle	AMAZON MKTPL*B59ND3OF2	$93.94	3/15/2026
0408	Dixon Middle	SQ *ASD PRINTING SERVICES	$91.20	3/20/2026
0408	Dixon Middle	EINSTEIN BROS BAGELS CAT	$83.35	3/18/2026
0408	Dixon Middle	J.W. PEPPER	$79.99	3/16/2026
0408	Dixon Middle	AMAZON MKTPL*B77HZ6O22	$79.56	4/2/2026
0408	Dixon Middle	WALMART.COM	$73.85	4/2/2026
0408	Dixon Middle	AMAZON MKTPL*B53LD24V1	$72.81	3/22/2026
0408	Dixon Middle	AMAZON MKTPL*BD81V91Z0	$71.25	3/20/2026
0408	Dixon Middle	FLOWER PATCH	$69.98	3/27/2026
0408	Dixon Middle	LITTLE CAESARS 001	$69.90	3/11/2026
0408	Dixon Middle	STAPLES	$66.32	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*BC4LG4P52	$65.08	3/29/2026
0408	Dixon Middle	SAMS CLUB.COM	$65.04	3/25/2026
0408	Dixon Middle	AMAZON MKTPL*B59XU13T1	$62.97	3/23/2026
0408	Dixon Middle	AED SUPERSTORE	$59.00	3/13/2026
0408	Dixon Middle	STAPLES	$58.75	3/22/2026
0408	Dixon Middle	AMAZON.COM*B574F4941	$58.49	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*BD8MM9LQ1	$58.20	3/15/2026
0408	Dixon Middle	AMAZON MKTPL*B52BX49B2	$57.42	3/20/2026
0408	Dixon Middle	SAMS CLUB.COM	$57.02	3/12/2026
0408	Dixon Middle	AMAZON MKTPL*BD4XY09A2	$55.99	3/14/2026
0408	Dixon Middle	SAMS CLUB.COM	$53.78	3/13/2026
0408	Dixon Middle	J.W. PEPPER	$50.00	3/13/2026
0408	Dixon Middle	AMAZON MKTPL*BG6M13662	$46.78	3/25/2026
0408	Dixon Middle	ODP BUS SOL LLC # 102838	$44.99	3/25/2026
0408	Dixon Middle	AMAZON MKTPL*BC0OR0402	$43.95	3/27/2026
0408	Dixon Middle	WALMART.COM 8009256278	$43.05	3/18/2026
0408	Dixon Middle	AMAZON.COM*B57CN9RF1	$41.28	3/28/2026
0408	Dixon Middle	WALMART.COM	$40.28	3/25/2026
0408	Dixon Middle	THE HOME DEPOT #4407	$39.52	3/14/2026
0408	Dixon Middle	ODP BUS SOL LLC # 101080	$39.32	3/24/2026
0408	Dixon Middle	SMITHS #4271	$37.99	3/30/2026
0408	Dixon Middle	AMAZON MKTPL*BP8EI3PB0	$37.80	3/14/2026
0408	Dixon Middle	AMAZON MKTPL*BP94T4A50	$36.03	3/13/2026
0408	Dixon Middle	J.W. PEPPER	$36.00	3/23/2026
0408	Dixon Middle	SAMS CLUB.COM	$35.76	3/26/2026
0408	Dixon Middle	RANCHO MARKETS #4	$33.66	4/1/2026
0408	Dixon Middle	SMITHS FOOD #4136	$31.06	3/31/2026
0408	Dixon Middle	AMAZON MKTPL*BP1404271	$30.88	3/13/2026

Code	School / Department	Vendor	Amount	Date
0408	Dixon Middle	AMAZON MKTPL*B50Q06PM1	$28.99	3/24/2026
0408	Dixon Middle	AMAZON MKTPL*BP4CO7R81	$27.74	3/14/2026
0408	Dixon Middle	AMAZON MKTPL*BG1FM6G51	$26.52	3/31/2026
0408	Dixon Middle	AMAZON MKTPL*BC6AG9YK2	$26.47	4/1/2026
0408	Dixon Middle	TARGET 00029041	$26.36	4/1/2026
0408	Dixon Middle	AMAZON MKTPL*BC00Q77J2	$23.99	4/1/2026
0408	Dixon Middle	AMAZON MKTPL*B554H2LN2	$23.75	3/15/2026
0408	Dixon Middle	AMAZON MKTPL*BP0UQ2QX0	$23.74	3/15/2026
0408	Dixon Middle	AMAZON MKTPL*B55O75LR2	$22.78	3/15/2026
0408	Dixon Middle	AMAZON MKTPL*BD8FE9LN0	$21.99	3/18/2026
0408	Dixon Middle	AMAZON MKTPL*BD18E7620	$20.99	3/22/2026
0408	Dixon Middle	AMAZON MKTPL*BD47D57T0	$20.99	3/23/2026
0408	Dixon Middle	AMAZON MKTPL*B51QR67F2	$19.99	3/20/2026
0408	Dixon Middle	UNITED STATES HOLOCA	$19.00	4/6/2026
0408	Dixon Middle	J.W. PEPPER	$19.00	4/8/2026
0408	Dixon Middle	WAL-MART #3208	$17.91	3/19/2026
0408	Dixon Middle	AMAZON MKTPL*BD73X4AA0	$17.85	3/20/2026
0408	Dixon Middle	AMAZON MKTPL*BP6OG4S00	$13.99	3/16/2026
0408	Dixon Middle	AMAZON MKTPL*B57JQ22G1	$13.26	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*BP74V3BS0	$12.99	3/15/2026
0408	Dixon Middle	AMAZON.COM*B526V5HG1	$12.95	3/25/2026
0408	Dixon Middle	AMAZON MKTPL*BD2XP47K1	$10.88	3/20/2026
0408	Dixon Middle	AMAZON MKTPL*BD1XI6881	$10.64	3/19/2026
0408	Dixon Middle	RAISING CANES 0593	$10.00	3/17/2026
0408	Dixon Middle	STARBUCKS STORE 61113	$10.00	3/17/2026
0408	Dixon Middle	SUBWAY 2423	$10.00	3/17/2026
0408	Dixon Middle	J.W. PEPPER	$10.00	3/25/2026
0408	Dixon Middle	MACEY'S	$9.99	3/23/2026
0408	Dixon Middle	AMAZON MKTPL*BP21P6S60	$7.70	3/16/2026
0408	Dixon Middle	AMAZON MKTPL*BD5FC2W51	$7.70	3/21/2026
0408	Dixon Middle	USPS PO 4982280660	$7.30	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*BG6WN0GB2	$4.74	3/23/2026
0408	Dixon Middle	AMAZON MKTPL*BP13A1W91	$4.25	3/14/2026
0408	Dixon Middle	USPS PO 4971740605	$3.28	3/12/2026
0408	Dixon Middle	AMAZON.COM*BP3KF8EC0	$2.78	3/13/2026
0408	Dixon Middle	USPS PO 4971740605	$2.72	3/19/2026
0408	Dixon Middle	AMAZON MKTPLACE PMTS	**$-29.88**	3/20/2026
0408	Dixon Middle	AMAZON MKTPLACE PMTS	**$-61.65**	3/22/2026
0408	Dixon Middle	NINGENIUS STUDIOS LLC	**$-119.99**	3/28/2026
0408	Dixon Middle	AMAZON MKTPLACE PMTS	**$-386.19**	3/25/2026

Code	School / Department	Vendor	Amount	Date
1510 — Superintendent/Board		18 transactions	**$16,797.61**	
1510	Superintendent/Board	MARRIOTT SN ANTONIO RW	$9,253.35	4/4/2026
1510	Superintendent/Board	FASTSIGNS OF PROVO	$3,532.90	3/12/2026
1510	Superintendent/Board	TST*MAGLEBYS FRESH - PR	$990.05	3/31/2026
1510	Superintendent/Board	SUPERSHUTTLE & EXECUAR OF	$659.62	3/28/2026
1510	Superintendent/Board	EZCATER*COSTA VIDA	$505.88	3/27/2026
1510	Superintendent/Board	TST* KNEADERS BAKERY AND	$395.84	3/25/2026
1510	Superintendent/Board	COSTCO WHSE #0484	$336.19	3/23/2026
1510	Superintendent/Board	SAMS CLUB RENEWAL	$219.29	3/24/2026
1510	Superintendent/Board	EZCATER*JAMBA	$199.11	3/27/2026
1510	Superintendent/Board	SAMS CLUB #6685	$143.92	3/26/2026
1510	Superintendent/Board	COSTCO WHSE #0484	$102.14	3/17/2026
1510	Superintendent/Board	SLC AIRPORT	$100.00	3/28/2026
1510	Superintendent/Board	SQ *COLOR QUICK PRINTING	$97.50	3/30/2026
1510	Superintendent/Board	CUPBOP - OREM	$97.29	3/23/2026
1510	Superintendent/Board	PATTYS CERAMICS	$77.07	3/12/2026
1510	Superintendent/Board	WAL-MART #4100	$58.51	3/23/2026
1510	Superintendent/Board	SMITHS FOOD #4136	$16.98	3/26/2026
1510	Superintendent/Board	MACEYS PROVO	$11.97	3/12/2026
1400 — CTE		88 transactions	**$15,078.30**	
1400	CTE	SCHOOL SPECIALTY NASCO	$1,752.00	3/27/2026
1400	CTE	ODP BUS SOL LLC # 101080	$1,081.84	3/25/2026
1400	CTE	SP NICKOFTIME3	$1,030.88	4/1/2026
1400	CTE	OTC BRANDS *OTC BRANDS	$663.00	3/12/2026
1400	CTE	PATTYS CERAMICS	$587.60	3/28/2026
1400	CTE	STEWART-MACDONALD MFG	$577.39	3/18/2026
1400	CTE	B&H PHOTO 800-606-6969	$574.12	3/17/2026
1400	CTE	MARVELLOUS CATERING CO	$514.00	3/19/2026
1400	CTE	AMAZON MKTPL*BD3YV7ZC0	$437.00	3/19/2026
1400	CTE	AMAZON MKTPL*BD7WQ4BQ2	$419.94	3/12/2026
1400	CTE	ODP BUS SOL LLC # 101080	$380.83	3/23/2026
1400	CTE	AMAZON MKTPL*B54ZT89A2	$330.85	3/19/2026
1400	CTE	JIFFY.COM	$327.01	3/13/2026
1400	CTE	DISCOUNTSCH 8006272829	$326.70	3/13/2026
1400	CTE	BIOTECH	$309.80	3/13/2026
1400	CTE	AMAZON MKTPL*BD7K170L0	$302.36	3/20/2026
1400	CTE	AMAZON MKTPL*BD1TT4HO1	$295.00	3/19/2026
1400	CTE	AMAZON MKTPL*BD1BN69J0	$295.00	3/23/2026
1400	CTE	B&H PHOTO 800-606-6969	$262.40	3/19/2026
1400	CTE	CAFE ZUPAS	$255.46	3/26/2026

Code	School / Department	Vendor	Amount	Date
1400	CTE	FASTSIGNS OF PROVO	$196.80	3/26/2026
1400	CTE	SP UPSTART EPOXY	$192.97	3/17/2026
1400	CTE	GENESEE SCIENTIFIC CORP	$184.05	3/16/2026
1400	CTE	BAS*CUSTOMPRINTS	$177.36	3/12/2026
1400	CTE	GENESEE SCIENTIFIC CORP	$176.55	3/17/2026
1400	CTE	AMAZON MKTPL*BD0RE6V11	$171.20	3/18/2026
1400	CTE	AMAZON MKTPL*BD9OA1AV0	$170.21	3/19/2026
1400	CTE	AMAZON.COM*BG3XY5WS2	$163.56	3/26/2026
1400	CTE	AMAZON MKTPL*BC5745QU2	$160.54	3/31/2026
1400	CTE	THANKSGIVING POINT	$150.00	3/18/2026
1400	CTE	OTC BRANDS *OTC BRANDS	$145.98	3/19/2026
1400	CTE	AMAZON MKTPL*BG7SS7DC2	$129.85	3/25/2026
1400	CTE	AMAZON MKTPL*BG47O2802	$126.94	3/24/2026
1400	CTE	SP MINKY COUTURE	$120.00	3/25/2026
1400	CTE	AMAZON.COM*BD2F47SR2	$114.01	3/13/2026
1400	CTE	AMAZON MKTPL*BP0KK53X0	$111.18	3/12/2026
1400	CTE	AMAZON MKTPL*BD9TG3J10	$101.84	3/19/2026
1400	CTE	AMAZON.COM*BD0ML2MS1	$100.20	3/18/2026
1400	CTE	SAMS CLUB #6685	$98.92	4/1/2026
1400	CTE	SAMSCLUB #6685	$97.03	4/1/2026
1400	CTE	AMAZON MKTPL*BG4685DO0	$94.81	4/4/2026
1400	CTE	AMAZON MKTPL*B74FF0082	$86.97	4/4/2026
1400	CTE	AMAZON MKTPL*BC44J8UQ2	$71.48	4/1/2026
1400	CTE	FLITE TEST	$71.14	3/23/2026
1400	CTE	AMAZON.COM*BG4F73DY2	$68.38	3/25/2026
1400	CTE	AMAZON MKTPL*B50A80MK1	$68.12	3/25/2026
1400	CTE	LEGACY WOODWORKING MA	$67.50	3/17/2026
1400	CTE	AMAZON MKTPL*BD0JB4S40	$62.99	3/23/2026
1400	CTE	AMAZON MKTPL*BG1GA36V1	$56.71	4/2/2026
1400	CTE	SP CRAFT SUPPLIES USA	$52.65	3/26/2026
1400	CTE	AMAZON.COM*BP2XT5K31	$47.92	3/13/2026
1400	CTE	AMAZON MKTPL*B72ZJ1AI1	$46.54	4/12/2026
1400	CTE	AMAZON MKTPL*BD6F77SB2	$46.01	3/13/2026
1400	CTE	AMAZON MKTPL*BD1CL8R90	$45.99	3/24/2026
1400	CTE	V UTAH VALLEY UNIVERSITY	$45.00	3/18/2026
1400	CTE	SAMS CLUB #6685	$42.68	3/25/2026
1400	CTE	COSTCO GAS #0484	$41.53	3/25/2026
1400	CTE	THE HOME DEPOT #4416	$38.50	3/18/2026
1400	CTE	AMAZON MKTPL*B513F8G30	$38.50	3/27/2026
1400	CTE	UVU MARKETPLACE	$35.00	3/19/2026

Code	School / Department	Vendor	Amount	Date
1400	CTE	AMAZON MKTPL*BG7I15YT2	$33.81	3/27/2026
1400	CTE	AMAZON MKTPL*BG68G5MR2	$33.18	3/24/2026
1400	CTE	AMAZON MKTPL*BD8FG0FW0	$33.00	3/18/2026
1400	CTE	AMAZON MKTPL*BG0EM6HY2	$28.99	3/24/2026
1400	CTE	AMAZON MKTPL*BD34T8B90	$28.52	3/22/2026
1400	CTE	AMAZON MKTPL*BG3D41TH0	$27.99	4/1/2026
1400	CTE	AMAZON MKTPL*BG82K9AL2	$27.96	3/23/2026
1400	CTE	AMAZON MKTPL*B735M8F22	$27.58	4/2/2026
1400	CTE	AMAZON MKTPL*BG6FK49P1	$25.38	4/3/2026
1400	CTE	AMAZON MKTPL*B54PQ32M1	$25.00	3/27/2026
1400	CTE	AMAZON MKTPL*BG8ZH7CZ0	$23.99	3/31/2026
1400	CTE	AMAZON MKTPL*BG5DC3E42	$22.99	3/23/2026
1400	CTE	AMAZON MKTPL*BG3JK78X1	$22.99	4/2/2026
1400	CTE	DISCOUNTSCH 8006272829	$20.99	3/14/2026
1400	CTE	OPENAI *CHATGPT SUBSCR	$20.00	3/14/2026
1400	CTE	AMAZON MKTPL*B55H69E21	$19.99	3/24/2026
1400	CTE	AMAZON.COM*BD3E52RS0	$18.49	3/24/2026
1400	CTE	AMAZON MKTPL*BP8618G90	$16.65	3/14/2026
1400	CTE	AMAZON MKTPL*BD5S58EC0	$15.19	3/20/2026
1400	CTE	AMAZON MKTPL*B50DV7ZB0	$12.86	3/25/2026
1400	CTE	AMAZON MKTPL*BP5KU9JP0	$9.99	3/12/2026
1400	CTE	STANDARD PLUMBING 12	$4.79	4/1/2026
1400	CTE	TN UTAH VALLEY UNIV PAYPA	$3.00	3/18/2026
1400	CTE	FLITE TEST	$-4.10	3/24/2026
1400	CTE	AMAZON MKTPLACE PMTS	$-9.99	3/16/2026
1400	CTE	BIOTECH	$-21.80	3/15/2026
1400	CTE	AMAZON MKTPLACE PMTS	$-29.97	3/24/2026
1400	CTE	AMAZON MKTPLACE PMTS	$-99.96	4/11/2026
1700 — Maintenance		69 transactions	**$14,377.84**	
1700	Maintenance	THE HOME DEPOT #4416	$1,269.36	3/30/2026
1700	Maintenance	SP EQUIPMENTDEFENDER	$916.63	3/25/2026
1700	Maintenance	THE HOME DEPOT #4416	$860.60	4/1/2026
1700	Maintenance	THE HOME DEPOT #4416	$780.95	3/23/2026
1700	Maintenance	COLONIAL SPECIALTY CO	$609.00	3/30/2026
1700	Maintenance	THE HOME DEPOT #4416	$604.64	3/24/2026
1700	Maintenance	THE HOME DEPOT #4416	$590.98	3/25/2026
1700	Maintenance	THE HOME DEPOT #4416	$418.78	3/31/2026
1700	Maintenance	SAMS CLUB #6685	$414.57	3/16/2026
1700	Maintenance	FERGUSON ENT #1618	$389.40	3/31/2026
1700	Maintenance	THE HOME DEPOT #4416	$388.86	3/18/2026

Code	School / Department	Vendor	Amount	Date
1700	Maintenance	THE HOME DEPOT #4416	$345.22	3/11/2026
1700	Maintenance	WOODSTUFF LANDSCAPE SUPPL	$343.92	3/12/2026
1700	Maintenance	WOODSTUFF LANDSCAPE SUPPL	$343.92	3/17/2026
1700	Maintenance	AMAZON MKTPL*BD4YI0DK2	$343.79	3/13/2026
1700	Maintenance	IFA PROVO	$299.98	3/19/2026
1700	Maintenance	APPLE SPICE OREM	$272.79	3/12/2026
1700	Maintenance	HARBOR FREIGHT TOOLS3657	$271.70	3/20/2026
1700	Maintenance	THE HOME DEPOT #4416	$251.05	3/12/2026
1700	Maintenance	HARBOR FREIGHT TOOLS3657	$226.35	3/18/2026
1700	Maintenance	THE HOME DEPOT #4416	$211.39	3/16/2026
1700	Maintenance	HARBOR FREIGHT TOOLS3657	$205.97	3/13/2026
1700	Maintenance	THE HOME DEPOT #4416	$198.18	3/20/2026
1700	Maintenance	THE HOME DEPOT #4416	$194.22	4/3/2026
1700	Maintenance	GORDON'S ACE HARDWARE	$185.33	3/19/2026
1700	Maintenance	THE HOME DEPOT #4416	$178.00	3/27/2026
1700	Maintenance	TRACTOR SUPPLY CO #1890	$171.43	3/11/2026
1700	Maintenance	AMAZON.COM*BG2V67731	$167.00	4/3/2026
1700	Maintenance	AMAZON MKTPL*BG3JE8HF0	$157.99	4/3/2026
1700	Maintenance	THE HOME DEPOT #4416	$148.31	3/19/2026
1700	Maintenance	LOWES #00178*	$142.40	4/1/2026
1700	Maintenance	AMAZON MKTPL*B51BD2VY1	$139.90	3/25/2026
1700	Maintenance	THE HOME DEPOT #4416	$136.70	3/26/2026
1700	Maintenance	THE HOME DEPOT #4416	$136.64	3/17/2026
1700	Maintenance	AUTOZONE #3765	$128.99	4/2/2026
1700	Maintenance	AMAZON MKTPL*BD7E28L50	$127.10	3/18/2026
1700	Maintenance	SHERWIN-WILLIAMS701672	$123.90	3/13/2026
1700	Maintenance	SHERWIN-WILLIAMS701672	$122.07	3/25/2026
1700	Maintenance	HARBOR FREIGHT TOOLS3657	$119.97	3/19/2026
1700	Maintenance	HARBOR FREIGHT TOOLS 43	$118.95	3/13/2026
1700	Maintenance	THE HOME DEPOT #4416	$103.96	4/2/2026
1700	Maintenance	TIMBERLINE SAW AND TOO	$91.93	3/26/2026
1700	Maintenance	THE HOME DEPOT 4416	$89.35	3/12/2026
1700	Maintenance	THE HOME DEPOT 4416	$85.89	3/19/2026
1700	Maintenance	AMAZON.COM*BD4HZ58I2	$83.94	3/12/2026
1700	Maintenance	AMAZON MKTPL*BG9PA3R62	$82.23	3/26/2026
1700	Maintenance	CHEVRON 0208662	$82.01	3/30/2026
1700	Maintenance	MAVERIK #523	$77.18	4/3/2026
1700	Maintenance	AMAZON MKTPL*B50PS3QC0	$74.25	3/28/2026
1700	Maintenance	GORDON'S ACE HARDWARE	$70.74	3/24/2026
1700	Maintenance	SHERWIN-WILLIAMS701672	$61.95	3/12/2026

Code	School / Department	Vendor	Amount	Date
1700	Maintenance	HARBOR FREIGHT TOOLS3657	$59.99	3/12/2026
1700	Maintenance	TRACTOR SUPPLY #2955	$55.47	4/2/2026
1700	Maintenance	IFA PROVO	$52.96	3/25/2026
1700	Maintenance	AMAZON.COM*B50R80H01	$49.95	3/25/2026
1700	Maintenance	GORDON'S ACE HARDWARE	$45.90	3/25/2026
1700	Maintenance	OFFICE DEPOT # 2838	$45.33	3/16/2026
1700	Maintenance	SAMS CLUB #6685	$37.58	3/26/2026
1700	Maintenance	O'REILLY 3646	$30.74	3/31/2026
1700	Maintenance	TST*LEHI BAKERY- SPANISH	$23.88	3/17/2026
1700	Maintenance	AMAZON MKTPL*B55DV7HT1	$22.09	3/26/2026
1700	Maintenance	O'REILLY 3646	$19.54	3/17/2026
1700	Maintenance	HARBOR FREIGHT TOOLS 43	$15.96	4/1/2026
1700	Maintenance	USPS PO 4971760601	$15.25	3/30/2026
1700	Maintenance	SUMMIT FASTENERS LLC	$14.80	3/16/2026
1700	Maintenance	THE HOME DEPOT #4416	$10.69	3/13/2026
1700	Maintenance	THE PAPER STORE AND MO	$8.99	3/26/2026
1700	Maintenance	LOWES #00178*	$7.62	3/19/2026
1700	Maintenance	AMAZON MKTPLACE PMTS	$-99.26	3/15/2026
0404 — Centennial Middle		38 transactions	**$13,193.11**	
0404	Centennial Middle	SOLUTION TREE INC	$8,459.00	4/2/2026
0404	Centennial Middle	TST*MAGLEBYS FRESH - PR	$649.90	3/17/2026
0404	Centennial Middle	SP PADDLE SMASH	$630.00	3/17/2026
0404	Centennial Middle	TWO JACKS PIZZA	$302.90	4/3/2026
0404	Centennial Middle	DEMCO INC	$269.70	4/3/2026
0404	Centennial Middle	WM SUPERCENTER #4100	$236.36	3/24/2026
0404	Centennial Middle	FEAST BUFFET	$232.80	3/27/2026
0404	Centennial Middle	TST* COSTA VIDA - PROVO	$205.01	3/21/2026
0404	Centennial Middle	THE HOME DEPOT #4416	$186.68	4/10/2026
0404	Centennial Middle	AMAZON.COM*BG2E84TI0	$179.73	4/1/2026
0404	Centennial Middle	THE HOME DEPOT #4416	$162.47	3/20/2026
0404	Centennial Middle	SAMS CLUB #6685	$146.14	3/19/2026
0404	Centennial Middle	MACEYS PROVO	$144.75	3/31/2026
0404	Centennial Middle	CAFE ZUPAS	$140.60	3/24/2026
0404	Centennial Middle	AMAZON.COM*BD46L9441	$131.13	3/15/2026
0404	Centennial Middle	TST*TRU RELIGION PANCAKE	$115.00	3/13/2026
0404	Centennial Middle	AMAZON MKTPL*BG9OW79D2	$103.92	3/26/2026
0404	Centennial Middle	SQ *PROVO BAKERY	$103.80	4/3/2026
0404	Centennial Middle	HARBOR FREIGHT TOOLS3657	$100.95	4/2/2026
0404	Centennial Middle	SAMS CLUB.COM	$93.32	3/26/2026
0404	Centennial Middle	AMAZON.COM*BD2X08SN0	$68.04	3/23/2026

Code	School / Department	Vendor	Amount	Date
0404	Centennial Middle	AMAZON MKTPL*BG24Z1MD1	$67.09	4/1/2026
0404	Centennial Middle	SAMS CLUB.COM	$56.14	3/31/2026
0404	Centennial Middle	SAMSCLUB #6685	$56.10	4/2/2026
0404	Centennial Middle	THE HOME DEPOT #4416	$53.85	4/2/2026
0404	Centennial Middle	SAMS CLUB.COM	$48.46	3/27/2026
0404	Centennial Middle	AMAZON MKTPL*BP6L05A90	$46.90	3/13/2026
0404	Centennial Middle	CC* CRUMBL PROVO	$39.99	3/19/2026
0404	Centennial Middle	EINSTEIN BROS BAGELS0725	$39.18	3/20/2026
0404	Centennial Middle	AMAZON MKTPL*BG0NA3BW2	$38.40	3/24/2026
0404	Centennial Middle	GORDON'S ACE HARDWARE	$30.92	3/17/2026
0404	Centennial Middle	AMAZON MKTPL*B51629O61	$29.99	3/22/2026
0404	Centennial Middle	AMAZON MKTPL*BG8N74XA1	$27.43	3/31/2026
0404	Centennial Middle	AMAZON MKTPL*BD7E77B72	$20.59	3/12/2026
0404	Centennial Middle	AMAZON MKTPL*BD72V1H61	$8.90	3/19/2026
0404	Centennial Middle	CHIPOTLE 4058	$8.60	3/17/2026
0404	Centennial Middle	AMAZON MKTPL*BP6200JY0	$7.62	3/12/2026
0404	Centennial Middle	CC* CRUMBL PROVO	$-49.25	3/18/2026
0103 — Provo Peaks Elementary		38 transactions	**$8,387.49**	
0103	Provo Peaks Elementary	SWIG N SWEETS ONLINE SALE	$2,858.50	3/30/2026
0103	Provo Peaks Elementary	SWIG N SWEETS ONLINE SALE	$1,826.50	3/26/2026
0103	Provo Peaks Elementary	SWIG N SWEETS ONLINE SALE	$572.50	3/24/2026
0103	Provo Peaks Elementary	SAMSCLUB #6685	$505.44	3/28/2026
0103	Provo Peaks Elementary	SWIG N SWEETS ONLINE SALE	$367.50	3/25/2026
0103	Provo Peaks Elementary	SWIG N SWEETS ONLINE SALE	$195.00	3/20/2026
0103	Provo Peaks Elementary	RED ROBIN 12416	$186.25	3/21/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BD9315TG0	$145.94	3/19/2026
0103	Provo Peaks Elementary	SAMS CLUB #6685	$144.58	3/12/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*B71J81TU2	$140.36	4/3/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BG0CA3JJ2	$139.72	3/22/2026
0103	Provo Peaks Elementary	LAKESHORE LEARNING MATER	$126.95	3/19/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BC6IW3UX2	$110.92	4/1/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BD9KO5B81	$98.05	3/19/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BG82C9RZ2	$93.24	3/26/2026
0103	Provo Peaks Elementary	SAMSCLUB #6685	$83.30	3/26/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BG2MK0Z52	$79.95	3/22/2026
0103	Provo Peaks Elementary	SAMSCLUB #6685	$74.12	3/19/2026
0103	Provo Peaks Elementary	AMAZON.COM*BP3BW26T1	$64.38	3/12/2026
0103	Provo Peaks Elementary	95 PERCENT GROUP	$53.90	3/30/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BD6Y58HO2	$53.28	3/12/2026
0103	Provo Peaks Elementary	SAMS CLUB #6685	$51.50	4/1/2026

Code	School / Department	Vendor	Amount	Date
0103	Provo Peaks Elementary	AMAZON MKTPL*B58B92SG2	$50.95	3/19/2026
0103	Provo Peaks Elementary	AMAZON.COM*BC4213410	$47.78	4/7/2026
0103	Provo Peaks Elementary	SMITHS FOOD #4136	$45.95	3/26/2026
0103	Provo Peaks Elementary	AMAZON.COM*BD1RS11F0	$34.99	3/20/2026
0103	Provo Peaks Elementary	AMAZON.COM*BG1S84PS1	$31.35	3/31/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BD9HY8IH0	$31.24	3/24/2026
0103	Provo Peaks Elementary	CAFE ZUPAS - PROVO	$30.07	3/19/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BD76A1862	$29.99	3/12/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BG0WG56M2	$28.99	3/25/2026
0103	Provo Peaks Elementary	AMAZON.COM*BP2WX77Z1	$27.89	3/13/2026
0103	Provo Peaks Elementary	AMAZON.COM*B508X6IJ0	$27.40	3/30/2026
0103	Provo Peaks Elementary	AMAZON.COM*B509J8XJ2	$23.77	3/17/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BG3ZX45S1	$21.98	4/1/2026
0103	Provo Peaks Elementary	AMAZON.COM*BC2CE2542	$13.50	3/30/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BC7CR87M2	$9.74	3/31/2026
0103	Provo Peaks Elementary	AMAZON MKTPLACE PMTS	$-39.98	3/21/2026
0101 — Canyon Crest Elementary		67 transactions	**$7,971.36**	
0101	Canyon Crest Elementary	APPLE SPICE OREM	$1,187.01	3/27/2026
0101	Canyon Crest Elementary	ODP BUS SOL LLC # 101080	$684.58	3/12/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BP7N61AZ0	$616.31	3/13/2026
0101	Canyon Crest Elementary	AMAZON.COM*BG9655J40	$541.74	4/1/2026
0101	Canyon Crest Elementary	TST* COSTA VIDA - PROVO	$518.13	3/18/2026
0101	Canyon Crest Elementary	SQ *JUNIOR ACHIEVEMENT -	$360.00	3/23/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD7IJ4MS0	$347.72	3/21/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B52R03O80	$345.60	3/25/2026
0101	Canyon Crest Elementary	FOOD TO GO	$277.62	3/31/2026
0101	Canyon Crest Elementary	AMAZON.COM*B557K1S22	$265.90	3/19/2026
0101	Canyon Crest Elementary	CAFE ZUPAS	$187.64	3/25/2026
0101	Canyon Crest Elementary	SAMS CLUB.COM	$145.57	3/24/2026
0101	Canyon Crest Elementary	ODP BUS SOL LLC # 101080	$137.83	3/25/2026
0101	Canyon Crest Elementary	THE HOME DEPOT #4416	$122.70	3/19/2026
0101	Canyon Crest Elementary	SCHOLASTIC EDUCATION	$105.00	4/6/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BP9QV9V20	$91.85	3/14/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BC76S7O72	$88.19	3/27/2026
0101	Canyon Crest Elementary	COSTCO WHSE #0484	$87.74	3/18/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD1NJ08O1	$84.86	3/19/2026
0101	Canyon Crest Elementary	COSTCO WHSE #0484	$83.63	3/23/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG0YS3UK2	$82.56	3/26/2026
0101	Canyon Crest Elementary	DAY'S MARKET	$81.72	3/31/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B567P84K2	$76.42	3/15/2026

Code	School / Department	Vendor	Amount	Date
0101	Canyon Crest Elementary	AMAZON.COM*B56SI8931	$75.41	3/27/2026
0101	Canyon Crest Elementary	JIMMY JOHNS - 1351	$74.92	3/24/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B51CK5KM1	$71.77	3/27/2026
0101	Canyon Crest Elementary	AMAZON.COM*BP2W280G0	$68.64	3/13/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD1MG08Y0	$65.12	3/22/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG4A12XZ0	$64.58	4/2/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B52X01381	$61.54	3/23/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B594M8QE1	$60.69	3/26/2026
0101	Canyon Crest Elementary	AMAZON.COM*BD28W9XI1	$58.78	3/18/2026
0101	Canyon Crest Elementary	SQ *BEAN LIFE SCIENCE MUS	$55.00	4/1/2026
0101	Canyon Crest Elementary	COSTCO WHSE #0484	$50.65	3/30/2026
0101	Canyon Crest Elementary	LITTLE CAESARS 3460-0006	$47.12	4/1/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B711K2472	$46.98	4/2/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B55FD2PM0	$43.94	3/27/2026
0101	Canyon Crest Elementary	LITTLE CAESARS 3460-0006	$43.74	3/20/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B53B77360	$43.54	3/25/2026
0101	Canyon Crest Elementary	DAY'S MARKET	$43.29	3/26/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B53NR2LP0	$41.79	3/25/2026
0101	Canyon Crest Elementary	ZURCHERS- SITE 117 - OREM	$37.94	3/18/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B588S5PT0	$35.99	3/27/2026
0101	Canyon Crest Elementary	AMAZON.COM*B59UO26V1	$35.98	3/26/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BC8FX2H72	$33.99	3/30/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG59O0JH0	$31.93	4/1/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD4TI10U0	$29.97	3/20/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B59R07WY2	$28.99	3/20/2026
0101	Canyon Crest Elementary	DAY'S MARKET	$24.15	3/19/2026
0101	Canyon Crest Elementary	AMERICAN HEART SHOPCPR	$23.00	3/25/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG1535MH2	$22.47	3/24/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG2QB7AL1	$21.99	3/30/2026
0101	Canyon Crest Elementary	AMAZON.COM*BP2JX0E40	$21.83	3/13/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG6YI0G42	$20.38	3/23/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BP73K9XM0	$19.99	3/14/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD6PK7900	$17.99	3/23/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG2L502Z1	$17.77	4/2/2026
0101	Canyon Crest Elementary	AMAZON.COM*BP8PB0RN0	$14.97	3/17/2026
0101	Canyon Crest Elementary	AMAZON.COM*B51YY8SD1	$14.93	3/27/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD6UK07C1	$10.99	3/20/2026
0101	Canyon Crest Elementary	AMAZON.COM*B505B3BK1	$10.62	3/26/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B51AW49Q0	$10.29	3/30/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD0SU6LT0	$8.79	3/18/2026

Code	School / Department	Vendor	Amount	Date
0101	Canyon Crest Elementary	AMAZON MKTPL*BG3KI10G1	$8.49	3/31/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD1CF3EK0	$4.08	3/20/2026
0101	Canyon Crest Elementary	HEY JEN BRANNEN CRAFTS	$-27.00	3/7/2026
0101	Canyon Crest Elementary	AMAZON MKTPLACE PMTS	$-46.98	4/11/2026
1520 — Business Services (District Wide)		33 transactions	**$6,936.49**	
1520	Business Services (District Wide)	AMAZON.COM*BC6TE7SG2	$1,750.00	3/31/2026
1520	Business Services (District Wide)	DELTA AIR 0062421859339	$743.40	4/11/2026
1520	Business Services (District Wide)	CLAUDE.AI SUBSCRIPTION	$429.80	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166609	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166610	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166611	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166612	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166614	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166615	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166616	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166617	$344.81	4/1/2026
1520	Business Services (District Wide)	CHICK-FIL-A #03304	$250.00	4/1/2026
1520	Business Services (District Wide)	CHICK-FIL-A #03304	$200.00	3/20/2026
1520	Business Services (District Wide)	AMAZON.COM*BG3WO8XZ1	$200.00	3/31/2026
1520	Business Services (District Wide)	EINSTEIN BROS BAGELS0725	$135.56	3/23/2026
1520	Business Services (District Wide)	SAMSCLUB.COM	$67.62	3/12/2026
1520	Business Services (District Wide)	MCDONALD'S F10437	$50.00	3/20/2026
1520	Business Services (District Wide)	RAISING CANES 0593	$50.00	3/20/2026
1520	Business Services (District Wide)	RAISING CANES 0593	$50.00	4/1/2026
1520	Business Services (District Wide)	MACEYS PROVO	$21.78	3/23/2026
1520	Business Services (District Wide)	SQ *CANDO PUBLISHING LLC	$19.95	4/11/2026
1520	Business Services (District Wide)	AGENT FEE 8900923323245	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923323246	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923323247	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923323248	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923325952	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923325953	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923325954	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923325955	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923183800	$18.00	3/12/2026
1520	Business Services (District Wide)	SWIG PROVO NORTH	$15.00	4/1/2026
1520	Business Services (District Wide)	PREMIUM PARKING	$12.45	3/30/2026
1520	Business Services (District Wide)	PREMIUM PARKING	$12.45	3/31/2026
0120 — Provost Elementary		40 transactions	**$6,816.32**	
0120	Provost Elementary	PLAYAWAY PRODUCTS LLC	$1,137.83	4/1/2026

Code	School / Department	Vendor	Amount	Date
0120	Provost Elementary	95 PERCENT GROUP	$594.00	4/2/2026
0120	Provost Elementary	ZAO ASIAN CAFE 7 - OREM -	$507.15	3/18/2026
0120	Provost Elementary	COSTCO WHSE #0733	$485.64	3/28/2026
0120	Provost Elementary	CHIPOTLE 4058	$417.00	4/2/2026
0120	Provost Elementary	SCHOLASTIC EDUCATION	$357.30	4/7/2026
0120	Provost Elementary	SP MINKY COUTURE	$321.37	4/3/2026
0120	Provost Elementary	PLAYAWAY PRODUCTS LLC	$293.95	4/2/2026
0120	Provost Elementary	RAISING CANES 0593	$266.73	3/31/2026
0120	Provost Elementary	CANVA* I04841-44508788	$201.41	4/4/2026
0120	Provost Elementary	AMAZON MKTPL*BC5SL8CZ1	$189.75	4/4/2026
0120	Provost Elementary	AMAZON MKTPL*BD2TM52H1	$163.87	3/20/2026
0120	Provost Elementary	LITTLE CAESARS 006	$114.85	3/11/2026
0120	Provost Elementary	CAFE ZUPAS	$114.43	3/24/2026
0120	Provost Elementary	CAFE RIO 0148 SO PROVO	$108.35	3/23/2026
0120	Provost Elementary	SAMS CLUB #6685	$104.88	3/20/2026
0120	Provost Elementary	AMAZON MKTPL*BD3BH89M0	$101.25	3/23/2026
0120	Provost Elementary	TRADER JOE S #352	$95.54	4/1/2026
0120	Provost Elementary	ZURCHERS- SITE 117 - OREM	$90.61	3/31/2026
0120	Provost Elementary	CAFE RIO 0148 SO PROVO	$86.42	3/11/2026
0120	Provost Elementary	AMAZON.COM*B51K405R2	$84.92	3/18/2026
0120	Provost Elementary	LITTLE CAESARS 006	$80.38	3/24/2026
0120	Provost Elementary	AMAZON MKTPL*BC4905YJ0	$79.96	4/12/2026
0120	Provost Elementary	AMAZON.COM*BG39L8F92	$75.53	3/21/2026
0120	Provost Elementary	AMAZON MKTPL*BD1PT60L0	$73.46	3/20/2026
0120	Provost Elementary	SP MINKY COUTURE	$71.10	3/23/2026
0120	Provost Elementary	AMAZON.COM*BG54S0MA1	$69.85	4/1/2026
0120	Provost Elementary	JOE BANDIDOS	$68.19	3/20/2026
0120	Provost Elementary	SAMSCLUB #6685	$60.36	3/30/2026
0120	Provost Elementary	AMAZON MKTPL*BD2FH8BX0	$59.99	3/22/2026
0120	Provost Elementary	AMAZON MKTPL*BG2TV4PE2	$58.06	3/23/2026
0120	Provost Elementary	SAMS CLUB #6685	$55.54	3/30/2026
0120	Provost Elementary	BYU CREAMERY ON NINTH	$52.50	3/24/2026
0120	Provost Elementary	AMAZON MKTPL*B53457US2	$46.46	3/20/2026
0120	Provost Elementary	AMAZON MKTPL*B52ZT58G0	$45.29	3/28/2026
0120	Provost Elementary	AMAZON MKTPL*BD30X4SJ1	$31.71	3/20/2026
0120	Provost Elementary	DAY'S MARKET	$27.98	3/18/2026
0120	Provost Elementary	AMAZON MKTPL*BD10A0S11	$8.36	3/20/2026
0120	Provost Elementary	AMAZON MKTPL*BD8J36QN0	$8.36	3/22/2026
0120	Provost Elementary	TRADER JOE S #352	$5.99	4/2/2026
0122 — Rock Canyon Elementary		58 transactions	**$5,792.42**	

Code	School / Department	Vendor	Amount	Date
0122	Rock Canyon Elementary	SQ *BAKING ME CRAZY	$625.00	3/17/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B52TI2A61	$483.15	3/24/2026
0122	Rock Canyon Elementary	AMAZON.COM*B54LU5Y61	$417.81	3/28/2026
0122	Rock Canyon Elementary	SLACKWATER	$405.50	3/17/2026
0122	Rock Canyon Elementary	CHICK-FIL-A #03304	$389.35	3/27/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B59NW2AL2	$385.05	3/16/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B55CG3ZN2	$328.56	3/16/2026
0122	Rock Canyon Elementary	LITTLE CAESARS 3460-0006	$218.70	3/25/2026
0122	Rock Canyon Elementary	THE HOME DEPOT #4416	$217.78	4/3/2026
0122	Rock Canyon Elementary	COSTCO WHSE #0484	$214.26	3/24/2026
0122	Rock Canyon Elementary	THANKSGIVING POINT	$182.50	4/2/2026
0122	Rock Canyon Elementary	SQ *SODALICIOUS	$160.00	3/25/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG26X4PM1	$151.09	3/31/2026
0122	Rock Canyon Elementary	LS FUNFINITY	$134.12	3/13/2026
0122	Rock Canyon Elementary	TRADER JOE S #352	$128.22	3/17/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B55YB4Z12	$123.29	3/16/2026
0122	Rock Canyon Elementary	SQ *TERRI KERR DBA TERRI?	$105.00	3/24/2026
0122	Rock Canyon Elementary	AMAZON.COM*BG12R9381	$101.25	3/30/2026
0122	Rock Canyon Elementary	MACEY'S 8TH NORTH	$95.44	3/28/2026
0122	Rock Canyon Elementary	SQ *TERRI KERR DBA TERRI?	$90.00	3/31/2026
0122	Rock Canyon Elementary	AMAZON.COM*BD61N9370	$89.13	3/19/2026
0122	Rock Canyon Elementary	DAY'S MARKET	$87.93	3/31/2026
0122	Rock Canyon Elementary	TST*BAJIO	$85.56	3/17/2026
0122	Rock Canyon Elementary	SQ *TERRI KERR DBA TERRI?	$75.00	4/2/2026
0122	Rock Canyon Elementary	AMAZON.COM*BC33157K2	$74.52	4/1/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG02K1AZ2	$65.70	3/23/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG0BR5JB2	$64.65	3/22/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B56Z83242	$58.35	3/19/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BC59X0Q22	$49.85	3/30/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD60I1LC0	$42.74	3/18/2026
0122	Rock Canyon Elementary	FOOD TO GO	$40.20	4/1/2026
0122	Rock Canyon Elementary	AMAZON.COM*BP1145KX0	$37.98	3/16/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B565U5K32	$36.56	3/19/2026
0122	Rock Canyon Elementary	DBC*BLICK ART MATERIAL	$36.25	4/10/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD37L10M0	$35.33	3/20/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG7LB0F90	$33.98	3/31/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG3EH3VE2	$30.58	3/24/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD35818F1	$28.47	3/19/2026
0122	Rock Canyon Elementary	ZURCHERS- SITE 117 - OREM	$24.65	3/24/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B56KG33I1	$21.84	3/23/2026

Code	School / Department	Vendor	Amount	Date
0122	Rock Canyon Elementary	AMAZON.COM*BD0NC8ZH0	$20.21	3/19/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD6S20LL0	$19.20	3/18/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD17V62B2	$18.39	3/13/2026
0122	Rock Canyon Elementary	AMAZON.COM*BD8WE3ZA1	$18.28	3/16/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG4YP0H11	$16.82	4/1/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD1OW29R1	$16.50	3/20/2026
0122	Rock Canyon Elementary	AMAZON.COM*B51D65CE1	$11.89	3/22/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD6ZI1IM2	$10.54	3/14/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG3KY8IV0	$6.64	4/6/2026
0122	Rock Canyon Elementary	AMAZON.COM*BG5HH8AM2	$5.99	3/23/2026
0122	Rock Canyon Elementary	TICKETOR* TICKETOR	$1.80	3/16/2026
0122	Rock Canyon Elementary	BOOK OUTLET	$1.44	3/21/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-6.30	3/30/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-6.64	3/21/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-6.64	4/11/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-18.39	3/18/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-118.06	3/20/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-174.59	3/25/2026
0118 — Lakeview Elementary		57 transactions	**$6,010.13**	
0118	Lakeview Elementary	AMAZON MKTPL*B77HH10O1	$1,123.12	4/13/2026
0118	Lakeview Elementary	AMAZON MKTPL*BY6SF4QK2	$983.72	4/12/2026
0118	Lakeview Elementary	AMAZON MKTPL*B566J62H2	$429.42	3/19/2026
0118	Lakeview Elementary	HONEYBAKED HAM 0603	$409.59	3/17/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG33V5EF2	$298.16	3/23/2026
0118	Lakeview Elementary	AMAZON MKTPL*BC9AB22J2	$219.06	3/31/2026
0118	Lakeview Elementary	AMAZON MKTPL*B53J95LT0	$188.34	3/25/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD5SK8L10	$137.55	3/18/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD1203XT1	$126.55	3/18/2026
0118	Lakeview Elementary	AMAZON MKTPL*B59V88FF1	$123.46	3/22/2026
0118	Lakeview Elementary	SAMS CLUB #6685	$106.40	3/27/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD21J2400	$103.98	3/18/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG7XO9KH2	$102.54	3/25/2026
0118	Lakeview Elementary	AMAZON.COM*BG9FR0FU0	$96.72	3/31/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD37R58U1	$92.83	3/19/2026
0118	Lakeview Elementary	AMAZON MKTPL*BC3J44QK2	$91.85	3/31/2026
0118	Lakeview Elementary	AMAZON MKTPL*B52FF6W50	$90.00	3/30/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP9ZL22E1	$81.25	3/13/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG2Z770Y1	$80.40	3/31/2026
0118	Lakeview Elementary	SMITHS FOOD #4136	$71.93	4/2/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP59J2DU0	$62.03	3/16/2026

Code	School / Department	Vendor	Amount	Date
0118	Lakeview Elementary	AMAZON MKTPL*BP2QX8710	$60.00	3/16/2026
0118	Lakeview Elementary	WM SUPERCENTER #1768	$57.04	4/1/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD6KG7LN1	$55.81	3/16/2026
0118	Lakeview Elementary	AMAZON MKTPL*B58UC1S62	$52.24	3/19/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG5808LI0	$47.88	3/31/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD1ZS1222	$47.03	3/13/2026
0118	Lakeview Elementary	TEACHERSPAYTEACHERS.COM	$46.60	3/25/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP5TA2VN0	$43.15	3/14/2026
0118	Lakeview Elementary	AMAZON MKTPL*B56T52WZ0	$39.58	3/30/2026
0118	Lakeview Elementary	FAMILY DOLLAR	$38.30	3/24/2026
0118	Lakeview Elementary	AMAZON MKTPL*B54G045I1	$35.98	3/25/2026
0118	Lakeview Elementary	AMAZON MKTPL*BC6RS6CQ2	$32.22	3/27/2026
0118	Lakeview Elementary	WM SUPERCENTER #3208	$29.82	3/12/2026
0118	Lakeview Elementary	AMAZON.COM*BD1Q54SM0	$28.61	3/23/2026
0118	Lakeview Elementary	AMAZON MKTPL*B58K39441	$27.33	3/22/2026
0118	Lakeview Elementary	AMAZON.COM*BG3BZ9FN0	$27.00	3/31/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD95E28B1	$26.99	3/19/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP0YN5D51	$26.47	3/12/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG7AH7OH2	$26.41	3/21/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP49A8DL0	$26.28	3/16/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD46V9EO0	$25.16	3/20/2026
0118	Lakeview Elementary	AMAZON MKTPL*BC9K33FJ0	$21.96	4/7/2026
0118	Lakeview Elementary	AMAZON.COM*BG8XQ09J2	$20.62	3/26/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG7SN68Z0	$19.95	4/3/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP8NT8EE0	$18.98	3/13/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP8Y12EB0	$17.97	3/13/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP2C286V0	$15.94	3/15/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG5PA57D2	$13.98	3/26/2026
0118	Lakeview Elementary	AMAZON MKTPL*B59IN1691	$11.99	3/26/2026
0118	Lakeview Elementary	AMAZON.COM*B59Z428I2	$10.80	3/18/2026
0118	Lakeview Elementary	ACADIENCE LEARNING	$10.00	3/24/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD1JH5HV2	$7.99	3/12/2026
0118	Lakeview Elementary	AMAZON MKTPL*B55OJ6ZM2	$6.99	3/16/2026
0118	Lakeview Elementary	THANKSGIVING POINT	$6.00	3/25/2026
0118	Lakeview Elementary	AMAZON.COM*BG69G1FS0	$4.46	3/31/2026
0118	Lakeview Elementary	AMAZON TIPS*BP3Y06WK1	$3.70	3/14/2026
0555 — Slate Mountain		32 transactions	**$5,923.36**	
0555	Slate Mountain	SP CRAFT SUPPLIES USA	$498.91	3/17/2026
0555	Slate Mountain	SP CRAFT SUPPLIES USA	$497.40	3/24/2026
0555	Slate Mountain	SP CRAFT SUPPLIES USA	$495.93	4/10/2026

Code	School / Department	Vendor	Amount	Date
0555	Slate Mountain	THE HOME DEPOT 4416	$492.95	3/18/2026
0555	Slate Mountain	THE HOME DEPOT #4416	$447.46	4/8/2026
0555	Slate Mountain	SP CRAFT SUPPLIES USA	$402.84	3/19/2026
0555	Slate Mountain	SAMS CLUB #6685	$356.63	3/25/2026
0555	Slate Mountain	SAMS CLUB #6685	$315.38	4/1/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$284.90	3/23/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$245.36	3/30/2026
0555	Slate Mountain	SAMSCLUB #6685	$201.30	3/31/2026
0555	Slate Mountain	HARMONS - OREM #88	$162.41	3/23/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$155.94	3/31/2026
0555	Slate Mountain	HARMONS - OREM #88	$147.09	4/1/2026
0555	Slate Mountain	SQ *PROVO BAKERY	$127.96	3/25/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$122.42	3/13/2026
0555	Slate Mountain	SAMS CLUB #6685	$120.84	4/9/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$117.55	3/26/2026
0555	Slate Mountain	FOOD TO GO	$98.55	3/27/2026
0555	Slate Mountain	SAMS CLUB #6685	$85.77	3/23/2026
0555	Slate Mountain	THE PAPER STORE AND MO	$72.94	3/12/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$70.10	3/16/2026
0555	Slate Mountain	AMAZON MKTPL*B56BO0712	$61.92	3/19/2026
0555	Slate Mountain	AMAZON MKTPL*B711I23K2	$61.83	4/3/2026
0555	Slate Mountain	AMAZON.COM*BD3YF2PR0	$59.99	3/20/2026
0555	Slate Mountain	THE HOME DEPOT #4416	$55.15	3/18/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$54.13	4/6/2026
0555	Slate Mountain	SMITHS FOOD #4136	$43.95	4/6/2026
0555	Slate Mountain	AMAZON MKTPL*BP88Y7AI0	$22.49	3/13/2026
0555	Slate Mountain	PAR*MO BETTAHS - 18 PROVO	$18.25	4/9/2026
0555	Slate Mountain	AMAZON MKTPL*BD4GB09L2	$13.98	3/14/2026
0555	Slate Mountain	AMAZON MKTPL*BD2IN7GW0	$11.04	3/20/2026
0132 — Wasatch Elementary		41 transactions	**$5,589.49**	
0132	Wasatch Elementary	AMAZON MKTPL*BD8J35QC0	$652.74	3/22/2026
0132	Wasatch Elementary	SAMSCLUB #6685	$514.20	4/8/2026
0132	Wasatch Elementary	CLASSTEAMBUILDING.COM	$499.00	3/28/2026
0132	Wasatch Elementary	AMAZON.COM*BD6RV0QU0	$393.56	3/22/2026
0132	Wasatch Elementary	SAMS CLUB #6685	$326.86	3/25/2026
0132	Wasatch Elementary	AMAZON MKTPL*B77JN6021	$307.54	4/12/2026
0132	Wasatch Elementary	DEMCO INC	$301.73	3/27/2026
0132	Wasatch Elementary	AMAZON MKTPL*B79811832	$274.40	4/6/2026
0132	Wasatch Elementary	AMAZON.COM*BD9816YQ0	$253.86	3/24/2026
0132	Wasatch Elementary	AMAZON MKTPL*BC1BI4F20	$239.89	4/7/2026

Code	School / Department	Vendor	Amount	Date
0132	Wasatch Elementary	TST* KNEADERS BAKERY AND	$220.94	3/26/2026
0132	Wasatch Elementary	AMAZON MKTPL*B531X09Y0	$208.43	3/30/2026
0132	Wasatch Elementary	AMAZON MKTPL*B55MZ54M0	$131.55	3/25/2026
0132	Wasatch Elementary	AMAZON.COM*BP1A61PX0	$127.14	3/13/2026
0132	Wasatch Elementary	AMAZON MKTPL*BC72N6DR0	$102.56	4/11/2026
0132	Wasatch Elementary	COSTCO WHSE #0484	$100.92	4/12/2026
0132	Wasatch Elementary	AMAZON MKTPL*B59IR00B0	$95.79	3/26/2026
0132	Wasatch Elementary	EINSTEIN BROS BAGELS3674	$79.16	3/30/2026
0132	Wasatch Elementary	AMAZON MKTPL*BC2ZG5GO1	$71.76	4/6/2026
0132	Wasatch Elementary	SP BETCKEY LABELS	$63.99	4/1/2026
0132	Wasatch Elementary	AMAZON MKTPL*B54Q60220	$58.80	3/29/2026
0132	Wasatch Elementary	STUDENTREASURES PUBLISHI	$53.90	4/7/2026
0132	Wasatch Elementary	DD *DOORDASH PIZZAHUTC	$53.78	3/18/2026
0132	Wasatch Elementary	DAY'S MARKET	$51.89	3/19/2026
0132	Wasatch Elementary	AMAZON MKTPL*BD5HE9RO0	$45.90	3/24/2026
0132	Wasatch Elementary	AMAZON.COM*BD0H19AW1	$40.45	3/17/2026
0132	Wasatch Elementary	AMAZON MKTPL*BD79T9VT0	$34.34	3/21/2026
0132	Wasatch Elementary	AMAZON MKTPL*B56ZY9F91	$33.99	3/22/2026
0132	Wasatch Elementary	AMAZON MKTPL*BC12S7OB0	$33.11	4/6/2026
0132	Wasatch Elementary	MACEYS PROVO	$31.95	3/25/2026
0132	Wasatch Elementary	AMAZON.COM*BG5YH5AS0	$30.90	4/1/2026
0132	Wasatch Elementary	TRADER JOE S #352	$28.26	3/29/2026
0132	Wasatch Elementary	AMAZON MKTPL*B54L28ZV2	$22.99	3/16/2026
0132	Wasatch Elementary	SPROUTS FARMERS MAR	$20.83	3/30/2026
0132	Wasatch Elementary	AMAZON MKTPL*BG3D13TJ2	$20.33	3/22/2026
0132	Wasatch Elementary	AMAZON.COM*B52PE7181	$19.99	3/24/2026
0132	Wasatch Elementary	AMAZON MKTPL*BG47P0H31	$13.99	4/1/2026
0132	Wasatch Elementary	AMAZON.COM*BC46B3V92	$13.86	3/30/2026
0132	Wasatch Elementary	SAMS CLUB #6685	$13.48	3/16/2026
0132	Wasatch Elementary	AMAZON.COM*BD3S54SH1	$10.73	3/20/2026
0132	Wasatch Elementary	SP STICKERBOX	$-10.00	3/21/2026
0134 — Westridge Elementary		35 transactions	**$5,125.75**	
0134	Westridge Elementary	--IMPRINTNOW*886267444	$545.47	3/28/2026
0134	Westridge Elementary	OTC BRANDS *OTC BRANDS	$488.44	3/16/2026
0134	Westridge Elementary	TST* COSTA VIDA - PROVO	$471.60	3/18/2026
0134	Westridge Elementary	AMAZON.COM*BG3MH7GU2	$426.60	3/23/2026
0134	Westridge Elementary	THE LIVING PLANET INC	$397.25	4/1/2026
0134	Westridge Elementary	SAMS CLUB.COM	$341.69	4/2/2026
0134	Westridge Elementary	AMAZON.COM*BG3S66MA2	$287.00	3/24/2026
0134	Westridge Elementary	AMAZON MKTPL*BG3KA8I92	$273.78	3/26/2026

Code	School / Department	Vendor	Amount	Date
0134	Westridge Elementary	AMAZON MKTPL*B57FB8QR2	$197.94	3/18/2026
0134	Westridge Elementary	AMAZON.COM*BD2X74IV1	$187.06	3/21/2026
0134	Westridge Elementary	AMAZON MKTPL*BC31O3RT2	$162.19	4/1/2026
0134	Westridge Elementary	WM SUPERCENTER #1768	$161.35	3/15/2026
0134	Westridge Elementary	AMAZON.COM*BG1SK6VE2	$157.81	3/24/2026
0134	Westridge Elementary	AMAZON.COM*BC80M5FR2	$139.20	3/27/2026
0134	Westridge Elementary	ODP BUS SOL LLC # 101080	$105.42	4/2/2026
0134	Westridge Elementary	CENTER STAGE YOUTH PER	$100.00	4/6/2026
0134	Westridge Elementary	COSTCO WHSE #1118	$93.83	3/22/2026
0134	Westridge Elementary	ZURCHERS- SITE 117 - OREM	$89.15	4/2/2026
0134	Westridge Elementary	AMAZON MKTPL*BD8LK0KH0	$80.67	3/23/2026
0134	Westridge Elementary	FLOWER PATCH	$74.98	3/28/2026
0134	Westridge Elementary	WAL-MART #1768	$66.44	3/26/2026
0134	Westridge Elementary	AMAZON.COM*BD7AL97U0	$61.53	3/23/2026
0134	Westridge Elementary	AMAZON MKTPL*BC66I2VH2	$55.74	3/30/2026
0134	Westridge Elementary	SAMSCLUB #6685	$53.92	3/28/2026
0134	Westridge Elementary	HEIDISONGS	$49.99	4/13/2026
0134	Westridge Elementary	COSTCO WHSE #0484	$46.97	3/15/2026
0134	Westridge Elementary	AMAZON.COM*BC1K63D52	$41.17	3/31/2026
0134	Westridge Elementary	AMAZON MKTPL*B577S9332	$31.99	3/16/2026
0134	Westridge Elementary	TST*SPUDLY DONUTS - LIND	$25.99	3/19/2026
0134	Westridge Elementary	COSTCO WHSE #0484	$22.38	3/29/2026
0134	Westridge Elementary	WAL-MART #1768	$15.84	3/12/2026
0134	Westridge Elementary	AMAZON MKTPL*B526Q43K0	$12.88	3/26/2026
0134	Westridge Elementary	AMAZON MKTPL*B55IL0E50	$8.59	3/26/2026
0134	Westridge Elementary	AMAZON MKTPL*BC33V7RL2	$7.49	4/1/2026
0134	Westridge Elementary	AMAZON.COM	$-156.60	3/25/2026
0730 — Independence High		38 transactions	**$4,647.08**	
0730	Independence High	SQ *BIGBONEDBBQ	$800.00	4/1/2026
0730	Independence High	U-HAUL MOVING & STORAGE O	$531.75	3/23/2026
0730	Independence High	LS KL ENTERPRISES DBA	$454.39	3/17/2026
0730	Independence High	SAMS CLUB.COM	$432.60	3/24/2026
0730	Independence High	AMAZON MKTPL*BD78F3K62	$354.15	3/13/2026
0730	Independence High	AMAZON MKTPL*B59587VV1	$210.42	3/25/2026
0730	Independence High	AMAZON.COM*B76PC74V2	$173.28	4/2/2026
0730	Independence High	SAMS CLUB #6685	$151.16	3/12/2026
0730	Independence High	AMAZON MKTPL*BG9Z01LW1	$129.14	3/29/2026
0730	Independence High	AMAZON MKTPL*BD57E72Z2	$126.92	3/13/2026
0730	Independence High	SHERALDS FROSTY FREEZE	$123.81	3/14/2026
0730	Independence High	AMAZON.COM*B55WQ2NN0	$109.89	3/25/2026

Code	School / Department	Vendor	Amount	Date
0730	Independence High	EB *2026 UAEA ANNUAL C	$100.00	3/18/2026
0730	Independence High	AMAZON MKTPL*BG57E98L2	$85.30	3/24/2026
0730	Independence High	MAVERIK #462	$80.61	3/14/2026
0730	Independence High	MAVERIK #462	$73.10	3/23/2026
0730	Independence High	AMAZON MKTPL*B594H3332	$69.25	3/16/2026
0730	Independence High	JIMMY JOHNS - 1351	$61.92	3/18/2026
0730	Independence High	TACO BELL 025390	$52.32	4/3/2026
0730	Independence High	THE HOME DEPOT #4416	$49.44	3/27/2026
0730	Independence High	7-ELEVEN 36328	$48.78	3/27/2026
0730	Independence High	AMAZON MKTPL*BP1QA8ET0	$47.06	3/13/2026
0730	Independence High	COWBOY DONUTS	$45.43	3/26/2026
0730	Independence High	AMAZON.COM*B55IH5M11	$44.40	3/25/2026
0730	Independence High	MACEYS PROVO	$39.64	3/27/2026
0730	Independence High	SQ *PROVO BAKERY	$31.64	3/23/2026
0730	Independence High	MAVERIK #462	$28.52	3/18/2026
0730	Independence High	MAVERIK #710	$27.71	3/14/2026
0730	Independence High	TARGET 00033167	$23.73	4/2/2026
0730	Independence High	TARGET 00029041	$22.44	3/19/2026
0730	Independence High	AMAZON MKTPL*BP1N98K11	$19.89	3/13/2026
0730	Independence High	TARGET 00029041	$19.07	3/23/2026
0730	Independence High	TST*LIGHTHOUSE DONUTS	$18.40	3/31/2026
0730	Independence High	SMITHS FOOD #4136	$18.13	3/18/2026
0730	Independence High	SQ *PROVO BAKERY	$16.34	3/13/2026
0730	Independence High	FRESH MKT PROVO	$11.47	3/13/2026
0730	Independence High	FRANZ FAMILY BAKERY 9061	$9.00	4/1/2026
0730	Independence High	AMAZON MKTPL*BP8JA37R1	$5.98	3/13/2026
0128 — Timpanogos Elementary		48 transactions	**$4,563.89**	
0128	Timpanogos Elementary	CUPBOP - OREM	$850.00	4/2/2026
0128	Timpanogos Elementary	HEGGERTY.ORG	$368.48	3/12/2026
0128	Timpanogos Elementary	SAMS CLUB #6685	$348.80	3/19/2026
0128	Timpanogos Elementary	LOGO LINK INC.	$259.76	3/19/2026
0128	Timpanogos Elementary	TST* NOTHING BUNDT CAKES	$245.65	4/1/2026
0128	Timpanogos Elementary	INK HERO	$234.00	4/3/2026
0128	Timpanogos Elementary	COSTCO WHSE #0484	$200.72	3/19/2026
0128	Timpanogos Elementary	MOLLY'S	$152.00	3/11/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BC4Z87NJ2	$134.22	3/28/2026
0128	Timpanogos Elementary	AMAZON.COM*BG2MC05B1	$123.45	4/1/2026
0128	Timpanogos Elementary	FEDEX OFFICE 0154 PVUKK	$122.12	3/24/2026
0128	Timpanogos Elementary	TRADER JOE S #352	$96.84	4/1/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BD7O037H1	$93.81	3/20/2026

Code	School / Department	Vendor	Amount	Date
0128	Timpanogos Elementary	AMAZON MKTPL*BG9AL4FO1	$88.53	3/29/2026
0128	Timpanogos Elementary	VILLAGE BAKER - OREM	$85.38	3/24/2026
0128	Timpanogos Elementary	SMITHS FOOD #4136	$84.99	4/2/2026
0128	Timpanogos Elementary	SQ *OREM - STATE STREET	$84.93	4/1/2026
0128	Timpanogos Elementary	MACEYS PROVO	$80.10	3/24/2026
0128	Timpanogos Elementary	AMAZON MKTPL*B75UP16M2	$78.42	4/6/2026
0128	Timpanogos Elementary	SQ *SODALICIOUS	$74.60	4/9/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BG6GK2FB1	$73.97	3/29/2026
0128	Timpanogos Elementary	AMAZON MKTPL*B76JR3252	$64.48	4/6/2026
0128	Timpanogos Elementary	AMAZON MKTPL*B542R9CW0	$60.51	3/24/2026
0128	Timpanogos Elementary	SAMS CLUB.COM	$57.68	3/20/2026
0128	Timpanogos Elementary	THE LIQUIDATION TEAM	$53.00	3/27/2026
0128	Timpanogos Elementary	SMITHS FOOD #4136	$50.86	3/12/2026
0128	Timpanogos Elementary	BYU CAMPUS FLORAL	$50.00	3/19/2026
0128	Timpanogos Elementary	MCGEE S STAMP & TROPHY	$43.47	3/17/2026
0128	Timpanogos Elementary	AMAZON.COM*B762I82V2	$42.53	4/6/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BC80K9S92	$35.64	3/31/2026
0128	Timpanogos Elementary	AMAZON MKTPL*B51LA8931	$32.28	3/27/2026
0128	Timpanogos Elementary	AMAZON MKTPL*B51R55861	$25.99	3/26/2026
0128	Timpanogos Elementary	LITTLE CAESARS 001	$25.95	3/26/2026
0128	Timpanogos Elementary	WM SUPERCENTER #1768	$23.87	3/12/2026
0128	Timpanogos Elementary	FRESH MKT PROVO	$19.97	4/2/2026
0128	Timpanogos Elementary	CHICK-FIL-A #03304	$19.38	3/17/2026
0128	Timpanogos Elementary	TST*SHIRLEYS BAKERY AND	$16.99	3/26/2026
0128	Timpanogos Elementary	WAL-MART #2511	$15.72	3/26/2026
0128	Timpanogos Elementary	DAY'S MARKET	$12.93	3/12/2026
0128	Timpanogos Elementary	MACEYS PROVO	$10.98	3/30/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BG4GA5C00	$9.40	3/31/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BD6AY4AN1	$8.89	3/17/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BG9IV2VI1	$8.39	4/1/2026
0128	Timpanogos Elementary	SMITHS FOOD #4136	$7.49	3/13/2026
0128	Timpanogos Elementary	THE HOME DEPOT #4416	$5.48	3/30/2026
0128	Timpanogos Elementary	AMAZON.COM*B74A46121	$4.89	4/13/2026
0128	Timpanogos Elementary	AMAZON MKTPLACE PMTS	$-3.67	4/1/2026
0128	Timpanogos Elementary	SQ *SODALICIOUS	$-19.98	3/27/2026
0104 — Franklin Elementary		33 transactions	**$4,535.17**	
0104	Franklin Elementary	MT STATE SCHOOLBOOK DEPOS	$1,391.70	3/18/2026
0104	Franklin Elementary	MT STATE SCHOOLBOOK DEPOS	$527.23	3/27/2026
0104	Franklin Elementary	AMAZON MKTPL*BD24F5N80	$319.49	3/19/2026
0104	Franklin Elementary	AMAZON MKTPL*BD93S05L1	$299.98	3/18/2026

Code	School / Department	Vendor	Amount	Date
0104	Franklin Elementary	AMAZON MKTPL*BD9ME0KZ0	$256.39	3/23/2026
0104	Franklin Elementary	AMAZON.COM*BC6I28DT2	$227.19	3/31/2026
0104	Franklin Elementary	SAMS CLUB.COM	$213.26	3/24/2026
0104	Franklin Elementary	DOMINO'S 9111	$141.38	3/17/2026
0104	Franklin Elementary	WM SUPERCENTER #1768	$121.04	3/30/2026
0104	Franklin Elementary	AMAZON MKTPL*BG6BC3FP0	$107.36	3/31/2026
0104	Franklin Elementary	UTAH ASSOCIATION OF EL	$100.00	3/28/2026
0104	Franklin Elementary	SAMS CLUB #6685	$98.72	3/17/2026
0104	Franklin Elementary	AMAZON MKTPL*BG2GW1ZB0	$92.98	3/31/2026
0104	Franklin Elementary	SAMS CLUB.COM	$82.40	3/27/2026
0104	Franklin Elementary	AMAZON MKTPL*BG53O2YX1	$62.99	4/4/2026
0104	Franklin Elementary	AMAZON MKTPL*BD67Z5QL2	$57.45	3/13/2026
0104	Franklin Elementary	OTC BRANDS *OTC BRANDS	$50.98	4/2/2026
0104	Franklin Elementary	AMAZON MKTPL*BC1IB3152	$50.40	3/29/2026
0104	Franklin Elementary	AMAZON MKTPL*BP5545DT1	$49.95	3/12/2026
0104	Franklin Elementary	AMAZON.COM*BG4X56EM0	$36.74	4/1/2026
0104	Franklin Elementary	AMAZON MKTPL*B59O26B61	$31.46	3/26/2026
0104	Franklin Elementary	AMAZON MKTPL*BC1JG8X92	$29.99	3/30/2026
0104	Franklin Elementary	AMAZON.COM*B739X8F12	$29.97	4/2/2026
0104	Franklin Elementary	SQ *COUNCIL FOR EXCEPTION	$27.00	3/13/2026
0104	Franklin Elementary	AMAZON MKTPL*B58P50WB0	$26.99	3/30/2026
0104	Franklin Elementary	AMAZON MKTPL*BP8Q53EI0	$25.98	3/13/2026
0104	Franklin Elementary	AMAZON MKTPL*B79OU5HP2	$18.99	4/5/2026
0104	Franklin Elementary	AMAZON.COM*BD4VX03L0	$10.52	3/19/2026
0104	Franklin Elementary	AMAZON.COM*B54IJ0JQ1	$10.47	3/23/2026
0104	Franklin Elementary	AMAZON MKTPL*BG4YY7710	$9.89	4/5/2026
0104	Franklin Elementary	AMAZON MKTPL*BG2AL0WG0	$9.59	4/6/2026
0104	Franklin Elementary	AMAZON.COM*B53WU82P2	$8.70	3/19/2026
0104	Franklin Elementary	AMAZON MKTPL*BP8U08JW0	$7.99	3/12/2026
1600 — Transportation		6 transactions	**$4,211.51**	
1600	Transportation	NOREGON SYSTEMS	$2,877.37	3/30/2026
1600	Transportation	SQ *FIRSTLINE ROAD SOLUTI	$516.00	3/31/2026
1600	Transportation	CHICAGO PNEUMATIC TOOL C	$417.87	3/18/2026
1600	Transportation	THE HOME DEPOT #4416	$274.03	3/27/2026
1600	Transportation	DOLLAR GENERAL #19310	$70.92	4/2/2026
1600	Transportation	THE HOME DEPOT #4416	$55.32	3/19/2026
0100 — Amelia Earhart Elementary		40 transactions	**$3,614.65**	
0100	Amelia Earhart Elementary	FREEDOM FESTIVAL INC	$470.00	3/18/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BP9GQ4IP1	$361.86	3/14/2026
0100	Amelia Earhart Elementary	AMAZON.COM*BP9RJ2JW0	$317.79	3/12/2026

Code	School / Department	Vendor	Amount	Date
0100	Amelia Earhart Elementary	AMAZON MKTPL*BD1287JR1	$273.87	3/16/2026
0100	Amelia Earhart Elementary	SAMS CLUB #6685	$215.75	3/18/2026
0100	Amelia Earhart Elementary	TST* KNEADERS BAKERY AND	$153.60	3/25/2026
0100	Amelia Earhart Elementary	AMAZON.COM*BP3FC3621	$144.24	3/12/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*B57H92DC0	$138.19	3/29/2026
0100	Amelia Earhart Elementary	SAMSCLUB #6685	$137.77	4/7/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*B50284TO2	$131.94	3/16/2026
0100	Amelia Earhart Elementary	THANKSGIVING POINT	$124.00	4/2/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*B79VL55Z2	$92.90	4/5/2026
0100	Amelia Earhart Elementary	WM SUPERCENTER #3208	$90.04	3/18/2026
0100	Amelia Earhart Elementary	AMAZON.COM*BD0NZ74Y0	$83.98	3/18/2026
0100	Amelia Earhart Elementary	FRESH MKT PROVO	$83.96	3/26/2026
0100	Amelia Earhart Elementary	SAMS CLUB #6685	$76.14	3/19/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BD5IX4DG1	$75.56	3/20/2026
0100	Amelia Earhart Elementary	SAMS CLUB #6685	$66.60	3/27/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BG2ST19E1	$48.56	4/3/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BP45W9DI1	$46.88	3/12/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BG02U06Q0	$45.57	4/4/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BG7TX46K0	$43.62	4/4/2026
0100	Amelia Earhart Elementary	AMAZON.COM*BP5YI1TH0	$38.75	3/12/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BC1HA6OZ1	$37.97	4/4/2026
0100	Amelia Earhart Elementary	SAMSCLUB #6685	$37.52	3/21/2026
0100	Amelia Earhart Elementary	SAMS CLUB #6685	$29.96	4/1/2026
0100	Amelia Earhart Elementary	AMAZON.COM*BG6Z83PS0	$29.76	4/2/2026
0100	Amelia Earhart Elementary	USPS PO 4971740605	$21.64	3/27/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BC1IN5O11	$21.49	4/4/2026
0100	Amelia Earhart Elementary	TST* KNEADERS BAKERY AND	$21.32	3/26/2026
0100	Amelia Earhart Elementary	OPENAI *CHATGPT SUBSCR	$21.27	3/18/2026
0100	Amelia Earhart Elementary	THE HOME DEPOT #4416	$20.71	3/13/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BD8B319V2	$19.17	3/14/2026
0100	Amelia Earhart Elementary	FORMATIVE	$17.00	3/22/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BC36U03N1	$15.99	4/5/2026
0100	Amelia Earhart Elementary	AMAZON.COM*B77HQ61X2	$14.21	4/4/2026
0100	Amelia Earhart Elementary	SAMS CLUB #6685	$13.48	3/30/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BC18R3C31	$12.73	4/4/2026
0100	Amelia Earhart Elementary	THE HOME DEPOT #4416	$11.96	3/17/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*B56VI9NN1	$6.90	3/23/2026
0124 — Sunset View Elementary		16 transactions	**$3,281.08**	
0124	Sunset View Elementary	FIVE BELOW 3053	$708.70	3/26/2026
0124	Sunset View Elementary	HONEYBAKED HAM 0603	$649.39	3/17/2026

Code	School / Department	Vendor	Amount	Date
0124	Sunset View Elementary	SQ *JUNIOR ACHIEVEMENT -	$510.00	3/26/2026
0124	Sunset View Elementary	CAFE ZUPAS	$422.71	4/1/2026
0124	Sunset View Elementary	TWO JACKS PIZZA	$385.82	4/2/2026
0124	Sunset View Elementary	UTAH ASSOCIATION FOR G	$160.00	3/27/2026
0124	Sunset View Elementary	IN *THIS IS THE PLACE FOU	$120.00	3/26/2026
0124	Sunset View Elementary	AMAZON MKTPL*BG5CZ7101	$88.92	3/31/2026
0124	Sunset View Elementary	TST* KNEADERS BAKERY AND	$49.98	3/27/2026
0124	Sunset View Elementary	AMAZON MKTPL*BC81M2DB2	$49.67	3/31/2026
0124	Sunset View Elementary	AMAZON MKTPL*BG5JV7JY1	$36.23	3/30/2026
0124	Sunset View Elementary	AMAZON MKTPL*BG0ZT8GF1	$28.78	3/31/2026
0124	Sunset View Elementary	AMAZON MKTPL*B59BZ19E0	$26.92	3/30/2026
0124	Sunset View Elementary	AMAZON MKTPL*BD0K606D2	$20.98	3/13/2026
0124	Sunset View Elementary	AMAZON MKTPL*BG29Y7EY2	$12.99	3/23/2026
0124	Sunset View Elementary	AMAZON MKTPL*BD8N50P10	$9.99	3/20/2026
0102 — Edgemont Elementary		13 transactions	**$3,010.95**	
0102	Edgemont Elementary	STAPLES	$1,762.52	4/2/2026
0102	Edgemont Elementary	ROXBERRY JUICE PROVO ROXB	$413.40	3/31/2026
0102	Edgemont Elementary	SAMSCLUB #6685	$323.92	3/19/2026
0102	Edgemont Elementary	SAMS CLUB #6685	$222.36	3/27/2026
0102	Edgemont Elementary	GORDON'S ACE HARDWARE	$67.98	3/26/2026
0102	Edgemont Elementary	SP INSECT LORE	$53.92	3/19/2026
0102	Edgemont Elementary	WM SUPERCENTER #4100	$39.67	4/2/2026
0102	Edgemont Elementary	AMAZON MKTPL*B58152AR0	$30.99	3/26/2026
0102	Edgemont Elementary	AMAZON MKTPL*BG8WP60T1	$24.74	3/31/2026
0102	Edgemont Elementary	AMAZON MKTPL*B583B18F2	$22.99	3/18/2026
0102	Edgemont Elementary	AMAZON MKTPL*B554K7N20	$20.89	3/25/2026
0102	Edgemont Elementary	AMAZON MKTPL*B57870QF2	$19.98	3/18/2026
0102	Edgemont Elementary	AMAZON MKTPL*B52N28OI0	$7.59	3/25/2026
1300 — Elementary/Secondary Education		29 transactions	**$2,958.08**	
1300	Elementary/Secondary Education	ZAO ASIAN CAFE 7 - OREM -	$410.00	3/26/2026
1300	Elementary/Secondary Education	TST* KNEADERS BAKERY AND	$344.82	3/12/2026
1300	Elementary/Secondary Education	TWO JACKS PIZZA	$341.82	3/31/2026
1300	Elementary/Secondary Education	ARTIST CORNER	$248.85	3/20/2026
1300	Elementary/Secondary Education	BERT MURDOCK MUSIC	$183.00	4/1/2026
1300	Elementary/Secondary Education	CINEMARK 1041 BOXCON	$180.00	3/25/2026
1300	Elementary/Secondary Education	TST*BRICK OVEN PROVO	$172.00	3/17/2026
1300	Elementary/Secondary Education	IN *CENTRAL UTAH ENTERPRI	$132.00	4/2/2026
1300	Elementary/Secondary Education	COSTCO WHSE #0484	$118.62	3/20/2026
1300	Elementary/Secondary Education	TST* KNEADERS BAKERY AND	$94.95	4/3/2026
1300	Elementary/Secondary Education	TST* KNEADERS BAKERY AND	$90.87	3/25/2026

Code	School / Department	Vendor	Amount	Date
1300	Elementary/Secondary Education	SQ *PROVO BAKERY	$76.95	3/16/2026
1300	Elementary/Secondary Education	MACEYS PROVO	$66.53	4/1/2026
1300	Elementary/Secondary Education	BYU COUGAR CREATIONS	$63.31	3/30/2026
1300	Elementary/Secondary Education	MACEYS PROVO	$61.76	3/11/2026
1300	Elementary/Secondary Education	BERT MURDOCK MUSIC	$53.00	3/11/2026
1300	Elementary/Secondary Education	SUMMERHAYS MUSIC	$46.78	3/11/2026
1300	Elementary/Secondary Education	BYU COUGAR CREATIONS	$43.74	4/1/2026
1300	Elementary/Secondary Education	CANON SOLUTIONS AMER INC	$34.50	3/25/2026
1300	Elementary/Secondary Education	FRESH MKT PROVO	$34.32	3/31/2026
1300	Elementary/Secondary Education	OFFICE DEPOT # 2838	$32.34	3/31/2026
1300	Elementary/Secondary Education	BYU COUGAR CREATIONS	$31.50	3/18/2026
1300	Elementary/Secondary Education	DAY'S MARKET	$26.43	3/25/2026
1300	Elementary/Secondary Education	STAPLES 00108316	$25.99	4/2/2026
1300	Elementary/Secondary Education	ADOBE INC	$19.99	4/3/2026
1300	Elementary/Secondary Education	MACEYS PROVO	$15.48	3/26/2026
1300	Elementary/Secondary Education	SMITHS FOOD #4144	$10.98	3/30/2026
1300	Elementary/Secondary Education	SQ *GOOD HOPE BAKERY	$7.70	3/16/2026
1300	Elementary/Secondary Education	MACEYS PROVO SSS	$-10.15	4/1/2026
0755 — Code 0755 not registered in table		2 transactions	**$2,542.32**	
0755	Code 0755 not registered in table	GUITARCENTER.COM CALL CT	$1,425.79	3/19/2026
0755	Code 0755 not registered in table	GUITARCENTER.COM CALL CT	$1,116.53	4/6/2026
1150 — Continuous School Improvement		19 transactions	**$2,362.44**	
1150	Continuous School Improvement	FIRST BOOK	$330.55	3/21/2026
1150	Continuous School Improvement	95 PERCENT GROUP	$322.00	4/2/2026
1150	Continuous School Improvement	AMAZON MKTPL*BD8DT28P0	$266.87	3/22/2026
1150	Continuous School Improvement	AMAZON MKTPL*BG0AU4XD2	$196.56	3/23/2026
1150	Continuous School Improvement	ODP BUS SOL LLC # 102838	$184.15	3/24/2026
1150	Continuous School Improvement	SAMS CLUB.COM	$183.95	4/1/2026
1150	Continuous School Improvement	WALMART.COM	$165.89	4/1/2026
1150	Continuous School Improvement	ZOOM.COM 888-799-9666	$159.27	3/23/2026
1150	Continuous School Improvement	95 PERCENT GROUP	$113.30	3/16/2026
1150	Continuous School Improvement	AMAZON MKTPL*BD75Q6861	$107.70	3/19/2026
1150	Continuous School Improvement	AMAZON MKTPL*BD6BW6MZ1	$53.49	3/18/2026
1150	Continuous School Improvement	AMAZON MKTPL*BD2KL93C0	$51.96	3/19/2026
1150	Continuous School Improvement	KEYSLITERAC	$49.00	4/3/2026
1150	Continuous School Improvement	AMAZON MKTPL*BC3872DS2	$46.84	3/31/2026
1150	Continuous School Improvement	HOBBY LOBBY # 448	$41.36	3/13/2026
1150	Continuous School Improvement	AMAZON MKTPL*BP1TL7Y91	$34.99	3/14/2026
1150	Continuous School Improvement	MACEYS PROVO	$20.58	4/2/2026
1150	Continuous School Improvement	STEPHANIE STOLLAR CONS	$17.99	3/17/2026

Code	School / Department	Vendor	Amount	Date
1150	Continuous School Improvement	AMAZON MKTPL*B50C75W20	$15.99	3/30/2026
1530 — Child Nutrition		18 transactions	**$1,859.95**	
1530	Child Nutrition	TST* KNEADERS BAKERY AND	$683.64	3/14/2026
1530	Child Nutrition	AMAZON MKTPL*BD4SP68J0	$445.36	3/22/2026
1530	Child Nutrition	AMAZON MKTPL*BD8WU1J60	$131.32	3/19/2026
1530	Child Nutrition	HOBBY LOBBY # 448	$128.43	3/16/2026
1530	Child Nutrition	AMAZON MKTPL*B56IV6FT0	$109.99	3/25/2026
1530	Child Nutrition	AMAZON.COM*B59BJ8CL0	$70.92	3/24/2026
1530	Child Nutrition	SMITHS FOOD #4136	$44.50	3/16/2026
1530	Child Nutrition	MACEYS PROVO	$40.80	3/27/2026
1530	Child Nutrition	WAL-MART #1768	$39.85	3/13/2026
1530	Child Nutrition	QR.IO GENERATOR	$35.00	3/27/2026
1530	Child Nutrition	AMAZON MKTPL*BC9B28F02	$29.47	3/27/2026
1530	Child Nutrition	DOLLAR TREE	$25.50	3/16/2026
1530	Child Nutrition	GORDON'S ACE HARDWARE	$16.98	3/12/2026
1530	Child Nutrition	CANVA* I04834-60349975	$15.00	3/28/2026
1530	Child Nutrition	MACEYS PROVO	$14.98	3/20/2026
1530	Child Nutrition	AMAZON MKTPL*BP5EA8XZ0	$12.23	3/14/2026
1530	Child Nutrition	AMAZON MKTPL*BP5109RL0	$7.99	3/17/2026
1530	Child Nutrition	AMAZON MKTPL*B55HQ2BD2	$7.99	3/18/2026
0123 — Spring Creek Elementary		21 transactions	**$1,693.18**	
0123	Spring Creek Elementary	PAYPAL *MAGICINLEAR	$505.10	3/18/2026
0123	Spring Creek Elementary	SAMS CLUB #6685	$184.98	3/19/2026
0123	Spring Creek Elementary	SQ *ASD PRINTING SERVICES	$137.88	4/2/2026
0123	Spring Creek Elementary	SAMS CLUB #6685	$132.35	3/31/2026
0123	Spring Creek Elementary	SAMSCLUB #6685	$108.40	3/23/2026
0123	Spring Creek Elementary	CANON SOLUTIONS AMER INC	$88.00	3/27/2026
0123	Spring Creek Elementary	SAMS CLUB.COM	$73.26	3/13/2026
0123	Spring Creek Elementary	AMAZON MKTPL*BC6EP5CE1	$69.92	4/4/2026
0123	Spring Creek Elementary	BRIGHAM YOUNG UNIVERSI	$68.40	3/24/2026
0123	Spring Creek Elementary	SQ *BEAN LIFE SCIENCE MUS	$55.00	4/6/2026
0123	Spring Creek Elementary	AMAZON MKTPL*B59FS9SK2	$44.53	3/19/2026
0123	Spring Creek Elementary	AMAZON.COM*BG2R342M2	$39.24	3/25/2026
0123	Spring Creek Elementary	WAL-MART #3208	$37.88	3/26/2026
0123	Spring Creek Elementary	THANKSGIVING POINT	$24.00	3/12/2026
0123	Spring Creek Elementary	SAMS CLUB #6685	$23.74	3/26/2026
0123	Spring Creek Elementary	AMAZON.COM*BG9X12JE0	$22.76	4/1/2026
0123	Spring Creek Elementary	AMAZON MKTPL*BD02J9NW0	$19.92	3/19/2026
0123	Spring Creek Elementary	AMAZON MKTPL*BG8LS1M12	$19.78	3/24/2026
0123	Spring Creek Elementary	DAY'S MARKET	$18.58	3/23/2026

Code	School / Department	Vendor	Amount	Date
0123	Spring Creek Elementary	SAMSCLUB #6685	$11.87	3/31/2026
0123	Spring Creek Elementary	AMAZON MKTPL*BD49826I1	$7.59	3/19/2026
0740 — Adult Education		7 transactions	**$1,690.52**	
0740	Adult Education	ADULT EDUCATION ASSOC	$1,200.00	4/2/2026
0740	Adult Education	COPIES PLUS PRINTING	$157.02	4/3/2026
0740	Adult Education	STAPLES 00108316	$121.31	3/16/2026
0740	Adult Education	CALENDLY	$120.00	3/25/2026
0740	Adult Education	ODP BUS SOL LLC # 101080	$43.48	3/12/2026
0740	Adult Education	COSTCO WHSE #0484	$42.33	3/24/2026
0740	Adult Education	SMITHS FOOD #4136	$6.38	3/24/2026
1200 — Special Education		9 transactions	**$1,613.17**	
1200	Special Education	AWL*PEARSON EDUCATION	$572.50	4/1/2026
1200	Special Education	ODP BUS SOL LLC # 101080	$318.76	3/17/2026
1200	Special Education	AWL*PEARSON EDUCATION	$300.00	3/12/2026
1200	Special Education	TST* COSTA VIDA - PROVO	$245.80	3/17/2026
1200	Special Education	AWL*PEARSON EDUCATION	$87.70	4/2/2026
1200	Special Education	CHEVRON 0204058	$46.60	3/26/2026
1200	Special Education	SMITHS FOOD #4136	$21.06	3/16/2026
1200	Special Education	USPS PO 4971740605	$12.00	3/13/2026
1200	Special Education	USPS PO 4971760601	$8.75	4/6/2026
1540 — Human Resources		20 transactions	**$1,522.43**	
1540	Human Resources	SAMSCLUB #6685	$277.63	3/26/2026
1540	Human Resources	AMAZON MKTPL*BG79960H1	$263.74	3/31/2026
1540	Human Resources	AMAZON.COM*B53G88XM2	$145.30	3/17/2026
1540	Human Resources	EZCATER*GREAT HARVEST	$110.60	3/24/2026
1540	Human Resources	THE PAPER STORE AND MO	$106.98	3/12/2026
1540	Human Resources	AMAZON.COM*BD2XU8RT2	$104.17	3/14/2026
1540	Human Resources	THE PAPER STORE AND MO	$89.98	4/2/2026
1540	Human Resources	ODP BUS SOL LLC # 101080	$60.12	3/20/2026
1540	Human Resources	OFFICE DEPOT # 2838	$50.27	3/20/2026
1540	Human Resources	MICHAELS STORES 5188	$45.47	3/20/2026
1540	Human Resources	THE PAPER STORE AND MO	$40.97	3/23/2026
1540	Human Resources	AMAZON MKTPL*BG2FZ8HL2	$34.98	3/24/2026
1540	Human Resources	THE PAPER STORE AND MO	$33.98	3/30/2026
1540	Human Resources	AMAZON MKTPL*BC0XR05U2	$29.70	3/30/2026
1540	Human Resources	ODP BUS SOL LLC # 101080	$29.18	3/24/2026
1540	Human Resources	MACEYS PROVO	$26.13	3/26/2026
1540	Human Resources	AMAZON MKTPL*B52FP61T0	$19.98	3/27/2026
1540	Human Resources	AMAZON MKTPL*BC9AI8362	$19.98	3/28/2026
1540	Human Resources	AMAZON.COM*BC56Z3VZ2	$18.42	3/30/2026

Code	School / Department	Vendor	Amount	Date
1540	Human Resources	AMAZON MKTPL*BY9RT48L2	$14.85	4/12/2026
1560 — Student Services		7 transactions	**$1,021.16**	
1560	Student Services	SQ *WAFFLE LOVE PROVO	$562.05	4/3/2026
1560	Student Services	TOUR* CLAS ROPES	$248.40	3/23/2026
1560	Student Services	YAMM.COM	$150.00	3/24/2026
1560	Student Services	SQ *ASD PRINTING SERVICES	$19.65	3/19/2026
1560	Student Services	AMAZON MKTPL*BG71R9IJ1	$19.11	4/3/2026
1560	Student Services	AMAZON MKTPL*BC6N71JR1	$17.99	4/5/2026
1560	Student Services	AMAZON MKTPL*BP2UM6AE0	$3.96	3/13/2026
0520 — Oak Spring		8 transactions	**$944.48**	
0520	Oak Spring	TOUR* CLAS ROPES	$482.25	4/6/2026
0520	Oak Spring	TST* KNEADERS BAKERY AND	$194.70	3/31/2026
0520	Oak Spring	SAMS CLUB #6685	$79.54	3/31/2026
0520	Oak Spring	REAMS SPRINGVILLE M	$54.90	3/31/2026
0520	Oak Spring	SAMSCLUB #6685	$53.46	3/24/2026
0520	Oak Spring	THANKSGIVING POINT	$30.00	3/23/2026
0520	Oak Spring	THANKSGIVING POINT	$30.00	3/24/2026
0520	Oak Spring	SAMS CLUB #6685	$19.63	3/12/2026
0610 — East Bay Post High		15 transactions	**$507.87**	
0610	East Bay Post High	SAMSCLUB #6685	$151.78	3/26/2026
0610	East Bay Post High	STAPLES 00106328	$139.96	3/18/2026
0610	East Bay Post High	THE LIVING PLANET INC	$64.35	4/1/2026
0610	East Bay Post High	WM SUPERCENTER #3208	$34.84	3/19/2026
0610	East Bay Post High	WAL-MART #3208	$24.96	3/12/2026
0610	East Bay Post High	WM SUPERCENTER #3208	$20.96	3/26/2026
0610	East Bay Post High	SMITHS FOOD #4136	$20.73	3/24/2026
0610	East Bay Post High	WAL-MART #3208	$15.29	4/2/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	3/12/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	3/18/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	3/19/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	3/30/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	3/31/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	4/1/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	4/2/2026
0510 — eSchool		4 transactions	**$246.21**	
0510	eSchool	MARVELLOUS CATERING CO	$140.00	3/26/2026
0510	eSchool	COSTCO WHSE #0484	$50.95	3/18/2026
0510	eSchool	THE UPS STORE 5266	$40.26	3/16/2026
0510	eSchool	ONCEHUB INC.	$15.00	3/25/2026
		TOTAL P-CARD PURCHASES — 1,538 transactions	**$376,478.64**	

NET PAY WARRANTS — Payroll Payments

Period: April 2026 | 2,026 payments | Total: $6,723,773.19

Check #	Date	Type	Net Pay
426035	4/15/2026	EFT	$14,630.98
426029	4/15/2026	EFT	$12,461.50
425511	4/15/2026	EFT	$11,717.49
426052	4/15/2026	EFT	$11,445.54
426014	4/15/2026	EFT	$11,394.35
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425044	4/15/2026	EFT	$3,567.49
426196	4/15/2026	EFT	$3,561.82
424625	4/15/2026	EFT	$3,554.51
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425523	4/15/2026	EFT	$3,546.76
424862	4/15/2026	EFT	$3,539.46
425385	4/15/2026	EFT	$3,538.43
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425388	4/15/2026	EFT	$3,528.50
424873	4/15/2026	EFT	$3,527.46
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424792	4/15/2026	EFT	$3,490.52
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425455	4/15/2026	EFT	$3,420.89
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424774	4/15/2026	EFT	$3,397.56
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424681	4/15/2026	EFT	$1,581.93
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425221	4/15/2026	EFT	$1,514.77

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424634	4/15/2026	EFT	$5,353.28
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424316	4/15/2026	EFT	$5,342.03
425387	4/15/2026	EFT	$5,336.12
425638	4/15/2026	EFT	$5,334.22
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424727	4/15/2026	EFT	$5,325.03
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007401	4/28/2026	Check	$5,288.63
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425062	4/15/2026	EFT	$2,840.10
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425012	4/15/2026	EFT	$2,811.52
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425618	4/15/2026	EFT	$2,800.99
424532	4/15/2026	EFT	$2,797.46
424996	4/15/2026	EFT	$2,795.18
426140	4/15/2026	EFT	$2,789.85
426107	4/15/2026	EFT	$2,778.88
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424475	4/15/2026	EFT	$1,355.48
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425493	4/15/2026	EFT	$1,314.26
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425021	4/15/2026	EFT	$1,306.85
425018	4/15/2026	EFT	$1,302.94
424445	4/15/2026	EFT	$1,297.77
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424406	4/15/2026	EFT	$1,284.59
424734	4/15/2026	EFT	$1,283.70
424490	4/15/2026	EFT	$1,274.71
425237	4/15/2026	EFT	$1,272.77
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424936	4/15/2026	EFT	$1,223.18
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424860	4/15/2026	EFT	$5,257.68
426092	4/15/2026	EFT	$5,244.59
007462	4/28/2026	Check	$5,241.13
424673	4/15/2026	EFT	$5,236.39
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425303	4/15/2026	EFT	$5,223.74
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426192	4/15/2026	EFT	$5,218.24
425031	4/15/2026	EFT	$5,215.97
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425053	4/15/2026	EFT	$5,194.34
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426032	4/15/2026	EFT	$5,193.53
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424944	4/15/2026	EFT	$5,155.00
425526	4/15/2026	EFT	$5,154.26
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425426	4/15/2026	EFT	$2,731.32
426117	4/15/2026	EFT	$2,728.88
425417	4/15/2026	EFT	$2,728.11
426109	4/15/2026	EFT	$2,725.52
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425279	4/15/2026	EFT	$2,701.40
426017	4/15/2026	EFT	$2,699.86
424714	4/15/2026	EFT	$2,695.78
425989	4/15/2026	EFT	$2,676.29
425715	4/15/2026	EFT	$2,673.89
424440	4/15/2026	EFT	$2,672.55
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425698	4/15/2026	EFT	$4,559.60
426221	4/15/2026	EFT	$4,556.13
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426177	4/15/2026	EFT	$4,537.98
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425596	4/15/2026	EFT	$205.31
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424417	4/15/2026	EFT	$159.65

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424986	4/15/2026	EFT	$4,350.20
425737	4/15/2026	EFT	$4,349.88
424630	4/15/2026	EFT	$4,348.25
426063	4/15/2026	EFT	$4,342.95
426019	4/15/2026	EFT	$4,336.78
426012	4/15/2026	EFT	$4,335.31
425966	4/15/2026	EFT	$4,332.25
424891	4/15/2026	EFT	$4,331.95
424683	4/15/2026	EFT	$4,326.70
425714	4/15/2026	EFT	$4,321.67
424500	4/15/2026	EFT	$4,318.28
426218	4/15/2026	EFT	$4,311.11
425610	4/15/2026	EFT	$4,310.32
425181	4/15/2026	EFT	$4,305.96
425281	4/15/2026	EFT	$4,303.98
424363	4/15/2026	EFT	$4,297.39
424719	4/15/2026	EFT	$4,295.84
424747	4/15/2026	EFT	$4,291.84
424704	4/15/2026	EFT	$4,288.29
425067	4/15/2026	EFT	$4,285.71
424399	4/15/2026	EFT	$4,285.60
425287	4/15/2026	EFT	$4,285.23
425035	4/15/2026	EFT	$4,278.81
425589	4/15/2026	EFT	$4,276.94
425441	4/15/2026	EFT	$4,271.64
425228	4/15/2026	EFT	$4,270.66
426072	4/15/2026	EFT	$4,264.23
426180	4/15/2026	EFT	$4,264.08
424738	4/15/2026	EFT	$4,263.15
425517	4/15/2026	EFT	$4,259.50
424881	4/15/2026	EFT	$4,256.85
425765	4/15/2026	EFT	$4,256.24
424926	4/15/2026	EFT	$4,251.26
425065	4/15/2026	EFT	$4,248.98
425220	4/15/2026	EFT	$4,246.00
424730	4/15/2026	EFT	$4,245.25
424840	4/15/2026	EFT	$4,244.00
424788	4/15/2026	EFT	$4,240.54
424648	4/15/2026	EFT	$4,238.79
425230	4/15/2026	EFT	$4,237.06
424931	4/15/2026	EFT	$2,021.59
424506	4/15/2026	EFT	$2,019.37
424332	4/15/2026	EFT	$2,018.27
424817	4/15/2026	EFT	$2,017.88
425309	4/15/2026	EFT	$2,015.51
425984	4/15/2026	EFT	$2,015.51
424810	4/15/2026	EFT	$2,011.59
424372	4/15/2026	EFT	$2,010.85
425328	4/15/2026	EFT	$2,009.46
425977	4/15/2026	EFT	$2,007.98
425871	4/15/2026	EFT	$2,007.92
426081	4/15/2026	EFT	$2,002.75
007391	4/15/2026	Check	$2,002.72
425667	4/15/2026	EFT	$2,000.41
426050	4/15/2026	EFT	$1,998.02
425736	4/15/2026	EFT	$1,993.22
424812	4/15/2026	EFT	$1,988.25
424756	4/15/2026	EFT	$1,986.59
425153	4/15/2026	EFT	$1,979.62
425620	4/15/2026	EFT	$1,975.48
425965	4/15/2026	EFT	$1,974.90
425859	4/15/2026	EFT	$1,971.89
426121	4/15/2026	EFT	$1,969.71
424585	4/15/2026	EFT	$1,968.47
425565	4/15/2026	EFT	$1,967.81
424576	4/15/2026	EFT	$1,967.00
425797	4/15/2026	EFT	$1,965.95
424616	4/15/2026	EFT	$1,964.81
424387	4/15/2026	EFT	$1,962.22
424798	4/15/2026	EFT	$1,962.21
424577	4/15/2026	EFT	$1,959.32
426105	4/15/2026	EFT	$1,958.90
424343	4/15/2026	EFT	$1,954.12
425244	4/15/2026	EFT	$1,953.20
424346	4/15/2026	EFT	$1,950.66
424961	4/15/2026	EFT	$1,950.37
426161	4/15/2026	EFT	$1,950.09
424736	4/15/2026	EFT	$1,949.77
424357	4/15/2026	EFT	$1,948.68
425346	4/15/2026	EFT	$1,947.29
424328	4/15/2026	EFT	$158.56
425524	4/15/2026	EFT	$153.92
007402	4/28/2026	Check	$152.38
007406	4/28/2026	Check	$152.38
007409	4/28/2026	Check	$152.38
007410	4/28/2026	Check	$152.38
007429	4/28/2026	Check	$152.38
007439	4/28/2026	Check	$152.38
007445	4/28/2026	Check	$152.38
007456	4/28/2026	Check	$152.38
007478	4/28/2026	Check	$152.38
007489	4/28/2026	Check	$152.38
007496	4/28/2026	Check	$152.38
007416	4/28/2026	Check	$151.04
007419	4/28/2026	Check	$151.04
007426	4/28/2026	Check	$151.04
007440	4/28/2026	Check	$151.04
007442	4/28/2026	Check	$151.04
007458	4/28/2026	Check	$151.04
007469	4/28/2026	Check	$151.04
007493	4/28/2026	Check	$151.04
426203	4/15/2026	EFT	$142.39
424761	4/15/2026	EFT	$139.12
425700	4/15/2026	EFT	$138.52
007392	4/15/2026	Check	$104.54
426170	4/15/2026	EFT	$91.42
424853	4/15/2026	EFT	$86.30
424856	4/15/2026	EFT	$81.99
425940	4/15/2026	EFT	$78.87
426077	4/15/2026	EFT	$74.56
425771	4/15/2026	EFT	$65.49
425019	4/15/2026	EFT	$46.20
425649	4/15/2026	EFT	$32.58
425571	4/15/2026	EFT	$25.74
425915	4/15/2026	EFT	$25.39
425975	4/15/2026	EFT	$22.64
425502	4/15/2026	EFT	$17.67
426025	4/15/2026	EFT	$1.53

TOTAL NET PAY — 2,026 payments | * excludes negative / zero amounts **$6,723,773.19**

Provo City School District — Proposed School Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary provides an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of registration. Schools must provide a maximum cost for each activity, including all costs for travel, activity-specific apparel, field trips, etc. Please visit www.provo.edu/school-fees for a detailed description of each fee, spend plans, and fee waiver information. All fees, except those explicitly stated, are eligible for fee waiver.

		Provo High School		Timpview High School		Centennial Middle School		Shoreline Middle School	
Category	Class / Activity Name	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee
ART									
	Ceramics - I, II, III	$40	$40	$40	$340				
	3D Design/Craft	$20	$20						
	AP Art Studio	$12	$2,112						
	Art - Painting I&II	$12	$12						
	Art I	$12	$112						
	Art II - Honors	$12	$2,112						
	3D Art I & II			$40	$420				
	3D Art III			$40	$420				
	AP Art III			$40	$420				
	Art Honors - I, II, III			$40	$420				
	Painting			$40	$420				
	Adv Art Foundations - Ceramics					$25	$25		
	Adv Art Foundations - Painting					$18	$18		
	Adv Art Foundations - 3D					$20	$20		
	Art Foundations I					$15	$15		
	Art - Digital Art					$18	$18		
	Art Foundations II					$20	$20		
	Art II - Adv. Art Foundations							$20	$20
	Art - Advanced Foundations - Sculpture							$20	$20
	Art - Advanced Foundations Drawing - Digital							$8	$8
PERFORMING ARTS									
	Dance - Company	$450	$3,050	$670	$2,941			$36	$46
	Guitar	-	$25					-	$50
	Orchestra - Philharmonic	-	$2,280	$120	$2,275				
	Orchestra - Sinfonia/Symphonic	-	$2,280	$120	$2,275				
	Orchestra II - Concert	-	$2,280	$120	$2,275	$20	$150	$16	$130
	Orchestra III - Chamber	-	$2,280	$160	$2,315	$49	$179	$16	$130
	Theatre Tech	-	$2,000	-	$2,000				
	Dance I	$20	$20					$28	$28
	Dance III	$250	$2,450	$275	$2,325				
	Orchestra I - Beginning					$7	$137	$16	$130
	Band - Concert	-	$2,435					$16	$147
	Band - Jazz (Beginning/Intermediate)	-	$2,435	$125	$2,245			$16	$147
	Band - Percussion (Beginning/Intermediate/Advanced)	-	$2,435					$16	$56
	AP Music Theory	-	$50						
	Ballroom Dance - Company	$115	$3,210					$24	$44

		Provo High School		Timpview High School		Centennial Middle School		Shoreline Middle School	
Category	Class / Activity Name	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee
	Ballroom Dance - Exhibition	$75	$100						
	Band - Advanced Jazz	-	$2,435	$175	$2,275				
	Band - Fall Marching Band (Colorguard/Winds)	$800	$3,060	$820	$3,170				
	Band - Indoor Percussion	$600	$3,035						
	Band - Symphonic/Wind Symphony	-	$2,435	$100	$2,200				
	Band - Ukelele	-	$2,435						
	Band - Wind Ensemble	-	$2,435						
	Band - Winterguard	$600	$2,835	$500	$2,500				
	Choir	$170	$2,470						
	Dance II	$20	$20						
	Theatre - Shakespeare Team	$15	$2,215						
	Theatre/Drama I/Drama II/Drama III	$15	$2,040						
	Ballroom I, II, III			$10	$2,010				
	Ballroom - Competition Team			$195	$2,370				
	Band - Percussion			$150	$2,400				
	Choir - A Cappella			$190	$2,305				
	Choir - Bravo			$127	$2,242				
	Choir - Madrigals			$190	$2,305				
	Choir - Men's/Women's			$60	$2,175				
	Choir - Sorelle Voce			$190	$2,305				
	Dance I, II			$10	$2,010				
	Dance - Pop Culture			$10	$2,010				
	Theatre - Drama III			$40	$2,040				
	Theatre - Drama IV/Pro Co			$40	$2,040				
	Theatre/Musical			$105	$2,105				
	Band I - Beginning					$5	$135	$16	$147
	Band I - Intermediate					$5	$135		
	Band I, II, III - Percussion					$45	$75		
	Band II - Concert					$16	$146		
	Band II - Symphonic					$16	$146		
	Band III - Wind Symphony					$40	$170		
	Chorus					$20	$50	$16	$16
	Dance IA - Hip Hop					$6	$6		
	Dance IB - Intermediate					$15	$30		
	Dance IB - Advanced					$35	$50		
	Dance IB - Dance Company					$80	$110		
	Dance - Social Dance Ballroom I					-	$30		
	Film & Literature					$9	$9		
	Orchestra II - Intermediate					$10	$140		
	Orchestra III - Symphonic					$10	$160		
	Theatre - New York Trip					-	$2,000		
	Ballroom - Social Dance							$6	$26
	Band - Intermediate Band							$16	$147
	Theatre - Drama I/Drama II/Drama III/Drama IV							-	$115

		Provo High School		Timpview High School		Centennial Middle School		Shoreline Middle School	
Category	Class / Activity Name	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee
ATHLETICS **									
	Baseball	$355	$3,055	$740	$4,490				
	Basketball - Boys	$700	$3,790	$425	$3,375				
	Basketball - Girls	$400	$3,715	$514	$3,464				
	Cheerleading	$1,900	$5,000	$2,400	$5,000				
	Cross Country	$250	$2,350	$330	$3,130				
	Football	$725	$3,275	$790	$3,740				
	Golf - Boys	$750	$2,850	$450	$3,400				
	Golf - Girls	$1,000	$3,000	$450	$3,400				
	Lacrosse - Boys	$850	$3,100	$570	$3,520				
	Lacrosse - Girls	$650	$2,900	$570	$3,520				
	Soccer - Boys	$300	$2,950	$500	$3,550				
	Soccer - Girls	$480	$2,960	$500	$3,550				
	Softball	$450	$3,100	$550	$3,500				
	Swimming	$225	$2,800	$350	$3,300				
	Tennis - Boys	$300	$2,850	$450	$3,400				
	Tennis - Girls	$300	$2,850	$450	$3,400				
	Track & Field	$250	$2,350	$340	$3,140				
	Volleyball - Boys	$400	$2,500	$750	$3,700				
	Volleyball - Girls	$450	$2,550	$750	$3,700				
	Wrestling	$300	$3,150	$450	$3,400				
CLUBS									
	Debate/Mock Trial	-	$260	$350	$2,950				
	Debate I & II	$5	$5	-	$130				
	DECA	$20	$1,770	$50	$2,150				
	E-Sports	$100	$250	$50	$50				
	FCCLA	$20	$2,290	$25	$2,115				
	FBLA			-	$2,100				
	French Club			$125	$2,155				
	Future Problem Solving			-	$2,000				
	German Club	$10	$360	$25	$2,225				
	HOSA	$20	$2,195	$20	$2,160				
	Latinos In Action	$40	$2,422	-	$250	-	$550	$50	$76
	Model UN			$60	$60				
	Club			$50	$50				
	National Art Honor Society	$25	$25						
	National Honor Society	$20	$220	$30	$30				
	National Junior Honor Society					-	$50	-	$50
	People of the Pacific			-	$250				
	Physics/Science	-	$153						
	Poly Club (Pop)	$10	$260						
	Prostart	$35	$35						
	RPG	$10	$10						
	Russian Club	-	$350						

Category	Class / Activity Name	Provo High School		Timpview High School		Centennial Middle School		Shoreline Middle School	
		Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee
	Mock Trial					-	$510		
	Science Bowl					$15	$2,040		
	Skills USA	$15	$2,065	$75	$2,075				
	Spanish Club	$10	$260						
	Student Government	$360	$910	$100	$2,350	$5	$45	-	$80
	Technology Student Association (TSA)	$70	$2,105	$70	$2,080	-	$1,275		
FOREIGN LANGUAGE									
	Spanish Class - Field Trip (Proposed) *	-	$10						
	World Languages	-	$275						
	World Language - Beginning/Intermediate							$5	$15
SOCIAL STUDIES									
	Social Studies Classes (not listed separately)							-	$10
SCIENCE									
	Integrated Science							-	$50
	STEM Integrated Science 7 & 8 - Honors							$10	$60
CTE									
	Optional CTE Projects *	-	$500	-	$500				
	CCA Exploring Technology - Robotics I & II					$15	$15		
	Creative Coding							$5	$5
	Exploring Technology - Robotics							$15	$15
	FACS Exploration - Foods							$12	$12
	FACS Exploration - Sewing							$10	$10
OTHER / GENERAL									
	ACT Prep	-	$50	$50	$50				
	Admission Tickets *	Varies	$50	Varies	$50			-	$50
	AVID	-	$2,010			$12	$37	$12	$37
	AP Tests *	-	$98	-	$100				
	AP Test for Research/Seminar *			-	$145				
	Activity Fee (Athletic Home Events)			$80	$80				
	After School Programs					-	$15	-	$10
	Calculator Rental/Used Calculator	-	$20	-	$20				
	Campus Visit (each visit)			$30	$30				
	Class Change Fee			-	$5				
	School T-Shirt					$10	$10	$10	$10
	Concurrent Enrollment *	-	$60	$60	$60				
	Distance Learning *	-	$10	-	$10				
	Drivers Ed (classroom only)	-	$70	-	$40				
	Drivers Ed (range and road)	-	$130	-	$130				
	Drivers Education	-	$200	-	$170				
	FACS Foods I & II					$12	$12		
	FACS Sewing I & II					$15	$15		
	Field Trips			-	$20	-	$10	-	$25

		Provo High School		Timpview High School		Centennial Middle School		Shoreline Middle School	
Category	Class / Activity Name	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee	Required Fee	Maximum Fee
	Graduation Caps & Gowns	$45	$45	-	$60				
	Lagoon					-	$90	-	$100
	Parking Pass	-	$5	-	$5				
	PSAT			-	$18				
	PTSA *	-	$20	-	$20			-	$20
	School Clothing/Apparel (optional) *	-	$100	-	$100			-	$100
	Student Physical	-	$30	-	$30				
	Summer History Tour					-	$2,000	-	$2,000
	Summer School (per class)	-	$20	-	$20			-	$20
	STEM I - II					$10	$10		
	Transcript *					$5	$5		
	Yearbook *	$50	$50	$50	$50	-	$30	-	$50
	Yearbook (after Jan. 1) *	$65	$65	$65	$65				
	Yearbook Class *					$5	$30	$15	$15
ESCHOOL									
	Credit Recovery (per class/per term)	-	$60	-	$60				

** Fees not subject to fee waiver. ** Athletic fees vary by varsity/JV level. Please visit www.provo.edu/school-fees for complete fee details and spend plans.*

Centennial Middle School — Proposed School Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary is meant to provide an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of registration. Schools are required to provide a maximum cost for each activity, including all costs for travel, activity-specific apparel, field trips, etc. This amount is reflective in the Maximum School Activity Fee and includes everything that could be charged in connection to a specific activity. Please visit www.provo.edu/school-fees for a detailed description of each fee, along with a spend plan for each activity at each school. All fees, except those explicitly stated, are eligible for fee waiver. Please visit www.provo.edu/school-fees for additional information regarding fee waiver applications and eligibility.

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
Art	Adv Art Foundations - Ceramics	$25	$25
	Adv Art Foundations - Painting	$18	$18
	Art Foundations I	$15	$15
	Art - Digital Art	$18	$18
	Adv Art Foundations - 3D	$20	$20
	Art Foundations II	$20	$20
Performing Arts	Band I - Beginning	$5	$135
	Band I - Intermediate	$5	$135
	Band I, II, III - Percussion	$45	$75
	Band II - Concert	$16	$146
	Band II - Symphonic	$16	$146
	Band III - Wind Symphony	$40	$170
	Chorus (includes Chorus I, II, III)	$20	$50
	Dance IA - Hip Hop	$6	$6
	Dance IB - Intermediate	$15	$30
	Dance IB - Advanced	$35	$50
	Dance IB - Dance Company	$80	$110
	Dance - Social Dance Ballroom I	-	$30
	Orchestra I - Beginning	$7	$137
	Orchestra II - Concert	$20	$150
	Orchestra II - Intermediate	$10	$140
	Orchestra III - Chamber	$49	$179
	Orchestra III - Symphonic	$10	$160
	Theatre - New York Trip	-	$2,000
	Film & Literature	$9	$9

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
General/Other	After School Programs	-	$15
	AVID	$12	$37
	CMS T-Shirt	$10	$10
	FACS Foods I & II	$12	$12
	FACS Sewing I & II	$15	$15
	Field Trips	-	$10
	Lagoon - Physics Day *	-	$90
	Latinos In Action	-	$550
	Mock Trial	-	$510
	National Junior Honor Society	-	$50
	Science Bowl	$15	$2,055
	STEM I - II	$10	$10
	Student Government	$5	$45
	Summer History Tour	-	$2,000
	Technology Student Association (TSA)	-	$1,275
	Transcript *	$5	$5
	Yearbook *	-	$30
	Yearbook Class *	$5	$30
	CCA Exploring Technology - Robotics I & II	$15	$15

**** Fees not subject to fee waiver Please visit www.provo.edu/school-fees for additional information.***

Provo City School District — District Wide Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary is meant to provide an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of class registration. Schools are required to provide a maximum cost for each activity, including all costs for athletic participation, travel, activity-specific apparel, field trips, etc. This amount is reflective in the Maximum School Activity Fee and includes everything that could be charged in connection to a specific activity and is assessed when needed. Please visit www.provo.edu/school-fees for a detailed description of each fee, along with a spend plan for each activity at each school. All fees, except those explicity stated, are eligible for fee waiver. Please visit www.provo.edu/school-fees for additional information regarding fee waiver applications and eligibility.

Category	Activity / Fee Description	Maximum Approved Fee	Notes
DISTRICT WIDE			
	Acadiance English Test	$25	
	Acadiance Math Test	$25	
	ACT Test	$25	
	Aspire Test	$25	
	Rise Test	$25	
	Admission Tickets (up to - per event)	$50	
	After School Fees (Elementary School) - up to per class	$100	
	AP Tests (other than those listed separately)*	$98	
	AP Research/Seminar Test*	$145	
	Calculator Rental / Used (if necessary)	$20	
	CPR Class	$30	
	Distance Learning (per semester)*	$10	
	Drivers Ed	$200	
	Drug Prevention Class	$25	
	General Fines (up to, each occurrence)	$1,000	
	Graduation Caps & Gowns	$45	
	Home Study Packet	$25	
	International Student	$11,100	
	Non-Utah Resident Fee (not international)	$11,000	
	Parking Pass	$5	
	PSAT Test*	$18	

Category	Activity / Fee Description	Maximum Approved Fee	Notes
	PTSA*	$20	
	School Clothing/Apparel - optional - up to*	$100	
	Student Physical	$30	
	Summer Orchestra	$25	
	Summer School - Secondary	$20	
	Test Fee (per test) - non-students/home school students	$50	*Up to*
	Transcripts	$5	*One time*
	Truancy School	$20	*Per month*
	Utah Online School (Credit recovery/grade replacement)	$150	*Per class*
	Yearbook - High School (after January 1)*	$65	
PRESCHOOL			
	Sunrise Preschool Registration Fee	$20	*One time*
	Sunrise Preschool - 1 Day a Week	$45	*Per month*
	Sunrise Preschool - 2 Days a Week	$90	*Per month*
	Sunrise Preschool - 2 Days a Week Full year	$675	*Full Year*
	Sunrise Preschool - 4 Days a Week	$180	*Per month*
	Sunrise Preschool - 4 Days a Week full year	$1,350	*Full Year*
	Title I Preschool Registration Fee	$30	*One time*
	Title I Preschool	$20	*Per month*
MISCELLANEOUS			
	Additional Term Credit	$25	
	Course Drop	$15	
	Course Extension	$15	
	Credit Recovery	$60	
	Electronic High School Proctor Fee	$15	
	Field Trip (per trip)	$50	
	Non Returned Book Fee	$20	
	Summer School (per course)	$40	

**** Fees not subject to fee waiver. Please visit www.provo.edu/school-fees for complete details.***

Provo High School — Proposed School Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary is meant to provide an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of class registration. Schools are required to provide a maximum cost for each activity, including all costs for athletic participation, travel, activity-specific apparel, field trips, etc. This amount is reflective in the Maximum School Activity Fee and includes everything that could be charged in connection to a specific activity and is assessed when needed. Please visit www.provo.edu/school-fees for a detailed description of each fee, along with a spend plan for each activity at each school. All fees, except those explicitly stated, are eligible for fee waiver. Please visit www.provo.edu/school-fees for additional information regarding fee waiver applications and eligibility.

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
Art	3D Design/Craft	$20	$20
	AP Art Studio	$12	$2,112
	Art I	$12	$112
	Art II - Honors	$12	$2,112
	Ceramics - I, II, III	$40	$40
	Art - Painting I&II	$12	$12
Performing Arts	AP Music Theory	-	$50
	Ballroom Dance - Company	$115	$3,210
	Ballroom Dance - Exhibition	$75	$100
	Band - Advanced Jazz	-	$2,435
	Band - Concert	-	$2,435
	Band - Jazz (Beginning/Intermediate)	-	$2,435
	Band - Ukelele	-	$2,435
	Band - Indoor Percussion	$600	$3,035
	Band - Percussion (Beginning/Intermediate/Advanced)	-	$2,435
	Band - Symphonic/Wind Symphony	-	$2,435
	Band - Wind Ensemble	-	$2,435
	Band - Winterguard	$600	$2,835
	Band - Fall Marching Band (Colorguard/Winds)	$800	$3,060
	Choir	$170	$2,470
	Dance - Company	$450	$3,050
	Dance I	$20	$20
	Dance II	$20	$20
	Dance III	$250	$2,450
	Guitar	-	$25
	Orchestra - Philharmonic	-	$2,280
	Orchestra - Sinfonia/Symphonic	-	$2,280
	Orchestra II - Concert	-	$2,280
	Orchestra III - Chamber	-	$2,280
	Theatre/Drama I/Drama II/Drama III	$15	$2,040
	Theatre - Shakespeare Team	$15	$2,215
	Theatre Tech	-	$2,000
Athletics **	Baseball	$355	$3,055
	Basketball - Boys	$700	$3,790

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
Clubs	Debate Club/Mock Trial	-	$260
	Debate I & II	$5	$5
	DECA	$20	$2,200
	E-Sports	$100	$250
	FCCLA	$20	$2,640
	German Club	$10	$360
	HOSA	$20	$2,195
	National Art Honor Society	$25	$25
	National Honor Society	$20	$220
	Physics/Science	-	$153
	Poly Club (Pop)	$10	$260
	RPG	$10	$10
	Russian Club	-	$350
	Skills USA	$15	$2,065
	Spanish Club	$10	$260
	Technology Student Association (TSA)	$70	$2,105
	Prostart	$35	$35
Foreign Language	World Languages	-	$275
	Spanish Class - Field Trip (Proposed) *	-	$10
Other/General	ACT Prep	-	$50
	Concurrent Enrollment *	-	$60
	Latinos In Action	$40	$2,422
	Student Government	$360	$910
	Optional CTE Projects *	-	$500
	AVID	-	$2,010
District Wide	Admission Tickets (by event)	Varies	$50
	AP Tests *	-	$98
	Calculator Rental/Used Calculator	-	$20
	Distance Learning *	-	$10
	Drivers Ed (classroom only)	-	$70
	Drivers Ed (range and road)	-	$130
	Drivers Education	-	$200
	Graduation Caps & Gowns	$45	$45
	Parking Pass	-	$5

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
	Basketball - Girls	$400	$3,715
	Cheerleading	$1,900	$5,000
	Cross Country	$250	$2,350
	Football	$725	$3,275
	Golf - Boys	$750	$2,850
	Golf - Girls	$1,000	$3,000
	Lacrosse - Boys	$850	$3,100
	Lacrosse - Girls	$650	$2,900
	Soccer - Boys	$300	$2,950
	Soccer - Girls	$480	$2,960
	Softball	$450	$3,100
	Swimming	$225	$2,800
	Tennis - Girls	$300	$2,850
	Tennis - Boys	$300	$2,850
	Track & Field	$250	$2,350
	Volleyball - Boys	$400	$2,500
	Volleyball - Girls	$450	$2,550
	Wrestling	$300	$3,150

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
	PTSA *	-	$20
	School Clothing/Apparel (optional) *	-	$100
	Student Physical	-	$30
	Summer School (per class)	-	$20
	Yearbook *	$50	$50
	Yearbook (after Jan. 1) *	$65	$65
eSchool	Credit Recovery (per class/per term)	-	$60

** Fees not subject to waiver* *** Athletic fees will vary depending on participation in varsity or JV. Please visit www.provo.edu/school-fees for information regarding specific fees.*

Shoreline Middle School — Proposed School Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary is meant to provide an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of registration. The total maximum school activity fee is the maximum a school can charge for a specific activity. These charges may include field trips and other items that will be collected when appropriate. Please visit www.provo.edu/school-fees for a detailed description of each fee, along with a spend plan for each activity at each school. All fees, except those explicitly stated, are eligible for fee waiver. Please visit www.provo.edu/school-fees for additional information regarding fee waiver applications and eligibility.

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
	School T-Shirt	$10	$10
Art	Art II - Adv. Art Foundations	$20	$20
	Art - Advanced Foundations - Sculpture	$20	$20
	Art - Advanced Foundations Drawing - Digital	$8	$8
Performing Arts	Ballroom - Social Dance	$6	$26
	Ballroom Dance - Company	$24	$44
	Band - Concert	$16	$147
	Band - Intermediate Band	$16	$147
	Band - Jazz (Beginning/Intermediate)	$16	$147
	Band - Percussion (Beginning/Intermediate/Advanced)	$16	$56
	Band I - Beginning Band	$16	$147
	Chorus (includes Chorus I, II, II Aria/III)	$16	$16
	Dance - Company	$36	$46
	Dance I	$28	$28
	Guitar	-	$50
	Orchestra I - Beginning	$16	$130
	Orchestra II - Concert	$16	$130
	Orchestra III - Chamber	$16	$130
	Theatre - Drama I/Drama II/Drama III/Drama IV	-	$115
Social Studies	Social Studies Classes (not listed separately)	-	$10
Science	STEM Integrated Science 7 & 8 - Honors	$10	$60
	Integrated Science	-	$50
Foreign Language	World Language - Beginning/Intermediate	$5	$15

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
CTE	Creative Coding	$5	$5
	Exploring Technology - Robotics	$15	$15
	FACS Exploration - Foods	$12	$12
	FACS Exploration - Sewing	$10	$10
Other Classes	After School Programs	-	$10
	Yearbook Class	$15	$15
	Student Government	-	$80
	AVID	$12	$37
Field Trips / Optional	Latinos In Action	$50	$76
	Summer History Tour	-	$2,000
	Field Trips	-	$25
	Lagoon	-	$100
	National Junior Honor Society	-	$50
District Wide	School Clothing / Apparel (Optional) *	-	$100
	PTSA *	-	$20
	Yearbook *	-	$50
	Summer School (Per Class) *	-	$20
	Admission Tickets *	-	$50

** Fees not subject to fee waiver Please visit www.provo.edu/school-fees for additional information.*

Timpview High School — Proposed School Fees FY 2026-2027

Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407 requires school districts to change the process of setting school fees. This summary is meant to provide an overview of the maximum fees allowed in each school. The total required participation fee includes costs charged at time of class registration. Schools are required to provide a maximum cost for each activity, including all costs for athletic participation, travel, activity-specific apparel, field trips, etc. This amount is reflective in the Maximum School Activity Fee and includes everything that could be charged in connection to a specific activity and is assessed when needed. Please visit www.provo.edu/school-fees for a detailed description of each fee, along with a spend plan for each activity at each school. All fees, except those explicitly stated, are eligible for fee waiver. Please visit www.provo.edu/school-fees for additional information regarding fee waiver applications and eligibility.

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
Art	3D Art I & II	$40	$420
	3D Art III	$40	$420
	AP Art III	$40	$420
	Art Honors - I, II, III	$40	$420
	Ceramics - I, II, III	$40	$340
	Painting	$40	$420
Performing Arts	Ballroom I, II, III	$10	$2,010
	Ballroom - Competition Team	$195	$2,370
	Band - Advanced Jazz Band	$175	$2,275
	Band - Intermediate Jazz	$125	$2,245
	Band - Fall Marching Band & Color Guard	$820	$3,170
	Band - Percussion	$150	$2,400
	Band - Symphonic/Wind/Chamber	$100	$2,200
	Band - Winter Guard	$500	$2,500
	Choir - A Cappella	$190	$2,305
	Choir - Bravo	$127	$2,242
	Choir - Madrigals	$190	$2,305
	Choir - Men's & Women's	$60	$2,175
	Choir - Sorelle Voce	$190	$2,305
	Dance - Company	$670	$2,941
	Dance I, II	$10	$2,010
	Dance - Pop Culture	$10	$2,010
	Dance III	$275	$2,325
	Orchestra - Philharmonic	$120	$2,275
	Orchestra - Sinfonia/Symphonic	$120	$2,275
	Orchestra II - Concert	$120	$2,275
	Orchestra III - Chamber	$160	$2,315
	Theatre - Drama III	$40	$2,040
	Theatre - Drama IV/Pro Co	$40	$2,040
	Theatre Tech	-	$2,000
	Theatre - Musical	$105	$2,105
Athletics **	Baseball	$740	$4,490
	Basketball - Boys	$425	$3,375
	Basketball - Girls	$514	$3,464
	Cheerleading	$2,400	$5,000
	Cross Country	$330	$3,130
	Football	$790	$3,740

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
Clubs	Debate/Mock Trial	$350	$2,950
	Debate I / II	-	$130
	Club	$50	$50
	DECA	$50	$2,150
	ESports	$50	$50
	FBLA	-	$2,100
	FCCLA	$25	$2,115
	French Club	$125	$2,155
	Future Problem Solving	-	$2,000
	German Club	$25	$2,225
	HOSA	$20	$2,160
	Latinos In Action	$0	$250
	Model UN	$60	$60
	National Honor Society	$30	$30
	People of the Pacific	-	$250
	Skills USA	$75	$2,075
	Student Government	$100	$2,350
	Technology Student Association (TSA)	$70	$2,080
World Languages	World Languages	-	-
Other/General	ACT Prep	$50	$50
	Activity Fee (Athletic Home Events)	80	$80
	Campus Visit (each visit)	30	$30
	Concurrent Enrollment *	60	$60
	Optional CTE Projects *	-	$500
District Wide	Admission Tickets (by event)	Varies	$50
	AP Test for Research/Seminar *	-	$145
	AP Tests * (per test)	-	$100
	Calculator Rental/Used Calculator	-	$20
	Class Change Fee	-	$5
	Distance Learning (per semester) *	-	$10
	Drivers Ed (classroom only)	-	$40
	Drivers Ed (range and road only)	-	$130
	Drivers Education	-	$170
	Field Trip	-	$20
	Graduation Caps & Gowns	-	$60
	Parking Pass	-	$5
	PSAT	-	$18

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
	Golf - Boys	$450	$3,400
	Golf - Girls	$450	$3,400
	Lacrosse - Boys	$570	$3,520
	Lacrosse - Girls	$570	$3,520
	Soccer - Boys	$500	$3,550
	Soccer - Girls	$500	$3,550
	Softball	$550	$3,500
	Swimming	$350	$3,300
	Tennis - Boys	$450	$3,400
	Tennis - Girls	$450	$3,400
	Track & Field	$340	$3,140
	Volleyball - Boys	$750	$3,700
	Volleyball - Girls	$750	$3,700
	Wrestling	$450	$3,400

Category	Class / Activity Name	Required Participation Fee	Maximum Activity Fee
	PTSA *	-	$20
	School Clothing/Apparel (optional) *	-	$100
	Student Physical	-	$30
	Summer School (per class)	-	$20
	Yearbook *	$50	$50
	Yearbook (after Jan. 1) *	$65	$65
eSchool	Credit Recovery (per class/per term)	-	$60

** Fees not subject to waiver*

*** Athletic fees will vary*

AIA® Document A133® – 2019

Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price

AGREEMENT made as of the Thirtieth day of April in the year Two Thousand Twenty-Six
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Provo School District
280 West 940 North
Provo, UT 84604
(801) 374-4814

and the Construction Manager:
(Name, legal status, address, and other information)

Westland Construction, Inc.
1411 W. 1250 S. Ste. 200
Orem, UT 84058
801-374-6085

for the following Project:
(Name, location, and detailed description)

PCSD – New Elementary School (RFP PCSD04032026)
750 W 200 N
Provo, UT 84601
The Project includes demolition of the existing Dixon Middle School and construction of a new approximately 85,000 square foot elementary school at 750 W 200 N, Provo, Utah. Work includes site demolition, new building construction, and associated site improvements. The CM/GC will provide preconstruction and construction services under a phased GMP delivery.

The Architect:
(Name, legal status, address, and other information)

CORE Architecture
233 So. Pleasant Grove Blvd., Ste. 105
Pleasant Grove, UT 84062
801-769-3000

The Owner and Construction Manager agree as follows.

ADDITIONS AND DELETIONS:
The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

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ARTICLE 1 INITIAL INFORMATION

§ 1.1 This Agreement is based on the Initial Information set forth in this Section 1.1.
(For each item in this section, insert the information or a statement such as "not applicable" or "unknown at time of execution.")

§ 1.1.1 The Owner's program for the Project, as described in Section 4.1.1:
(Insert the Owner's program, identify documentation that establishes the Owner's program, or state the manner in which the program will be developed.)

The Owner's program is to demolish the existing Dixon Middle School and construct a new approximately 85,000 square foot elementary school at 750 W 200 N, Provo, Utah. The Project will be delivered using a CM/GC method with phased procurement and GMP amendments, with a Fixed Limit of Construction Cost of approximately $39,530,000. Construction is anticipated to begin in July 2026 with substantial completion targeted for June 2028

§ 1.1.2 The Project's physical characteristics:
(Identify or describe pertinent information about the Project's physical characteristics, such as size; location; dimensions; geotechnical reports; site boundaries; topographic surveys; traffic and utility studies; availability of public and private utilities and services; legal description of the site, etc.)

The Project consists of the demolition of an existing approximately 160,000 square foot middle school facility and the construction of a new approximately 85,000 square foot elementary school, including associated site work, utilities, and improvements, located at 750 W 200 N, Provo, Utah.

§ 1.1.3 The Owner's budget for the Guaranteed Maximum Price, as defined in Article 6:

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(Provide total and, if known, a line item breakdown.)

§ 1.1.4 The Owner's anticipated design and construction milestone dates:

.1 Design phase milestone dates, if any:

Design phase coordination with the CM/GC and Architect is anticipated to begin on or about May 1, 2026, or upon execution of the Agreement.

.2 Construction commencement date:

July 01, 2026

.3 Substantial Completion date or dates:

June 2028

.4 Other milestone dates:

Demolition of the existing facility shall be completed prior to commencement of new construction; additional interim milestones shall be established in the Project schedule and GMP amendments.

§ 1.1.5 The Owner's requirements for accelerated or fast-track scheduling, or phased construction, are set forth below:
(Identify any requirements for fast-track scheduling or phased construction.)

The Project may be delivered using phased construction and multiple bid packages, as determined by the Owner, Architect, and Construction Manager/General Contractor (CM/GC) to best support schedule, cost control, and constructability. The CM/GC shall coordinate demolition and new construction activities and may be required to sequence the Work to facilitate timely completion. No specific fast-track requirements are identified; however, the CM/GC shall support schedule optimization throughout the Project.

§ 1.1.6 The Owner's anticipated Sustainable Objective for the Project:
(Identify and describe the Owner's Sustainable Objective for the Project, if any.)

No specific sustainable objectives have been identified by the Owner for the Project. Any sustainability measures or objectives shall be determined, if required, during the design phase in coordination with the Owner and Architect.

§ 1.1.6.1 If the Owner identifies a Sustainable Objective, the Owner and Construction Manager shall complete and incorporate AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, into this Agreement to define the terms, conditions and services related to the Owner's Sustainable Objective. If E234–2019 is incorporated into this agreement, the Owner and Construction Manager shall incorporate the completed E234–2019 into the agreements with the consultants and contractors performing services or Work in any way associated with the Sustainable Objective.

§ 1.1.7 Other Project information:
(Identify special characteristics or needs of the Project not provided elsewhere.)

The Project will be constructed on an active Provo City School District site and requires coordination with the Owner, Architect, and stakeholders throughout demolition, design, and construction. The CM/GC shall provide preconstruction services including cost estimating, scheduling, and constructability reviews, and shall competitively bid the Work in accordance with the CM/GC delivery method. The Project will include demolition of the existing facility, hazardous material abatement as required, and coordination of site readiness prior to new construction.

§ 1.1.8 The Owner identifies the following representative in accordance with Section 4.2:
(List name, address, and other contact information.)

Devyn Dayley

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280 West 940 North
Provo, UT 84604
(801) 374-4828
devynd@provo.edu

§ 1.1.9 The persons or entities, in addition to the Owner's representative, who are required to review the Construction Manager's submittals to the Owner are as follows:
(List name, address and other contact information.)

§ 1.1.10 The Owner shall retain the following consultants and contractors:
(List name, legal status, address, and other contact information.)

.1 Geotechnical Engineer:

.2 Civil Engineer:

.3 Other, if any:
(List any other consultants retained by the Owner, such as a Project or Program Manager.)

§ 1.1.11 The Architect's representative:
(List name, address, and other contact information.)

§ 1.1.12 The Construction Manager identifies the following representative in accordance with Article 3:
(List name, address, and other contact information.)

Mark Petersen
1411 W. 1250 S. Ste. 200
Orem, UT 84058
801-404-1317
mark@westlandconstruction.com

§ 1.1.13 The Owner's requirements for the Construction Manager's staffing plan for Preconstruction Services, as required under Section 3.1.9:
(List any Owner-specific requirements to be included in the staffing plan.)

The Construction Manager shall provide a staffing plan that includes key personnel assigned to the Project, including at a minimum a Project Director, Project Manager, Superintendent, Project Engineer, and preconstruction staff. The staffing plan shall identify roles and responsibilities, relevant experience, and level of involvement during the preconstruction phase. The Construction Manager shall demonstrate team qualifications, availability, and the ability to support estimating, scheduling, constructability review, and coordination with the Owner and Architect throughout the design process.

§ 1.1.14 The Owner's requirements for subcontractor procurement for the performance of the Work:
(List any Owner-specific requirements for subcontractor procurement.)

Subcontractors shall be competitively bid from a pool of mutually agreed upon and prequalified subcontractors for each trade. The Construction Manager/General Contractor (CM/GC) shall solicit bids and coordinate the procurement process in collaboration with the Owner. If the CM/GC intends to perform any portion of the Work with its own forces, it shall submit a separate competitive bid to the Owner prior to receipt of other subcontractor bids. The Owner reserves the right to review all subcontractor bids prior to acceptance and incorporation into the Guaranteed Maximum Price.

§ 1.1.15 Other Initial Information on which this Agreement is based:

This Agreement is based on the Request for Proposal No. PCSD04032026, including all associated documents, addenda, and the Construction Manager/General Contractor's Statement of Qualifications. The Project will be delivered using a

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CM/GC method with phased procurement and Guaranteed Maximum Price amendments. The Construction Manager shall provide preconstruction and construction services in coordination with the Owner and Architect, and the Work shall be performed in accordance with applicable laws, codes, and the Owner's procurement requirements.

§ 1.2 The Owner and Construction Manager may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Construction Manager shall appropriately adjust the Project schedule, the Construction Manager's services, and the Construction Manager's compensation. The Owner shall adjust the Owner's budget for the Guaranteed Maximum Price and the Owner's anticipated design and construction milestones, as necessary, to accommodate material changes in the Initial Information.

§ 1.3 Neither the Owner's nor the Construction Manager's representative shall be changed without ten days' prior notice to the other party.

ARTICLE 2 GENERAL PROVISIONS

§ 2.1 The Contract Documents

The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract and are as fully a part of the Contract as if attached to this Agreement or repeated herein. Upon the Owner's acceptance of the Construction Manager's Guaranteed Maximum Price proposal, the Contract Documents will also include the documents described in Section 3.2.3 and identified in the Guaranteed Maximum Price Amendment and revisions prepared by the Architect and furnished by the Owner as described in Section 3.2.8. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations or agreements, either written or oral. If anything in the other Contract Documents, other than a Modification, is inconsistent with this Agreement, this Agreement shall govern. An enumeration of the Contract Documents, other than a Modification, appears in Article 15.

§ 2.2 Relationship of the Parties

The Construction Manager accepts the relationship of trust and confidence established by this Agreement and covenants with the Owner to cooperate with the Architect and exercise the Construction Manager's skill and judgment in furthering the interests of the Owner to furnish efficient construction administration, management services, and supervision; to furnish at all times an adequate supply of workers and materials; and to perform the Work in an expeditious and economical manner consistent with the Owner's interests. The Owner agrees to furnish or approve, in a timely manner, information required by the Construction Manager and to make payments to the Construction Manager in accordance with the requirements of the Contract Documents.

§ 2.3 General Conditions

§ 2.3.1 For the Preconstruction Phase, AIA Document A201™–2017, General Conditions of the Contract for Construction, shall apply as follows: Section 1.5, Ownership and Use of Documents; Section 1.7, Digital Data Use and Transmission; Section 1.8, Building Information Model Use and Reliance; Section 2.2.4, Confidential Information; Section 3.12.10, Professional Services; Section 10.3, Hazardous Materials; Section 13.1, Governing Law. The term "Contractor" as used in A201–2017 shall mean the Construction Manager.

§ 2.3.2 For the Construction Phase, the general conditions of the contract shall be as set forth in A201–2017, which document is incorporated herein by reference. The term "Contractor" as used in A201–2017 shall mean the Construction Manager.

ARTICLE 3 CONSTRUCTION MANAGER'S RESPONSIBILITIES

The Construction Manager's Preconstruction Phase responsibilities are set forth in Sections 3.1 and 3.2, and in the applicable provisions of A201-2017 referenced in Section 2.3.1. The Construction Manager's Construction Phase responsibilities are set forth in Section 3.3. The Owner and Construction Manager may agree, in consultation with the Architect, for the Construction Phase to commence prior to completion of the Preconstruction Phase, in which case, both phases will proceed concurrently. The Construction Manager shall identify a representative authorized to act on behalf of the Construction Manager with respect to the Project.

§ 3.1 Preconstruction Phase

§ 3.1.1 Extent of Responsibility

The Construction Manager shall exercise reasonable care in performing its Preconstruction Services. The Owner and Architect shall be entitled to rely on, and shall not be responsible for, the accuracy, completeness, and timeliness of services and information furnished by the Construction Manager. The Construction Manager, however, does not warrant

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or guarantee estimates and schedules except as may be included as part of the Guaranteed Maximum Price. The Construction Manager is not required to ascertain that the Drawings and Specifications are in accordance with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, but the Construction Manager shall promptly report to the Architect and Owner any nonconformity discovered by or made known to the Construction Manager as a request for information in such form as the Architect may require.

§ 3.1.2 The Construction Manager shall provide a preliminary evaluation of the Owner's program, schedule and construction budget requirements, each in terms of the other.

§ 3.1.3 Consultation

§ 3.1.3.1 The Construction Manager shall schedule and conduct meetings with the Architect and Owner to discuss such matters as procedures, progress, coordination, and scheduling of the Work.

§ 3.1.3.2 The Construction Manager shall advise the Owner and Architect on proposed site use and improvements, selection of materials, building systems, and equipment. The Construction Manager shall also provide recommendations to the Owner and Architect, consistent with the Project requirements, on constructability; availability of materials and labor; time requirements for procurement, installation and construction; prefabrication; and factors related to construction cost including, but not limited to, costs of alternative designs or materials, preliminary budgets, life-cycle data, and possible cost reductions. The Construction Manager shall consult with the Architect regarding professional services to be provided by the Construction Manager during the Construction Phase.

§ 3.1.3.3 The Construction Manager shall assist the Owner and Architect in establishing written protocols for the development, use, transmission, reliance, and exchange of digital data, including building information models for the Project.

§ 3.1.4 Project Schedule

When Project requirements in Section 4.1.1 have been sufficiently identified, the Construction Manager shall prepare and periodically update a Project schedule for the Architect's review and the Owner's acceptance. The Construction Manager shall obtain the Architect's approval for the portion of the Project schedule relating to the performance of the Architect's services. The Project schedule shall coordinate and integrate the Construction Manager's services, the Architect's services, other Owner consultants' services, and the Owner's responsibilities; and identify items that affect the Project's timely completion. The updated Project schedule shall include the following: submission of the Guaranteed Maximum Price proposal; components of the Work; times of commencement and completion required of each Subcontractor; ordering and delivery of products, including those that must be ordered in advance of construction; and the occupancy requirements of the Owner.

§ 3.1.5 Phased Construction

The Construction Manager, in consultation with the Architect, shall provide recommendations with regard to accelerated or fast-track scheduling, procurement, and sequencing for phased construction. The Construction Manager shall take into consideration cost reductions, cost information, constructability, provisions for temporary facilities, and procurement and construction scheduling issues.

§ 3.1.6 Cost Estimates

§ 3.1.6.1 Based on the preliminary design and other design criteria prepared by the Architect, the Construction Manager shall prepare, for the Architect's review and the Owner's approval, preliminary estimates of the Cost of the Work or the cost of program requirements using area, volume, or similar conceptual estimating techniques. If the Architect or Construction Manager suggests alternative materials and systems, the Construction Manager shall provide cost evaluations of those alternative materials and systems.

§ 3.1.6.2 As the Architect progresses with the preparation of the Schematic Design, Design Development and Construction Documents, the Construction Manager shall prepare and update, at appropriate intervals agreed to by the Owner, Construction Manager and Architect, an estimate of the Cost of the Work with increasing detail and refinement. The Construction Manager shall include in the estimate those costs to allow for the further development of the design, price escalation, and market conditions, until such time as the Owner and Construction Manager agree on a Guaranteed Maximum Price for the Work. The estimate shall be provided for the Architect's review and the Owner's approval. The Construction Manager shall inform the Owner and Architect in the event that the estimate of the Cost of the Work exceeds the latest approved Project budget, and make recommendations for corrective action.

§ 3.1.6.3 If the Architect is providing cost estimating services as a Supplemental Service, and a discrepancy exists between

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the Construction Manager's cost estimates and the Architect's cost estimates, the Construction Manager and the Architect shall work together to reconcile the cost estimates.

§ 3.1.7 As the Architect progresses with the preparation of the Schematic Design, Design Development and Construction Documents, the Construction Manager shall consult with the Owner and Architect and make recommendations regarding constructability and schedules, for the Architect's review and the Owner's approval.

§ 3.1.8 The Construction Manager shall provide recommendations and information to the Owner and Architect regarding equipment, materials, services, and temporary Project facilities.

§ 3.1.9 The Construction Manager shall provide a staffing plan for Preconstruction Phase services for the Owner's review and approval.

§ 3.1.10 If the Owner identified a Sustainable Objective in Article 1, the Construction Manager shall fulfill its Preconstruction Phase responsibilities as required in AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, attached to this Agreement.

§ 3.1.11 Subcontractors and Suppliers

§ 3.1.11.1 If the Owner has provided requirements for subcontractor procurement in section 1.1.14, the Construction Manager shall provide a subcontracting plan, addressing the Owner's requirements, for the Owner's review and approval.

§ 3.1.11.2 The Construction Manager shall develop bidders' interest in the Project.

§ 3.1.11.3 The processes described in Article 9 shall apply if bid packages will be issued during the Preconstruction Phase.

§ 3.1.12 Procurement

The Construction Manager shall prepare, for the Architect's review and the Owner's acceptance, a procurement schedule for items that must be ordered in advance of construction. The Construction Manager shall expedite and coordinate the ordering and delivery of materials that must be ordered in advance of construction. If the Owner agrees to procure any items prior to the establishment of the Guaranteed Maximum Price, the Owner shall procure the items on terms and conditions acceptable to the Construction Manager. Upon the establishment of the Guaranteed Maximum Price, the Owner shall assign all contracts for these items to the Construction Manager and the Construction Manager shall thereafter accept responsibility for them.

§ 3.1.13 Compliance with Laws

The Construction Manager shall comply with applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities applicable to its performance under this Contract, and with equal employment opportunity programs, and other programs as may be required by governmental and quasi-governmental authorities.

§ 3.1.14 Other Preconstruction Services

Insert a description of any other Preconstruction Phase services to be provided by the Construction Manager, or reference an exhibit attached to this document

(Describe any other Preconstruction Phase services, such as providing cash flow projections, development of a project information management system, early selection or procurement of subcontractors, etc.)

§ 3.2 Guaranteed Maximum Price Proposal

§ 3.2.1 At a time to be mutually agreed upon by the Owner and the Construction Manager, the Construction Manager shall prepare a Guaranteed Maximum Price proposal for the Owner's and Architect's review, and the Owner's acceptance. The Guaranteed Maximum Price in the proposal shall be the sum of the Construction Manager's estimate of the Cost of the Work, the Construction Manager's contingency described in Section 3.2.4, and the Construction Manager's Fee described in Section 6.1.2.

§ 3.2.2 To the extent that the Contract Documents are anticipated to require further development, the Guaranteed Maximum Price includes the costs attributable to such further development consistent with the Contract Documents and reasonably inferable therefrom. Such further development does not include changes in scope, systems, kinds and quality of materials, finishes, or equipment, all of which, if required, shall be incorporated by Change Order.

§ 3.2.3 The Construction Manager shall include with the Guaranteed Maximum Price proposal a written statement of its

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basis, which shall include the following:

.1 A list of the Drawings and Specifications, including all Addenda thereto, and the Conditions of the Contract;

.2 A list of the clarifications and assumptions made by the Construction Manager in the preparation of the Guaranteed Maximum Price proposal, including assumptions under Section 3.2.2;

.3 A statement of the proposed Guaranteed Maximum Price, including a statement of the estimated Cost of the Work organized by trade categories or systems, including allowances; the Construction Manager's contingency set forth in Section 3.2.4; and the Construction Manager's Fee;

.4 The anticipated date of Substantial Completion upon which the proposed Guaranteed Maximum Price is based; and

.5 A date by which the Owner must accept the Guaranteed Maximum Price.

§ 3.2.4 In preparing the Construction Manager's Guaranteed Maximum Price proposal, the Construction Manager shall include a contingency for the Construction Manager's exclusive use to cover those costs that are included in the Guaranteed Maximum Price but not otherwise allocated to another line item or included in a Change Order.

§ 3.2.5 The Construction Manager shall meet with the Owner and Architect to review the Guaranteed Maximum Price proposal. In the event that the Owner or Architect discover any inconsistencies or inaccuracies in the information presented, they shall promptly notify the Construction Manager, who shall make appropriate adjustments to the Guaranteed Maximum Price proposal, its basis, or both.

§ 3.2.6 If the Owner notifies the Construction Manager that the Owner has accepted the Guaranteed Maximum Price proposal in writing before the date specified in the Guaranteed Maximum Price proposal, the Guaranteed Maximum Price proposal shall be deemed effective without further acceptance from the Construction Manager. Following acceptance of a Guaranteed Maximum Price, the Owner and Construction Manager shall execute the Guaranteed Maximum Price Amendment amending this Agreement, a copy of which the Owner shall provide to the Architect. The Guaranteed Maximum Price Amendment shall set forth the agreed upon Guaranteed Maximum Price with the information and assumptions upon which it is based.

§ 3.2.7 The Construction Manager shall not incur any cost to be reimbursed as part of the Cost of the Work prior to the execution of the Guaranteed Maximum Price Amendment, unless the Owner provides prior written authorization for such costs.

§ 3.2.8 The Owner shall authorize preparation of revisions to the Contract Documents that incorporate the agreed-upon assumptions and clarifications contained in the Guaranteed Maximum Price Amendment. The Owner shall promptly furnish such revised Contract Documents to the Construction Manager. The Construction Manager shall notify the Owner and Architect of any inconsistencies between the agreed-upon assumptions and clarifications contained in the Guaranteed Maximum Price Amendment and the revised Contract Documents.

§ 3.2.9 The Construction Manager shall include in the Guaranteed Maximum Price all sales, consumer, use and similar taxes for the Work provided by the Construction Manager that are legally enacted, whether or not yet effective, at the time the Guaranteed Maximum Price Amendment is executed.

§ 3.3 Construction Phase

§ 3.3.1 General

§ 3.3.1.1 For purposes of Section 8.1.2 of A201–2017, the date of commencement of the Work shall mean the date of commencement of the Construction Phase.

§ 3.3.1.2 The Construction Phase shall commence upon the Owner's execution of the Guaranteed Maximum Price Amendment or, prior to acceptance of the Guaranteed Maximum Price proposal, by written agreement of the parties. The written agreement shall set forth a description of the Work to be performed by the Construction Manager, and any insurance and bond requirements for Work performed prior to execution of the Guaranteed Maximum Price Amendment.

§ 3.3.2 Administration

§ 3.3.2.1 The Construction Manager shall schedule and conduct meetings to discuss such matters as procedures, progress, coordination, scheduling, and status of the Work. The Construction Manager shall prepare and promptly distribute minutes of the meetings to the Owner and Architect.

§ 3.3.2.2 Upon the execution of the Guaranteed Maximum Price Amendment, the Construction Manager shall prepare and

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submit to the Owner and Architect a construction schedule for the Work and a submittal schedule in accordance with Section 3.10 of A201–2017.

§ 3.3.2.3 Monthly Report
The Construction Manager shall record the progress of the Project. On a monthly basis, or otherwise as agreed to by the Owner, the Construction Manager shall submit written progress reports to the Owner and Architect, showing percentages of completion and other information required by the Owner.

§ 3.3.2.4 Daily Logs
The Construction Manager shall keep, and make available to the Owner and Architect, a daily log containing a record for each day of weather, portions of the Work in progress, number of workers on site, identification of equipment on site, problems that might affect progress of the work, accidents, injuries, and other information required by the Owner.

§ 3.3.2.5 Cost Control
The Construction Manager shall develop a system of cost control for the Work, including regular monitoring of actual costs for activities in progress and estimates for uncompleted tasks and proposed changes. The Construction Manager shall identify variances between actual and estimated costs and report the variances to the Owner and Architect, and shall provide this information in its monthly reports to the Owner and Architect, in accordance with Section 3.3.2.3 above.

ARTICLE 4 OWNER'S RESPONSIBILITIES

§ 4.1 Information and Services Required of the Owner

§ 4.1.1 The Owner shall provide information with reasonable promptness, regarding requirements for and limitations on the Project, including a written program which shall set forth the Owner's objectives, constraints, and criteria, including schedule, space requirements and relationships, flexibility and expandability, special equipment, systems, sustainability and site requirements.

§ 4.1.2 Prior to the execution of the Guaranteed Maximum Price Amendment, the Construction Manager may request in writing that the Owner provide reasonable evidence that the Owner has made financial arrangements to fulfill the Owner's obligations under the Contract. After execution of the Guaranteed Maximum Price Amendment, the Construction Manager may request such information as set forth in A201-2017 Section 2.2.

§ 4.1.3 The Owner shall establish and periodically update the Owner's budget for the Project, including (1) the budget for the Cost of the Work as defined in Article 7, (2) the Owner's other costs, and (3) reasonable contingencies related to all of these costs. If the Owner significantly increases or decreases the Owner's budget for the Cost of the Work, the Owner shall notify the Construction Manager and Architect. The Owner and the Architect, in consultation with the Construction Manager, shall thereafter agree to a corresponding change in the Project's scope and quality.

§ 4.1.4 Structural and Environmental Tests, Surveys and Reports. During the Preconstruction Phase, the Owner shall furnish the following information or services with reasonable promptness. The Owner shall also furnish any other information or services under the Owner's control and relevant to the Construction Manager's performance of the Work with reasonable promptness after receiving the Construction Manager's written request for such information or services. The Construction Manager shall be entitled to rely on the accuracy of information and services furnished by the Owner but shall exercise proper precautions relating to the safe performance of the Work.

§ 4.1.4.1 The Owner shall furnish tests, inspections, and reports, required by law and as otherwise agreed to by the parties, such as structural, mechanical, and chemical tests, tests for air and water pollution, and tests for hazardous materials.

§ 4.1.4.2 The Owner shall furnish surveys describing physical characteristics, legal limitations and utility locations for the site of the Project, and a written legal description of the site. The surveys and legal information shall include, as applicable, grades and lines of streets, alleys, pavements and adjoining property and structures; designated wetlands; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions and other necessary data with respect to existing buildings, other improvements and trees; and information concerning available utility services and lines, both public and private, above and below grade, including inverts and depths. All the information on the survey shall be referenced to a Project benchmark.

§ 4.1.4.3 The Owner, when such services are requested, shall furnish services of geotechnical engineers, which may include test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, seismic evaluation, ground corrosion tests and resistivity tests, including necessary operations for anticipating subsoil conditions, with written reports and appropriate recommendations.

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§ 4.1.5 During the Construction Phase, the Owner shall furnish information or services required of the Owner by the Contract Documents with reasonable promptness. The Owner shall also furnish any other information or services under the Owner's control and relevant to the Construction Manager's performance of the Work with reasonable promptness after receiving the Construction Manager's written request for such information or services.

§ 4.1.6 If the Owner identified a Sustainable Objective in Article 1, the Owner shall fulfill its responsibilities as required in AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, attached to this Agreement.

§ 4.2 Owner's Designated Representative

The Owner shall identify a representative authorized to act on behalf of the Owner with respect to the Project. The Owner's representative shall render decisions promptly and furnish information expeditiously, so as to avoid unreasonable delay in the services or Work of the Construction Manager. Except as otherwise provided in Section 4.2.1 of A201–2017, the Architect does not have such authority. The term "Owner" means the Owner or the Owner's authorized representative.

§ 4.2.1 Legal Requirements. The Owner shall furnish all legal, insurance and accounting services, including auditing services, that may be reasonably necessary at any time for the Project to meet the Owner's needs and interests.

§ 4.3 Architect

The Owner shall retain an Architect to provide services, duties and responsibilities as described in AIA Document B133™–2019, Standard Form of Agreement Between Owner and Architect, Construction Manager as Constructor Edition, including any additional services requested by the Construction Manager that are necessary for the Preconstruction and Construction Phase services under this Agreement. The Owner shall provide the Construction Manager with a copy of the scope of services in the executed agreement between the Owner and the Architect, and any further modifications to the Architect's scope of services in the agreement.

ARTICLE 5 COMPENSATION AND PAYMENTS FOR PRECONSTRUCTION PHASE SERVICES

§ 5.1 Compensation

§ 5.1.1 For the Construction Manager's Preconstruction Phase services described in Sections 3.1 and 3.2, the Owner shall compensate the Construction Manager as follows:
(Insert amount of, or basis for, compensation and include a list of reimbursable cost items, as applicable.)

$3,500.00

§ 5.1.2 The hourly billing rates for Preconstruction Phase services of the Construction Manager and the Construction Manager's Consultants and Subcontractors, if any, are set forth below.
(If applicable, attach an exhibit of hourly billing rates or insert them below.)

Individual or Position	Rate

§ 5.1.2.1 Hourly billing rates for Preconstruction Phase services include all costs to be paid or incurred by the Construction Manager, as required by law or collective bargaining agreements, for taxes, insurance, contributions, assessments and benefits and, for personnel not covered by collective bargaining agreements, customary benefits such as sick leave, medical and health benefits, holidays, vacations and pensions, and shall remain unchanged unless the parties execute a Modification.

§ 5.1.3 If the Preconstruction Phase services covered by this Agreement have not been completed within ( ) months of the date of this Agreement, through no fault of the Construction Manager, the Construction Manager's compensation for Preconstruction Phase services shall be equitably adjusted.

§ 5.2 Payments

§ 5.2.1 Unless otherwise agreed, payments for services shall be made monthly in proportion to services performed.

§ 5.2.2 Payments are due and payable upon presentation of the Construction Manager's invoice. Amounts unpaid Ten (10) days after the invoice date shall bear interest at the rate entered below, or in the absence thereof at the legal rate

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prevailing from time to time at the principal place of business of the Construction Manager.
(Insert rate of monthly or annual interest agreed upon.)

12.00 % per annum

ARTICLE 6 COMPENSATION FOR CONSTRUCTION PHASE SERVICES

§ 6.1 Contract Sum

§ 6.1.1 The Owner shall pay the Construction Manager the Contract Sum in current funds for the Construction Manager's performance of the Contract after execution of the Guaranteed Maximum Price Amendment. The Contract Sum is the Cost of the Work as defined in Article 7 plus the Construction Manager's Fee.

§ 6.1.2 The Construction Manager's Fee:
(State a lump sum, percentage of Cost of the Work or other provision for determining the Construction Manager's Fee.)

1.8%

General Conditions Lump Sum: $916,170.00

Change Order Fee - for all change orders related to the construction of the Project, OH & P fee added to the Subcontractors' cost of the Work: 0%

§ 6.1.3 The method of adjustment of the Construction Manager's Fee for changes in the Work:

0%

§ 6.1.4 Limitations, if any, on a Subcontractor's overhead and profit for increases in the cost of its portion of the Work:

N/A

§ 6.1.5 Rental rates for Construction Manager-owned equipment shall not exceed percent (%) of the standard rental rate paid at the place of the Project.

§ 6.1.6 Liquidated damages, if any:
(Insert terms and conditions for liquidated damages, if any.)

$500.00

§ 6.1.7 Other:
(Insert provisions for bonus, cost savings or other incentives, if any, that might result in a change to the Contract Sum.)

§ 6.2 Guaranteed Maximum Price

The Construction Manager guarantees that the Contract Sum shall not exceed the Guaranteed Maximum Price set forth in the Guaranteed Maximum Price Amendment, subject to additions and deductions by Change Order as provided in the Contract Documents. Costs which would cause the Guaranteed Maximum Price to be exceeded shall be paid by the Construction Manager without reimbursement by the Owner.

§ 6.3 Changes in the Work

§ 6.3.1 The Owner may, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions or other revisions. The Owner shall issue such changes in writing. The Construction Manager may be entitled to an equitable adjustment in the Contract Time as a result of changes in the Work.

§ 6.3.1.1 The Architect may order minor changes in the Work as provided in Article 7 of AIA Document A201–2017, General Conditions of the Contract for Construction.

§ 6.3.2 Adjustments to the Guaranteed Maximum Price on account of changes in the Work subsequent to the execution of the Guaranteed Maximum Price Amendment may be determined by any of the methods listed in Article 7 of AIA

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Document A201–2017, General Conditions of the Contract for Construction.

§ 6.3.3 Adjustments to subcontracts awarded on the basis of a stipulated sum shall be determined in accordance with Article 7 of A201–2017, as they refer to "cost" and "fee," and not by Articles 6 and 7 of this Agreement. Adjustments to subcontracts awarded with the Owner's prior written consent on the basis of cost plus a fee shall be calculated in accordance with the terms of those subcontracts.

§ 6.3.4 In calculating adjustments to the Guaranteed Maximum Price, the terms "cost" and "costs" as used in Article 7 of AIA Document A201–2017 shall mean the Cost of the Work as defined in Article 7 of this Agreement and the term "fee" shall mean the Construction Manager's Fee as defined in Section 6.1.2 of this Agreement.

§ 6.3.5 If no specific provision is made in Section 6.1.3 for adjustment of the Construction Manager's Fee in the case of changes in the Work, or if the extent of such changes is such, in the aggregate, that application of the adjustment provisions of Section 6.1.3 will cause substantial inequity to the Owner or Construction Manager, the Construction Manager's Fee shall be equitably adjusted on the same basis that was used to establish the Fee for the original Work, and the Guaranteed Maximum Price shall be adjusted accordingly.

ARTICLE 7 COST OF THE WORK FOR CONSTRUCTION PHASE

§ 7.1 Costs to Be Reimbursed

§ 7.1.1 The term Cost of the Work shall mean costs necessarily incurred by the Construction Manager in the proper performance of the Work. The Cost of the Work shall include only the items set forth in Sections 7.1 through 7.7.

§ 7.1.2 Where, pursuant to the Contract Documents, any cost is subject to the Owner's prior approval, the Construction Manager shall obtain such approval in writing prior to incurring the cost.

§ 7.1.3 Costs shall be at rates not higher than the standard rates paid at the place of the Project, except with prior approval of the Owner.

§ 7.2 Labor Costs

§ 7.2.1 Wages or salaries of construction workers directly employed by the Construction Manager to perform the construction of the Work at the site or, with the Owner's prior approval, at off-site workshops.

§ 7.2.2 Wages or salaries of the Construction Manager's supervisory and administrative personnel when stationed at the site and performing Work, with the Owner's prior approval.

§ 7.2.2.1 Wages or salaries of the Construction Manager's supervisory and administrative personnel when performing Work and stationed at a location other than the site, but only for that portion of time required for the Work, and limited to the personnel and activities listed below:
(Identify the personnel, type of activity and, if applicable, any agreed upon percentage of time to be devoted to the Work.)

§ 7.2.3 Wages and salaries of the Construction Manager's supervisory or administrative personnel engaged at factories, workshops or while traveling, in expediting the production or transportation of materials or equipment required for the Work, but only for that portion of their time required for the Work.

§ 7.2.4 Costs paid or incurred by the Construction Manager, as required by law or collective bargaining agreements, for taxes, insurance, contributions, assessments and benefits and, for personnel not covered by collective bargaining agreements, customary benefits such as sick leave, medical and health benefits, holidays, vacations and pensions, provided such costs are based on wages and salaries included in the Cost of the Work under Sections 7.2.1 through 7.2.3.

§ 7.2.5 If agreed rates for labor costs, in lieu of actual costs, are provided in this Agreement, the rates shall remain unchanged throughout the duration of this Agreement, unless the parties execute a Modification.

§ 7.3 Subcontract Costs

Payments made by the Construction Manager to Subcontractors in accordance with the requirements of the subcontracts and this Agreement.

§ 7.4 Costs of Materials and Equipment Incorporated in the Completed Construction

§ 7.4.1 Costs, including transportation and storage at the site, of materials and equipment incorporated, or to be

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incorporated, in the completed construction.

§ 7.4.2 Costs of materials described in the preceding Section 7.4.1 in excess of those actually installed to allow for reasonable waste and spoilage. Unused excess materials, if any, shall become the Owner's property at the completion of the Work or, at the Owner's option, shall be sold by the Construction Manager. Any amounts realized from such sales shall be credited to the Owner as a deduction from the Cost of the Work.

§ 7.5 Costs of Other Materials and Equipment, Temporary Facilities and Related Items

§ 7.5.1 Costs of transportation, storage, installation, dismantling, maintenance, and removal of materials, supplies, temporary facilities, machinery, equipment and hand tools not customarily owned by construction workers that are provided by the Construction Manager at the site and fully consumed in the performance of the Work. Costs of materials, supplies, temporary facilities, machinery, equipment, and tools, that are not fully consumed, shall be based on the cost or value of the item at the time it is first used on the Project site less the value of the item when it is no longer used at the Project site. Costs for items not fully consumed by the Construction Manager shall mean fair market value.

§ 7.5.2 Rental charges for temporary facilities, machinery, equipment, and hand tools not customarily owned by construction workers that are provided by the Construction Manager at the site, and the costs of transportation, installation, dismantling, minor repairs, and removal of such temporary facilities, machinery, equipment, and hand tools. Rates and quantities of equipment owned by the Construction Manager, or a related party as defined in Section 7.8, shall be subject to the Owner's prior approval. The total rental cost of any such equipment may not exceed the purchase price of any comparable item.

§ 7.5.3 Costs of removal of debris from the site of the Work and its proper and legal disposal.

§ 7.5.4 Costs of the Construction Manager's site office, including general office equipment and supplies.

§ 7.5.5 Costs of materials and equipment suitably stored off the site at a mutually acceptable location, subject to the Owner's prior approval.

§ 7.6 Miscellaneous Costs

§ 7.6.1 Premiums for that portion of insurance and bonds required by the Contract Documents that can be directly attributed to this Contract.

§ 7.6.1.1 Costs for self-insurance, for either full or partial amounts of the coverages required by the Contract Documents, with the Owner's prior approval.

§ 7.6.1.2 Costs for insurance through a captive insurer owned or controlled by the Construction Manager, with the Owner's prior approval.

§ 7.6.2 Sales, use, or similar taxes, imposed by a governmental authority, that are related to the Work and for which the Construction Manager is liable.

§ 7.6.3 Fees and assessments for the building permit, and for other permits, licenses, and inspections, for which the Construction Manager is required by the Contract Documents to pay.

§ 7.6.4 Fees of laboratories for tests required by the Contract Documents; except those related to defective or nonconforming Work for which reimbursement is excluded under Article 13 of AIA Document A201–2017 or by other provisions of the Contract Documents, and which do not fall within the scope of Section 7.7.3.

§ 7.6.5 Royalties and license fees paid for the use of a particular design, process, or product, required by the Contract Documents.

§ 7.6.5.1 The cost of defending suits or claims for infringement of patent rights arising from requirements of the Contract Documents, payments made in accordance with legal judgments against the Construction Manager resulting from such suits or claims, and payments of settlements made with the Owner's consent, unless the Construction Manager had reason to believe that the required design, process, or product was an infringement of a copyright or a patent, and the Construction Manager failed to promptly furnish such information to the Architect as required by Article 3 of AIA Document A201–2017. The costs of legal defenses, judgments, and settlements shall not be included in the Cost of the Work used to calculate the Construction Manager's Fee or subject to the Guaranteed Maximum Price.

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§ 7.6.6 Costs for communications services, electronic equipment, and software, directly related to the Work and located at the site, with the Owner's prior approval.

§ 7.6.7 Costs of document reproductions and delivery charges.

§ 7.6.8 Deposits lost for causes other than the Construction Manager's negligence or failure to fulfill a specific responsibility in the Contract Documents.

§ 7.6.9 Legal, mediation and arbitration costs, including attorneys' fees, other than those arising from disputes between the Owner and Construction Manager, reasonably incurred by the Construction Manager after the execution of this Agreement in the performance of the Work and with the Owner's prior approval, which shall not be unreasonably withheld.

§ 7.6.10 Expenses incurred in accordance with the Construction Manager's standard written personnel policy for relocation and temporary living allowances of the Construction Manager's personnel required for the Work, with the Owner's prior approval.

§ 7.6.11 That portion of the reasonable expenses of the Construction Manager's supervisory or administrative personnel incurred while traveling in discharge of duties connected with the Work.

§ 7.7 Other Costs and Emergencies

§ 7.7.1 Other costs incurred in the performance of the Work, with the Owner's prior approval.

§ 7.7.2 Costs incurred in taking action to prevent threatened damage, injury, or loss, in case of an emergency affecting the safety of persons and property, as provided in Article 10 of AIA Document A201–2017.

§ 7.7.3 Costs of repairing or correcting damaged or nonconforming Work executed by the Construction Manager, Subcontractors, or suppliers, provided that such damaged or nonconforming Work was not caused by the negligence of, or failure to fulfill a specific responsibility by, the Construction Manager, and only to the extent that the cost of repair or correction is not recovered by the Construction Manager from insurance, sureties, Subcontractors, suppliers, or others.

§ 7.7.4 The costs described in Sections 7.1 through 7.7 shall be included in the Cost of the Work, notwithstanding any provision of AIA Document A201–2017 or other Conditions of the Contract which may require the Construction Manager to pay such costs, unless such costs are excluded by the provisions of Section 7.9.

§ 7.8 Related Party Transactions

§ 7.8.1 For purposes of this Section 7.8, the term "related party" shall mean (1) a parent, subsidiary, affiliate, or other entity having common ownership of, or sharing common management with, the Construction Manager; (2) any entity in which any stockholder in, or management employee of, the Construction Manager holds an equity interest in excess of ten percent in the aggregate; (3) any entity which has the right to control the business or affairs of the Construction Manager; or (4) any person, or any member of the immediate family of any person, who has the right to control the business or affairs of the Construction Manager.

§ 7.8.2 If any of the costs to be reimbursed arise from a transaction between the Construction Manager and a related party, the Construction Manager shall notify the Owner of the specific nature of the contemplated transaction, including the identity of the related party and the anticipated cost to be incurred, before any such transaction is consummated or cost incurred. If the Owner, after such notification, authorizes the proposed transaction in writing, then the cost incurred shall be included as a cost to be reimbursed, and the Construction Manager shall procure the Work, equipment, goods, or service, from the related party, as a Subcontractor, according to the terms of Article 9. If the Owner fails to authorize the transaction in writing, the Construction Manager shall procure the Work, equipment, goods, or service from some person or entity other than a related party according to the terms of Article 9.

§ 7.9 Costs Not To Be Reimbursed

§ 7.9.1 The Cost of the Work shall not include the items listed below:

.1 Salaries and other compensation of the Construction Manager's personnel stationed at the Construction Manager's principal office or offices other than the site office, except as specifically provided in Section 7.2, or as may be provided in Article 14;

.2 Bonuses, profit sharing, incentive compensation, and any other discretionary payments, paid to anyone hired by the Construction Manager or paid to any Subcontractor or vendor, unless the Owner has provided

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prior approval;

.3 Expenses of the Construction Manager's principal office and offices other than the site office;

.4 Overhead and general expenses, except as may be expressly included in Sections 7.1 to 7.7;

.5 The Construction Manager's capital expenses, including interest on the Construction Manager's capital employed for the Work;

.6 Except as provided in Section 7.7.3 of this Agreement, costs due to the negligence of, or failure to fulfill a specific responsibility of the Contract by, the Construction Manager, Subcontractors, and suppliers, or anyone directly or indirectly employed by any of them or for whose acts any of them may be liable;

.7 Any cost not specifically and expressly described in Sections 7.1 to 7.7;

.8 Costs, other than costs included in Change Orders approved by the Owner, that would cause the Guaranteed Maximum Price to be exceeded; and

.9 Costs for services incurred during the Preconstruction Phase.

ARTICLE 8 DISCOUNTS, REBATES, AND REFUNDS

§ 8.1 Cash discounts obtained on payments made by the Construction Manager shall accrue to the Owner if (1) before making the payment, the Construction Manager included the amount to be paid, less such discount, in an Application for Payment and received payment from the Owner, or (2) the Owner has deposited funds with the Construction Manager with which to make payments; otherwise, cash discounts shall accrue to the Construction Manager. Trade discounts, rebates, refunds, and amounts received from sales of surplus materials and equipment shall accrue to the Owner, and the Construction Manager shall make provisions so that they can be obtained.

§ 8.2 Amounts that accrue to the Owner in accordance with the provisions of Section 8.1 shall be credited to the Owner as a deduction from the Cost of the Work.

ARTICLE 9 SUBCONTRACTS AND OTHER AGREEMENTS

§ 9.1 Those portions of the Work that the Construction Manager does not customarily perform with the Construction Manager's own personnel shall be performed under subcontracts or other appropriate agreements with the Construction Manager. The Owner may designate specific persons from whom, or entities from which, the Construction Manager shall obtain bids. The Construction Manager shall obtain bids from Subcontractors, and from suppliers of materials or equipment fabricated especially for the Work, who are qualified to perform that portion of the Work in accordance with the requirements of the Contract Documents. The Construction Manager shall deliver such bids to the Architect and Owner with an indication as to which bids the Construction Manager intends to accept. The Owner then has the right to review the Construction Manager's list of proposed subcontractors and suppliers in consultation with the Architect and, subject to Section 9.1.1, to object to any subcontractor or supplier. Any advice of the Architect, or approval or objection by the Owner, shall not relieve the Construction Manager of its responsibility to perform the Work in accordance with the Contract Documents. The Construction Manager shall not be required to contract with anyone to whom the Construction Manager has reasonable objection.

§ 9.1.1 When a specific subcontractor or supplier (1) is recommended to the Owner by the Construction Manager; (2) is qualified to perform that portion of the Work; and (3) has submitted a bid that conforms to the requirements of the Contract Documents without reservations or exceptions, but the Owner requires that another bid be accepted, then the Construction Manager may require that a Change Order be issued to adjust the Guaranteed Maximum Price by the difference between the bid of the person or entity recommended to the Owner by the Construction Manager and the amount of the subcontract or other agreement actually signed with the person or entity designated by the Owner.

§ 9.2 Subcontracts or other agreements shall conform to the applicable payment provisions of this Agreement, and shall not be awarded on the basis of cost plus a fee without the Owner's prior written approval. If a subcontract is awarded on the basis of cost plus a fee, the Construction Manager shall provide in the subcontract for the Owner to receive the same audit rights with regard to the Subcontractor as the Owner receives with regard to the Construction Manager in Article 10.

ARTICLE 10 ACCOUNTING RECORDS

The Construction Manager shall keep full and detailed records and accounts related to the Cost of the Work, and exercise such controls, as may be necessary for proper financial management under this Contract and to substantiate all costs incurred. The accounting and control systems shall be satisfactory to the Owner. The Owner and the Owner's auditors shall, during regular business hours and upon reasonable notice, be afforded access to, and shall be permitted to audit and copy, the Construction Manager's records and accounts, including complete documentation supporting accounting entries, books, job cost reports, correspondence, instructions, drawings, receipts, subcontracts, Subcontractor's proposals, Subcontractor's invoices, purchase orders, vouchers, memoranda, and other data relating to this Contract. The Construction Manager shall preserve these records for a period of three years after final payment, or for such longer

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period as may be required by law.

ARTICLE 11 PAYMENTS FOR CONSTRUCTION PHASE SERVICES

§ 11.1 Progress Payments

§ 11.1.1 Based upon Applications for Payment submitted to the Architect by the Construction Manager, and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum, to the Construction Manager, as provided below and elsewhere in the Contract Documents.

§ 11.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows:

§ 11.1.3 Provided that an Application for Payment is received by the Architect not later than the Twenty-Fifth day of a month, the Owner shall make payment of the amount certified to the Construction Manager not later than the Thirtieth day of the following month. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than Ten (10) days after the Architect receives the Application for Payment.
(Federal, state or local laws may require payment within a certain period of time.)

§ 11.1.4 With each Application for Payment, the Construction Manager shall submit payrolls, petty cash accounts, receipted invoices or invoices with check vouchers attached, and any other evidence required by the Owner or Architect to demonstrate that payments already made by the Construction Manager on account of the Cost of the Work equal or exceed progress payments already received by the Construction Manager, plus payrolls for the period covered by the present Application for Payment, less that portion of the progress payments attributable to the Construction Manager's Fee.

§ 11.1.5 Each Application for Payment shall be based on the most recent schedule of values submitted by the Construction Manager in accordance with the Contract Documents. The schedule of values shall allocate the entire Guaranteed Maximum Price among: (1) the various portions of the Work; (2) any contingency for costs that are included in the Guaranteed Maximum Price but not otherwise allocated to another line item or included in a Change Order; and (3) the Construction Manager's Fee.

§ 11.1.5.1 The schedule of values shall be prepared in such form and supported by such data to substantiate its accuracy as the Architect may require. The schedule of values shall be used as a basis for reviewing the Construction Manager's Applications for Payment.

§ 11.1.5.2 The allocation of the Guaranteed Maximum Price under this Section 11.1.5 shall not constitute a separate guaranteed maximum price for the Cost of the Work of each individual line item in the schedule of values.

§ 11.1.5.3 When the Construction Manager allocates costs from a contingency to another line item in the schedule of values, the Construction Manager shall submit supporting documentation to the Architect.

§ 11.1.6 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment. The percentage of completion shall be the lesser of (1) the percentage of that portion of the Work which has actually been completed, or (2) the percentage obtained by dividing (a) the expense that has actually been incurred by the Construction Manager on account of that portion of the Work and for which the Construction Manager has made payment or intends to make payment prior to the next Application for Payment, by (b) the share of the Guaranteed Maximum Price allocated to that portion of the Work in the schedule of values.

§ 11.1.7 In accordance with AIA Document A201–2017 and subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

§ 11.1.7.1 The amount of each progress payment shall first include:

- **.1** That portion of the Guaranteed Maximum Price properly allocable to completed Work as determined by multiplying the percentage of completion of each portion of the Work by the share of the Guaranteed Maximum Price allocated to that portion of the Work in the most recent schedule of values;
- **.2** That portion of the Guaranteed Maximum Price properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction or, if approved in writing in advance by the Owner, suitably stored off the site at a location agreed upon in writing;
- **.3** That portion of Construction Change Directives that the Architect determines, in the Architect's

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professional judgment, to be reasonably justified; and

.4 The Construction Manager's Fee, computed upon the Cost of the Work described in the preceding Sections 11.1.7.1.1 and 11.1.7.1.2 at the rate stated in Section 6.1.2 or, if the Construction Manager's Fee is stated as a fixed sum in that Section, an amount that bears the same ratio to that fixed-sum fee as the Cost of the Work included in Sections 11.1.7.1.1 and 11.1.7.1.2 bears to a reasonable estimate of the probable Cost of the Work upon its completion.

§ 11.1.7.2 The amount of each progress payment shall then be reduced by:

.1 The aggregate of any amounts previously paid by the Owner;

.2 The amount, if any, for Work that remains uncorrected and for which the Architect has previously withheld a Certificate for Payment as provided in Article 9 of AIA Document A201–2017;

.3 Any amount for which the Construction Manager does not intend to pay a Subcontractor or material supplier, unless the Work has been performed by others the Construction Manager intends to pay;

.4 For Work performed or defects discovered since the last payment application, any amount for which the Architect may withhold payment, or nullify a Certificate of Payment in whole or in part, as provided in Article 9 of AIA Document A201–2017;

.5 The shortfall, if any, indicated by the Construction Manager in the documentation required by Section 11.1.4 to substantiate prior Applications for Payment, or resulting from errors subsequently discovered by the Owner's auditors in such documentation; and

.6 Retainage withheld pursuant to Section 11.1.8.

§ 11.1.8 Retainage

§ 11.1.8.1 For each progress payment made prior to Substantial Completion of the Work, the Owner may withhold the following amount, as retainage, from the payment otherwise due:
(Insert a percentage or amount to be withheld as retainage from each Application for Payment. The amount of retainage may be limited by governing law.)

5%

§ 11.1.8.1.1 The following items are not subject to retainage:
(Insert any items not subject to the withholding of retainage, such as general conditions, insurance, etc.)

N/A

§ 11.1.8.2 Reduction or limitation of retainage, if any, shall be as follows:
(If the retainage established in Section 11.1.8.1 is to be modified prior to Substantial Completion of the entire Work, insert provisions for such modification.)

N/A

§ 11.1.8.3 Except as set forth in this Section 11.1.8.3, upon Substantial Completion of the Work, the Construction Manager may submit an Application for Payment that includes the retainage withheld from prior Applications for Payment pursuant to this Section 11.1.8. The Application for Payment submitted at Substantial Completion shall not include retainage as follows:
(Insert any other conditions for release of retainage, such as upon completion of the Owner's audit and reconciliation, upon Substantial Completion.)

N/A

§ 11.1.9 If final completion of the Work is materially delayed through no fault of the Construction Manager, the Owner shall pay the Construction Manager any additional amounts in accordance with Article 9 of AIA Document A201–2017.

§ 11.1.10 Except with the Owner's prior written approval, the Construction Manager shall not make advance payments to suppliers for materials or equipment which have not been delivered and suitably stored at the site.

§ 11.1.11 The Owner and the Construction Manager shall agree upon a mutually acceptable procedure for review and approval of payments to Subcontractors, and the percentage of retainage held on Subcontracts, and the Construction Manager shall execute subcontracts in accordance with those agreements.

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§ 11.1.12 In taking action on the Construction Manager's Applications for Payment the Architect shall be entitled to rely on the accuracy and completeness of the information furnished by the Construction Manager, and such action shall not be deemed to be a representation that (1) the Architect has made a detailed examination, audit, or arithmetic verification, of the documentation submitted in accordance with Section 11.1.4 or other supporting data; (2) that the Architect has made exhaustive or continuous on-site inspections; or (3) that the Architect has made examinations to ascertain how or for what purposes the Construction Manager has used amounts previously paid on account of the Contract. Such examinations, audits, and verifications, if required by the Owner, will be performed by the Owner's auditors acting in the sole interest of the Owner.

§ 11.2 Final Payment

§ 11.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Construction Manager when

- **.1** the Construction Manager has fully performed the Contract, except for the Construction Manager's responsibility to correct Work as provided in Article 12 of AIA Document A201–2017, and to satisfy other requirements, if any, which extend beyond final payment;
- **.2** the Construction Manager has submitted a final accounting for the Cost of the Work and a final Application for Payment; and
- **.3** a final Certificate for Payment has been issued by the Architect in accordance with Section 11.2.2.2.

§ 11.2.2 Within 30 days of the Owner's receipt of the Construction Manager's final accounting for the Cost of the Work, the Owner shall conduct an audit of the Cost of the Work or notify the Architect that it will not conduct an audit.

§ 11.2.2.1 If the Owner conducts an audit of the Cost of the Work, the Owner shall, within 10 days after completion of the audit, submit a written report based upon the auditors' findings to the Architect.

§ 11.2.2.2 Within seven days after receipt of the written report described in Section 11.2.2.1, or receipt of notice that the Owner will not conduct an audit, and provided that the other conditions of Section 11.2.1 have been met, the Architect will either issue to the Owner a final Certificate for Payment with a copy to the Construction Manager, or notify the Construction Manager and Owner in writing of the Architect's reasons for withholding a certificate as provided in Article 9 of AIA Document A201–2017. The time periods stated in this Section 11.2.2 supersede those stated in Article 9 of AIA Document A201–2017. The Architect is not responsible for verifying the accuracy of the Construction Manager's final accounting.

§ 11.2.2.3 If the Owner's auditors' report concludes that the Cost of the Work, as substantiated by the Construction Manager's final accounting, is less than claimed by the Construction Manager, the Construction Manager shall be entitled to request mediation of the disputed amount without seeking an initial decision pursuant to Article 15 of AIA Document A201–2017. A request for mediation shall be made by the Construction Manager within 30 days after the Construction Manager's receipt of a copy of the Architect's final Certificate for Payment. Failure to request mediation within this 30-day period shall result in the substantiated amount reported by the Owner's auditors becoming binding on the Construction Manager. Pending a final resolution of the disputed amount, the Owner shall pay the Construction Manager the amount certified in the Architect's final Certificate for Payment.

§ 11.2.3 The Owner's final payment to the Construction Manager shall be made no later than 30 days after the issuance of the Architect's final Certificate for Payment, or as follows:

§ 11.2.4 If, subsequent to final payment, and at the Owner's request, the Construction Manager incurs costs, described in Sections 7.1 through 7.7, and not excluded by Section 7.9, to correct defective or nonconforming Work, the Owner shall reimburse the Construction Manager for such costs, and the Construction Manager's Fee applicable thereto, on the same basis as if such costs had been incurred prior to final payment, but not in excess of the Guaranteed Maximum Price. If adjustments to the Contract Sum are provided for in Section 6.1.7, the amount of those adjustments shall be recalculated, taking into account any reimbursements made pursuant to this Section 11.2.4 in determining the net amount to be paid by the Owner to the Construction Manager.

§ 11.3 Interest

Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located.
(Insert rate of interest agreed upon, if any.)

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ARTICLE 12 DISPUTE RESOLUTION

§ 12.1 Initial Decision Maker

§ 12.1.1 Any Claim between the Owner and Construction Manager shall be resolved in accordance with the provisions set forth in this Article 12 and Article 15 of A201–2017. However, for Claims arising from or relating to the Construction Manager's Preconstruction Phase services, no decision by the Initial Decision Maker shall be required as a condition precedent to mediation or binding dispute resolution, and Section 12.1.2 of this Agreement shall not apply.

§ 12.1.2 The Architect will serve as the Initial Decision Maker pursuant to Article 15 of AIA Document A201–2017 for Claims arising from or relating to the Construction Manager's Construction Phase services, unless the parties appoint below another individual, not a party to the Agreement, to serve as the Initial Decision Maker.
(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)

§ 12.2 Binding Dispute Resolution

For any Claim subject to, but not resolved by mediation pursuant to Article 15 of AIA Document A201–2017, the method of binding dispute resolution shall be as follows:
(Check the appropriate box.)

[ ] Arbitration pursuant to Article 15 of AIA Document A201–2017

[ ] Litigation in a court of competent jurisdiction

[ ] Other: *(Specify)*

If the Owner and Construction Manager do not select a method of binding dispute resolution, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.

ARTICLE 13 TERMINATION OR SUSPENSION

§ 13.1 Termination Prior to Execution of the Guaranteed Maximum Price Amendment

§ 13.1.1 If the Owner and the Construction Manager do not reach an agreement on the Guaranteed Maximum Price, the Owner may terminate this Agreement upon not less than seven days' written notice to the Construction Manager, and the Construction Manager may terminate this Agreement, upon not less than seven days' written notice to the Owner.

§ 13.1.2 In the event of termination of this Agreement pursuant to Section 13.1.1, the Construction Manager shall be compensated for Preconstruction Phase services and Work performed prior to receipt of a notice of termination, in accordance with the terms of this Agreement. In no event shall the Construction Manager's compensation under this Section exceed the compensation set forth in Section 5.1.

§ 13.1.3 Prior to the execution of the Guaranteed Maximum Price Amendment, the Owner may terminate this Agreement upon not less than seven days' written notice to the Construction Manager for the Owner's convenience and without cause, and the Construction Manager may terminate this Agreement, upon not less than seven days' written notice to the Owner, for the reasons set forth in Article 14 of A201–2017.

§ 13.1.4 In the event of termination of this Agreement pursuant to Section 13.1.3, the Construction Manager shall be equitably compensated for Preconstruction Phase services and Work performed prior to receipt of a notice of termination. In no event shall the Construction Manager's compensation under this Section exceed the compensation set forth in Section 5.1.

§ 13.1.5 If the Owner terminates the Contract pursuant to Section 13.1.3 after the commencement of the Construction Phase but prior to the execution of the Guaranteed Maximum Price Amendment, the Owner shall pay to the Construction Manager an amount calculated as follows, which amount shall be in addition to any compensation paid to the Construction Manager under Section 13.1.4:

.1 Take the Cost of the Work incurred by the Construction Manager to the date of termination;

.2 Add the Construction Manager's Fee computed upon the Cost of the Work to the date of termination at the

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rate stated in Section 6.1 or, if the Construction Manager's Fee is stated as a fixed sum in that Section, an amount that bears the same ratio to that fixed-sum Fee as the Cost of the Work at the time of termination bears to a reasonable estimate of the probable Cost of the Work upon its completion; and

.3 Subtract the aggregate of previous payments made by the Owner for Construction Phase services.

§ 13.1.6 The Owner shall also pay the Construction Manager fair compensation, either by purchase or rental at the election of the Owner, for any equipment owned by the Construction Manager that the Owner elects to retain and that is not otherwise included in the Cost of the Work under Section 13.1.5.1. To the extent that the Owner elects to take legal assignment of subcontracts and purchase orders (including rental agreements), the Construction Manager shall, as a condition of receiving the payments referred to in this Article 13, execute and deliver all such papers and take all such steps, including the legal assignment of such subcontracts and other contractual rights of the Construction Manager, as the Owner may require for the purpose of fully vesting in the Owner the rights and benefits of the Construction Manager under such subcontracts or purchase orders. All Subcontracts, purchase orders and rental agreements entered into by the Construction Manager will contain provisions allowing for assignment to the Owner as described above.

§ 13.1.6.1 If the Owner accepts assignment of subcontracts, purchase orders or rental agreements as described above, the Owner will reimburse or indemnify the Construction Manager for all costs arising under the subcontract, purchase order or rental agreement, if those costs would have been reimbursable as Cost of the Work if the contract had not been terminated. If the Owner chooses not to accept assignment of any subcontract, purchase order or rental agreement that would have constituted a Cost of the Work had this agreement not been terminated, the Construction Manager will terminate the subcontract, purchase order or rental agreement and the Owner will pay the Construction Manager the costs necessarily incurred by the Construction Manager because of such termination.

§ 13.2 Termination or Suspension Following Execution of the Guaranteed Maximum Price Amendment

§ 13.2.1 Termination

The Contract may be terminated by the Owner or the Construction Manager as provided in Article 14 of AIA Document A201–2017.

§ 13.2.2 Termination by the Owner for Cause

§ 13.2.2.1 If the Owner terminates the Contract for cause as provided in Article 14 of AIA Document A201–2017, the amount, if any, to be paid to the Construction Manager under Article 14 of AIA Document A201–2017 shall not cause the Guaranteed Maximum Price to be exceeded, nor shall it exceed an amount calculated as follows:

.1 Take the Cost of the Work incurred by the Construction Manager to the date of termination;

.2 Add the Construction Manager's Fee, computed upon the Cost of the Work to the date of termination at the rate stated in Section 6.1 or, if the Construction Manager' Fee is stated as a fixed sum in that Section, an amount that bears the same ratio to that fixed-sum Fee as the Cost of the Work at the time of termination bears to a reasonable estimate of the probable Cost of the Work upon its completion;

.3 Subtract the aggregate of previous payments made by the Owner; and

.4 Subtract the costs and damages incurred, or to be incurred, by the Owner under Article 14 of AIA Document A201–2017.

§ 13.2.2.2 The Owner shall also pay the Construction Manager fair compensation, either by purchase or rental at the election of the Owner, for any equipment owned by the Construction Manager that the Owner elects to retain and that is not otherwise included in the Cost of the Work under Section 13.2.2.1.1. To the extent that the Owner elects to take legal assignment of subcontracts and purchase orders (including rental agreements), the Construction Manager shall, as a condition of receiving the payments referred to in this Article 13, execute and deliver all such papers and take all such steps, including the legal assignment of such subcontracts and other contractual rights of the Construction Manager, as the Owner may require for the purpose of fully vesting in the Owner the rights and benefits of the Construction Manager under such subcontracts or purchase orders.

§ 13.2.3 Termination by the Owner for Convenience

If the Owner terminates the Contract for convenience in accordance with Article 14 of AIA Document A201–2017, then the Owner shall pay the Construction Manager a termination fee as follows:

(Insert the amount of or method for determining the fee, if any, payable to the Construction Manager following a termination for the Owner's convenience.)

§ 13.3 Suspension

The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201–2017; in such case, the

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Guaranteed Maximum Price and Contract Time shall be increased as provided in Article 14 of AIA Document A201–2017, except that the term "profit" shall be understood to mean the Construction Manager's Fee as described in Sections 6.1 and 6.3.5 of this Agreement.

ARTICLE 14 MISCELLANEOUS PROVISIONS

§ 14.1 Terms in this Agreement shall have the same meaning as those in A201–2017. Where reference is made in this Agreement to a provision of AIA Document A201–2017 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 14.2 Successors and Assigns

§ 14.2.1 The Owner and Construction Manager, respectively, bind themselves, their partners, successors, assigns and legal representatives to covenants, agreements, and obligations contained in the Contract Documents. Except as provided in Section 14.2.2 of this Agreement, and in Section 13.2.2 of A201–2017, neither party to the Contract shall assign the Contract as a whole without written consent of the other. If either party attempts to make an assignment without such consent, that party shall nevertheless remain legally responsible for all obligations under the Contract.

§ 14.2.2 The Owner may, without consent of the Construction Manager, assign the Contract to a lender providing construction financing for the Project, if the lender assumes the Owner's rights and obligations under the Contract Documents. The Construction Manager shall execute all consents reasonably required to facilitate the assignment.

§ 14.3 Insurance and Bonds

§ 14.3.1 Preconstruction Phase

The Construction Manager shall maintain the following insurance for the duration of the Preconstruction Services performed under this Agreement. If any of the requirements set forth below exceed the types and limits the Construction Manager normally maintains, the Owner shall reimburse the Construction Manager for any additional cost.

§ 14.3.1.1 Commercial General Liability with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) for each occurrence and 2,000,000.00 ($ Two Million Dollars and Zero Cents) in the aggregate for bodily injury and property damage.

§ 14.3.1.2 Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Construction Manager with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage.

§ 14.3.1.3 The Construction Manager may achieve the required limits and coverage for Commercial General Liability and Automobile Liability through a combination of primary and excess or umbrella liability insurance, provided that such primary and excess or umbrella liability insurance policies result in the same or greater coverage as the coverages required under Sections 14.3.1.1 and 14.3.1.2, and in no event shall any excess or umbrella liability insurance provide narrower coverage than the primary policy. The excess policy shall not require the exhaustion of the underlying limits only through the actual payment by the underlying insurers.

§ 14.3.1.4 Workers' Compensation at statutory limits and Employers Liability with policy limits not less than One Million Dollars and Zero Cents ($ 1,000,000.00) each accident, One Million Dollars and Zero Cents ($ 1,000,000.00) each employee, and One Million Dollars and Zero Cents ($ 1,000,000.00) policy limit.

§ 14.3.1.5 Professional Liability covering negligent acts, errors and omissions in the performance of professional services, with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) per claim and Two Million Dollars and Zero Cents ($ 2,000,000.00) in the aggregate.

§ 14.3.1.6 Other Insurance

(List below any other insurance coverage to be provided by the Construction Manager and any applicable limits.)

Coverage	Limits

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§ 14.3.1.7 Additional Insured Obligations. To the fullest extent permitted by law, the Construction Manager shall cause the primary and excess or umbrella policies for Commercial General Liability and Automobile Liability to include the Owner as an additional insured for claims caused in whole or in part by the Construction Manager's negligent acts or omissions. The additional insured coverage shall be primary and non-contributory to any of the Owner's insurance policies and shall apply to both ongoing and completed operations.

§ 14.3.1.8 The Construction Manager shall provide certificates of insurance to the Owner that evidence compliance with the requirements in this Section 14.3.1.

§ 14.3.2 Construction Phase
After execution of the Guaranteed Maximum Price Amendment, the Owner and the Construction Manager shall purchase and maintain insurance as set forth in AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price, Exhibit B, Insurance and Bonds, and elsewhere in the Contract Documents.

§ 14.3.2.1 The Construction Manager shall provide bonds as set forth in AIA Document A133™–2019 Exhibit B, and elsewhere in the Contract Documents.

§ 14.4 Notice in electronic format, pursuant to Article 1 of AIA Document A201–2017, may be given in accordance with a building information modeling exhibit, if completed, or as otherwise set forth below:
(If other than in accordance with a building information modeling exhibit, insert requirements for delivering notice in electronic format such as name, title, and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)

§ 14.5 Other provisions:

ARTICLE 15 SCOPE OF THE AGREEMENT
§ 15.1 This Agreement represents the entire and integrated agreement between the Owner and the Construction Manager and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Construction Manager.

§ 15.2 The following documents comprise the Agreement:

.1 AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price

.2 AIA Document A133™-2019, Exhibit A, Guaranteed Maximum Price Amendment, if executed

.3 AIA Document A133™–2019, Exhibit B, Insurance and Bonds

.4 AIA Document A201™–2017, General Conditions of the Contract for Construction

.5 Building Information Modeling Exhibit, if completed:

.6 Other Exhibits:
(Check all boxes that apply.)

[ ] AIA Document E234™–2019, Sustainable Projects Exhibit, Construction Manager as Constructor Edition, dated as indicated below:
(Insert the date of the E234-2019 incorporated into this Agreement.)

[ ] Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

.7 Other documents, if any, listed below:
(List here any additional documents that are intended to form part of the Contract Documents. AIA

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Document A201–2017 provides that the advertisement or invitation to bid, Instructions to Bidders, sample forms, the Construction Manager's bid or proposal, portions of Addenda relating to bidding or proposal requirements, and other information furnished by the Owner in anticipation of receiving bids or proposals, are not part of the Contract Documents unless enumerated in this Agreement. Any such documents should be listed here only if intended to be part of the Contract Documents.)

This Agreement is entered into as of the day and year first written above.

OWNER *(Signature)*	**CONSTRUCTION MANAGER** *(Signature)*
BY: Devyn Dayley, Business Administrator	BY: Mark Petersen, Director
(Printed name and title)	*(Printed name and title)*

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Additions and Deletions Report for
AIA® Document A133® – 2019

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 20:49:09 MDT on 04/30/2026.

Changes to original AIA text

PAGE 21

Coverage **Limits**

Variable Information

PAGE 1

AGREEMENT made as of the Thirtieth day of April in the year Two Thousand Twenty-Six
(In words, indicate day, month, and year.)

Provo School District

280 West 940 North
Provo, UT 84604

(801) 374-4814

Westland Construction, Inc.

1411 W. 1250 S. Ste. 200
Orem, UT 84058

801-374-6085

PCSD – New Elementary School (RFP PCSD04032026)

750 W 200 N
Provo, UT 84601

The Project includes demolition of the existing Dixon Middle School and construction of a new approximately 85,000 square foot elementary school at 750 W 200 N, Provo, Utah. Work includes site demolition, new building construction, and associated site improvements. The CM/GC will provide preconstruction and construction services under a phased GMP delivery.

CORE Architecture

233 So. Pleasant Grove Blvd., Ste. 105
Pleasant Grove, UT 84062

801-769-3000

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PAGE 2

The Owner's program is to demolish the existing Dixon Middle School and construct a new approximately 85,000 square foot elementary school at 750 W 200 N, Provo, Utah. The Project will be delivered using a CM/GC method with phased procurement and GMP amendments, with a Fixed Limit of Construction Cost of approximately $39,530,000. Construction is anticipated to begin in July 2026 with substantial completion targeted for June 2028

The Project consists of the demolition of an existing approximately 160,000 square foot middle school facility and the construction of a new approximately 85,000 square foot elementary school, including associated site work, utilities, and improvements, located at 750 W 200 N, Provo, Utah.

PAGE 3

Design phase coordination with the CM/GC and Architect is anticipated to begin on or about May 1, 2026, or upon execution of the Agreement.

July 01, 2026

June 2028

Demolition of the existing facility shall be completed prior to commencement of new construction; additional interim milestones shall be established in the Project schedule and GMP amendments.

The Project may be delivered using phased construction and multiple bid packages, as determined by the Owner, Architect, and Construction Manager/General Contractor (CM/GC) to best support schedule, cost control, and constructability. The CM/GC shall coordinate demolition and new construction activities and may be required to sequence the Work to facilitate timely completion. No specific fast-track requirements are identified; however, the CM/GC shall support schedule optimization throughout the Project.

No specific sustainable objectives have been identified by the Owner for the Project. Any sustainability measures or objectives shall be determined, if required, during the design phase in coordination with the Owner and Architect.

The Project will be constructed on an active Provo City School District site and requires coordination with the Owner, Architect, and stakeholders throughout demolition, design, and construction. The CM/GC shall provide preconstruction services including cost estimating, scheduling, and constructability reviews, and shall competitively bid the Work in accordance with the CM/GC delivery method. The Project will include demolition of the existing facility, hazardous material abatement as required, and coordination of site readiness prior to new construction.

Devyn Dayley

PAGE 4

280 West 940 North
Provo, UT 84604

(801) 374-4828

devynd@provo.edu

Mark Petersen

1411 W. 1250 S. Ste. 200
Orem, UT 84058

801-404-1317

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mark@westlandconstruction.com

The Construction Manager shall provide a staffing plan that includes key personnel assigned to the Project, including at a minimum a Project Director, Project Manager, Superintendent, Project Engineer, and preconstruction staff. The staffing plan shall identify roles and responsibilities, relevant experience, and level of involvement during the preconstruction phase. The Construction Manager shall demonstrate team qualifications, availability, and the ability to support estimating, scheduling, constructability review, and coordination with the Owner and Architect throughout the design process.

Subcontractors shall be competitively bid from a pool of mutually agreed upon and prequalified subcontractors for each trade. The Construction Manager/General Contractor (CM/GC) shall solicit bids and coordinate the procurement process in collaboration with the Owner. If the CM/GC intends to perform any portion of the Work with its own forces, it shall submit a separate competitive bid to the Owner prior to receipt of other subcontractor bids. The Owner reserves the right to review all subcontractor bids prior to acceptance and incorporation into the Guaranteed Maximum Price.

This Agreement is based on the Request for Proposal No. PCSD04032026, including all associated documents, addenda, and the Construction Manager/General Contractor's Statement of Qualifications. The Project will be delivered using a CM/GC method with phased procurement and Guaranteed Maximum Price amendments. The Construction Manager shall provide preconstruction and construction services in coordination with the Owner and Architect, and the Work shall be performed in accordance with applicable laws, codes, and the Owner's procurement requirements.

PAGE 10

$3,500.00

§ 5.2.2 Payments are due and payable upon presentation of the Construction Manager's invoice. Amounts unpaid Ten (10) days after the invoice date shall bear interest at the rate entered below, or in the absence thereof at the legal rate prevailing from time to time at the principal place of business of the Construction Manager.
(Insert rate of monthly or annual interest agreed upon.)

PAGE 11

12.00 % per annum

1.8%

General Conditions Lump Sum: $916,170.00

Change Order Fee - for all change orders related to the construction of the Project, OH & P fee added to the Subcontractors' cost of the Work: 0%

0%

N/A

$500.00

PAGE 16

§ 11.1.3 Provided that an Application for Payment is received by the Architect not later than the Twenty-Fifth day of a month, the Owner shall make payment of the amount certified to the Construction Manager not later than the Thirtieth day of the following month. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than Ten (10) days after the Architect receives the Application for Payment.

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(Federal, state or local laws may require payment within a certain period of time.)

PAGE 17

5%

N/A

N/A

N/A

PAGE 19

12.00 % per annum

PAGE 21

§ 14.3.1.1 Commercial General Liability with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) for each occurrence and 2,000,000.00 ($ Two Million Dollars and Zero Cents) in the aggregate for bodily injury and property damage.

§ 14.3.1.2 Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Construction Manager with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage.

§ 14.3.1.4 Workers' Compensation at statutory limits and Employers Liability with policy limits not less than One Million Dollars and Zero Cents ($ 1,000,000.00) each accident, One Million Dollars and Zero Cents ($ 1,000,000.00) each employee, and One Million Dollars and Zero Cents ($ 1,000,000.00) policy limit.

§ 14.3.1.5 Professional Liability covering negligent acts, errors and omissions in the performance of professional services, with policy limits of not less than One Million Dollars and Zero Cents ($ 1,000,000.00) per claim and Two Million Dollars and Zero Cents ($ 2,000,000.00) in the aggregate.

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Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, , hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 20:49:09 MDT on 04/30/2026 under Order No. 20250113764 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A133™ - 2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price, other than those additions and deletions shown in the associated Additions and Deletions Report.

_____

(Signed)

_____

(Title)

_____

(Dated)

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Truth in Taxation FY27
Tax Impact Statement

Provo City School District will consider a tax increase for the FY27 school year. This increase will be an approximate 4% increase in total revenue. This increase will represent an estimated change in rates from .006922 to .007220. The impact of this tax increase and the reasons for the tax increase are listed below.

Current Provo City School District Tax Rate: .006922
(including Debt Service, Basic Rate and Charter School Rate)

Current Budgeted Tax Revenue: $76,715,845

Requested Budgeted Tax Revenue: $79,864,945

Proposed Provo City School District Tax Rate (without change to official state Basic Rate): .007220

Impact of tax increase on $500,000 home/business

Home – Old rate - $1,903.55 / New rate - $1,985.50 / Difference of $81.95

Business – Old rate - $3,461.00 / New Rate - $3,610.00 / Difference of $149.00

Reasons for tax increase (Affected funds)

A tax revenue increase of $2,500,000 – General fund (direct to teacher/staff salary increases)

A tax revenue increase of $1,500,000 – Capital Projects fund (interest payment for Lease Revenue Bond payments)

This includes a decrease in the Debt Service fund of $850,900.

The net increase in property tax revenue overall is $3,149,100.



Alternate Climber – Option 1
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 1
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 1
Lakeview Elementary

PLAYWORLD
The world needs play.

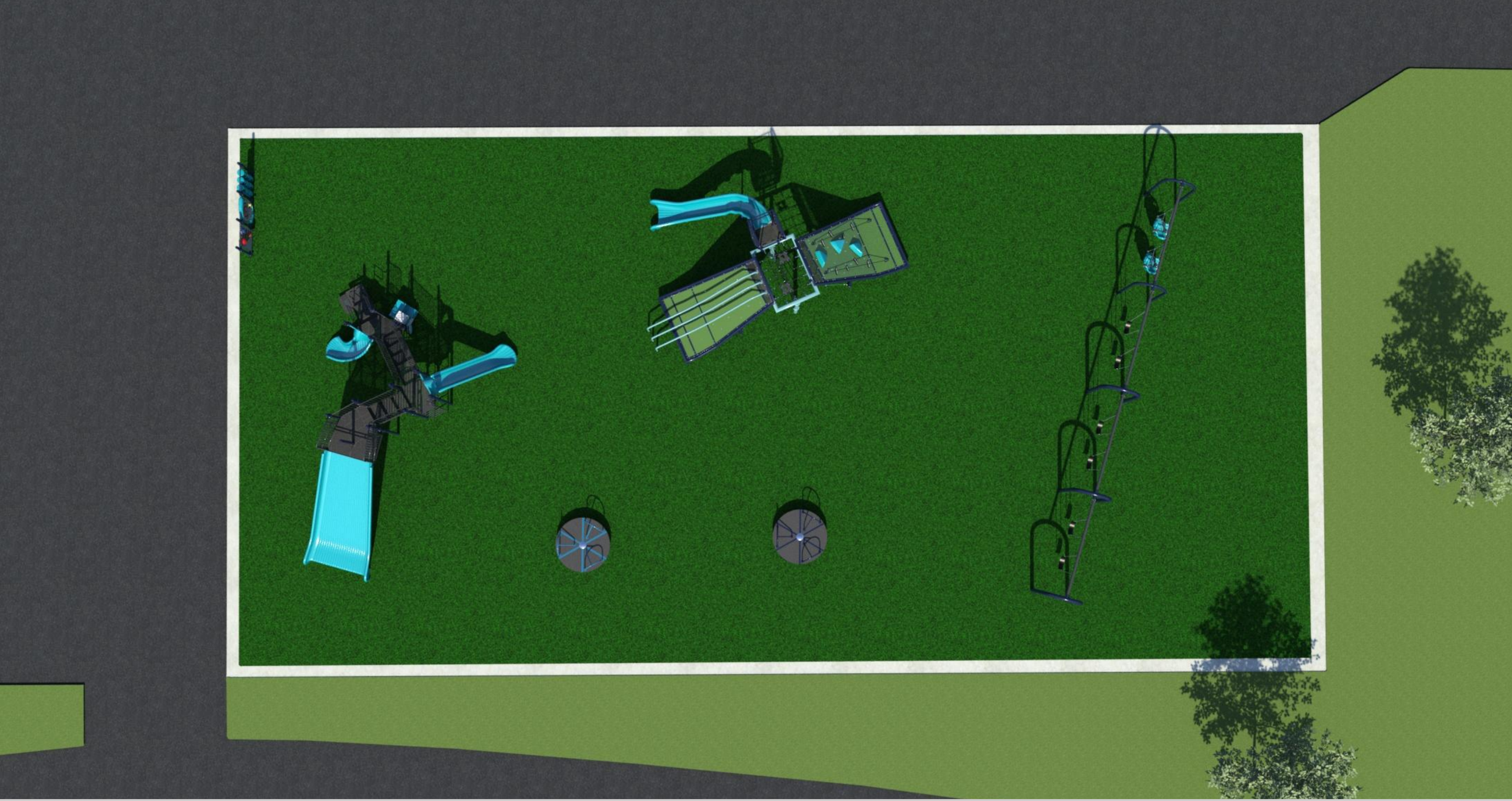
BIG T RECREATION



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Lakeview Elementary

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The world needs play.

BIG T RECREATION



Alternate Climber – Option 1
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 2
Lakeview Elementary

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The world needs play.

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Alternate Climber – Option 2
Lakeview Elementary

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The world needs play.

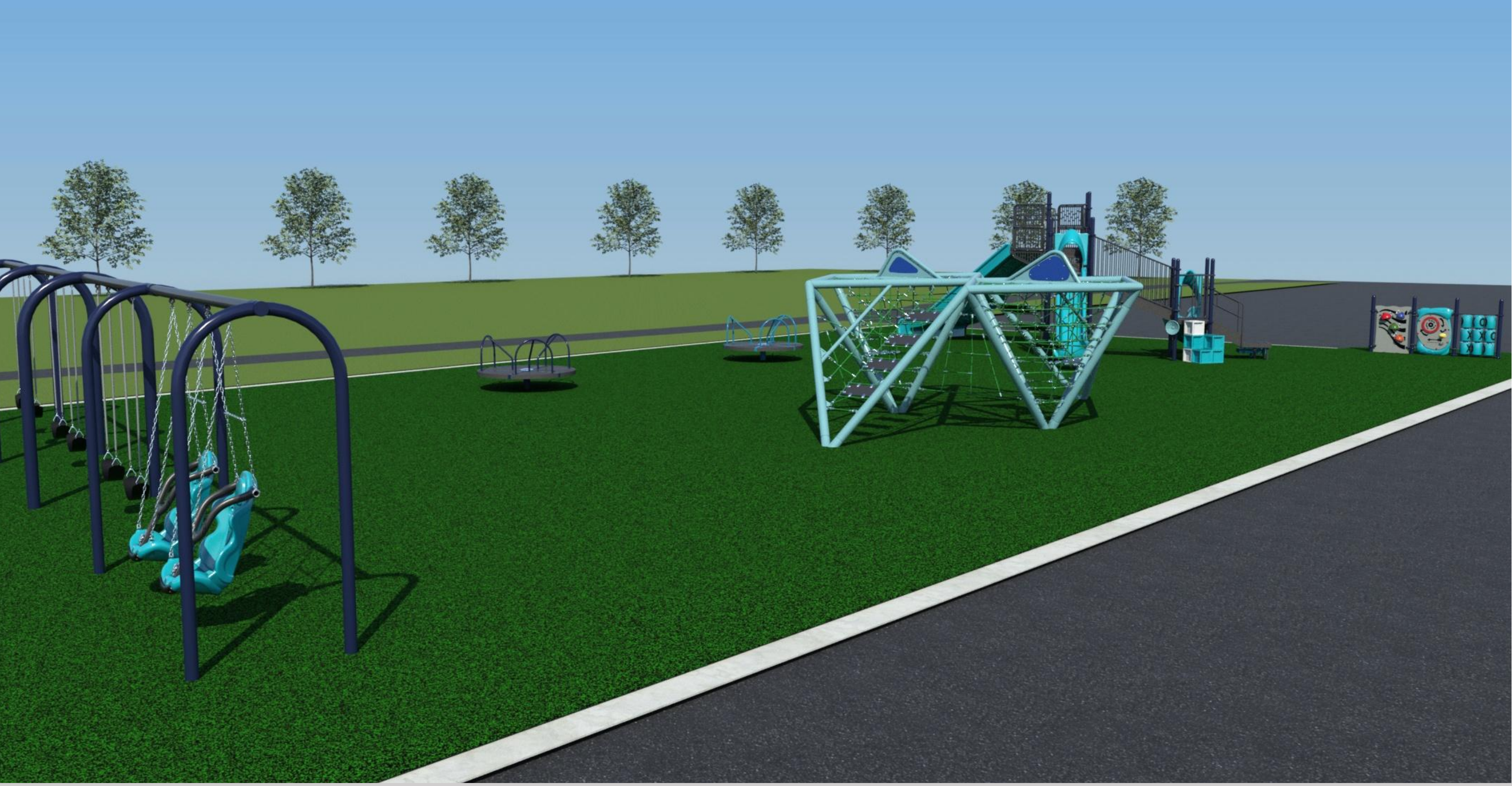
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Alternate Climber – Option 2
Lakeview Elementary

PLAYWORLD
The world needs play.

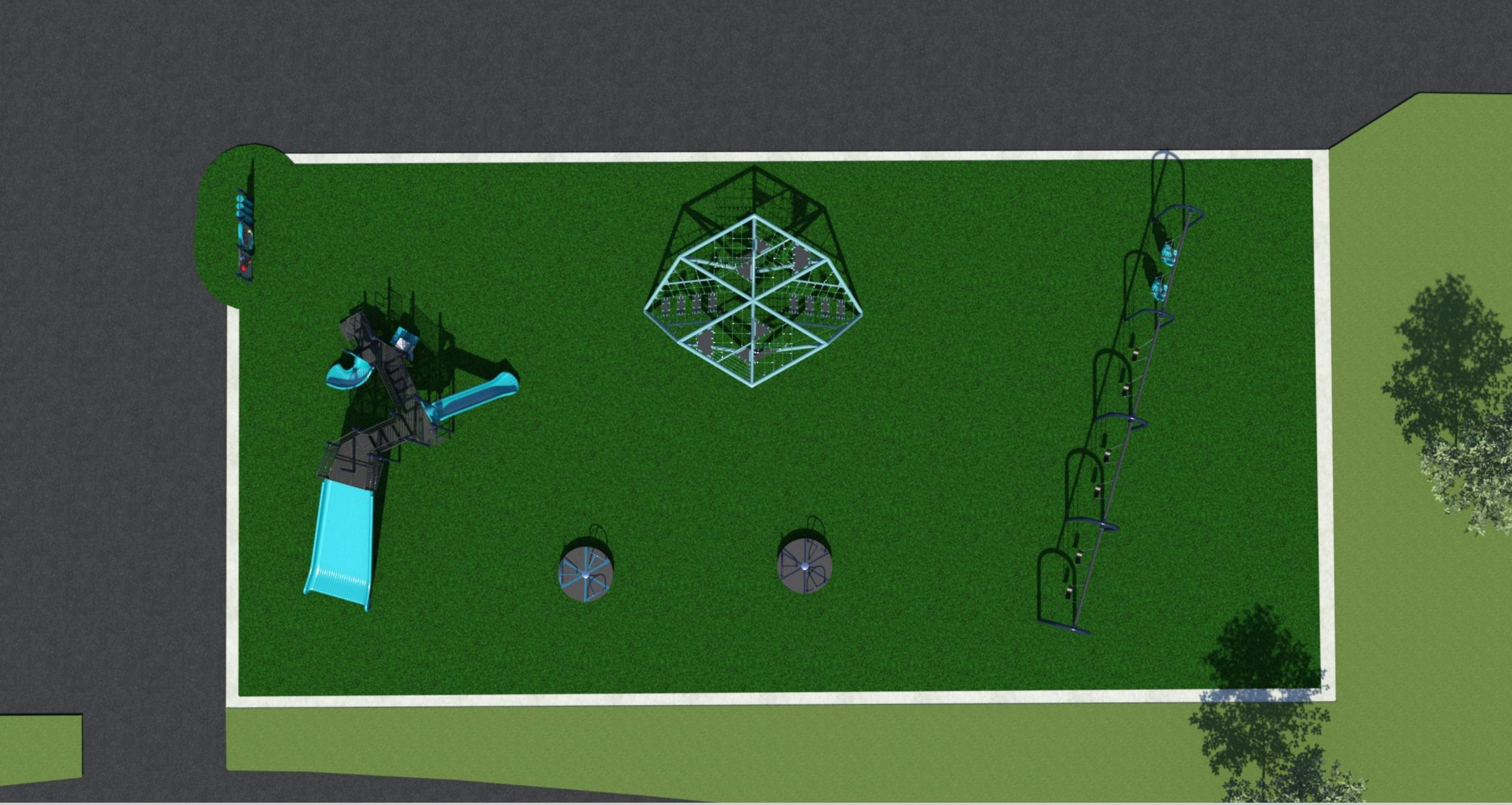
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Alternate Climber – Option 2
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 2
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 3
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 3
Lakeview Elementary

PLAYWORLD
The world needs play.

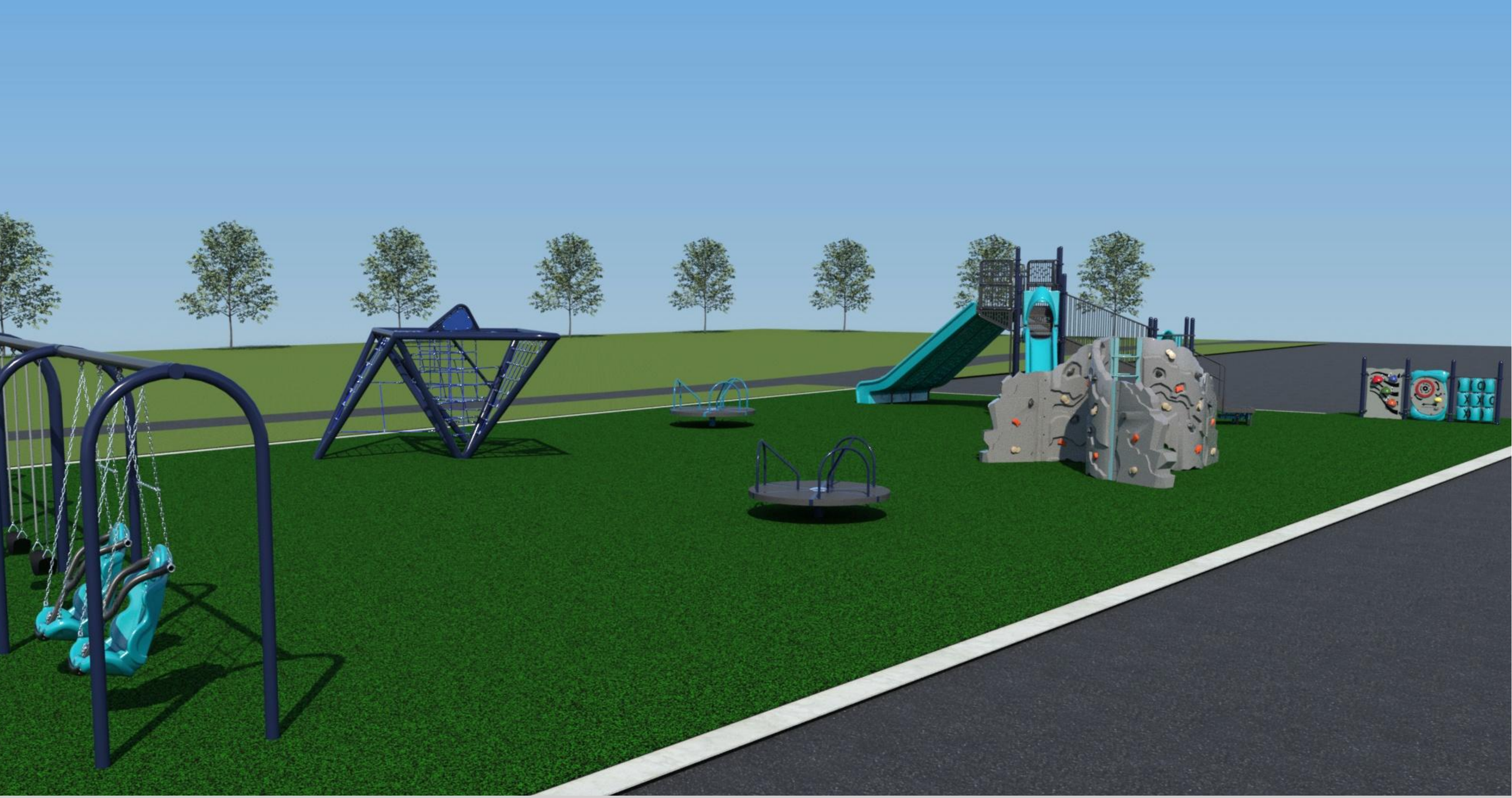
BIG T RECREATION



Alternate Climber – Option 3
Lakeview Elementary

PLAYWORLD
The world needs play.

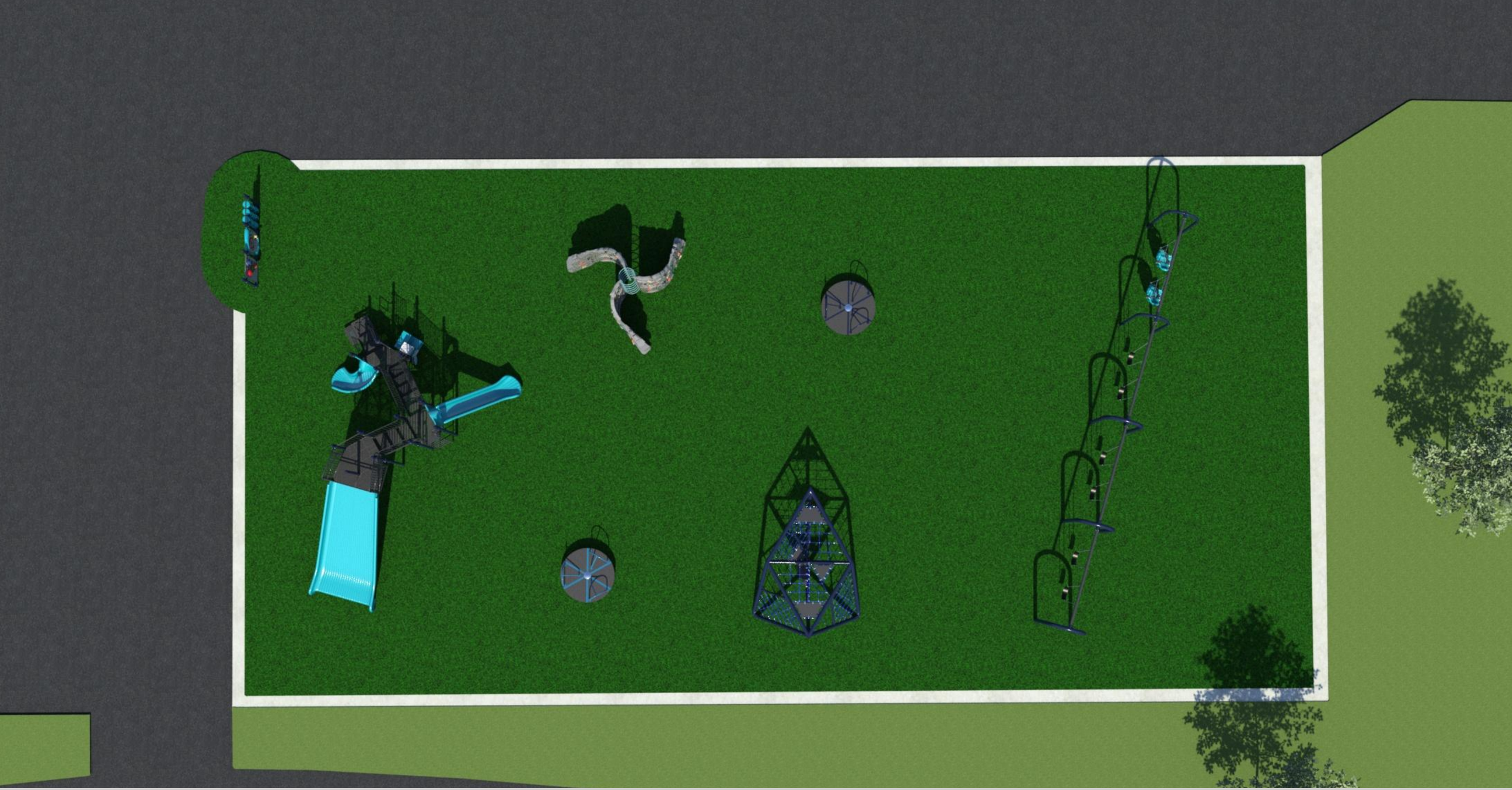
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Alternate Climber – Option 3
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 3
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 4
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 4
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 4
Lakeview Elementary

PLAYWORLD
The world needs play.

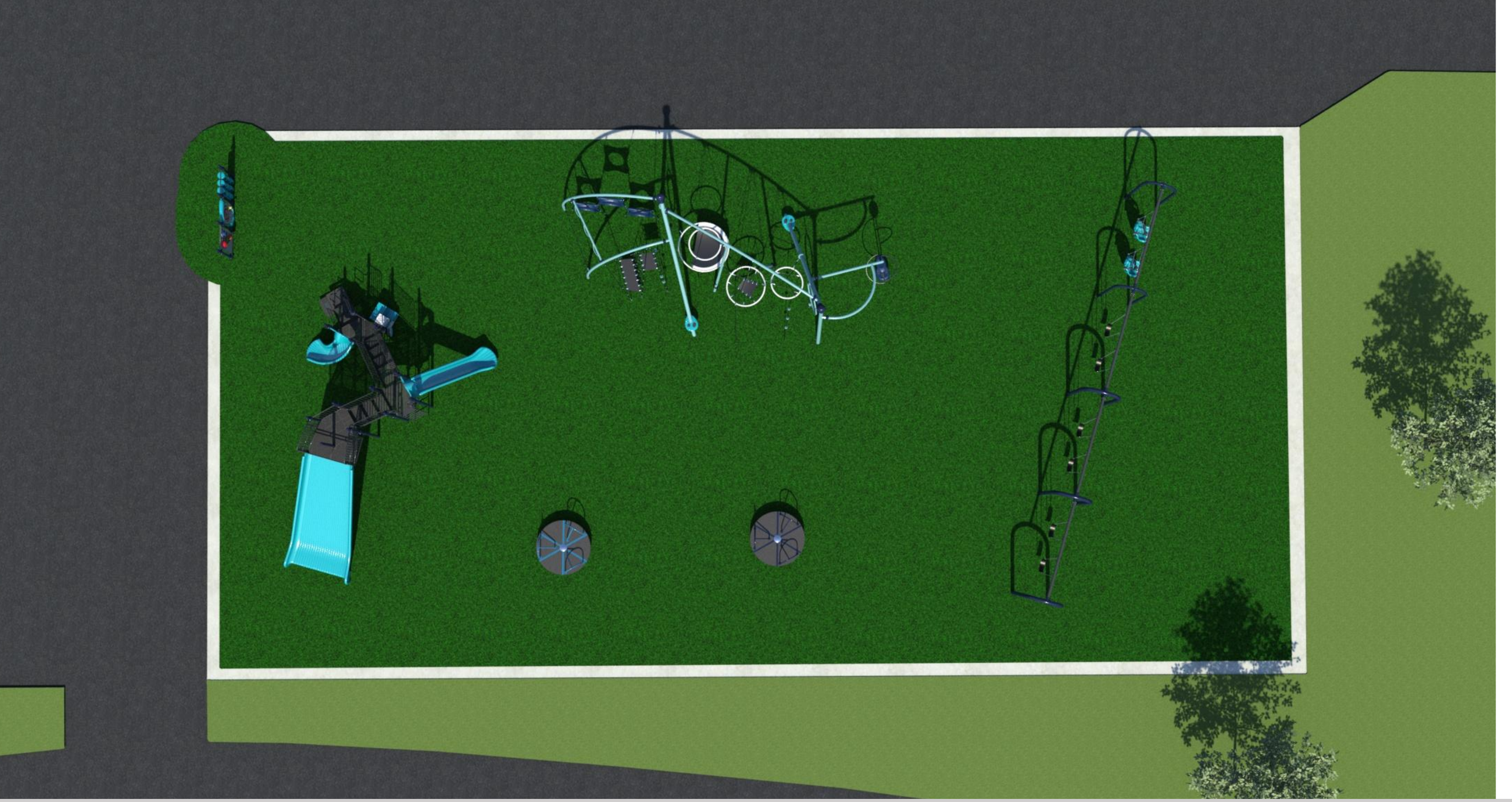
BIG T RECREATION



Alternate Climber – Option 4
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION



Alternate Climber – Option 4
Lakeview Elementary

PLAYWORLD
The world needs play.

BIG T RECREATION

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Westridge Elementary 1460 N. 1720 W. Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 67992 Square Feet At $0.18 Per Square Foot.	$	12,238.56
• Apply Crack Sealer to 6477 Linear Feet At $0.65 Per Foot.	$	4,210.05
• Striping:	$	3,680.00
Details: Restripe Parking Lots		

Terms of Payment: Upon Completion **Total Contract Price $ 20,128.61**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

[4/30/2026 1:04:56 PM-3]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Wasatch Elementary 1006 N. Locust Lane Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 76895 Square Feet At $0.18 Per Square Foot.	$	13,841.10
• Apply Crack Sealer to 3358 Linear Feet At $0.65 Per Foot.	$	2,182.70
• Striping:	$	6,078.00
Details: Restripe Parking Lots		

Terms of Payment: Upon Completion **Total Contract Price $ 22,101.80**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

[4/30/2026 2:11:56 PM-3]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Timpanogas Elementary 449 N. 500 W. Provo, UT

• Apply Crack Sealer to 4600 Linear Feet At $0.65 Per Foot.	$	2,990.00
• Striping:	$	3,900.00
Details: Restripe Parking Lots		

Terms of Payment: Upon Completion **Total Contract Price** **$ 6,890.00**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

[4/30/2026 1:07:29 PM-2]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Shoreline Middle School 1201 W. 890 S. Provo , UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 191802 Square Feet At $0.18 Per Square Foot.	$	34,524.36
• Apply Crack Sealer to 8040 Linear Feet At $0.65 Per Foot.	$	5,226.00
Details: Price is to seal flat joints between concrete and asphalt		
• Striping:	$	10,371.00
Details: Restripe parking lots.		

Terms of Payment: Upon Completion **Total Contract Price** **$ 50,121.36**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Springcreek Elementary 1740 Nevada Ave. Provo, UT

• Apply Crack Sealer to 8200 Linear Feet At $0.65 Per Foot.	$	5,330.00
• Dig Out 440 Feet of Asphalt and Replace with 3 Inches of Asphalt (Minimum Cost)	$	4,600.00
• Striping:	$	3,220.00
Details: Restripe Parking lot		
• Patching :	$	2,800.00
Details: Supply and install two new drain box grates 39'x39"		

Terms of Payment: Upon Completion **Total Contract Price** **$ 15,950.00**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Rock Canyon Elementary 435 E. 2320 N. Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 76506 Square Feet At $0.18 Per Square Foot. Details: Sealcoat Playground and front west lot	$	13,771.08
• Apply Crack Sealer to 9000 Linear Feet At $0.65 Per Foot. Details: Crackseal all parking lots and playgrounds	$	5,850.00
• Striping: Details: Restripe Playground and front west lot	$	3,800.00

Terms of Payment: Upon Completion **Total Contract Price $ 23,421.08**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

[4/30/2026 1:25:12 PM-3]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Sunsetview Elementary Playground 1520 W. 600 S. Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 48284 Square Feet At $0.18 Per Square Foot.	$	8,691.12
• Apply Crack Sealer to 4115 Linear Feet At $0.65 Per Foot.	$	2,674.75
• Striping:	$	2,715.00
Details: Restripe Playground		

Terms of Payment: Upon Completion **Total Contract Price $ 14,080.87**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

[4/30/2026 11:30:41 AM-3]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Provost Elementary 629 S. 1000 E. Provo, UT

• Apply Crack Sealer to 6500 Linear Feet At $0.65 Per Foot.	$	4,225.00
• Striping:	$	2,875.00
Details: Restripe Parking Areas		

Terms of Payment: Upon Completion **Total Contract Price** **$ 7,100.00**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

[4/30/2026 1:54:43 PM-2]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Canyon Crest Elementary 4664 N. Canyon Road Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 52566 Square Feet At $0.18 Per Square Foot.	$	9,461.88
• Apply Crack Sealer to 3200 Linear Feet At $0.65 Per Foot.	$	2,080.00
Details: Price includes to seal flat joints between concrete and asphalt in parking lot		
• Striping:	$	8,685.00
Details: Restripe Parking Lots and Playground		

Terms of Payment: Upon Completion **Total Contract Price $ 20,226.88**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

[4/30/2026 1:38:44 PM-3]

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	IT Building 550 S. 1600 W. Provo , UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 47523 Square Feet At $0.1800 Per Square Foot.	$	8,554.14
• Apply Crack Sealer to 6385 Linear Feet At $0.6500 Per Foot.	$	4,150.25
• Striping:	$	3,855.00

Details: Striping
140 Lines
2 Handicap Stencils
12 Crosswalk Blocks
12 Arrows

Terms of Payment: Upon Completion **Total Contract Price** **$ 16,559.39**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____, **20**_____ **Company**_____

By_____ **Title**_____

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Lakeview Elementary 2899 W. 1390 N. Provo, UT

• Apply Crack Sealer to 6000 Linear Feet At $0.65 Per Foot.	$	3,900.00
• Striping:	$	8,500.00
Details: Restripe Parking lot		

Terms of Payment: Upon Completion **Total Contract Price $ 12,400.00**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____ **Title**_____

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	Amelia Aerhart Elementary Parking Lots 2585 W. 200 S. Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 70891 Square Feet At $0.1800 Per Square Foot.	$	12,760.38
• Apply Crack Sealer to 5400 Linear Feet At $0.6500 Per Foot.	$	3,510.00
• Dig Out 620 Feet of Asphalt and Replace with 3 Inches of Asphalt	$	4,650.00
Details: Two Patches in North Lot East End 20x26, 10x10		
• Striping:	$	5,635.00
Details: Restripe lot as is		

Terms of Payment: Upon Completion **Total Contract Price** **$ 26,555.38**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

PROPOSAL & CONTRACT

ASPHALT SERVICES

5464 West Leo Park Road, West Jordan, Utah 84081 • Phone(801) 280-9400 • Fax(801)280-3526

Seal Coating • Crack Sealing • Slurry Seal • Asphalt Repairs

SOLD TO	JOB SITE
Provo School District 280 W. 940 N. Provo, UT 84604 Joseph Jones 801-850-1682	District Office 280 W. 940 N. Provo, UT

• Apply 1 Coat Primer, 2 Coats Seal Coat to 109663 Square Feet At $0.18 Per Square Foot.	$	19,739.34
• Apply Crack Sealer to 12300 Linear Feet At $0.65 Per Foot.	$	7,995.00
• Dig Out 5626 Feet of Asphalt and Replace with 6 Inches of Asphalt	$	47,821.00
• Striping:	$	4,600.00
Details: Restripe Parking lot		
• Concrete Work:	$	78,382.00
Details: Install 8' Waterway 158' long with 4' Drain Box with gravel sump and concrete landing		

Terms of Payment: Upon Completion **Total Contract Price $ 158,537.34**

We hereby agree to furnish all labor, material and equipment for the completion, in a good and workmanlike manner, of the work described above.

Date_____ **By**_____

ACCEPTANCE

The above mentioned proposal is accepted. You are authorized to perform the work described herein. It is agreed that you shall be paid according to the terms set forth herein. All of the terms on the reverse side are incorporated herein and made a part hereof.

Date_____**, 20**_____ **Company**_____

By_____**Title**_____

[4/30/2026 1:12:00 PM-5]

PROPOSAL

Trent Sorensen
Cell: 801.960.5408
Office: 801.631.3873
Trent@zioneng.us

ZION ENGINEERING

Zion Engineering
PO Box 136
Riverton, Utah 84065
State Contract#MA4798

Contact
Joey Jones
801-850-1682
Independence High
636 Independence Ave, Provo, UT 84601

Apr 6, 2026
Quote # 1500

Scope of Work

Specific Details
Provide labor and materials to remove and replace ten (10) rooftop units (RTUs) of various sizes with new Carrier equipment. We include factory Hail Guards on all new RTUS
Scope includes:
Removal and proper disposal of existing RTUs
Supply and installation of new Carrier RTUs
Crane service for equipment removal and placement
Electrical and gas piping connections
Refrigerant piping and charging as required
System startup, testing, and commissioning to verify proper operation
Unit Breakdown:
Four (4) – 10-ton units
One (1) – 12.5-ton unit
Two (2) – 4-ton units
One (1) – 5-ton unit
One (1) – 7.5-ton unit
One (1) – 20-ton unit

Quote Total	$197,223.51

Exclusions

- Items or Labor not specifically mentioned above are EXEMPT from this proposal. Such as: Drywall patchwork, pre-existing conditions, general construction, and electrical, not specifically mentioned in the scope above.

Notes:

- Job to be completed during regular hours 08:00-16:30 Monday to Friday
- Pricing is subject to parts availability and all items being done concurrently.

Customer Acceptance:

_____

_____

Type/Print Name
(Signature)

Customer Acceptance

_____

Title

PROPOSAL

Trent Sorensen
Cell: 801.960.5408
Office: 801.631.3873
Trent@zioneng.us

ZION ENGINEERING

Zion Engineering
PO Box 136
Riverton, Utah 84065
State Contract#MA4798

Contact
Joey Jones
801-850-1682
Provo School District Office
280 West 940 North, Provo, UT 84604

Apr 6, 2026
Quote # 1501

Scope of Work

Specific Details
Provide labor and materials to replace twenty-three (23) rooftop units (RTUs) of various sizes at the District Office main building, replacing all existing units with the exception of one (1) RTU. This scope includes units located over the gym and offices across the courtyard.
Scope includes:
Removal and proper disposal of existing RTUs
Supply and installation of new replacement RTUs
Replacement units sized in accordance with current equipment availability and project requirements
System startup, testing, and commissioning to verify proper operation
Unit Breakdown (Per Proposal):
Seventeen (17) – 2-ton units (note: 1.5-ton units are no longer manufactured; units have been upsized accordingly)
Two (2) – 2.5-ton units
Two (2) – 3-ton units
One (1) – 5-ton unit
One (1) – 6-ton unit
One (1) – 12.5-ton unit (Gym Roof)

Default Section $205,319.90

Material Description	**Qty**	**Unit Price**	**Subtotal**
RTU Equipment 23 Units	1	$168,857.14	$168,857.14
Crane	1	$6,571.43	$6,571.43
Electrical, Controls, Misc	23	$485.71	$11,171.33
		Material Total	$186,599.90
Labor	**Qty**	**Unit Price**	**Subtotal**
Local 312 - Technician	160	$117.00	$18,720.00
		Labor Total	$18,720.00

Sub Total	$205,319.90
Quote Total	$205,319.90

Exclusions

- Items or Labor not specifically mentioned above are EXEMPT from this proposal. Such as: Drywall patchwork, pre-existing conditions, general construction, and electrical, not specifically mentioned in the scope above.

Notes:

- Job to be completed during regular hours 08:00-16:30 Monday to Friday
- Pricing is subject to parts availability and all items being done concurrently

Customer Acceptance:

_____

_____

Type/Print Name
(Signature)

Customer Acceptance

_____

Title

April Employee Releases 5.21.26 Board Report

FIRST NAME	LAST NAME	LOCATION	POSITION	**Last Day of Employment**
Lindsay	COOK	Amelia Earhart	Grade 6 Teacher	04.17.2026
Emmanuel Amarboi	AMARTEY	THS	IA 3 / General	03.23.2026
Amy	MASON	CMS	IA 3 / General	03.27.2026
Katherine Elizabeth	FRAZIER	Timpanogos	IA 3 / General	04.17.2026

April Hourly New Hires 5.12.26 Board Report

LAST NAME	FIRST NAME	POSITION	LOCATION	FIRST DAY OF WORK
HASTRITER	ABIGAIL	INST ASST 4/ BEHAVIOR SPECIALIST	AMELIA	4.1.26
JACKMAN	TAYLOR	INST ASST 3/ YIC	SMS	4.1.26
ALFARO	JUSTIN	ASST 1/ CUSTODIAL	LAKEVIEW	4.1.26
PARKE	BENJAMIN	INST ASST 2/ TRACKER	SMS	4.15.26
LANDON	ELIZABETH	ASST 1/ CUSTODIAL	SUNSET VIEW	4.15.26
DEVENISH	PRESTON	INST ASST 3/ EXTRA CURRICULAR	PHS	4.17.26
HARKER	JACOB	INST ASST 3/ EXTRA CURRICULAR	PHS	4.17.26
WILLIAMS	PEYTON	INST ASST 3/ EXTRA CURRICULAR	PHS	4.17.26
BAILEY	DALLIN	ASST 1/ CUSTODIAL	AMELIA	4.17.26
MALOUF	JESSICA	INST ASST 2/ TRACKER	SMS	4.21.26
LOPEZ	JESUS	ASST 3/ TECH SUPPORT	TECH	4.20.26
RAMIREZ	ROMNY	ASST 1/ CUSTODIAL	SMS	4.22.26
FLAKE	AUTUMN	INST ASST 3/ EXTRA CURRICULAR	PHS	4.22.26
CANNON	LILLIAN	ASST 1/ CUSTODIAL	SMS	4.24.26
MAK	LILIALANAIKAWAII	ASST 2/ CUSTODIAL	THS	4.24.26
HARMON	BRAYDEN	ASST 3/ TECH SUPPORT SEASONAL	TECH	4.24.26
SPENCER	PHYLLIS	INST ASST 2/ TRACKER	SMS	4.27.26
KIPP	AIDAN	TRADES 5/ BUS DRIVER	TRANSPORTATION	4.27.26

April Certified New Hires 5.12.26 Board Report

Last Name	First Name	Start Date	Subject/Grade	Full/Part Time	Location
Bakula	Brigett	4.13.2026	Dir of Assessment, Data & Research	Full	District Office

Provo City School District

Business Services Department

Devyn Dayley

Business Administrator

TO: Board of Education

FROM: Devyn Dayley, Business Administrator

DATE: May 12, 2026

SUBJECT: Large Disbursements Summary for April 2026 on all District Office and school accounts payable checks for the month prior which have individual or combined expenditures of $50,000 or more.

LARGE DISBURSEMENTS — 10 items | Individual / combined >= $50,000.00

Check #	Vendor Name	Description	Amount
048365	**WESTLAND CONSTRUCTION INC**	*Timpview Construction*	**$2,757,483.46**
048256	**Hogan & Associates Construction Inc**	*Wasatch Elementary Rebuild*	**$440,421.00**
048471	**DHE COMPUTER SYSTEMS LLC**	*PHS Webcams & District Chromebooks/Licenses*	**$356,656.00**
048397	**UNITEDHEALTHCARE INSURANCE COMPANY**	*Retiree Premiums May - April 2026*	**$247,788.80**
048384	**EDUSTAFF LLC**	*Substitutes*	**$171,336.40**
048279	**SYSCO INTERMOUNTAIN**	*Child Nutrition*	**$163,512.96**
112522	**Provo City Utilities**	*Utilities*	**$155,810.35**
048489	**ZION ENGINEERING LLC**	*Provo High HVAC Equipment & Maintenance*	**$84,317.14**
048424	**EDUSTAFF LLC**	*Substitutes*	**$75,031.16**
112599	**RELIASTAR LIFE INSURANCE COMPANY**	*Employee Life Insurrance*	**$51,744.50**
	TOTAL — Large Disbursements		**$4,504,101.77**

Questions? Contact **Devyn Dayley** at **801-374-4828**.

EXECUTIVE SUMMARY

Period: April 2026

AP WARRANTS	P-CARD PURCHASES	NET PAY WARRANTS	TOTAL DISBURSED
$5,706,012.51	$376,478.64	$6,723,773.19	$12,806,264.34
582 vendor checks	1,538 transactions	2,026 EFT payments	4,146 combined transactions

LARGE DISBURSEMENTS — 10 items | Individual or combined >= $50,000.00

Check #	Vendor Name	Check Date	Amount
1100048365	**WESTLAND CONSTRUCTION INC**	4/15/2026	**$2,757,483.46**
1100048256	**Hogan & Associates Construction Inc**	4/1/2026	**$440,421.00**
1100048471	**DHE COMPUTER SYSTEMS LLC**	4/29/2026	**$356,656.00**
1100048397	UNITEDHEALTHCARE INSURANCE COMPANY	4/22/2026	$247,788.80
1100048384	EDUSTAFF LLC	4/15/2026	$171,336.40
1100048279	SYSCO INTERMOUNTAIN	4/1/2026	$163,512.96
0100112522	Provo City Utilities	4/15/2026	$155,810.35
1100048489	ZION ENGINEERING LLC	4/29/2026	$84,317.14
1100048424	EDUSTAFF LLC	4/22/2026	$75,031.16
0100112599	RELIASTAR LIFE INSURANCE COMPANY	4/24/2026	$51,744.50
	SUBTOTAL — 10 large disbursements | 35.2% of Grand Total		**$4,504,101.77**

P-CARD TOP 8 SCHOOLS

School / Department	Amount
Computer Systems	$78,189.26
Timpview High	$61,563.85
Provo High	$34,738.21
Dixon Middle	$33,239.91
Superintendent/Board	$16,797.61
CTE	$15,244.12
Maintenance	$14,477.10
Centennial Middle	$13,242.36
TOP 8 SUBTOTAL	**$267,492.42**

NET PAY SNAPSHOT

Payroll Statistic	Value	Pay Range	Count
Total Net Pay	**$6,723,773.19**	< $2,000	700
# of Payments	**2,026**	$2K - $4K	553
Paid via EFT	**1,915**	$4K - $6K	557
Paid via Check	**111**	$6K - $8K	162
Average Pay	**$3,318.74**	$8K - $10K	41
Median Pay	**$2,862.03**	> $10,000	13
Highest Pay	**$14,630.98**		
Lowest Pay	**$1.53**		
2,026 payments | 1,915 EFT | 111 Check			

AP WARRANTS — Vendor Payments

Period: April 2026 | 582 checks | Total: $5,706,012.51

Check #	Vendor Name	Check Date	Amount
1100048365	**WESTLAND CONSTRUCTION INC**	4/15/2026	**$2,757,483.46**
1100048256	**Hogan & Associates Construction Inc**	4/1/2026	**$440,421.00**
1100048471	**DHE COMPUTER SYSTEMS LLC**	4/29/2026	**$356,656.00**
1100048397	**UNITEDHEALTHCARE INSURANCE COMPANY**	4/22/2026	**$247,788.80**
1100048384	**EDUSTAFF LLC**	4/15/2026	**$171,336.40**
1100048279	**SYSCO INTERMOUNTAIN**	4/1/2026	**$163,512.96**
0100112522	**Provo City Utilities**	4/15/2026	**$155,810.35**
1100048489	**ZION ENGINEERING LLC**	4/29/2026	**$84,317.14**
1100048424	**EDUSTAFF LLC**	4/22/2026	**$75,031.16**
0100112599	**RELIASTAR LIFE INSURANCE COMPANY**	4/24/2026	**$51,744.50**
1100048490	EDUSTAFF LLC	4/29/2026	$46,407.47
1100048280	A & Z LLC / A&Z Produce Co.	4/1/2026	$41,989.40
0100112546	ENBRIDGE GAS UTAH / QUESTAR GAS CO	4/15/2026	$34,417.15
1100048293	VCBO ARCHITECTURE	4/1/2026	$30,850.00
0100112542	Shaw Industries Inc.	4/15/2026	$30,731.42
1100048474	VALCOM SALT LAKE CITY	4/29/2026	$29,878.00
1100048289	DFA DAIRY BRANDS-MEADOWGOLD DAIRY	4/1/2026	$28,963.25
1100048491	EVERWAY HOLDCO LLC	4/29/2026	$21,432.93
1100048478	TK ELEVATOR CORPORATION	4/29/2026	$20,635.19
1100048351	Christensen Oil Company	4/15/2026	$19,991.89
0500050062	Provo School District Office	4/30/2026	$18,719.46
1100048302	ZION ENGINEERING LLC	4/1/2026	$18,139.39
0100112531	BERT MURDOCK MUSIC	4/15/2026	$17,992.00
1100048408	THE BLINDMAN	4/22/2026	$17,781.24
1100048485	SAFE HAVEN DEFENSE UTAH LLC	4/29/2026	$16,292.10
0100112620	WENGER CORPORATION	4/29/2026	$15,935.77
0600015340	BSN SPORTS LLC	4/15/2026	$15,870.42
1100048378	BRADY INDUSTRIES	4/15/2026	$15,543.84
1100048423	ZION ENGINEERING LLC	4/22/2026	$15,443.94
0100112529	Republic Services Inc #864	4/15/2026	$13,751.93
1100048370	RIVERSIDE INSIGHTS	4/15/2026	$13,540.75
1100048482	Wasatch Mental Health	4/29/2026	$13,153.59
0100112588	NATIONAL LIFE GROUP	4/24/2026	$13,031.16
1100048448	JACOBSON GROUP	4/29/2026	$12,720.50
0100112585	HORACE MANN LIFE INSURANCE	4/24/2026	$12,423.88
1100048363	SYSCO INTERMOUNTAIN	4/15/2026	$12,338.80
1100048305	PYE-BARKER FIRE & SAFETY LLC	4/1/2026	$11,875.63

Check #	Vendor Name	Check Date	Amount
1100048428	PYE-BARKER FIRE & SAFETY LLC	4/22/2026	$11,875.63
1100048396	Christensen Oil Company	4/22/2026	$11,550.23
0600015359	BSN SPORTS LLC	4/21/2026	$11,112.50
1100048361	Steve Regan Co	4/15/2026	$10,119.60
0100112573	CAMBRIDGE UNIVERSITY PRESS & ASSESSMENT	4/22/2026	$9,911.02
0600015317	Summerhays Music Center	4/1/2026	$9,856.98
1100048295	BRADY INDUSTRIES	4/1/2026	$9,045.66
1100048297	GBS BENEFITS	4/1/2026	$8,958.00
1100048488	GBS BENEFITS	4/29/2026	$8,958.00
0500050010	SIG PRO LLC	4/3/2026	$8,750.00
0100112530	HEATH ENTERPRISE LLC	4/15/2026	$7,530.00
1100048253	FIRST CHOICE DIRECT MAIL LLC	4/1/2026	$7,243.66
0500050000	Provo School District Office	4/3/2026	$7,228.91
0600015322	JENIFER SYME	4/1/2026	$7,156.00
0100112503	SILICON SIGNS LLC	4/1/2026	$7,090.58
1100048421	RJL WIRE	4/22/2026	$7,075.00
1100048410	Rocky Mountain Service Solutions	4/22/2026	$7,012.80
0100112594	WOODLAND PEAKS UNISERV	4/24/2026	$6,908.18
1100048327	Codale Electric Co.	4/15/2026	$6,768.81
1100048320	BLOMQUIST HALE CONSULTING GROUP INC	4/15/2026	$6,687.92
1100048249	Codale Electric Co.	4/1/2026	$6,607.42
1100048409	AMAZON CAPITAL SERVICES	4/22/2026	$6,595.35
0600015315	Provo School District Office	4/1/2026	$6,412.64
1100048417	BRADY INDUSTRIES	4/22/2026	$6,361.21
0100112592	VOYA SERVICES COMPANY	4/24/2026	$6,108.00
0100112587	NATIONAL LIFE GROUP	4/24/2026	$6,016.93
1100048414	BUDGET PLUMBING & ROOTER	4/22/2026	$6,000.00
1100048443	Fastenal Company	4/29/2026	$5,888.54
0100112548	Barber Metals	4/22/2026	$5,792.00
1100048460	PUBLIC CONSULTING GROUP INC	4/29/2026	$5,549.76
0600015334	Provo School District Office	4/15/2026	$5,448.25
0100112541	Shaw Industries Inc.	4/15/2026	$5,447.93
1100048364	VALCOM SALT LAKE CITY	4/15/2026	$5,447.43
1100048486	BRADY INDUSTRIES	4/29/2026	$5,431.84
0100112569	AIR CLEANING SPECIALISTS INC	4/22/2026	$5,355.19
1100048481	UTAH PARENT CENTER INC	4/29/2026	$5,296.31
1100048405	Les Olson Company	4/22/2026	$5,166.69
0600015337	STORM LACROSSE	4/15/2026	$5,159.00
0600015373	Provo School District Office	4/30/2026	$5,115.43
1100048425	HORIZON PEDIATRIC HOME CARE	4/22/2026	$5,039.48

Check #	Vendor Name	Check Date	Amount
0600015321	BSN SPORTS LLC	4/1/2026	$4,966.97
0100112506	AGPARTS WORLDWIDE INC	4/1/2026	$4,960.41
0600015324	STITCHPOINT PARTNERS PROVO	4/1/2026	$4,932.00
0500050023	TENNIS WAREHOUSE	4/17/2026	$4,882.60
0100112562	Department Of Workforce Services	4/22/2026	$4,774.65
1100048294	Bernard Food Industries	4/1/2026	$4,685.76
0100112583	Equitable Life Unit Annuity Collections	4/24/2026	$4,664.93
1100048285	APPLIED GEOTECHNICAL ENG CONSULTANTS INC	4/1/2026	$4,612.50
1100048420	MOUNTAINLAND SUPPLY COMPANY	4/22/2026	$4,344.00
1100048267	SOS PUMPING SERVICE	4/1/2026	$4,300.00
1100048462	FLEETCHARGE	4/29/2026	$4,252.09
1100048385	SCOUTFI CONSULTING LLC	4/15/2026	$4,150.00
1100048475	AMAZON CAPITAL SERVICES	4/29/2026	$3,962.14
0500050022	SPECTATOR BLANKETS II LLC	4/17/2026	$3,898.00
1100048439	Cache Valley Electric Co.	4/29/2026	$3,870.60
1100048355	EXCEL HEATING AND AIR CONDITIONING	4/15/2026	$3,748.90
0100112502	Utah Bureau Of Criminal Identification	4/1/2026	$3,744.00
1100048473	Les Olson Company	4/29/2026	$3,725.00
0100112551	EDUCATORS HEALTH PLANS LIFE, ACCIDENT,	4/22/2026	$3,696.25
0100112605	EDUCATORS HEALTH PLANS LIFE, ACCIDENT,	4/29/2026	$3,684.95
1100048406	ROBERT I MERRILL CO.	4/22/2026	$3,670.00
1100048381	Maddox Air Compressor Co	4/15/2026	$3,484.77
0100112577	INTERMOUNTAIN HYDRONIC SPECIALTIES	4/22/2026	$3,420.00
1100048362	SUMMIT ENERGY COMPANIES	4/15/2026	$3,378.27
0100112572	LAKE BOTTOM IRRIGATION COMPANY	4/22/2026	$3,375.00
0100112559	Provo High School DECA	4/22/2026	$3,299.04
1100048283	AMAZON CAPITAL SERVICES	4/1/2026	$3,276.67
0100112622	Alpine School District	4/29/2026	$3,269.80
0600015323	AUSTIN MARTIN DBA MOUNTAIN EVENT RENTALS	4/1/2026	$3,136.50
0100112480	BYU CONTINUING EDUCATION	4/1/2026	$3,071.00
0600015339	PAMELA ESERA	4/15/2026	$3,040.00
0600015353	FCCLA INC	4/21/2026	$3,040.00
1100048492	HORIZON PEDIATRIC HOME CARE	4/29/2026	$2,990.69
1100048435	BUHLER THOMAS LAW	4/29/2026	$2,965.00
0100112478	BALL HORTICULTURAL COMPANY	4/1/2026	$2,963.91
1100048366	AMAZON CAPITAL SERVICES	4/15/2026	$2,930.88
0100112510	LANGAN LLC	4/1/2026	$2,925.60
0100112593	WASHINGTON NATIONAL INSURANCE COMPANY	4/24/2026	$2,796.14
1100048422	STERLING SQUARE LLC	4/22/2026	$2,692.52
0500050020	SLOPE SIGN LLC	4/17/2026	$2,674.80

Check #	Vendor Name	Check Date	Amount
0100112515	CenturyLINK	4/15/2026	$2,638.03
1100048376	INTERMOUNTAIN LOCK & SECURITY	4/15/2026	$2,634.00
1100048380	MOUNTAINLAND SUPPLY COMPANY	4/15/2026	$2,629.92
1100048487	DEX IMAGING LLC	4/29/2026	$2,449.48
0100112623	CONTINUED.COM LLC	4/29/2026	$2,398.00
0100112580	AXAEQUITABLE LIFE/ROTH	4/24/2026	$2,377.66
1100048372	SAFETY-KLEEN SYSTEMS, INC.	4/15/2026	$2,363.88
1100048407	SYSCO INTERMOUNTAIN	4/22/2026	$2,360.93
0100112617	GARRETT AND COMPANY INC	4/29/2026	$2,268.08
1100048277	FABIAN VANCOTT	4/1/2026	$2,106.00
0100112598	UTAH SCHOOL EMPLOYEES ASSOCIATION	4/24/2026	$2,103.10
1100048383	ZION ENGINEERING LLC	4/15/2026	$2,067.86
0500050007	HYVE INK LLC	4/3/2026	$2,052.00
1100048493	Scholastic Book Fairs-04	4/29/2026	$2,043.49
1100048402	FFKR ARCHITECTS	4/22/2026	$1,925.00
0500050056	Alpine School District	4/24/2026	$1,874.79
0600015372	TUACAHN CENTER FOR THE ARTS	4/30/2026	$1,845.00
0100112545	SHANDEL RODRIGUEZ	4/15/2026	$1,800.00
0100112498	SCANNING REVOLUTION	4/1/2026	$1,729.23
0600015379	ROCK CANYON PRINT LLC	4/30/2026	$1,721.00
0100112606	Jostens	4/29/2026	$1,710.72
0100112589	Office Of Recovery Services	4/24/2026	$1,704.00
1100048440	Codale Electric Co.	4/29/2026	$1,673.73
1100048495	IMPERIAL BAG & PAPER CO LLC	4/29/2026	$1,637.70
1100048306	Scholastic Book Fairs-04	4/1/2026	$1,627.49
0100112520	Jostens	4/15/2026	$1,591.92
0100112590	SUPPORT PAYMENT CLEARINGHOUSE	4/24/2026	$1,581.00
0100112516	CenturyLINK	4/15/2026	$1,534.06
0100112578	VALUE PROPOSITION ENTERPRISES INC	4/22/2026	$1,518.00
0100112538	CAPS NETWORK INC	4/15/2026	$1,500.00
0100112539	CUSTOM WATER TECHNOLOGY	4/15/2026	$1,500.00
1100048484	INTERMOUNTAIN LOCK & SECURITY	4/29/2026	$1,500.00
1100048299	MOUNTAINLAND SUPPLY COMPANY	4/1/2026	$1,497.13
0600015330	HILTON GARDEN INN	4/15/2026	$1,495.00
0100112535	LUMEN INC	4/15/2026	$1,450.00
0600015320	YOUNG SIGN AND BANNER LLC	4/1/2026	$1,450.00
0100112563	EDUTEK CORPORATION	4/22/2026	$1,392.00
0600015365	ARTIST CORNER	4/30/2026	$1,391.48
0600015362	URIEL DENZEL ANICETO BENTO	4/21/2026	$1,360.00
0100112603	CRUS OIL INC	4/29/2026	$1,351.00

Check #	Vendor Name	Check Date	Amount
1100048257	K12 MANAGEMENT INC	4/1/2026	$1,350.00
0600015310	INTERMOUNTAIN FARMERS ASSOCIATION	4/1/2026	$1,249.79
0100112601	BALL HORTICULTURAL COMPANY	4/29/2026	$1,242.17
0800024212	Provo School District Office	4/15/2026	$1,240.75
0500050002	Steve Weiss Music	4/3/2026	$1,222.10
0600015313	MODVI PHOTO BOOTHS	4/1/2026	$1,200.00
1100048411	AAE LLC	4/22/2026	$1,200.00
0100112554	Jostens	4/22/2026	$1,176.66
0100112614	TIMPVIEW HIGH SCHOOL	4/29/2026	$1,140.00
1100048274	BUFFO'S TERMITE & PEST CONTROL	4/1/2026	$1,134.00
0100112586	MATRIX TRUST COMPANY/HORACE MANN	4/24/2026	$1,105.00
0600015358	JONES SCHOOL SUPPLY COMPANY INC	4/21/2026	$1,086.75
1100048258	LINDE GAS & EQUIPMENT INC	4/1/2026	$1,086.61
1100048449	JEX HANNAH N	4/29/2026	$1,086.25
1100048369	IDENTISYS INCORPORATED	4/15/2026	$1,081.00
1100048273	BELL JANITORIAL SUPPLY	4/1/2026	$1,077.30
0100112618	MACBEATH HARDWOOD COMPANY	4/29/2026	$1,070.61
1100048360	ROMAINE ELECTRIC CORP	4/15/2026	$1,050.00
0700016068	Provo School District Office	4/17/2026	$1,032.10
1100048434	BRYSON SALES AND SERVICE	4/29/2026	$1,008.25
1100048468	CONSOLIDATED ELECTRICAL DIST.	4/29/2026	$1,000.17
0600015331	SANDY ARTS GUILD	4/15/2026	$1,000.00
0100112513	BELL PRINTING AND DESIGN	4/15/2026	$992.57
0100112621	ADVANCED CPR TRAINING LLC	4/29/2026	$960.00
0600015361	KATRINA MORRIS	4/21/2026	$951.50
0100112553	INTERMOUNTAIN BOBCAT	4/22/2026	$950.00
1100048352	AED EVERYWHERE INC	4/15/2026	$924.22
0500050014	MVP Sports	4/17/2026	$899.97
0700016070	JANE M PARKER	4/17/2026	$897.55
1100048375	AIR COMM CORPORATION	4/15/2026	$897.00
0100112581	DESERT ROCK CAPITAL INC	4/24/2026	$881.85
0100112602	CANON SOLUTIONS AMERICA INC	4/29/2026	$874.99
1100048494	Scholastic Inc	4/29/2026	$851.44
0600015381	GAVIN HARRIS	4/30/2026	$836.00
0600015343	JENIFER SYME	4/15/2026	$835.00
0100112533	R.E.A.L. Curriculum LLC	4/15/2026	$832.55
0100112481	BYU PRINT SERVICES	4/1/2026	$825.24
1100048296	DEX IMAGING LLC	4/1/2026	$820.26
0800024215	Alpine School District	4/21/2026	$808.54
1100048476	JACKSON GROUP PETERBILT	4/29/2026	$807.92

Check #	Vendor Name	Check Date	Amount
1100048324	BRYSON SALES AND SERVICE	4/15/2026	$806.62
0500050055	BMJ SPORTS	4/24/2026	$800.00
0800024216	Alpine School District	4/29/2026	$792.89
0100112536	Alpine School District	4/15/2026	$792.43
1100048275	CONSOLIDATED ELECTRICAL DIST.	4/1/2026	$784.62
0500050068	BURTON DEBBIE	4/30/2026	$780.84
0100112500	UTAH VALLEY UNIVERSITY	4/1/2026	$774.00
1100048387	BRYSON SALES AND SERVICE	4/22/2026	$772.42
1100048254	HUNTER GLEN M	4/1/2026	$766.40
1100048399	BUFFO'S TERMITE & PEST CONTROL	4/22/2026	$746.00
0100112584	GURSTEL LAW FIRM PC	4/24/2026	$742.60
1100048412	Bizwear	4/22/2026	$742.54
1100048359	ROBERT I MERRILL CO.	4/15/2026	$738.00
0100112611	VMC LLC	4/29/2026	$717.12
1100048395	FLEETCHARGE	4/22/2026	$714.60
0100112491	MAGDALENA TORTOLERO	4/1/2026	$710.00
0600015380	EMMA LEE JONES	4/30/2026	$709.50
0600015378	FUIFUI TAOTUA	4/30/2026	$700.00
0700016073	BERT MURDOCK MUSIC	4/23/2026	$685.00
0600015338	HEALTH OCCUPATIONS STUDENTS OF AMERICA	4/15/2026	$675.00
1100048243	ANAE WENDY L	4/1/2026	$673.65
1100048400	CONSOLIDATED ELECTRICAL DIST.	4/22/2026	$668.46
0100112524	SCHINDLER ELEVATOR CORPORATION	4/15/2026	$663.61
1100048429	IMPERIAL BAG & PAPER CO LLC	4/22/2026	$663.22
0100112564	ROB'S MACHINERY REPAIR LLC	4/22/2026	$660.00
1100048291	FERRELLGAS, LP	4/1/2026	$650.04
0600015344	MICAH YOUNG	4/15/2026	$650.00
0500050012	BYU PRINT SERVICES	4/17/2026	$632.44
1100048415	FERRELLGAS, LP	4/22/2026	$632.16
0100112507	ALPINE SCHOOL DISTRICT	4/1/2026	$614.72
0100112570	General Parts Distribution, LLC	4/22/2026	$608.68
0100112552	Employer Advocates LLC	4/22/2026	$607.69
0600015368	HAERING JONATHAN D	4/30/2026	$605.70
1100048353	BELL JANITORIAL SUPPLY	4/15/2026	$604.52
1100048430	APPLE	4/29/2026	$604.41
0100112560	SOUTH UTAH VALLEY SOLID WASTE	4/22/2026	$603.76
0500050025	AMELIA CARDON	4/17/2026	$600.00
0500050026	DAYANNA MEZA LEON	4/17/2026	$600.00
0500050027	RAMIS ARGUETA ORANTES	4/17/2026	$600.00
0500050052	UTAH HOSA	4/24/2026	$600.00

Check #	Vendor Name	Check Date	Amount
0500050072	TYLER JOHNSON WITTAKER	4/30/2026	$600.00
0600015357	YOUNG SIGN AND BANNER LLC	4/21/2026	$600.00
1100048269	TU'UA MOMILANI L	4/1/2026	$598.40
0100112596	VASA FITNESS	4/24/2026	$594.65
1100048303	APA BENEFITS, INC	4/1/2026	$581.10
0100112479	BIG MOUNTAIN COUNTERTOPS	4/1/2026	$565.00
0500050051	UT TECH UNIVERSITY	4/24/2026	$560.00
1100048368	VELOX MOBILE STORAGE LLC	4/15/2026	$560.00
0100112540	SCHOOL HEALTH CORPORATION	4/15/2026	$557.45
1100048301	S AND P BRAKE SUPPLY INC	4/1/2026	$551.42
1100048483	FERRELLGAS, LP	4/29/2026	$550.69
1100048398	BELL JANITORIAL SUPPLY	4/22/2026	$545.56
0600015345	TECHFALL GEAR CO	4/15/2026	$540.00
1100048466	BELL JANITORIAL SUPPLY	4/29/2026	$538.65
0500050046	CATCH THE SPIRIT	4/24/2026	$532.00
1100048244	BENSON SCOTT J	4/1/2026	$530.40
0700016071	J.W. Pepper and Son Inc	4/17/2026	$523.49
1100048242	ALLRED LYNN	4/1/2026	$522.35
0100112508	Alpine School District	4/1/2026	$518.76
0600015363	BIOZONE CORPORATION	4/21/2026	$512.33
0100112555	LKL Associates Inc	4/22/2026	$511.87
1100048264	PARKER SUZANNE	4/1/2026	$505.15
1100048268	PAULA HEYN	4/1/2026	$505.15
1100048270	VENTURA JOSE T.	4/1/2026	$505.15
0100112565	ALSCO INC	4/22/2026	$500.68
0100112615	TIMPVIEW HIGH SCHOOL	4/29/2026	$500.00
0500050048	BENJAMIN TAYLOR MUSIC	4/24/2026	$500.00
1100048373	AIR QUALITY CONSULTING	4/15/2026	$500.00
0800024211	Alpine School District	4/2/2026	$486.25
1100048286	SENERGY PETROLEUM LLC	4/1/2026	$477.82
0100112482	CANON SOLUTIONS AMERICA INC	4/1/2026	$475.27
1100048328	EADY CHRISTOPHER S	4/15/2026	$473.00
1100048416	INTERMOUNTAIN LOCK & SECURITY	4/22/2026	$472.92
1100048260	MANGUM BRIAN J	4/1/2026	$470.90
1100048467	BUFFO'S TERMITE & PEST CONTROL	4/29/2026	$470.00
0100112561	UTAH LABOR COMMISSION	4/22/2026	$468.00
0500050016	BOWS BY ALLY	4/17/2026	$465.00
1100048350	WILSON BENJAMIN D	4/15/2026	$465.00
0500050063	Les Olson Company	4/30/2026	$459.78
0100112575	HERITAGE PEAK AWARDS AND ENGRAVING	4/22/2026	$456.00

Check #	Vendor Name	Check Date	Amount
0500050075	Fuller, Julene	4/30/2026	$454.00
1100048413	AIR COMM CORPORATION	4/22/2026	$451.00
0500050073	Archibald, Brittany	4/30/2026	$450.50
0100112613	Edgemont Auto Service	4/29/2026	$449.84
0600015349	JONATHAN NEELY	4/15/2026	$445.00
1100048278	Jones Paint and Glass	4/1/2026	$445.00
1100048358	Les Olson Company	4/15/2026	$444.00
0600015329	NEBO SCHOOL DISTRICT	4/15/2026	$440.00
1100048469	CUTLER'S INC	4/29/2026	$439.36
1100048465	Christensen Oil Company	4/29/2026	$436.95
0100112499	UTAH LABOR COMMISSION	4/1/2026	$432.00
1100048386	J.W. Pepper and Son Inc	4/15/2026	$426.47
0500050029	SIOPE LANGOIA LAPU'ACHO	4/17/2026	$425.00
0100112544	JONATHAN HANDY	4/15/2026	$405.00
0100112595	United Way Of Utah County	4/24/2026	$403.17
0500050006	BSN SPORTS LLC	4/3/2026	$402.27
0100112509	HENRIK PATTERSON	4/1/2026	$400.00
0500050021	QUADIENT FINANCE USA INC	4/17/2026	$400.00
1100048298	INTERSTATE FIRE SALES AND SERVICE LLC	4/1/2026	$400.00
1100048339	Laser Express	4/15/2026	$399.85
1100048341	MAXWELL TRISHA L	4/15/2026	$399.00
0600015332	SNOW MEADOW GOLF	4/15/2026	$387.00
1100048292	INTERMOUNTAIN LOCK & SECURITY	4/1/2026	$385.00
1100048447	HUNTER GLEN M	4/29/2026	$380.48
0700016072	JOSEPH TONAS	4/17/2026	$380.00
0100112609	SONNTAG RECREATION LLC	4/29/2026	$378.00
0600015336	SLOPE SIGN LLC	4/15/2026	$375.40
0500050083	McChesney, Mary	4/30/2026	$375.00
1100048389	Codale Electric Co.	4/22/2026	$374.16
1100048310	BOYCE LISA L	4/2/2026	$365.75
1100048311	DAU WENDY J	4/2/2026	$365.75
1100048312	DAYLEY DEVYN R	4/2/2026	$365.75
1100048313	EMILY HARRISON	4/2/2026	$365.75
1100048314	HALES GINA P	4/2/2026	$365.75
1100048315	HALL MELANIE	4/2/2026	$365.75
1100048316	McCabe Teri J	4/2/2026	$365.75
1100048317	PARTRIDGE JENNIFER A	4/2/2026	$365.75
1100048318	VAN WAGENEN MEGAN E	4/2/2026	$365.75
0100112486	O'REILLY AUTOMOTIVE INC	4/1/2026	$361.10
1100048480	GABRIEL TORRES	4/29/2026	$351.36

Check #	Vendor Name	Check Date	Amount
0100112574	ALISHA LAIDLAW	4/22/2026	$350.00
0500050028	FRANCESCA DEMARTINO	4/17/2026	$350.00
1100048346	SOS PUMPING SERVICE	4/15/2026	$350.00
0500050058	ALPINE MARINE IMPORTS LLC	4/30/2026	$343.00
1100048479	BOYS AND GIRLS CLUB OF UTAH COUNTY	4/29/2026	$337.05
1100048284	JACKSON GROUP PETERBILT	4/1/2026	$328.91
0700016074	KAYLEY BYERS	4/23/2026	$325.00
1100048432	BROCK KAREN J	4/29/2026	$321.43
1100048470	DAYS MARKET	4/29/2026	$320.14
0100112597	Provo School District Foundation	4/24/2026	$310.00
0100112558	O'REILLY AUTOMOTIVE INC	4/22/2026	$308.70
0100112571	Alpine School District	4/22/2026	$302.34
0100112517	CREATIVE SIGNS AND GRAPHICS MANAGEMENT	4/15/2026	$300.00
0100112534	UTAH GOPHER CONTROL LLC	4/15/2026	$300.00
0100112557	NSD AS AGENT FOR BYU-PSA	4/22/2026	$300.00
0500049998	CEDAR VALLEY HIGH SCHOOL	4/3/2026	$300.00
1100048379	INTERSTATE FIRE SALES AND SERVICE LLC	4/15/2026	$300.00
1100048404	Jones Paint and Glass	4/22/2026	$300.00
1100048419	INTERSTATE FIRE SALES AND SERVICE LLC	4/22/2026	$300.00
1100048374	GABRIEL TORRES	4/15/2026	$294.64
0500050037	Petersen, Jen	4/17/2026	$280.00
1100048307	IMPERIAL BAG & PAPER CO LLC	4/1/2026	$274.04
0100112608	Provo School District Office	4/29/2026	$265.00
0100112619	ODP BUSINESS SOLUTIONS, LLC	4/29/2026	$262.29
0600015371	NANI FOSTER	4/30/2026	$261.95
1100048255	HUTCHINGS HOLLY S	4/1/2026	$260.30
0600015355	WARD JEFFREY K	4/21/2026	$258.66
0100112514	BLICK ART MATERIALS	4/15/2026	$257.74
1100048336	INTERMOUNTAIN FARMERS ASSOCIATION	4/15/2026	$256.51
0100112521	NSD AS FISCAL AGENT FOR BYU-PSA	4/15/2026	$250.00
0500050004	NSD AS AGENT FOR BYU-PSA	4/3/2026	$250.00
0100112485	Maceys Food and Drug	4/1/2026	$244.51
0500050034	Garfield, Nicole	4/17/2026	$240.00
0500050086	Randle, Lorri	4/30/2026	$238.00
0600015328	MOFFAT CHERYL J	4/15/2026	$231.72
1100048418	DEX IMAGING LLC	4/22/2026	$227.96
0600015318	EWING IRRIGATION PRODUCTS INC	4/1/2026	$227.85
1100048319	ALLRED LYNN	4/15/2026	$227.65
0500050011	STEPHAN THOMAS SCOTT	4/3/2026	$227.00
1100048272	Christensen Oil Company	4/1/2026	$222.43

Check #	Vendor Name	Check Date	Amount
0500050050	STEVE WYGANT	4/24/2026	$220.00
1100048259	Laser Express	4/1/2026	$215.90
0100112487	CHERYL TEW	4/1/2026	$207.50
0500050045	Langarica, Elsa	4/24/2026	$200.00
0600015354	Utah High School Activities Association	4/21/2026	$200.00
0600015370	HOLLY PAGNANI	4/30/2026	$200.00
1100048326	CUMMINGS EMILY H	4/15/2026	$200.00
0500050005	BERT MURDOCK MUSIC	4/3/2026	$194.99
0500050079	Hunter, Rob	4/30/2026	$190.00
0500050080	Ibarra, Yulia	4/30/2026	$190.00
0500050082	Knudsen, Michelle	4/30/2026	$190.00
1100048263	NICHOLSON VIRGINIA S	4/1/2026	$187.00
0600015352	NARANJO OMAR A	4/21/2026	$184.10
0800024214	BERT MURDOCK MUSIC	4/15/2026	$182.98
0500050008	CATHY JOLLEY	4/3/2026	$180.00
0500050009	JUSTIN BILLS	4/3/2026	$180.00
0500050024	VALKYRIE SIGNS	4/17/2026	$180.00
0500050003	KARL TROY HARDLING	4/3/2026	$179.27
1100048332	GODFREY CHRISTINE	4/15/2026	$170.00
1100048349	WENDEL DANIEL B	4/15/2026	$170.00
1100048426	MARISA SKOUSEN	4/22/2026	$170.00
0500050038	Sanborn, Aaron	4/17/2026	$167.70
1100048246	BRACHA ERIN N	4/1/2026	$167.15
0100112600	LUCENT CASH	4/24/2026	$166.53
1100048452	LUGO MYLENNA D	4/29/2026	$166.07
0500050047	Colonial Flag and Specialty	4/24/2026	$163.58
1100048464	WILSON-BARRETT KELLY M	4/29/2026	$161.61
1100048461	RUBIO RANDY F	4/29/2026	$159.50
1100048457	PAXMAN ELIZABETH A	4/29/2026	$154.72
0600015374	KENNEDY SHANKLIN NAPIERSKI	4/30/2026	$153.99
0500050067	PRODIGY PROMOS LC	4/30/2026	$153.00
1100048248	BUNN MACEY E	4/1/2026	$152.00
0700016069	BERT MURDOCK MUSIC	4/17/2026	$150.00
1100048304	MARISA SKOUSEN	4/1/2026	$150.00
1100048401	CROWN EQUIPMENT CORPORATION	4/22/2026	$150.00
0600015351	KING MOANA A	4/21/2026	$142.62
1100048367	JACKSON GROUP PETERBILT	4/15/2026	$141.87
0100112567	G&R INC	4/22/2026	$141.72
1100048403	InterWest Interpreting	4/22/2026	$140.00
0100112512	AMERICAN RPM AUTO PARTS	4/15/2026	$139.20

Check #	Vendor Name	Check Date	Amount
0100112528	CREER SHEET METAL WORKS	4/15/2026	$138.25
1100048354	CONSOLIDATED ELECTRICAL DIST.	4/15/2026	$133.60
0500050017	HECTOR RYES	4/17/2026	$132.87
0100112492	MELISSA PAHL	4/1/2026	$126.75
1100048392	HUDSON MARIA A	4/22/2026	$126.04
0100112525	UTAH LABOR COMMISSION	4/15/2026	$126.00
1100048288	BOYS AND GIRLS CLUB OF UTAH COUNTY	4/1/2026	$123.48
1100048309	BINGHAM CLAY D.	4/2/2026	$120.56
0100112610	TREASURE TOWER VENDING	4/29/2026	$120.00
0100112532	ODP BUSINESS SOLUTIONS, LLC	4/15/2026	$117.41
0500050057	Centennial Middle School	4/30/2026	$115.91
0500050060	SHORELINE MIDDLE SCHOOL	4/30/2026	$115.91
0500050061	SHORELINE MIDDLE SCHOOL	4/30/2026	$115.91
0500050064	TIMPVIEW HIG SCHOOL	4/30/2026	$115.91
0500050065	TIMPVIEW HIGH SCHOOL	4/30/2026	$115.91
0100112505	R.E.A.L. Curriculum LLC	4/1/2026	$115.75
0500050078	Grow, Leah	4/30/2026	$115.00
0500050089	Staker, Sara	4/30/2026	$115.00
0500050090	jaynes, carrilyne	4/30/2026	$115.00
1100048252	DEMCO INC	4/1/2026	$114.65
1100048394	PEARCE REAGAN	4/22/2026	$113.64
0100112604	CINTAS	4/29/2026	$112.33
0500050001	SEITER RHONDA M	4/3/2026	$112.13
0500050031	Black, Gerberta	4/17/2026	$108.80
1100048382	PARTS AUTHORITY LLC	4/15/2026	$108.10
0500049997	Central Utah Enterprise	4/3/2026	$108.00
1100048281	ACE HARDWARE	4/1/2026	$106.90
0100112496	RACHEL LINN	4/1/2026	$106.80
0800024213	Utah State Tax Commission	4/15/2026	$106.76
0500050087	Rivera, Jonathan	4/30/2026	$106.25
0100112568	ODP BUSINESS SOLUTIONS, LLC	4/22/2026	$105.32
1100048477	BORDER STATES INDUSTRIES INC	4/29/2026	$103.77
0500050076	Grimmer, Justin	4/30/2026	$103.00
0500050081	Knudsen, Melissa	4/30/2026	$103.00
1100048441	DEWEY DEBRA	4/29/2026	$102.04
1100048250	DALTON JESSE M	4/1/2026	$102.00
1100048261	MARTIN JOSHUA K	4/1/2026	$102.00
1100048333	GOLDBERG MATIAH S	4/15/2026	$102.00
0100112511	RAUL BAIZABAL	4/2/2026	$100.00
0600015316	Utah High School Activities Association	4/1/2026	$100.00

Check #	Vendor Name	Check Date	Amount
0800024217	AMAZON CAPITAL SERVICES	4/30/2026	$98.90
0600015311	MOFFAT CHERYL J	4/1/2026	$98.78
1100048458	PAYNE SHARI L	4/29/2026	$98.53
1100048391	GARCIA CASANOVA PILAR	4/22/2026	$96.76
0500050059	COOPER FULLER	4/30/2026	$96.00
1100048356	HOSE & RUBBER SUPPLY	4/15/2026	$95.42
1100048247	BROCK KAREN J	4/1/2026	$95.30
1100048371	COBALT REFRIGERATION INC	4/15/2026	$95.00
0500050077	Grover, Rebecca	4/30/2026	$93.50
0100112612	WURTH USA	4/29/2026	$92.95
0500050030	Andersen, Amanda	4/17/2026	$92.70
0100112497	SHARILYN WANLASS	4/1/2026	$91.75
0100112518	CINTAS	4/15/2026	$90.63
0100112549	CINTAS	4/22/2026	$90.63
0100112519	Cintas First Aid and Safety	4/15/2026	$88.32
1100048262	MEIBOS LETICIA M	4/1/2026	$86.41
1100048390	FIRMAGE TYSON R	4/22/2026	$85.55
1100048357	Jones Paint and Glass	4/15/2026	$84.68
0600015312	Maceys Food and Drug	4/1/2026	$80.07
0500050088	Schaefermeyer, Lloyd	4/30/2026	$80.00
1100048245	BIGELOW ANN	4/1/2026	$78.52
0600015350	BROWN TERRY	4/21/2026	$77.14
0500050015	Maceys Food and Drug	4/17/2026	$76.71
0500050013	CATCH THE SPIRIT	4/17/2026	$75.00
0600015376	DECA INC	4/30/2026	$75.00
1100048276	DAYS MARKET	4/1/2026	$73.86
1100048321	BOLLINGER SYDNEY E	4/15/2026	$73.01
1100048388	COLEMAN YAXVILE	4/22/2026	$72.50
1100048322	BOYCE LISA L	4/15/2026	$70.00
1100048329	EMILY HARRISON	4/15/2026	$70.00
1100048334	HALES GINA P	4/15/2026	$70.00
1100048335	HALL MELANIE	4/15/2026	$70.00
1100048342	McCabe Teri J	4/15/2026	$70.00
1100048343	PARTRIDGE JENNIFER A	4/15/2026	$70.00
1100048348	VAN WAGENEN MEGAN E	4/15/2026	$70.00
0500050042	Wiederhold, Rebecca	4/17/2026	$69.20
1100048433	STOTT MASHELL	4/29/2026	$68.44
1100048437	COOPER CHRISTINA L.	4/29/2026	$68.44
1100048438	SHIELDS HALEY	4/29/2026	$68.44
1100048442	FINCH DOUGLAS P	4/29/2026	$68.44

Check #	Vendor Name	Check Date	Amount
1100048446	HERNANDEZ CHRISTIAN M	4/29/2026	$68.44
1100048453	LUNDELL JOHN R	4/29/2026	$68.44
1100048459	POWELL JULIET P	4/29/2026	$68.44
0600015335	KENNEDY SHANKLIN NAPIERSKI	4/15/2026	$67.30
0600015375	SLOPE SIGN LLC	4/30/2026	$66.25
0100112484	CINTAS	4/1/2026	$63.73
1100048325	Bilco Safe and Lock	4/15/2026	$63.25
0100112607	MEGAN MACFARLANE	4/29/2026	$63.00
0500050041	Thornock, Neil	4/17/2026	$61.80
1100048445	HARRINGTON LYNNE M.	4/29/2026	$60.91
0600015326	BOLTON JOHNNY W	4/15/2026	$60.07
0100112566	BESTSHRED LLC	4/22/2026	$60.00
0600015377	MT THOMPSON INC	4/30/2026	$60.00
0500050066	BERT MURDOCK MUSIC	4/30/2026	$59.99
0100112504	ODP BUSINESS SOLUTIONS, LLC	4/1/2026	$59.98
0600015369	Maceys Food and Drug	4/30/2026	$59.04
0100112527	WABEL KIRSTEN	4/15/2026	$56.26
1100048337	KIROKIRO LAURYN Y	4/15/2026	$56.00
0600015333	POLO LISA A	4/15/2026	$55.86
0600015366	BOLTON JOHNNY W	4/30/2026	$54.95
0600015325	ANAE WENDY L	4/15/2026	$53.97
1100048393	PANCAKE WENDI M	4/22/2026	$52.44
0500050019	UTAH CHEER COACHES ASSOCIATION	4/17/2026	$50.00
0500050053	Utah High School Activities Association	4/24/2026	$50.00
0500050069	ALEXA PAYNE	4/30/2026	$50.00
0500050070	JOANNE DENA WHITE	4/30/2026	$50.00
0500050071	KATIE WILLIAMS	4/30/2026	$50.00
0600015346	AVERY LANDRETH	4/15/2026	$50.00
0600015347	BROOKLYN LEIFSON	4/15/2026	$50.00
0600015348	GRACE SKIDMORE	4/15/2026	$50.00
0600015364	Cates, Shawn	4/29/2026	$50.00
0100112556	Maceys Food and Drug	4/22/2026	$49.60
0600015360	ALPINE SCHOOL DISTRICT	4/21/2026	$47.43
0100112501	WASHBURN CHARLYNE S	4/1/2026	$47.30
1100048454	MEIBOS LETICIA M	4/29/2026	$47.19
0100112579	AMERICAN RPM AUTO PARTS	4/22/2026	$46.98
1100048344	PORTER JULIE A	4/15/2026	$45.77
0100112523	Provo High School Bulldog Bites	4/15/2026	$45.75
0100112493	MICHELLE BARRETT	4/1/2026	$45.00
0100112543	EROCK INC	4/15/2026	$45.00

Check #	Vendor Name	Check Date	Amount
0100112576	EROCK INC	4/22/2026	$45.00
0100112537	BMC FABRICATION & ERECTION	4/15/2026	$43.24
0100112616	QUADIENT FINANCE USA INC	4/29/2026	$43.17
1100048308	J.W. Pepper and Son Inc	4/1/2026	$43.00
0100112526	Utah County Auditor	4/15/2026	$42.65
0100112489	JACOB HAMMON	4/1/2026	$42.25
0500050085	Potter, Meghan	4/30/2026	$42.00
1100048377	AMANDA SEXTON	4/15/2026	$41.40
0600015367	GABBITAS BRUCE	4/30/2026	$40.84
1100048347	TAYLOR AMANDA L	4/15/2026	$40.60
0100112483	CERTIFIED SHRED	4/1/2026	$40.00
0800024210	BERT MURDOCK MUSIC	4/2/2026	$40.00
1100048290	Wasatch Mental Health	4/1/2026	$40.00
0100112550	Cintas First Aid and Safety	4/22/2026	$37.75
1100048323	BRADY JULIA L	4/15/2026	$37.70
0600015356	DAYS MARKET	4/21/2026	$36.91
0600015319	ODP BUSINESS SOLUTIONS, LLC	4/1/2026	$36.83
1100048463	VAN WAGONER LYNNETTE	4/29/2026	$35.28
0500050084	Potter, Julie	4/30/2026	$34.00
1100048472	Jones Paint and Glass	4/29/2026	$32.99
1100048444	GUTHRIE NANCY K	4/29/2026	$32.94
1100048455	MONTGOMERY KALEB E	4/29/2026	$32.84
0500050054	WILLIAMS ANGELA K	4/24/2026	$32.21
1100048436	CLARK COLLEEN M	4/29/2026	$31.83
0500049999	DIETER LANG	4/3/2026	$30.00
0500050032	Blankenship, Tamara	4/17/2026	$30.00
0500050036	Moser, Teresa	4/17/2026	$30.00
0500050039	Sheets, Brian	4/17/2026	$30.00
0500050043	Eyre, Fia	4/24/2026	$30.00
0500050044	Gauna Bastardo, Roberto	4/24/2026	$30.00
0500050049	JURGEN LANG PINEDA	4/24/2026	$30.00
1100048271	ZHENG YAJUN	4/1/2026	$29.73
0500050040	Swapp, Jared	4/17/2026	$29.00
1100048266	FLEETCHARGE	4/1/2026	$28.90
1100048427	MOUNTAINLAND POWER EQUIPMENT	4/22/2026	$28.86
0500050033	Buell, Heather	4/17/2026	$27.50
0100112591	Shoreline Middle School Sunshine Fund	4/24/2026	$26.00
1100048345	SIMPLEMAN MELISSA D	4/15/2026	$25.38
0500050035	Morales, Yadira	4/17/2026	$25.00
1100048251	DAYLEY DEVYN R	4/1/2026	$23.35

Check #	Vendor Name	Check Date	Amount
1100048340	MARSH JULIANA	4/15/2026	$22.48
1100048265	RODRIGUEZ MARIA ESTHER	4/1/2026	$22.35
0100112547	AMERICAN RPM AUTO PARTS	4/22/2026	$21.50
0100112495	PATRICIA SOUTHWICK	4/1/2026	$20.50
1100048287	FOLLETT CONTENT SOLUTIONS LLC	4/1/2026	$20.39
0600015341	ATHLETIC EVENT SUPPLY LLC	4/15/2026	$18.95
0100112494	OLIVIA KAUFUSI	4/1/2026	$18.75
1100048300	PARTS AUTHORITY LLC	4/1/2026	$15.28
0600015314	REBECCA LINDSAY	4/1/2026	$15.00
0800024208	Lambert, Jennifer	4/2/2026	$15.00
0100112488	GLORIA LOPEZ	4/1/2026	$14.00
0500050074	Beesley, Celeste	4/30/2026	$14.00
1100048451	LEHMANN ASHLEY	4/29/2026	$12.88
1100048330	ESS EMILY	4/15/2026	$12.50
1100048338	LOVELL HEIDI M	4/15/2026	$12.50
0500050018	ROBERT DAYLEY	4/17/2026	$12.45
1100048431	BIGELOW ANN	4/29/2026	$12.25
1100048331	FRANCIS MELANIE	4/15/2026	$11.38
0600015327	CANON SOLUTIONS AMERICA INC	4/15/2026	$11.02
1100048282	AIRCOM LC / AirComUSA / FAXPIPE	4/1/2026	$10.95
0600015308	GABBITAS BRUCE	4/1/2026	$10.35
0100112490	KALLEE DUNCAN	4/1/2026	$8.50
0100112582	EMI HEALTH	4/24/2026	$7.00
1100048450	KIROKIRO LAURYN Y	4/29/2026	$5.22
0800024209	Paulus, Jessica 'Lynn'	4/2/2026	$2.50
		TOTAL AP WARRANTS — 582 checks	**$5,706,012.51**

P-CARD PURCHASES — Credit Card Transactions

Period: April 2026 | 1,538 transactions | Total: $376,478.64

Code	School / Department	Vendor	Amount	Date
1892 — Computer Systems		71 transactions	**$77,919.27**	
1892	Computer Systems	APPLE.COM/US	$19,580.00	4/10/2026
1892	Computer Systems	APPLE.COM/US	$18,666.00	3/19/2026
1892	Computer Systems	FULL COMPASS SYS VT	$6,403.65	3/16/2026
1892	Computer Systems	CDW GOVT #AI4VE1I	$5,652.00	3/12/2026
1892	Computer Systems	IN *DACE MOWRY	$4,990.00	3/23/2026
1892	Computer Systems	APPLE.COM/US	$4,458.00	3/31/2026
1892	Computer Systems	AMAZON MKTPL*BC0620E52	$3,438.64	3/29/2026
1892	Computer Systems	4TE*PYE-BARKER FIRE & SAF	$1,735.00	3/25/2026
1892	Computer Systems	AMAZON.COM*BD6PR5DF2	$1,580.00	3/13/2026
1892	Computer Systems	4TE*PYE-BARKER FIRE & SAF	$1,300.00	4/4/2026
1892	Computer Systems	ULINE *SHIP SUPPLIES	$1,273.07	3/24/2026
1892	Computer Systems	PY *PROTECTION SELF STORA	$1,123.00	3/14/2026
1892	Computer Systems	APPLE.COM/US	$1,098.00	3/22/2026
1892	Computer Systems	BEAR RIVER STORAGE	$655.00	3/30/2026
1892	Computer Systems	AMAZON MKTPL*B50994GQ2	$632.00	3/17/2026
1892	Computer Systems	SMARTSIGN	$555.76	3/27/2026
1892	Computer Systems	4TE*PYE-BARKER FIRE & SAF	$547.40	3/14/2026
1892	Computer Systems	BEAR RIVER STORAGE	$345.95	3/26/2026
1892	Computer Systems	JERSEY MIKES 42031	$319.50	3/23/2026
1892	Computer Systems	STAPLES 00106328	$313.65	4/1/2026
1892	Computer Systems	THE HOME DEPOT #4416	$308.00	3/25/2026
1892	Computer Systems	BEAR RIVER STORAGE	$302.00	4/6/2026
1892	Computer Systems	SAMSCLUB #6685	$250.34	3/23/2026
1892	Computer Systems	EBAY O*08-14390-54343	$181.93	3/19/2026
1892	Computer Systems	AMAZON.COM*B55S05EI1	$179.99	3/24/2026
1892	Computer Systems	DEEPL* SUB:1563974 CUS	$145.81	4/5/2026
1892	Computer Systems	CBI*PARALLELS	$128.81	3/30/2026
1892	Computer Systems	AMAZON MKTPL*BY16O63U2	$123.12	4/9/2026
1892	Computer Systems	AMAZON MKTPL*B54TK8EM0	$110.40	3/26/2026
1892	Computer Systems	U.NU/CSND* CLICKSEND.C	$100.00	3/16/2026
1892	Computer Systems	U.NU/CSND* CLICKSEND.C	$100.00	4/1/2026
1892	Computer Systems	AMAZON MKTPL*BD9L326G1	$95.99	3/19/2026
1892	Computer Systems	BURT BROTHERS 3431 PROVO	$92.49	4/3/2026
1892	Computer Systems	AMAZON MKTPL*B546X4V20	$90.83	3/27/2026
1892	Computer Systems	CDW GOVT #ZR01205608	$74.96	3/27/2026
1892	Computer Systems	GOOGLE *FIBER FK65VF	$71.40	3/13/2026

Code	School / Department	Vendor	Amount	Date
1892	Computer Systems	GOOGLE FIBER RC7ZKX	$71.40	3/13/2026
1892	Computer Systems	SAMSCLUB #6685	$71.18	4/1/2026
1892	Computer Systems	AMAZON MKTPL*BG66D6Q02	$68.97	3/25/2026
1892	Computer Systems	AMAZON MKTPL*BD4WX3780	$68.87	3/23/2026
1892	Computer Systems	AMAZON MKTPL*BC41W3D62	$65.79	3/31/2026
1892	Computer Systems	MICROSOFT#G151743916	$64.53	4/9/2026
1892	Computer Systems	MCGEE S STAMP & TROPHY	$57.96	3/30/2026
1892	Computer Systems	DOMAIN REGISTRY OF AMERIC	$45.00	3/31/2026
1892	Computer Systems	MACEYS PROVO	$44.97	3/31/2026
1892	Computer Systems	AMAZON MKTPL*B54V876J1	$43.30	3/26/2026
1892	Computer Systems	AMAZON MKTPL*B56C25VL0	$43.30	3/27/2026
1892	Computer Systems	FEDEX OFFICE 0154 PVUKK	$40.26	3/27/2026
1892	Computer Systems	ARCO LOCK & SECURITY	$40.00	3/23/2026
1892	Computer Systems	ARCO LOCK & SECURITY	$40.00	3/26/2026
1892	Computer Systems	AMAZON MKTPL*B53134XX0	$39.19	3/27/2026
1892	Computer Systems	AMAZON WEB SERVICES	$36.69	4/1/2026
1892	Computer Systems	AMAZON.COM*BP5078QP1	$32.97	3/12/2026
1892	Computer Systems	AMAZON MKTPL*B50T39952	$31.98	3/20/2026
1892	Computer Systems	AMAZON MKTPL*BG2EW73C0	$30.23	4/1/2026
1892	Computer Systems	ADOBE INC	$29.99	4/3/2026
1892	Computer Systems	AMAZON MKTPL*BC0M42DS2	$27.51	3/31/2026
1892	Computer Systems	AMAZON.COM*BP8807YO0	$24.99	3/18/2026
1892	Computer Systems	AMAZON MKTPL*BG1GK09M2	$21.54	3/26/2026
1892	Computer Systems	AMAZON MKTPL*BG2AU65J2	$19.31	3/24/2026
1892	Computer Systems	AMAZON MKTPL*BP9EZ6201	$17.58	3/13/2026
1892	Computer Systems	AMAZON MKTPL*BP6JZ53Z0	$17.44	3/12/2026
1892	Computer Systems	GORDON'S ACE HARDWARE	$13.77	3/23/2026
1892	Computer Systems	MOUSER ELECTRONICS INC	$11.34	3/21/2026
1892	Computer Systems	AMAZON MKTPL*BP51029X1	$10.42	3/13/2026
1892	Computer Systems	AMAZON MKTPL*BG0QV1922	$9.49	3/26/2026
1892	Computer Systems	AMAZON MKTPL*BG3Q800Q1	$8.45	3/31/2026
1892	Computer Systems	BILCO SAFE & LOCK INC	$7.73	3/20/2026
1892	Computer Systems	AMAZON MKTPL*B55D12J92	$5.21	3/16/2026
1892	Computer Systems	AMAZON MKTPL*BD9TO9MA1	$5.21	3/18/2026
1892	Computer Systems	UPLIFT DESK	$-269.99	3/20/2026
0712 — Timpview High		194 transactions	**$60,417.38**	
0712	Timpview High	BEST WESTERN PLUS SETTLE	$12,347.92	3/22/2026
0712	Timpview High	BEST WESTERN PLUS SETTLE	$4,613.52	4/12/2026
0712	Timpview High	BEST WESTERN PLUS LAYT	$2,188.80	3/24/2026
0712	Timpview High	BEST WESTERN PLUS SETTLE	$1,780.83	4/8/2026

Code	School / Department	Vendor	Amount	Date
0712	Timpview High	COSTCO WHSE #0484	$1,584.45	3/25/2026
0712	Timpview High	AMAZON.COM*B71MH08F2	$1,499.42	4/5/2026
0712	Timpview High	IFA PROVO	$1,249.79	3/24/2026
0712	Timpview High	JONES SCHOOL SUPPLY COMP	$1,074.49	4/3/2026
0712	Timpview High	AMAZON.COM*BG3MU40R1	$949.00	3/31/2026
0712	Timpview High	TST* PIZZA PIE CAFE OREM	$888.60	3/12/2026
0712	Timpview High	VOICES FOR UTAH CHILDR	$779.68	3/31/2026
0712	Timpview High	COSTCO DELIVERY 113	$694.75	3/27/2026
0712	Timpview High	SPORTTRAX	$660.00	3/30/2026
0712	Timpview High	BTS*HDSUPPLYFACILITIES	$659.03	3/25/2026
0712	Timpview High	BEST WESTERN PLUS LAYT	$619.01	3/10/2026
0712	Timpview High	TST*PIER 49 PIZZA - PROV	$612.20	3/23/2026
0712	Timpview High	COSTCO WHSE #0484	$610.22	3/28/2026
0712	Timpview High	COSTAVIDA	$594.75	3/13/2026
0712	Timpview High	COSTCO WHSE #0484	$588.17	4/1/2026
0712	Timpview High	THE LIVING PLANET INC	$569.25	4/2/2026
0712	Timpview High	COSTCO WHSE #0484	$523.52	3/23/2026
0712	Timpview High	VIVACHICKEN	$504.86	4/10/2026
0712	Timpview High	BLOOMIQUE FLOWER STUDIO	$504.00	3/23/2026
0712	Timpview High	AMAZON MKTPL*BG9F08792	$469.06	3/26/2026
0712	Timpview High	CKE*ANGELICA S MEXIC ECOM	$465.05	3/20/2026
0712	Timpview High	DELTA AIR 0062418636129	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418636130	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418636131	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418636132	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418636133	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418636134	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697068	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697069	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697070	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697071	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697072	$463.60	4/2/2026
0712	Timpview High	DELTA AIR 0062418697073	$463.60	4/2/2026
0712	Timpview High	EMBI TEC	$451.79	3/13/2026
0712	Timpview High	THE HOME DEPOT #4416	$448.00	3/19/2026
0712	Timpview High	SAMS CLUB #6685	$446.49	3/24/2026
0712	Timpview High	OLIVE GARDEN 0021725	$434.90	4/4/2026
0712	Timpview High	TST*MWB DBA CHUCK-A-RAMA	$430.00	4/3/2026
0712	Timpview High	CHUBBYS NEIGHBORHOOD CAFE	$427.42	4/11/2026
0712	Timpview High	COSTCO WHSE #0672	$420.68	3/19/2026

Code	School / Department	Vendor	Amount	Date
0712	Timpview High	CAPRIOTTIS SANDWICH SHOP	$416.15	4/10/2026
0712	Timpview High	TST* VILLAGE INN - 700737	$408.25	3/13/2026
0712	Timpview High	SQ *ST. GEORGE TENNIS & P	$400.00	3/18/2026
0712	Timpview High	AMAZON.COM*B78UH9AT2	$398.58	4/3/2026
0712	Timpview High	SAMS CLUB #6685	$358.20	3/30/2026
0712	Timpview High	WWW UMEA US	$350.00	4/3/2026
0712	Timpview High	IN-N-OUTWASHINGTONCITY	$337.80	3/21/2026
0712	Timpview High	SPORTTRAX	$330.00	3/15/2026
0712	Timpview High	CHICK-FIL-A #04568	$318.50	3/20/2026
0712	Timpview High	JIMMY JOHNS 1837 ECOMM	$312.58	4/4/2026
0712	Timpview High	TACO BELL 025394	$304.79	4/3/2026
0712	Timpview High	SHEET MUSIC PLUS	$293.18	3/25/2026
0712	Timpview High	SAMSCLUB #6685	$291.25	3/26/2026
0712	Timpview High	BOOSEY & HAWKES INC.	$287.50	4/2/2026
0712	Timpview High	SQ *ASD PRINTING SERVICES	$285.21	3/17/2026
0712	Timpview High	FOX HOLLOW GOLF CLUB	$256.00	3/23/2026
0712	Timpview High	AMAZON MKTPL*BD7CB9SJ2	$255.21	3/13/2026
0712	Timpview High	CAROLINA BIOLOGIC SUPPLY	$254.64	4/1/2026
0712	Timpview High	COSTCO WHSE #0484	$254.09	3/19/2026
0712	Timpview High	WWW UMEA US	$250.00	3/27/2026
0712	Timpview High	SQ *TERRI KERR DBA TERRI?	$250.00	4/1/2026
0712	Timpview High	CKE*ANGELICA'S MEXICAN GR	$243.79	3/20/2026
0712	Timpview High	AMAZON MKTPL*BG6ZA70I1	$228.90	3/31/2026
0712	Timpview High	MCDONALD'S F40438	$227.82	3/26/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$225.89	4/6/2026
0712	Timpview High	CANYON HILLS GOLF COURSE	$220.00	3/30/2026
0712	Timpview High	TST*RIGGATTIS WOOD FIRE	$199.00	4/8/2026
0712	Timpview High	JIMMY JOHNS 102 MOTO	$189.17	3/20/2026
0712	Timpview High	WENDY'S 5170	$180.02	3/19/2026
0712	Timpview High	AMAZON MKTPL*BP4PL3RO1	$164.98	3/14/2026
0712	Timpview High	CAFE ZUPAS	$160.39	3/27/2026
0712	Timpview High	SQ *LOTTS ORIGINALS	$160.16	3/26/2026
0712	Timpview High	LS SLC GLENDALE GC	$160.00	3/24/2026
0712	Timpview High	MCDONALD'S F11945	$159.26	3/21/2026
0712	Timpview High	JERSEY MIKES 42019	$158.57	3/20/2026
0712	Timpview High	MAVERIK CNTRY STRE 321	$155.18	3/21/2026
0712	Timpview High	DAY'S MARKET	$152.00	3/12/2026
0712	Timpview High	IN *LISASPASSIONFORPOPCOR	$150.00	3/21/2026
0712	Timpview High	FIGURE 53 QLAB	$150.00	3/31/2026
0712	Timpview High	TEXAS ROADHOUSE #2284	$138.90	3/18/2026

Code	School / Department	Vendor	Amount	Date
0712	Timpview High	R R BBQ PROVO 06	$138.00	3/23/2026
0712	Timpview High	R&RBBQ	$137.60	3/20/2026
0712	Timpview High	TST*PROVO BURGER	$135.30	3/31/2026
0712	Timpview High	MCDONALD'S F2929	$132.56	4/11/2026
0712	Timpview High	TST*PIER 49 PIZZA - PROV	$129.05	3/13/2026
0712	Timpview High	AMAZON MKTPL*BG0QX9OI0	$126.90	3/31/2026
0712	Timpview High	AMAZON MKTPL*BD6U06U71	$125.99	3/21/2026
0712	Timpview High	WM SUPERCENTER #4068	$117.35	3/27/2026
0712	Timpview High	MAVERIK #698	$115.25	3/21/2026
0712	Timpview High	AMAZON MKTPL*BG7CM7740	$114.35	4/5/2026
0712	Timpview High	WM SUPERCENTER #3988	$106.98	4/2/2026
0712	Timpview High	TACO BELL 025385	$104.54	4/11/2026
0712	Timpview High	JERSEY MIKES 42019	$104.35	3/21/2026
0712	Timpview High	CHEVRON 0204058	$103.29	3/18/2026
0712	Timpview High	AMAZON MKTPL*BC0GI4O92	$103.03	3/27/2026
0712	Timpview High	COSTCO WHSE #0484	$96.88	4/6/2026
0712	Timpview High	AMAZON MKTPL*B57JP0TE2	$93.61	3/16/2026
0712	Timpview High	JIMMY JOHNS - 1351 - E	$90.00	3/12/2026
0712	Timpview High	FOOD TO GO	$89.91	3/27/2026
0712	Timpview High	SCHOLASTIC EDUCATION	$87.60	3/16/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$86.27	3/19/2026
0712	Timpview High	DAY'S MARKET	$83.75	3/25/2026
0712	Timpview High	COSTCO WHSE #0484	$83.59	3/18/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$82.50	3/18/2026
0712	Timpview High	AMAZON MKTPL*BC8EY3CX2	$82.02	3/27/2026
0712	Timpview High	WM SUPERCENTER #1768	$81.75	3/21/2026
0712	Timpview High	SMITHS FOOD #4136	$80.50	3/30/2026
0712	Timpview High	SAMSCLUB #6685	$77.83	3/16/2026
0712	Timpview High	AMAZON MKTPL*B57T61PX1	$77.46	3/24/2026
0712	Timpview High	TACO BELL 025390	$76.22	4/6/2026
0712	Timpview High	AMAZON.COM*B55KS4PR0	$75.01	3/27/2026
0712	Timpview High	PAR*MO BETTAHS - 17 BLUFF	$74.02	3/21/2026
0712	Timpview High	LES OLSON COMPANY	$74.00	3/26/2026
0712	Timpview High	HALE CENTRE THEATRE	$72.00	3/17/2026
0712	Timpview High	MAVERIK #698	$71.99	3/20/2026
0712	Timpview High	DAY'S MARKET	$68.41	3/19/2026
0712	Timpview High	AMAZON MKTPL*B79RI2QX2	$68.15	4/6/2026
0712	Timpview High	ACT	$68.00	3/18/2026
0712	Timpview High	BJ PLUMBING SUPPLY - OREM	$67.24	3/23/2026
0712	Timpview High	LITTLE CAESARS 3460-0006	$65.61	3/14/2026

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0712	Timpview High	AMAZON MKTPL*BC7251F42	$61.25	3/27/2026
0712	Timpview High	WAL-MART #5270	$59.49	3/16/2026
0712	Timpview High	WM SUPERCENTER #1768	$56.93	3/30/2026
0712	Timpview High	CUSTOMFLAGSN*882236122	$56.40	3/25/2026
0712	Timpview High	CAFE ZUPAS	$55.22	3/20/2026
0712	Timpview High	COSTCO WHSE #0484	$54.97	3/16/2026
0712	Timpview High	TREELINE	$53.90	3/19/2026
0712	Timpview High	JCWS RESTAURANT PROVO	$53.45	3/26/2026
0712	Timpview High	DAY'S MARKET	$53.44	4/1/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$53.13	3/26/2026
0712	Timpview High	WAL-MART #4100	$52.74	3/26/2026
0712	Timpview High	OREM HIGH SCHOOL	$50.00	3/27/2026
0712	Timpview High	WAL-MART #1439	$49.82	4/9/2026
0712	Timpview High	PADDLE.NET* GEOGUESSR	$47.88	3/26/2026
0712	Timpview High	AMAZON MKTPL*BD3RT6LT0	$44.97	3/18/2026
0712	Timpview High	CHEVRON 0204058	$44.94	3/31/2026
0712	Timpview High	AMAZON MKTPL*B75DV1JB2	$44.05	4/3/2026
0712	Timpview High	AMAZON MKTPL*B55N621A1	$41.49	3/24/2026
0712	Timpview High	AMAZON MKTPL*BP7QQ0DB1	$41.44	3/12/2026
0712	Timpview High	AMAZON MKTPL*BG79V89J0	$40.47	4/5/2026
0712	Timpview High	PAYPAL *NISCA	$40.00	3/31/2026
0712	Timpview High	AMAZON MKTPL*B55H30J01	$39.98	3/23/2026
0712	Timpview High	COSTCO WHSE #0484	$39.80	3/31/2026
0712	Timpview High	AMAZON MKTPL*B53YW3LM2	$37.96	3/15/2026
0712	Timpview High	AMAZON.COM*BD80G5B51	$37.40	3/19/2026
0712	Timpview High	MAVERIK #370	$37.09	3/21/2026
0712	Timpview High	AMAZON MKTPL*B567T09G0	$35.98	3/30/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$35.95	3/25/2026
0712	Timpview High	DAY'S MARKET	$34.87	4/2/2026
0712	Timpview High	AMAZON MKTPL*BP3NR7RV1	$33.98	3/14/2026
0712	Timpview High	FOOD TO GO	$32.20	3/30/2026
0712	Timpview High	AMAZON.COM*BD97J9Z70	$31.97	3/19/2026
0712	Timpview High	LITTLE CAESARS 3460-0006	$30.25	3/31/2026
0712	Timpview High	WM SUPERCENTER #1439	$29.86	4/10/2026
0712	Timpview High	AMAZON.COM*BG1NE2PX1	$29.11	3/31/2026
0712	Timpview High	AMAZON RETA* B76NG1VO2	$28.51	4/5/2026
0712	Timpview High	T2 *UVU PARKING FINES	$27.55	3/20/2026
0712	Timpview High	AMAZON MKTPL*BP8N821I0	$26.99	3/13/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$26.99	4/7/2026
0712	Timpview High	AMAZON MKTPL*BP6VA1DI1	$25.98	3/12/2026

Code	School / Department	Vendor	Amount	Date
0712	Timpview High	THE HOME DEPOT #4407	$25.98	4/1/2026
0712	Timpview High	DAY'S MARKET	$25.74	3/13/2026
0712	Timpview High	AMAZON MKTPL*BG9BV1AH1	$25.00	3/30/2026
0712	Timpview High	TIMPVIEW HIGH SCHOOL	$25.00	3/31/2026
0712	Timpview High	AMAZON MKTPL*BP75N4VM0	$24.97	3/14/2026
0712	Timpview High	MACEYS PROVO	$24.95	3/30/2026
0712	Timpview High	AMAZON.COM*BP6QE86L0	$24.55	3/16/2026
0712	Timpview High	OPENAI *CHATGPT SUBSCR	$21.49	3/25/2026
0712	Timpview High	GORDON'S ACE HARDWARE	$19.99	3/27/2026
0712	Timpview High	COSTCO WHSE #0484	$19.90	3/13/2026
0712	Timpview High	AMAZON MKTPL*BC0EE8CZ2	$17.99	3/27/2026
0712	Timpview High	SMITHS FOOD #4136	$17.98	3/26/2026
0712	Timpview High	AMAZON.COM*B50AF6UL2	$17.24	3/20/2026
0712	Timpview High	AMAZON MKTPL*BD7585K30	$16.78	3/23/2026
0712	Timpview High	LITTLE CAESARS 061	$15.84	3/14/2026
0712	Timpview High	DAY'S MARKET	$15.37	3/14/2026
0712	Timpview High	LITTLE CAESARS 061	$14.62	3/13/2026
0712	Timpview High	AMAZON MKTPL*BD5H74UG2	$13.99	3/14/2026
0712	Timpview High	WM SUPERCENTER #4100	$13.72	4/1/2026
0712	Timpview High	DOMINO'S 7503	$11.43	3/31/2026
0712	Timpview High	DOMINO'S 7503	$10.39	3/18/2026
0712	Timpview High	KFC/AW #532	$10.11	4/3/2026
0712	Timpview High	AMAZON RETA* BG7GH7F30	$7.51	3/31/2026
0712	Timpview High	WAL-MART #4100	$7.24	3/18/2026
0712	Timpview High	AMAZON MKTPLACE PMTS	$-10.79	4/4/2026
0712	Timpview High	AMAZON MKTPLACE PMTS	$-26.99	4/6/2026
0712	Timpview High	AMAZON.COM	$-91.85	3/19/2026
0712	Timpview High	AMAZON MKTPLACE PMTS	$-100.24	4/11/2026
0712	Timpview High	AMAZON MKTPLACE PMTS	$-109.95	3/14/2026
0712	Timpview High	AMAZON.COM	$-806.65	4/11/2026
0704 — Provo High		170 transactions	**$34,406.07**	
0704	Provo High	BEST WESTERN CORAL HILLS	$4,556.80	3/20/2026
0704	Provo High	HAMPTON INN & SUITES	$1,629.37	3/28/2026
0704	Provo High	HAMPTON INN & SUITES	$1,571.75	3/18/2026
0704	Provo High	CHEESECAKE OREM	$1,500.19	4/8/2026
0704	Provo High	KW STRIPING	$1,320.00	4/3/2026
0704	Provo High	SP MINKY COUTURE	$1,107.06	4/3/2026
0704	Provo High	AMAZON MKTPL*BD8K68AZ0	$959.68	3/20/2026
0704	Provo High	LIBERTY TIRE SERVICES LLC	$870.50	3/12/2026
0704	Provo High	SQ *ST. GEORGE TENNIS & P	$850.00	4/1/2026

Code	School / Department	Vendor	Amount	Date
0704	Provo High	TST*BAR-W STEAKHOUSE - N	$618.00	3/18/2026
0704	Provo High	SP MINKY COUTURE	$550.00	4/1/2026
0704	Provo High	WWW UMEA US	$500.00	4/4/2026
0704	Provo High	CAFE RIO 0001 ST GEORGE	$453.45	3/27/2026
0704	Provo High	BIO CORPORATION	$440.66	3/13/2026
0704	Provo High	AMERICAN COUNCILS FOR	$398.61	3/25/2026
0704	Provo High	AMAZON MKTPL*BP33L9TA0	$396.74	3/12/2026
0704	Provo High	ODP BUS SOL LLC # 101079	$365.39	3/11/2026
0704	Provo High	ODP BUS SOL LLC # 101079	$365.39	3/25/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$351.94	3/18/2026
0704	Provo High	TST*OGDEN PIZZERIA	$333.60	3/24/2026
0704	Provo High	CHEESECAKE OREM	$329.76	3/17/2026
0704	Provo High	AMAZON MKTPL*BG50W1CI2	$318.14	3/21/2026
0704	Provo High	DD *LEVAINBAKERY	$312.07	4/12/2026
0704	Provo High	SPORTTRAX	$308.00	3/27/2026
0704	Provo High	FREDDY'S 84-0007	$298.45	4/3/2026
0704	Provo High	COSTCO DELIVERY 113	$295.23	4/3/2026
0704	Provo High	4UP*SUNBROOK GOLF CLUB	$287.00	3/17/2026
0704	Provo High	ANAHEIM SUITES HOTEL	$280.00	2/23/2026
0704	Provo High	GOFANTIX* TIMPVIEW HIG	$272.50	3/20/2026
0704	Provo High	COSTCO DELIVERY 113	$252.28	3/12/2026
0704	Provo High	COSTCO DELIVERY 113	$252.11	3/23/2026
0704	Provo High	JIMMY JOHNS - 2600	$251.94	4/3/2026
0704	Provo High	JIMMY JOHNS 4138	$244.36	3/28/2026
0704	Provo High	COSTCO WHSE #0672	$238.78	3/12/2026
0704	Provo High	SAMS CLUB #6685	$226.70	3/12/2026
0704	Provo High	TST*BRICK OVEN PROVO	$214.50	3/19/2026
0704	Provo High	WM SUPERCENTER #3220	$214.00	3/13/2026
0704	Provo High	O'REILLY 3646	$211.97	3/20/2026
0704	Provo High	AMAZON MKTPL*BC7PU0Y80	$211.66	4/13/2026
0704	Provo High	AMAZON MKTPL*BG1W082K2	$211.30	3/25/2026
0704	Provo High	PAPA JOHNS #2935	$202.21	3/20/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$199.86	3/31/2026
0704	Provo High	4 BROTHERS PIZZA	$189.21	4/2/2026
0704	Provo High	COSTCO WHSE #0484	$189.13	3/17/2026
0704	Provo High	JIFFY.COM	$188.52	3/31/2026
0704	Provo High	WALMART.COM 8009256278	$185.65	3/27/2026
0704	Provo High	WALMART.COM	$179.99	3/20/2026
0704	Provo High	COSTCO WHSE #0484	$179.00	4/4/2026
0704	Provo High	JIMMY JOHNS - 2600	$178.79	4/2/2026

Code	School / Department	Vendor	Amount	Date
0704	Provo High	CHICK-FIL-A #03006	$177.16	3/28/2026
0704	Provo High	BYU*TICKET OFFICE WEB	$175.00	3/19/2026
0704	Provo High	COSTCO WHSE #1118	$172.35	3/25/2026
0704	Provo High	COSTCO WHSE #0484	$169.76	4/10/2026
0704	Provo High	MACEY'S	$169.66	3/24/2026
0704	Provo High	AMAZON MKTPL*B52LZ0OF2	$168.97	3/15/2026
0704	Provo High	CUBBYS PROVO	$166.84	3/11/2026
0704	Provo High	SQ *JUAB HIGH SCHOOL	$154.00	3/31/2026
0704	Provo High	AMAZON MKTPL*B58W35YD2	$149.93	3/20/2026
0704	Provo High	PAR*MO BETTAHS - 28 SANTA	$148.91	3/12/2026
0704	Provo High	AMAZON MKTPL*B56RT86V0	$148.82	3/29/2026
0704	Provo High	ODP BUS SOL LLC # 101170	$147.73	3/30/2026
0704	Provo High	PAPA JOHN'S #1566	$147.58	3/25/2026
0704	Provo High	CAFE ZUPAS ST GEORGE	$147.30	3/17/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$146.50	4/2/2026
0704	Provo High	MACEYS PROVO	$145.81	4/3/2026
0704	Provo High	MACEY'S	$142.54	3/17/2026
0704	Provo High	HOPPER * J9H8Q4SPF6XF	$138.51	4/2/2026
0704	Provo High	WALMART.COM 8009256278	$138.20	3/30/2026
0704	Provo High	SAMSCLUB #6685	$134.93	3/16/2026
0704	Provo High	MACEYS PROVO	$134.09	4/2/2026
0704	Provo High	AMERICAN COUNCILS FOR	$132.87	3/11/2026
0704	Provo High	AMERICAN COUNCILS FOR	$132.87	3/12/2026
0704	Provo High	AMERICAN COUNCILS FOR	$132.87	3/30/2026
0704	Provo High	LOWES #00178*	$126.32	3/30/2026
0704	Provo High	MCDONALD'S F13504	$124.72	3/16/2026
0704	Provo High	4UP*DIXIE RED HILLS GOLF	$121.50	3/18/2026
0704	Provo High	WAL-MART #3208	$121.03	3/12/2026
0704	Provo High	BEACH HOUSE	$120.00	4/2/2026
0704	Provo High	AMAZON MKTPL*B595K0IT2	$119.96	3/20/2026
0704	Provo High	AMAZON MKTPL*BG8BF83E2	$119.94	3/22/2026
0704	Provo High	SAMS CLUB #6685	$110.75	3/30/2026
0704	Provo High	BYU CONCESSIONS SELFCH	$109.25	3/20/2026
0704	Provo High	TST* COSTA VIDA - RIVER R	$108.71	3/17/2026
0704	Provo High	AMAZON MKTPL*B577E0FE1	$107.95	3/22/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$107.66	3/23/2026
0704	Provo High	WALMART.COM	$102.03	4/2/2026
0704	Provo High	MCGEE S STAMP & TROPHY	$101.43	3/18/2026
0704	Provo High	BYU CREAMERY FOUNTAIN	$101.11	4/3/2026
0704	Provo High	PAYSON CITY GOLF COURS	$100.00	3/12/2026

Code	School / Department	Vendor	Amount	Date
0704	Provo High	DOMINO'S 9105	$89.96	4/7/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$89.52	3/25/2026
0704	Provo High	THE LIVING PLANET INC	$89.10	4/1/2026
0704	Provo High	AMAZON MKTPL*BD6752B52	$87.96	3/12/2026
0704	Provo High	HARMONS - SANTA CLARA #6	$85.92	3/14/2026
0704	Provo High	DOMINO'S 9105	$85.07	4/6/2026
0704	Provo High	KRISPY KREME #1292	$84.95	3/30/2026
0704	Provo High	WM SUPERCENTER #4100	$81.59	3/26/2026
0704	Provo High	AMAZON MKTPL*BC5H28UZ2	$79.90	4/1/2026
0704	Provo High	AMAZON MKTPL*BG09C4D40	$77.74	4/4/2026
0704	Provo High	AMAZON MKTPL*BG6D55EB2	$77.39	3/23/2026
0704	Provo High	COSTAVIDA	$76.28	3/27/2026
0704	Provo High	AMAZON MKTPL*BD9O03IH1	$75.20	3/21/2026
0704	Provo High	AMAZON.COM*BC1HQ9H82	$72.90	3/30/2026
0704	Provo High	MACEYS PROVO	$68.09	3/21/2026
0704	Provo High	AMAZON.COM*BD98O6N10	$65.81	3/19/2026
0704	Provo High	DOMINO'S 9105	$64.11	4/3/2026
0704	Provo High	TB GROUP LLC	$63.82	3/27/2026
0704	Provo High	IN-N-OUTWASHINGTONCITY	$62.55	3/14/2026
0704	Provo High	AMAZON.COM*BC6RA5UA2	$62.12	4/1/2026
0704	Provo High	WALMART.COM 8009256278	$61.29	3/26/2026
0704	Provo High	PIZZA HUT 788261	$60.93	3/12/2026
0704	Provo High	AMAZON.COM*BD0CB37B0	$60.25	3/23/2026
0704	Provo High	SWAIN BROTHERS	$58.78	4/3/2026
0704	Provo High	MACEY'S	$58.71	3/12/2026
0704	Provo High	AMAZON MKTPL*B55TG0TI1	$55.08	3/23/2026
0704	Provo High	4UP*SLEEPY RIDGE GOLF	$54.00	3/24/2026
0704	Provo High	LITTLE CAESARS 018	$52.48	3/21/2026
0704	Provo High	WENDY'S 6670	$52.21	4/6/2026
0704	Provo High	CULVERS ST GEORGE SOUTH	$51.08	3/15/2026
0704	Provo High	AMAZON.COM*BC5P89WX2	$51.03	4/1/2026
0704	Provo High	WAL-MART #1768	$49.16	3/16/2026
0704	Provo High	LITTLE CAESARS 003	$42.94	4/6/2026
0704	Provo High	AMAZON MKTPL*BG7J32OJ2	$39.98	3/21/2026
0704	Provo High	THE HOME DEPOT #4416	$39.74	3/11/2026
0704	Provo High	AMAZON MKTPL*BD6UE8UI1	$38.72	3/21/2026
0704	Provo High	PIZZA FACTORY EXPRESS	$37.18	3/13/2026
0704	Provo High	AMAZON MKTPL*BD3C44WZ0	$36.62	3/24/2026
0704	Provo High	WM SUPERCENTER #1768	$36.18	3/16/2026
0704	Provo High	CURB NYC TAXI	$33.41	4/11/2026

Code	School / Department	Vendor	Amount	Date
0704	Provo High	COSTCO WHSE #0484	$32.98	4/1/2026
0704	Provo High	HARMONS - SANTA CLARA #6	$32.84	3/12/2026
0704	Provo High	WAL-MART #1768	$32.64	3/30/2026
0704	Provo High	DUANE READE #14169	$32.31	4/11/2026
0704	Provo High	LOWES #00178*	$30.98	3/23/2026
0704	Provo High	AMAZON MKTPL*BD7DH18B2	$29.99	3/12/2026
0704	Provo High	AMAZON MKTPL*BG6F351Y0	$28.49	4/2/2026
0704	Provo High	AMAZON.COM*BC2XS5DF0	$27.82	4/11/2026
0704	Provo High	AMAZON MKTPL*BC8RC3U22	$27.70	4/1/2026
0704	Provo High	AMAZON MKTPL*BC27Q9422	$25.90	3/27/2026
0704	Provo High	COSTCO WHSE #1118	$25.48	3/20/2026
0704	Provo High	AMAZON.COM*BD8IX10E0	$25.00	3/20/2026
0704	Provo High	BURGER KING #21622	$23.99	4/3/2026
0704	Provo High	BYU CONCESSIONS	$23.75	3/20/2026
0704	Provo High	AMAZON MKTPL*B50MH3OZ2	$23.25	3/15/2026
0704	Provo High	AMAZON.COM*B583I6SX2	$21.85	3/19/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$21.70	3/30/2026
0704	Provo High	WAL-MART #1768	$21.62	3/18/2026
0704	Provo High	OPENAI *CHATGPT SUBSCR	$21.49	3/23/2026
0704	Provo High	OPENAI *CHATGPT SUBSCR	$21.49	4/6/2026
0704	Provo High	AMAZON MKTPL*BD8F37AI0	$19.99	3/19/2026
0704	Provo High	AMAZON.COM*BG1YU8T10	$19.24	4/1/2026
0704	Provo High	AMAZON MKTPL*BD4FU3UV1	$19.00	3/21/2026
0704	Provo High	WENDYS 14107	$18.17	3/14/2026
0704	Provo High	STOKES FRESH FOOD M	$17.56	3/31/2026
0704	Provo High	CURB NYC TAXI	$17.22	4/10/2026
0704	Provo High	DUANE READE #15940	$16.78	4/10/2026
0704	Provo High	AMAZON MKTPL*B506J8WV0	$11.49	3/30/2026
0704	Provo High	AMAZON.COM*B76DH6ZX2	$10.87	4/2/2026
0704	Provo High	ODP BUS SOL LLC # 101080	$9.69	3/24/2026
0704	Provo High	HAMPTON INN & SUITES	$9.07	3/17/2026
0704	Provo High	MAVERIK #757	$8.96	4/3/2026
0704	Provo High	AMAZON.COM*B54AN2IK2	$7.59	3/20/2026
0704	Provo High	AMAZON MKTPL*BG0WF6JA0	$6.98	4/1/2026
0704	Provo High	ODP BUS SOL LLC # 105125	$6.95	4/1/2026
0704	Provo High	AMAZON.COM*B72HK7CU2	$5.34	4/2/2026
0704	Provo High	AMAZON MKTPL*BC0K59YC0	$4.49	4/13/2026
0704	Provo High	LOWES #03427*	$-10.18	4/2/2026
0704	Provo High	AMAZON.COM	$-10.87	4/11/2026
0704	Provo High	AMAZON MKTPLACE PMTS	$-63.47	4/11/2026

Code	School / Department	Vendor	Amount	Date
0704	Provo High	LA QUINTA MOTOR INNS	$-247.62	3/16/2026
0408 — Dixon Middle		118 transactions	**$32,642.20**	
0408	Dixon Middle	SOUTHWES 5262144999640	$20,325.01	3/26/2026
0408	Dixon Middle	APPLE SPICE OREM	$1,499.05	3/5/2026
0408	Dixon Middle	TWO JACKS PIZZA	$1,023.12	3/30/2026
0408	Dixon Middle	AMERICAN HEART SHOPCPR	$915.07	3/18/2026
0408	Dixon Middle	J.W. PEPPER	$732.98	3/30/2026
0408	Dixon Middle	AMAZON MKTPL*B55B69AM1	$535.36	3/24/2026
0408	Dixon Middle	CRUMBL SPANISH FORK	$405.96	3/24/2026
0408	Dixon Middle	PROVO RECREATION CENTER	$364.00	4/3/2026
0408	Dixon Middle	AMAZON MKTPL*BP0CF3S91	$254.02	3/12/2026
0408	Dixon Middle	FOLLETT CONTENT SOLUTIONS	$237.97	3/21/2026
0408	Dixon Middle	LITTLE CAESARS 20073	$219.70	3/26/2026
0408	Dixon Middle	TWO JACKS PIZZA	$213.93	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*B71FB4O12	$213.25	4/2/2026
0408	Dixon Middle	AMAZON MKTPL*BG7U20BF2	$209.90	3/24/2026
0408	Dixon Middle	AMAZON.COM*B53C93GI1	$204.15	3/25/2026
0408	Dixon Middle	AMAZON MKTPL*BD3HO0SM0	$195.48	3/23/2026
0408	Dixon Middle	SAMSCLUB.COM	$194.16	3/25/2026
0408	Dixon Middle	WALMART.COM 8009256278	$174.97	3/31/2026
0408	Dixon Middle	COWBOY DONUTS	$173.50	4/1/2026
0408	Dixon Middle	SAMSCLUB.COM	$170.42	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*B530F22G1	$168.66	3/27/2026
0408	Dixon Middle	LITTLE CAESARS 20073	$153.78	3/31/2026
0408	Dixon Middle	AMAZON MKTPL*BG7A52MT0	$142.98	4/3/2026
0408	Dixon Middle	AMAZON MKTPL*BD14B3IL2	$137.88	3/14/2026
0408	Dixon Middle	AMAZON MKTPL*BG9876LE2	$133.96	3/21/2026
0408	Dixon Middle	STAPLES	$126.62	3/29/2026
0408	Dixon Middle	SAMS CLUB.COM	$126.48	3/24/2026
0408	Dixon Middle	AMAZON MKTPL*BD30R8SS0	$116.98	3/23/2026
0408	Dixon Middle	J.W. PEPPER	$115.00	3/17/2026
0408	Dixon Middle	AMAZON MKTPL*B52C34R42	$110.56	3/20/2026
0408	Dixon Middle	AMAZON MKTPL*BG4I95IT2	$110.40	3/26/2026
0408	Dixon Middle	AMAZON MKTPL*B56RC5AD1	$108.73	3/24/2026
0408	Dixon Middle	WALMART+ MEMBER 2026	$105.30	4/3/2026
0408	Dixon Middle	AMAZON MKTPL*BD3QF2UH2	$103.11	3/14/2026
0408	Dixon Middle	SAMS CLUB.COM	$100.27	3/31/2026
0408	Dixon Middle	AMAZON MKTPL*BG5XC1N71	$98.98	3/30/2026
0408	Dixon Middle	AMAZON.COM*BG1GG2E32	$98.01	3/23/2026
0408	Dixon Middle	AMAZON MKTPL*B57O81L81	$97.74	3/23/2026

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0408	Dixon Middle	AMAZON MKTPL*BP4FD7WT1	$97.00	3/14/2026
0408	Dixon Middle	AMAZON MKTPL*B59ND3OF2	$93.94	3/15/2026
0408	Dixon Middle	SQ *ASD PRINTING SERVICES	$91.20	3/20/2026
0408	Dixon Middle	EINSTEIN BROS BAGELS CAT	$83.35	3/18/2026
0408	Dixon Middle	J.W. PEPPER	$79.99	3/16/2026
0408	Dixon Middle	AMAZON MKTPL*B77HZ6O22	$79.56	4/2/2026
0408	Dixon Middle	WALMART.COM	$73.85	4/2/2026
0408	Dixon Middle	AMAZON MKTPL*B53LD24V1	$72.81	3/22/2026
0408	Dixon Middle	AMAZON MKTPL*BD81V91Z0	$71.25	3/20/2026
0408	Dixon Middle	FLOWER PATCH	$69.98	3/27/2026
0408	Dixon Middle	LITTLE CAESARS 001	$69.90	3/11/2026
0408	Dixon Middle	STAPLES	$66.32	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*BC4LG4P52	$65.08	3/29/2026
0408	Dixon Middle	SAMS CLUB.COM	$65.04	3/25/2026
0408	Dixon Middle	AMAZON MKTPL*B59XU13T1	$62.97	3/23/2026
0408	Dixon Middle	AED SUPERSTORE	$59.00	3/13/2026
0408	Dixon Middle	STAPLES	$58.75	3/22/2026
0408	Dixon Middle	AMAZON.COM*B574F4941	$58.49	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*BD8MM9LQ1	$58.20	3/15/2026
0408	Dixon Middle	AMAZON MKTPL*B52BX49B2	$57.42	3/20/2026
0408	Dixon Middle	SAMS CLUB.COM	$57.02	3/12/2026
0408	Dixon Middle	AMAZON MKTPL*BD4XY09A2	$55.99	3/14/2026
0408	Dixon Middle	SAMS CLUB.COM	$53.78	3/13/2026
0408	Dixon Middle	J.W. PEPPER	$50.00	3/13/2026
0408	Dixon Middle	AMAZON MKTPL*BG6M13662	$46.78	3/25/2026
0408	Dixon Middle	ODP BUS SOL LLC # 102838	$44.99	3/25/2026
0408	Dixon Middle	AMAZON MKTPL*BC0OR0402	$43.95	3/27/2026
0408	Dixon Middle	WALMART.COM 8009256278	$43.05	3/18/2026
0408	Dixon Middle	AMAZON.COM*B57CN9RF1	$41.28	3/28/2026
0408	Dixon Middle	WALMART.COM	$40.28	3/25/2026
0408	Dixon Middle	THE HOME DEPOT #4407	$39.52	3/14/2026
0408	Dixon Middle	ODP BUS SOL LLC # 101080	$39.32	3/24/2026
0408	Dixon Middle	SMITHS #4271	$37.99	3/30/2026
0408	Dixon Middle	AMAZON MKTPL*BP8EI3PB0	$37.80	3/14/2026
0408	Dixon Middle	AMAZON MKTPL*BP94T4A50	$36.03	3/13/2026
0408	Dixon Middle	J.W. PEPPER	$36.00	3/23/2026
0408	Dixon Middle	SAMS CLUB.COM	$35.76	3/26/2026
0408	Dixon Middle	RANCHO MARKETS #4	$33.66	4/1/2026
0408	Dixon Middle	SMITHS FOOD #4136	$31.06	3/31/2026
0408	Dixon Middle	AMAZON MKTPL*BP1404271	$30.88	3/13/2026

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0408	Dixon Middle	AMAZON MKTPL*B50Q06PM1	$28.99	3/24/2026
0408	Dixon Middle	AMAZON MKTPL*BP4CO7R81	$27.74	3/14/2026
0408	Dixon Middle	AMAZON MKTPL*BG1FM6G51	$26.52	3/31/2026
0408	Dixon Middle	AMAZON MKTPL*BC6AG9YK2	$26.47	4/1/2026
0408	Dixon Middle	TARGET 00029041	$26.36	4/1/2026
0408	Dixon Middle	AMAZON MKTPL*BC00Q77J2	$23.99	4/1/2026
0408	Dixon Middle	AMAZON MKTPL*B554H2LN2	$23.75	3/15/2026
0408	Dixon Middle	AMAZON MKTPL*BP0UQ2QX0	$23.74	3/15/2026
0408	Dixon Middle	AMAZON MKTPL*B55O75LR2	$22.78	3/15/2026
0408	Dixon Middle	AMAZON MKTPL*BD8FE9LN0	$21.99	3/18/2026
0408	Dixon Middle	AMAZON MKTPL*BD18E7620	$20.99	3/22/2026
0408	Dixon Middle	AMAZON MKTPL*BD47D57T0	$20.99	3/23/2026
0408	Dixon Middle	AMAZON MKTPL*B51QR67F2	$19.99	3/20/2026
0408	Dixon Middle	UNITED STATES HOLOCA	$19.00	4/6/2026
0408	Dixon Middle	J.W. PEPPER	$19.00	4/8/2026
0408	Dixon Middle	WAL-MART #3208	$17.91	3/19/2026
0408	Dixon Middle	AMAZON MKTPL*BD73X4AA0	$17.85	3/20/2026
0408	Dixon Middle	AMAZON MKTPL*BP6OG4S00	$13.99	3/16/2026
0408	Dixon Middle	AMAZON MKTPL*B57JQ22G1	$13.26	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*BP74V3BS0	$12.99	3/15/2026
0408	Dixon Middle	AMAZON.COM*B526V5HG1	$12.95	3/25/2026
0408	Dixon Middle	AMAZON MKTPL*BD2XP47K1	$10.88	3/20/2026
0408	Dixon Middle	AMAZON MKTPL*BD1XI6881	$10.64	3/19/2026
0408	Dixon Middle	RAISING CANES 0593	$10.00	3/17/2026
0408	Dixon Middle	STARBUCKS STORE 61113	$10.00	3/17/2026
0408	Dixon Middle	SUBWAY 2423	$10.00	3/17/2026
0408	Dixon Middle	J.W. PEPPER	$10.00	3/25/2026
0408	Dixon Middle	MACEY'S	$9.99	3/23/2026
0408	Dixon Middle	AMAZON MKTPL*BP21P6S60	$7.70	3/16/2026
0408	Dixon Middle	AMAZON MKTPL*BD5FC2W51	$7.70	3/21/2026
0408	Dixon Middle	USPS PO 4982280660	$7.30	3/27/2026
0408	Dixon Middle	AMAZON MKTPL*BG6WN0GB2	$4.74	3/23/2026
0408	Dixon Middle	AMAZON MKTPL*BP13A1W91	$4.25	3/14/2026
0408	Dixon Middle	USPS PO 4971740605	$3.28	3/12/2026
0408	Dixon Middle	AMAZON.COM*BP3KF8EC0	$2.78	3/13/2026
0408	Dixon Middle	USPS PO 4971740605	$2.72	3/19/2026
0408	Dixon Middle	AMAZON MKTPLACE PMTS	**$-29.88**	3/20/2026
0408	Dixon Middle	AMAZON MKTPLACE PMTS	**$-61.65**	3/22/2026
0408	Dixon Middle	NINGENIUS STUDIOS LLC	**$-119.99**	3/28/2026
0408	Dixon Middle	AMAZON MKTPLACE PMTS	**$-386.19**	3/25/2026

Code	School / Department	Vendor	Amount	Date
1510 — Superintendent/Board		18 transactions	**$16,797.61**	
1510	Superintendent/Board	MARRIOTT SN ANTONIO RW	$9,253.35	4/4/2026
1510	Superintendent/Board	FASTSIGNS OF PROVO	$3,532.90	3/12/2026
1510	Superintendent/Board	TST*MAGLEBYS FRESH - PR	$990.05	3/31/2026
1510	Superintendent/Board	SUPERSHUTTLE & EXECUAR OF	$659.62	3/28/2026
1510	Superintendent/Board	EZCATER*COSTA VIDA	$505.88	3/27/2026
1510	Superintendent/Board	TST* KNEADERS BAKERY AND	$395.84	3/25/2026
1510	Superintendent/Board	COSTCO WHSE #0484	$336.19	3/23/2026
1510	Superintendent/Board	SAMS CLUB RENEWAL	$219.29	3/24/2026
1510	Superintendent/Board	EZCATER*JAMBA	$199.11	3/27/2026
1510	Superintendent/Board	SAMS CLUB #6685	$143.92	3/26/2026
1510	Superintendent/Board	COSTCO WHSE #0484	$102.14	3/17/2026
1510	Superintendent/Board	SLC AIRPORT	$100.00	3/28/2026
1510	Superintendent/Board	SQ *COLOR QUICK PRINTING	$97.50	3/30/2026
1510	Superintendent/Board	CUPBOP - OREM	$97.29	3/23/2026
1510	Superintendent/Board	PATTYS CERAMICS	$77.07	3/12/2026
1510	Superintendent/Board	WAL-MART #4100	$58.51	3/23/2026
1510	Superintendent/Board	SMITHS FOOD #4136	$16.98	3/26/2026
1510	Superintendent/Board	MACEYS PROVO	$11.97	3/12/2026
1400 — CTE		88 transactions	**$15,078.30**	
1400	CTE	SCHOOL SPECIALTY NASCO	$1,752.00	3/27/2026
1400	CTE	ODP BUS SOL LLC # 101080	$1,081.84	3/25/2026
1400	CTE	SP NICKOFTIME3	$1,030.88	4/1/2026
1400	CTE	OTC BRANDS *OTC BRANDS	$663.00	3/12/2026
1400	CTE	PATTYS CERAMICS	$587.60	3/28/2026
1400	CTE	STEWART-MACDONALD MFG	$577.39	3/18/2026
1400	CTE	B&H PHOTO 800-606-6969	$574.12	3/17/2026
1400	CTE	MARVELLOUS CATERING CO	$514.00	3/19/2026
1400	CTE	AMAZON MKTPL*BD3YV7ZC0	$437.00	3/19/2026
1400	CTE	AMAZON MKTPL*BD7WQ4BQ2	$419.94	3/12/2026
1400	CTE	ODP BUS SOL LLC # 101080	$380.83	3/23/2026
1400	CTE	AMAZON MKTPL*B54ZT89A2	$330.85	3/19/2026
1400	CTE	JIFFY.COM	$327.01	3/13/2026
1400	CTE	DISCOUNTSCH 8006272829	$326.70	3/13/2026
1400	CTE	BIOTECH	$309.80	3/13/2026
1400	CTE	AMAZON MKTPL*BD7K170L0	$302.36	3/20/2026
1400	CTE	AMAZON MKTPL*BD1TT4HO1	$295.00	3/19/2026
1400	CTE	AMAZON MKTPL*BD1BN69J0	$295.00	3/23/2026
1400	CTE	B&H PHOTO 800-606-6969	$262.40	3/19/2026
1400	CTE	CAFE ZUPAS	$255.46	3/26/2026

Code	School / Department	Vendor	Amount	Date
1400	CTE	FASTSIGNS OF PROVO	$196.80	3/26/2026
1400	CTE	SP UPSTART EPOXY	$192.97	3/17/2026
1400	CTE	GENESEE SCIENTIFIC CORP	$184.05	3/16/2026
1400	CTE	BAS*CUSTOMPRINTS	$177.36	3/12/2026
1400	CTE	GENESEE SCIENTIFIC CORP	$176.55	3/17/2026
1400	CTE	AMAZON MKTPL*BD0RE6V11	$171.20	3/18/2026
1400	CTE	AMAZON MKTPL*BD9OA1AV0	$170.21	3/19/2026
1400	CTE	AMAZON.COM*BG3XY5WS2	$163.56	3/26/2026
1400	CTE	AMAZON MKTPL*BC5745QU2	$160.54	3/31/2026
1400	CTE	THANKSGIVING POINT	$150.00	3/18/2026
1400	CTE	OTC BRANDS *OTC BRANDS	$145.98	3/19/2026
1400	CTE	AMAZON MKTPL*BG7SS7DC2	$129.85	3/25/2026
1400	CTE	AMAZON MKTPL*BG47O2802	$126.94	3/24/2026
1400	CTE	SP MINKY COUTURE	$120.00	3/25/2026
1400	CTE	AMAZON.COM*BD2F47SR2	$114.01	3/13/2026
1400	CTE	AMAZON MKTPL*BP0KK53X0	$111.18	3/12/2026
1400	CTE	AMAZON MKTPL*BD9TG3J10	$101.84	3/19/2026
1400	CTE	AMAZON.COM*BD0ML2MS1	$100.20	3/18/2026
1400	CTE	SAMS CLUB #6685	$98.92	4/1/2026
1400	CTE	SAMSCLUB #6685	$97.03	4/1/2026
1400	CTE	AMAZON MKTPL*BG4685DO0	$94.81	4/4/2026
1400	CTE	AMAZON MKTPL*B74FF0082	$86.97	4/4/2026
1400	CTE	AMAZON MKTPL*BC44J8UQ2	$71.48	4/1/2026
1400	CTE	FLITE TEST	$71.14	3/23/2026
1400	CTE	AMAZON.COM*BG4F73DY2	$68.38	3/25/2026
1400	CTE	AMAZON MKTPL*B50A80MK1	$68.12	3/25/2026
1400	CTE	LEGACY WOODWORKING MA	$67.50	3/17/2026
1400	CTE	AMAZON MKTPL*BD0JB4S40	$62.99	3/23/2026
1400	CTE	AMAZON MKTPL*BG1GA36V1	$56.71	4/2/2026
1400	CTE	SP CRAFT SUPPLIES USA	$52.65	3/26/2026
1400	CTE	AMAZON.COM*BP2XT5K31	$47.92	3/13/2026
1400	CTE	AMAZON MKTPL*B72ZJ1AI1	$46.54	4/12/2026
1400	CTE	AMAZON MKTPL*BD6F77SB2	$46.01	3/13/2026
1400	CTE	AMAZON MKTPL*BD1CL8R90	$45.99	3/24/2026
1400	CTE	V UTAH VALLEY UNIVERSITY	$45.00	3/18/2026
1400	CTE	SAMS CLUB #6685	$42.68	3/25/2026
1400	CTE	COSTCO GAS #0484	$41.53	3/25/2026
1400	CTE	THE HOME DEPOT #4416	$38.50	3/18/2026
1400	CTE	AMAZON MKTPL*B513F8G30	$38.50	3/27/2026
1400	CTE	UVU MARKETPLACE	$35.00	3/19/2026

Code	School / Department	Vendor	Amount	Date
1400	CTE	AMAZON MKTPL*BG7I15YT2	$33.81	3/27/2026
1400	CTE	AMAZON MKTPL*BG68G5MR2	$33.18	3/24/2026
1400	CTE	AMAZON MKTPL*BD8FG0FW0	$33.00	3/18/2026
1400	CTE	AMAZON MKTPL*BG0EM6HY2	$28.99	3/24/2026
1400	CTE	AMAZON MKTPL*BD34T8B90	$28.52	3/22/2026
1400	CTE	AMAZON MKTPL*BG3D41TH0	$27.99	4/1/2026
1400	CTE	AMAZON MKTPL*BG82K9AL2	$27.96	3/23/2026
1400	CTE	AMAZON MKTPL*B735M8F22	$27.58	4/2/2026
1400	CTE	AMAZON MKTPL*BG6FK49P1	$25.38	4/3/2026
1400	CTE	AMAZON MKTPL*B54PQ32M1	$25.00	3/27/2026
1400	CTE	AMAZON MKTPL*BG8ZH7CZ0	$23.99	3/31/2026
1400	CTE	AMAZON MKTPL*BG5DC3E42	$22.99	3/23/2026
1400	CTE	AMAZON MKTPL*BG3JK78X1	$22.99	4/2/2026
1400	CTE	DISCOUNTSCH 8006272829	$20.99	3/14/2026
1400	CTE	OPENAI *CHATGPT SUBSCR	$20.00	3/14/2026
1400	CTE	AMAZON MKTPL*B55H69E21	$19.99	3/24/2026
1400	CTE	AMAZON.COM*BD3E52RS0	$18.49	3/24/2026
1400	CTE	AMAZON MKTPL*BP8618G90	$16.65	3/14/2026
1400	CTE	AMAZON MKTPL*BD5S58EC0	$15.19	3/20/2026
1400	CTE	AMAZON MKTPL*B50DV7ZB0	$12.86	3/25/2026
1400	CTE	AMAZON MKTPL*BP5KU9JP0	$9.99	3/12/2026
1400	CTE	STANDARD PLUMBING 12	$4.79	4/1/2026
1400	CTE	TN UTAH VALLEY UNIV PAYPA	$3.00	3/18/2026
1400	CTE	FLITE TEST	$-4.10	3/24/2026
1400	CTE	AMAZON MKTPLACE PMTS	$-9.99	3/16/2026
1400	CTE	BIOTECH	$-21.80	3/15/2026
1400	CTE	AMAZON MKTPLACE PMTS	$-29.97	3/24/2026
1400	CTE	AMAZON MKTPLACE PMTS	$-99.96	4/11/2026
1700 — Maintenance		69 transactions	**$14,377.84**	
1700	Maintenance	THE HOME DEPOT #4416	$1,269.36	3/30/2026
1700	Maintenance	SP EQUIPMENTDEFENDER	$916.63	3/25/2026
1700	Maintenance	THE HOME DEPOT #4416	$860.60	4/1/2026
1700	Maintenance	THE HOME DEPOT #4416	$780.95	3/23/2026
1700	Maintenance	COLONIAL SPECIALTY CO	$609.00	3/30/2026
1700	Maintenance	THE HOME DEPOT #4416	$604.64	3/24/2026
1700	Maintenance	THE HOME DEPOT #4416	$590.98	3/25/2026
1700	Maintenance	THE HOME DEPOT #4416	$418.78	3/31/2026
1700	Maintenance	SAMS CLUB #6685	$414.57	3/16/2026
1700	Maintenance	FERGUSON ENT #1618	$389.40	3/31/2026
1700	Maintenance	THE HOME DEPOT #4416	$388.86	3/18/2026

Code	School / Department	Vendor	Amount	Date
1700	Maintenance	THE HOME DEPOT #4416	$345.22	3/11/2026
1700	Maintenance	WOODSTUFF LANDSCAPE SUPPL	$343.92	3/12/2026
1700	Maintenance	WOODSTUFF LANDSCAPE SUPPL	$343.92	3/17/2026
1700	Maintenance	AMAZON MKTPL*BD4YI0DK2	$343.79	3/13/2026
1700	Maintenance	IFA PROVO	$299.98	3/19/2026
1700	Maintenance	APPLE SPICE OREM	$272.79	3/12/2026
1700	Maintenance	HARBOR FREIGHT TOOLS3657	$271.70	3/20/2026
1700	Maintenance	THE HOME DEPOT #4416	$251.05	3/12/2026
1700	Maintenance	HARBOR FREIGHT TOOLS3657	$226.35	3/18/2026
1700	Maintenance	THE HOME DEPOT #4416	$211.39	3/16/2026
1700	Maintenance	HARBOR FREIGHT TOOLS3657	$205.97	3/13/2026
1700	Maintenance	THE HOME DEPOT #4416	$198.18	3/20/2026
1700	Maintenance	THE HOME DEPOT #4416	$194.22	4/3/2026
1700	Maintenance	GORDON'S ACE HARDWARE	$185.33	3/19/2026
1700	Maintenance	THE HOME DEPOT #4416	$178.00	3/27/2026
1700	Maintenance	TRACTOR SUPPLY CO #1890	$171.43	3/11/2026
1700	Maintenance	AMAZON.COM*BG2V67731	$167.00	4/3/2026
1700	Maintenance	AMAZON MKTPL*BG3JE8HF0	$157.99	4/3/2026
1700	Maintenance	THE HOME DEPOT #4416	$148.31	3/19/2026
1700	Maintenance	LOWES #00178*	$142.40	4/1/2026
1700	Maintenance	AMAZON MKTPL*B51BD2VY1	$139.90	3/25/2026
1700	Maintenance	THE HOME DEPOT #4416	$136.70	3/26/2026
1700	Maintenance	THE HOME DEPOT #4416	$136.64	3/17/2026
1700	Maintenance	AUTOZONE #3765	$128.99	4/2/2026
1700	Maintenance	AMAZON MKTPL*BD7E28L50	$127.10	3/18/2026
1700	Maintenance	SHERWIN-WILLIAMS701672	$123.90	3/13/2026
1700	Maintenance	SHERWIN-WILLIAMS701672	$122.07	3/25/2026
1700	Maintenance	HARBOR FREIGHT TOOLS3657	$119.97	3/19/2026
1700	Maintenance	HARBOR FREIGHT TOOLS 43	$118.95	3/13/2026
1700	Maintenance	THE HOME DEPOT #4416	$103.96	4/2/2026
1700	Maintenance	TIMBERLINE SAW AND TOO	$91.93	3/26/2026
1700	Maintenance	THE HOME DEPOT 4416	$89.35	3/12/2026
1700	Maintenance	THE HOME DEPOT 4416	$85.89	3/19/2026
1700	Maintenance	AMAZON.COM*BD4HZ58I2	$83.94	3/12/2026
1700	Maintenance	AMAZON MKTPL*BG9PA3R62	$82.23	3/26/2026
1700	Maintenance	CHEVRON 0208662	$82.01	3/30/2026
1700	Maintenance	MAVERIK #523	$77.18	4/3/2026
1700	Maintenance	AMAZON MKTPL*B50PS3QC0	$74.25	3/28/2026
1700	Maintenance	GORDON'S ACE HARDWARE	$70.74	3/24/2026
1700	Maintenance	SHERWIN-WILLIAMS701672	$61.95	3/12/2026

Code	School / Department	Vendor	Amount	Date
1700	Maintenance	HARBOR FREIGHT TOOLS3657	$59.99	3/12/2026
1700	Maintenance	TRACTOR SUPPLY #2955	$55.47	4/2/2026
1700	Maintenance	IFA PROVO	$52.96	3/25/2026
1700	Maintenance	AMAZON.COM*B50R80H01	$49.95	3/25/2026
1700	Maintenance	GORDON'S ACE HARDWARE	$45.90	3/25/2026
1700	Maintenance	OFFICE DEPOT # 2838	$45.33	3/16/2026
1700	Maintenance	SAMS CLUB #6685	$37.58	3/26/2026
1700	Maintenance	O'REILLY 3646	$30.74	3/31/2026
1700	Maintenance	TST*LEHI BAKERY- SPANISH	$23.88	3/17/2026
1700	Maintenance	AMAZON MKTPL*B55DV7HT1	$22.09	3/26/2026
1700	Maintenance	O'REILLY 3646	$19.54	3/17/2026
1700	Maintenance	HARBOR FREIGHT TOOLS 43	$15.96	4/1/2026
1700	Maintenance	USPS PO 4971760601	$15.25	3/30/2026
1700	Maintenance	SUMMIT FASTENERS LLC	$14.80	3/16/2026
1700	Maintenance	THE HOME DEPOT #4416	$10.69	3/13/2026
1700	Maintenance	THE PAPER STORE AND MO	$8.99	3/26/2026
1700	Maintenance	LOWES #00178*	$7.62	3/19/2026
1700	Maintenance	AMAZON MKTPLACE PMTS	$-99.26	3/15/2026
0404 — Centennial Middle		38 transactions	**$13,193.11**	
0404	Centennial Middle	SOLUTION TREE INC	$8,459.00	4/2/2026
0404	Centennial Middle	TST*MAGLEBYS FRESH - PR	$649.90	3/17/2026
0404	Centennial Middle	SP PADDLE SMASH	$630.00	3/17/2026
0404	Centennial Middle	TWO JACKS PIZZA	$302.90	4/3/2026
0404	Centennial Middle	DEMCO INC	$269.70	4/3/2026
0404	Centennial Middle	WM SUPERCENTER #4100	$236.36	3/24/2026
0404	Centennial Middle	FEAST BUFFET	$232.80	3/27/2026
0404	Centennial Middle	TST* COSTA VIDA - PROVO	$205.01	3/21/2026
0404	Centennial Middle	THE HOME DEPOT #4416	$186.68	4/10/2026
0404	Centennial Middle	AMAZON.COM*BG2E84TI0	$179.73	4/1/2026
0404	Centennial Middle	THE HOME DEPOT #4416	$162.47	3/20/2026
0404	Centennial Middle	SAMS CLUB #6685	$146.14	3/19/2026
0404	Centennial Middle	MACEYS PROVO	$144.75	3/31/2026
0404	Centennial Middle	CAFE ZUPAS	$140.60	3/24/2026
0404	Centennial Middle	AMAZON.COM*BD46L9441	$131.13	3/15/2026
0404	Centennial Middle	TST*TRU RELIGION PANCAKE	$115.00	3/13/2026
0404	Centennial Middle	AMAZON MKTPL*BG9OW79D2	$103.92	3/26/2026
0404	Centennial Middle	SQ *PROVO BAKERY	$103.80	4/3/2026
0404	Centennial Middle	HARBOR FREIGHT TOOLS3657	$100.95	4/2/2026
0404	Centennial Middle	SAMS CLUB.COM	$93.32	3/26/2026
0404	Centennial Middle	AMAZON.COM*BD2X08SN0	$68.04	3/23/2026

Code	School / Department	Vendor	Amount	Date
0404	Centennial Middle	AMAZON MKTPL*BG24Z1MD1	$67.09	4/1/2026
0404	Centennial Middle	SAMS CLUB.COM	$56.14	3/31/2026
0404	Centennial Middle	SAMSCLUB #6685	$56.10	4/2/2026
0404	Centennial Middle	THE HOME DEPOT #4416	$53.85	4/2/2026
0404	Centennial Middle	SAMS CLUB.COM	$48.46	3/27/2026
0404	Centennial Middle	AMAZON MKTPL*BP6L05A90	$46.90	3/13/2026
0404	Centennial Middle	CC* CRUMBL PROVO	$39.99	3/19/2026
0404	Centennial Middle	EINSTEIN BROS BAGELS0725	$39.18	3/20/2026
0404	Centennial Middle	AMAZON MKTPL*BG0NA3BW2	$38.40	3/24/2026
0404	Centennial Middle	GORDON'S ACE HARDWARE	$30.92	3/17/2026
0404	Centennial Middle	AMAZON MKTPL*B51629O61	$29.99	3/22/2026
0404	Centennial Middle	AMAZON MKTPL*BG8N74XA1	$27.43	3/31/2026
0404	Centennial Middle	AMAZON MKTPL*BD7E77B72	$20.59	3/12/2026
0404	Centennial Middle	AMAZON MKTPL*BD72V1H61	$8.90	3/19/2026
0404	Centennial Middle	CHIPOTLE 4058	$8.60	3/17/2026
0404	Centennial Middle	AMAZON MKTPL*BP6200JY0	$7.62	3/12/2026
0404	Centennial Middle	CC* CRUMBL PROVO	$-49.25	3/18/2026
0103 — Provo Peaks Elementary		38 transactions	**$8,387.49**	
0103	Provo Peaks Elementary	SWIG N SWEETS ONLINE SALE	$2,858.50	3/30/2026
0103	Provo Peaks Elementary	SWIG N SWEETS ONLINE SALE	$1,826.50	3/26/2026
0103	Provo Peaks Elementary	SWIG N SWEETS ONLINE SALE	$572.50	3/24/2026
0103	Provo Peaks Elementary	SAMSCLUB #6685	$505.44	3/28/2026
0103	Provo Peaks Elementary	SWIG N SWEETS ONLINE SALE	$367.50	3/25/2026
0103	Provo Peaks Elementary	SWIG N SWEETS ONLINE SALE	$195.00	3/20/2026
0103	Provo Peaks Elementary	RED ROBIN 12416	$186.25	3/21/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BD9315TG0	$145.94	3/19/2026
0103	Provo Peaks Elementary	SAMS CLUB #6685	$144.58	3/12/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*B71J81TU2	$140.36	4/3/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BG0CA3JJ2	$139.72	3/22/2026
0103	Provo Peaks Elementary	LAKESHORE LEARNING MATER	$126.95	3/19/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BC6IW3UX2	$110.92	4/1/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BD9KO5B81	$98.05	3/19/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BG82C9RZ2	$93.24	3/26/2026
0103	Provo Peaks Elementary	SAMSCLUB #6685	$83.30	3/26/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BG2MK0Z52	$79.95	3/22/2026
0103	Provo Peaks Elementary	SAMSCLUB #6685	$74.12	3/19/2026
0103	Provo Peaks Elementary	AMAZON.COM*BP3BW26T1	$64.38	3/12/2026
0103	Provo Peaks Elementary	95 PERCENT GROUP	$53.90	3/30/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BD6Y58HO2	$53.28	3/12/2026
0103	Provo Peaks Elementary	SAMS CLUB #6685	$51.50	4/1/2026

Code	School / Department	Vendor	Amount	Date
0103	Provo Peaks Elementary	AMAZON MKTPL*B58B92SG2	$50.95	3/19/2026
0103	Provo Peaks Elementary	AMAZON.COM*BC4213410	$47.78	4/7/2026
0103	Provo Peaks Elementary	SMITHS FOOD #4136	$45.95	3/26/2026
0103	Provo Peaks Elementary	AMAZON.COM*BD1RS11F0	$34.99	3/20/2026
0103	Provo Peaks Elementary	AMAZON.COM*BG1S84PS1	$31.35	3/31/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BD9HY8IH0	$31.24	3/24/2026
0103	Provo Peaks Elementary	CAFE ZUPAS - PROVO	$30.07	3/19/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BD76A1862	$29.99	3/12/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BG0WG56M2	$28.99	3/25/2026
0103	Provo Peaks Elementary	AMAZON.COM*BP2WX77Z1	$27.89	3/13/2026
0103	Provo Peaks Elementary	AMAZON.COM*B508X6IJ0	$27.40	3/30/2026
0103	Provo Peaks Elementary	AMAZON.COM*B509J8XJ2	$23.77	3/17/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BG3ZX45S1	$21.98	4/1/2026
0103	Provo Peaks Elementary	AMAZON.COM*BC2CE2542	$13.50	3/30/2026
0103	Provo Peaks Elementary	AMAZON MKTPL*BC7CR87M2	$9.74	3/31/2026
0103	Provo Peaks Elementary	AMAZON MKTPLACE PMTS	$-39.98	3/21/2026
0101 — Canyon Crest Elementary		67 transactions	**$7,971.36**	
0101	Canyon Crest Elementary	APPLE SPICE OREM	$1,187.01	3/27/2026
0101	Canyon Crest Elementary	ODP BUS SOL LLC # 101080	$684.58	3/12/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BP7N61AZ0	$616.31	3/13/2026
0101	Canyon Crest Elementary	AMAZON.COM*BG9655J40	$541.74	4/1/2026
0101	Canyon Crest Elementary	TST* COSTA VIDA - PROVO	$518.13	3/18/2026
0101	Canyon Crest Elementary	SQ *JUNIOR ACHIEVEMENT -	$360.00	3/23/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD7IJ4MS0	$347.72	3/21/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B52R03O80	$345.60	3/25/2026
0101	Canyon Crest Elementary	FOOD TO GO	$277.62	3/31/2026
0101	Canyon Crest Elementary	AMAZON.COM*B557K1S22	$265.90	3/19/2026
0101	Canyon Crest Elementary	CAFE ZUPAS	$187.64	3/25/2026
0101	Canyon Crest Elementary	SAMS CLUB.COM	$145.57	3/24/2026
0101	Canyon Crest Elementary	ODP BUS SOL LLC # 101080	$137.83	3/25/2026
0101	Canyon Crest Elementary	THE HOME DEPOT #4416	$122.70	3/19/2026
0101	Canyon Crest Elementary	SCHOLASTIC EDUCATION	$105.00	4/6/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BP9QV9V20	$91.85	3/14/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BC76S7O72	$88.19	3/27/2026
0101	Canyon Crest Elementary	COSTCO WHSE #0484	$87.74	3/18/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD1NJ08O1	$84.86	3/19/2026
0101	Canyon Crest Elementary	COSTCO WHSE #0484	$83.63	3/23/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG0YS3UK2	$82.56	3/26/2026
0101	Canyon Crest Elementary	DAY'S MARKET	$81.72	3/31/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B567P84K2	$76.42	3/15/2026

Code	School / Department	Vendor	Amount	Date
0101	Canyon Crest Elementary	AMAZON.COM*B56SI8931	$75.41	3/27/2026
0101	Canyon Crest Elementary	JIMMY JOHNS - 1351	$74.92	3/24/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B51CK5KM1	$71.77	3/27/2026
0101	Canyon Crest Elementary	AMAZON.COM*BP2W280G0	$68.64	3/13/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD1MG08Y0	$65.12	3/22/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG4A12XZ0	$64.58	4/2/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B52X01381	$61.54	3/23/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B594M8QE1	$60.69	3/26/2026
0101	Canyon Crest Elementary	AMAZON.COM*BD28W9XI1	$58.78	3/18/2026
0101	Canyon Crest Elementary	SQ *BEAN LIFE SCIENCE MUS	$55.00	4/1/2026
0101	Canyon Crest Elementary	COSTCO WHSE #0484	$50.65	3/30/2026
0101	Canyon Crest Elementary	LITTLE CAESARS 3460-0006	$47.12	4/1/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B711K2472	$46.98	4/2/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B55FD2PM0	$43.94	3/27/2026
0101	Canyon Crest Elementary	LITTLE CAESARS 3460-0006	$43.74	3/20/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B53B77360	$43.54	3/25/2026
0101	Canyon Crest Elementary	DAY'S MARKET	$43.29	3/26/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B53NR2LP0	$41.79	3/25/2026
0101	Canyon Crest Elementary	ZURCHERS- SITE 117 - OREM	$37.94	3/18/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B588S5PT0	$35.99	3/27/2026
0101	Canyon Crest Elementary	AMAZON.COM*B59UO26V1	$35.98	3/26/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BC8FX2H72	$33.99	3/30/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG59O0JH0	$31.93	4/1/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD4TI10U0	$29.97	3/20/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B59R07WY2	$28.99	3/20/2026
0101	Canyon Crest Elementary	DAY'S MARKET	$24.15	3/19/2026
0101	Canyon Crest Elementary	AMERICAN HEART SHOPCPR	$23.00	3/25/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG1535MH2	$22.47	3/24/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG2QB7AL1	$21.99	3/30/2026
0101	Canyon Crest Elementary	AMAZON.COM*BP2JX0E40	$21.83	3/13/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG6YI0G42	$20.38	3/23/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BP73K9XM0	$19.99	3/14/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD6PK7900	$17.99	3/23/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BG2L502Z1	$17.77	4/2/2026
0101	Canyon Crest Elementary	AMAZON.COM*BP8PB0RN0	$14.97	3/17/2026
0101	Canyon Crest Elementary	AMAZON.COM*B51YY8SD1	$14.93	3/27/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD6UK07C1	$10.99	3/20/2026
0101	Canyon Crest Elementary	AMAZON.COM*B505B3BK1	$10.62	3/26/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*B51AW49Q0	$10.29	3/30/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD0SU6LT0	$8.79	3/18/2026

Code	School / Department	Vendor	Amount	Date
0101	Canyon Crest Elementary	AMAZON MKTPL*BG3KI10G1	$8.49	3/31/2026
0101	Canyon Crest Elementary	AMAZON MKTPL*BD1CF3EK0	$4.08	3/20/2026
0101	Canyon Crest Elementary	HEY JEN BRANNEN CRAFTS	$-27.00	3/7/2026
0101	Canyon Crest Elementary	AMAZON MKTPLACE PMTS	$-46.98	4/11/2026
1520 — Business Services (District Wide)		33 transactions	**$6,936.49**	
1520	Business Services (District Wide)	AMAZON.COM*BC6TE7SG2	$1,750.00	3/31/2026
1520	Business Services (District Wide)	DELTA AIR 0062421859339	$743.40	4/11/2026
1520	Business Services (District Wide)	CLAUDE.AI SUBSCRIPTION	$429.80	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166609	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166610	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166611	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166612	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166614	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166615	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166616	$344.81	4/1/2026
1520	Business Services (District Wide)	DELTA AIR 0067485166617	$344.81	4/1/2026
1520	Business Services (District Wide)	CHICK-FIL-A #03304	$250.00	4/1/2026
1520	Business Services (District Wide)	CHICK-FIL-A #03304	$200.00	3/20/2026
1520	Business Services (District Wide)	AMAZON.COM*BG3WO8XZ1	$200.00	3/31/2026
1520	Business Services (District Wide)	EINSTEIN BROS BAGELS0725	$135.56	3/23/2026
1520	Business Services (District Wide)	SAMSCLUB.COM	$67.62	3/12/2026
1520	Business Services (District Wide)	MCDONALD'S F10437	$50.00	3/20/2026
1520	Business Services (District Wide)	RAISING CANES 0593	$50.00	3/20/2026
1520	Business Services (District Wide)	RAISING CANES 0593	$50.00	4/1/2026
1520	Business Services (District Wide)	MACEYS PROVO	$21.78	3/23/2026
1520	Business Services (District Wide)	SQ *CANDO PUBLISHING LLC	$19.95	4/11/2026
1520	Business Services (District Wide)	AGENT FEE 8900923323245	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923323246	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923323247	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923323248	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923325952	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923325953	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923325954	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923325955	$19.00	4/1/2026
1520	Business Services (District Wide)	AGENT FEE 8900923183800	$18.00	3/12/2026
1520	Business Services (District Wide)	SWIG PROVO NORTH	$15.00	4/1/2026
1520	Business Services (District Wide)	PREMIUM PARKING	$12.45	3/30/2026
1520	Business Services (District Wide)	PREMIUM PARKING	$12.45	3/31/2026
0120 — Provost Elementary		40 transactions	**$6,816.32**	
0120	Provost Elementary	PLAYAWAY PRODUCTS LLC	$1,137.83	4/1/2026

Code	School / Department	Vendor	Amount	Date
0120	Provost Elementary	95 PERCENT GROUP	$594.00	4/2/2026
0120	Provost Elementary	ZAO ASIAN CAFE 7 - OREM -	$507.15	3/18/2026
0120	Provost Elementary	COSTCO WHSE #0733	$485.64	3/28/2026
0120	Provost Elementary	CHIPOTLE 4058	$417.00	4/2/2026
0120	Provost Elementary	SCHOLASTIC EDUCATION	$357.30	4/7/2026
0120	Provost Elementary	SP MINKY COUTURE	$321.37	4/3/2026
0120	Provost Elementary	PLAYAWAY PRODUCTS LLC	$293.95	4/2/2026
0120	Provost Elementary	RAISING CANES 0593	$266.73	3/31/2026
0120	Provost Elementary	CANVA* I04841-44508788	$201.41	4/4/2026
0120	Provost Elementary	AMAZON MKTPL*BC5SL8CZ1	$189.75	4/4/2026
0120	Provost Elementary	AMAZON MKTPL*BD2TM52H1	$163.87	3/20/2026
0120	Provost Elementary	LITTLE CAESARS 006	$114.85	3/11/2026
0120	Provost Elementary	CAFE ZUPAS	$114.43	3/24/2026
0120	Provost Elementary	CAFE RIO 0148 SO PROVO	$108.35	3/23/2026
0120	Provost Elementary	SAMS CLUB #6685	$104.88	3/20/2026
0120	Provost Elementary	AMAZON MKTPL*BD3BH89M0	$101.25	3/23/2026
0120	Provost Elementary	TRADER JOE S #352	$95.54	4/1/2026
0120	Provost Elementary	ZURCHERS- SITE 117 - OREM	$90.61	3/31/2026
0120	Provost Elementary	CAFE RIO 0148 SO PROVO	$86.42	3/11/2026
0120	Provost Elementary	AMAZON.COM*B51K405R2	$84.92	3/18/2026
0120	Provost Elementary	LITTLE CAESARS 006	$80.38	3/24/2026
0120	Provost Elementary	AMAZON MKTPL*BC4905YJ0	$79.96	4/12/2026
0120	Provost Elementary	AMAZON.COM*BG39L8F92	$75.53	3/21/2026
0120	Provost Elementary	AMAZON MKTPL*BD1PT60L0	$73.46	3/20/2026
0120	Provost Elementary	SP MINKY COUTURE	$71.10	3/23/2026
0120	Provost Elementary	AMAZON.COM*BG54S0MA1	$69.85	4/1/2026
0120	Provost Elementary	JOE BANDIDOS	$68.19	3/20/2026
0120	Provost Elementary	SAMSCLUB #6685	$60.36	3/30/2026
0120	Provost Elementary	AMAZON MKTPL*BD2FH8BX0	$59.99	3/22/2026
0120	Provost Elementary	AMAZON MKTPL*BG2TV4PE2	$58.06	3/23/2026
0120	Provost Elementary	SAMS CLUB #6685	$55.54	3/30/2026
0120	Provost Elementary	BYU CREAMERY ON NINTH	$52.50	3/24/2026
0120	Provost Elementary	AMAZON MKTPL*B53457US2	$46.46	3/20/2026
0120	Provost Elementary	AMAZON MKTPL*B52ZT58G0	$45.29	3/28/2026
0120	Provost Elementary	AMAZON MKTPL*BD30X4SJ1	$31.71	3/20/2026
0120	Provost Elementary	DAY'S MARKET	$27.98	3/18/2026
0120	Provost Elementary	AMAZON MKTPL*BD10A0S11	$8.36	3/20/2026
0120	Provost Elementary	AMAZON MKTPL*BD8J36QN0	$8.36	3/22/2026
0120	Provost Elementary	TRADER JOE S #352	$5.99	4/2/2026
0122 — Rock Canyon Elementary		58 transactions	**$5,792.42**	

Code	School / Department	Vendor	Amount	Date
0122	Rock Canyon Elementary	SQ *BAKING ME CRAZY	$625.00	3/17/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B52TI2A61	$483.15	3/24/2026
0122	Rock Canyon Elementary	AMAZON.COM*B54LU5Y61	$417.81	3/28/2026
0122	Rock Canyon Elementary	SLACKWATER	$405.50	3/17/2026
0122	Rock Canyon Elementary	CHICK-FIL-A #03304	$389.35	3/27/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B59NW2AL2	$385.05	3/16/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B55CG3ZN2	$328.56	3/16/2026
0122	Rock Canyon Elementary	LITTLE CAESARS 3460-0006	$218.70	3/25/2026
0122	Rock Canyon Elementary	THE HOME DEPOT #4416	$217.78	4/3/2026
0122	Rock Canyon Elementary	COSTCO WHSE #0484	$214.26	3/24/2026
0122	Rock Canyon Elementary	THANKSGIVING POINT	$182.50	4/2/2026
0122	Rock Canyon Elementary	SQ *SODALICIOUS	$160.00	3/25/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG26X4PM1	$151.09	3/31/2026
0122	Rock Canyon Elementary	LS FUNFINITY	$134.12	3/13/2026
0122	Rock Canyon Elementary	TRADER JOE S #352	$128.22	3/17/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B55YB4Z12	$123.29	3/16/2026
0122	Rock Canyon Elementary	SQ *TERRI KERR DBA TERRI?	$105.00	3/24/2026
0122	Rock Canyon Elementary	AMAZON.COM*BG12R9381	$101.25	3/30/2026
0122	Rock Canyon Elementary	MACEY'S 8TH NORTH	$95.44	3/28/2026
0122	Rock Canyon Elementary	SQ *TERRI KERR DBA TERRI?	$90.00	3/31/2026
0122	Rock Canyon Elementary	AMAZON.COM*BD61N9370	$89.13	3/19/2026
0122	Rock Canyon Elementary	DAY'S MARKET	$87.93	3/31/2026
0122	Rock Canyon Elementary	TST*BAJIO	$85.56	3/17/2026
0122	Rock Canyon Elementary	SQ *TERRI KERR DBA TERRI?	$75.00	4/2/2026
0122	Rock Canyon Elementary	AMAZON.COM*BC33157K2	$74.52	4/1/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG02K1AZ2	$65.70	3/23/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG0BR5JB2	$64.65	3/22/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B56Z83242	$58.35	3/19/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BC59X0Q22	$49.85	3/30/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD60I1LC0	$42.74	3/18/2026
0122	Rock Canyon Elementary	FOOD TO GO	$40.20	4/1/2026
0122	Rock Canyon Elementary	AMAZON.COM*BP1145KX0	$37.98	3/16/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B565U5K32	$36.56	3/19/2026
0122	Rock Canyon Elementary	DBC*BLICK ART MATERIAL	$36.25	4/10/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD37L10M0	$35.33	3/20/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG7LB0F90	$33.98	3/31/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG3EH3VE2	$30.58	3/24/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD35818F1	$28.47	3/19/2026
0122	Rock Canyon Elementary	ZURCHERS- SITE 117 - OREM	$24.65	3/24/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*B56KG33I1	$21.84	3/23/2026

Code	School / Department	Vendor	Amount	Date
0122	Rock Canyon Elementary	AMAZON.COM*BD0NC8ZH0	$20.21	3/19/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD6S20LL0	$19.20	3/18/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD17V62B2	$18.39	3/13/2026
0122	Rock Canyon Elementary	AMAZON.COM*BD8WE3ZA1	$18.28	3/16/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG4YP0H11	$16.82	4/1/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD1OW29R1	$16.50	3/20/2026
0122	Rock Canyon Elementary	AMAZON.COM*B51D65CE1	$11.89	3/22/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BD6ZI1IM2	$10.54	3/14/2026
0122	Rock Canyon Elementary	AMAZON MKTPL*BG3KY8IV0	$6.64	4/6/2026
0122	Rock Canyon Elementary	AMAZON.COM*BG5HH8AM2	$5.99	3/23/2026
0122	Rock Canyon Elementary	TICKETOR* TICKETOR	$1.80	3/16/2026
0122	Rock Canyon Elementary	BOOK OUTLET	$1.44	3/21/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-6.30	3/30/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-6.64	3/21/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-6.64	4/11/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-18.39	3/18/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-118.06	3/20/2026
0122	Rock Canyon Elementary	AMAZON MKTPLACE PMTS	$-174.59	3/25/2026
0118 — Lakeview Elementary		57 transactions	**$6,010.13**	
0118	Lakeview Elementary	AMAZON MKTPL*B77HH10O1	$1,123.12	4/13/2026
0118	Lakeview Elementary	AMAZON MKTPL*BY6SF4QK2	$983.72	4/12/2026
0118	Lakeview Elementary	AMAZON MKTPL*B566J62H2	$429.42	3/19/2026
0118	Lakeview Elementary	HONEYBAKED HAM 0603	$409.59	3/17/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG33V5EF2	$298.16	3/23/2026
0118	Lakeview Elementary	AMAZON MKTPL*BC9AB22J2	$219.06	3/31/2026
0118	Lakeview Elementary	AMAZON MKTPL*B53J95LT0	$188.34	3/25/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD5SK8L10	$137.55	3/18/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD1203XT1	$126.55	3/18/2026
0118	Lakeview Elementary	AMAZON MKTPL*B59V88FF1	$123.46	3/22/2026
0118	Lakeview Elementary	SAMS CLUB #6685	$106.40	3/27/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD21J2400	$103.98	3/18/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG7XO9KH2	$102.54	3/25/2026
0118	Lakeview Elementary	AMAZON.COM*BG9FR0FU0	$96.72	3/31/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD37R58U1	$92.83	3/19/2026
0118	Lakeview Elementary	AMAZON MKTPL*BC3J44QK2	$91.85	3/31/2026
0118	Lakeview Elementary	AMAZON MKTPL*B52FF6W50	$90.00	3/30/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP9ZL22E1	$81.25	3/13/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG2Z770Y1	$80.40	3/31/2026
0118	Lakeview Elementary	SMITHS FOOD #4136	$71.93	4/2/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP59J2DU0	$62.03	3/16/2026

Code	School / Department	Vendor	Amount	Date
0118	Lakeview Elementary	AMAZON MKTPL*BP2QX8710	$60.00	3/16/2026
0118	Lakeview Elementary	WM SUPERCENTER #1768	$57.04	4/1/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD6KG7LN1	$55.81	3/16/2026
0118	Lakeview Elementary	AMAZON MKTPL*B58UC1S62	$52.24	3/19/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG5808LI0	$47.88	3/31/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD1ZS1222	$47.03	3/13/2026
0118	Lakeview Elementary	TEACHERSPAYTEACHERS.COM	$46.60	3/25/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP5TA2VN0	$43.15	3/14/2026
0118	Lakeview Elementary	AMAZON MKTPL*B56T52WZ0	$39.58	3/30/2026
0118	Lakeview Elementary	FAMILY DOLLAR	$38.30	3/24/2026
0118	Lakeview Elementary	AMAZON MKTPL*B54G045I1	$35.98	3/25/2026
0118	Lakeview Elementary	AMAZON MKTPL*BC6RS6CQ2	$32.22	3/27/2026
0118	Lakeview Elementary	WM SUPERCENTER #3208	$29.82	3/12/2026
0118	Lakeview Elementary	AMAZON.COM*BD1Q54SM0	$28.61	3/23/2026
0118	Lakeview Elementary	AMAZON MKTPL*B58K39441	$27.33	3/22/2026
0118	Lakeview Elementary	AMAZON.COM*BG3BZ9FN0	$27.00	3/31/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD95E28B1	$26.99	3/19/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP0YN5D51	$26.47	3/12/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG7AH7OH2	$26.41	3/21/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP49A8DL0	$26.28	3/16/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD46V9EO0	$25.16	3/20/2026
0118	Lakeview Elementary	AMAZON MKTPL*BC9K33FJ0	$21.96	4/7/2026
0118	Lakeview Elementary	AMAZON.COM*BG8XQ09J2	$20.62	3/26/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG7SN68Z0	$19.95	4/3/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP8NT8EE0	$18.98	3/13/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP8Y12EB0	$17.97	3/13/2026
0118	Lakeview Elementary	AMAZON MKTPL*BP2C286V0	$15.94	3/15/2026
0118	Lakeview Elementary	AMAZON MKTPL*BG5PA57D2	$13.98	3/26/2026
0118	Lakeview Elementary	AMAZON MKTPL*B59IN1691	$11.99	3/26/2026
0118	Lakeview Elementary	AMAZON.COM*B59Z428I2	$10.80	3/18/2026
0118	Lakeview Elementary	ACADIENCE LEARNING	$10.00	3/24/2026
0118	Lakeview Elementary	AMAZON MKTPL*BD1JH5HV2	$7.99	3/12/2026
0118	Lakeview Elementary	AMAZON MKTPL*B55OJ6ZM2	$6.99	3/16/2026
0118	Lakeview Elementary	THANKSGIVING POINT	$6.00	3/25/2026
0118	Lakeview Elementary	AMAZON.COM*BG69G1FS0	$4.46	3/31/2026
0118	Lakeview Elementary	AMAZON TIPS*BP3Y06WK1	$3.70	3/14/2026
0555 — Slate Mountain		32 transactions	**$5,923.36**	
0555	Slate Mountain	SP CRAFT SUPPLIES USA	$498.91	3/17/2026
0555	Slate Mountain	SP CRAFT SUPPLIES USA	$497.40	3/24/2026
0555	Slate Mountain	SP CRAFT SUPPLIES USA	$495.93	4/10/2026

Code	School / Department	Vendor	Amount	Date
0555	Slate Mountain	THE HOME DEPOT 4416	$492.95	3/18/2026
0555	Slate Mountain	THE HOME DEPOT #4416	$447.46	4/8/2026
0555	Slate Mountain	SP CRAFT SUPPLIES USA	$402.84	3/19/2026
0555	Slate Mountain	SAMS CLUB #6685	$356.63	3/25/2026
0555	Slate Mountain	SAMS CLUB #6685	$315.38	4/1/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$284.90	3/23/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$245.36	3/30/2026
0555	Slate Mountain	SAMSCLUB #6685	$201.30	3/31/2026
0555	Slate Mountain	HARMONS - OREM #88	$162.41	3/23/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$155.94	3/31/2026
0555	Slate Mountain	HARMONS - OREM #88	$147.09	4/1/2026
0555	Slate Mountain	SQ *PROVO BAKERY	$127.96	3/25/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$122.42	3/13/2026
0555	Slate Mountain	SAMS CLUB #6685	$120.84	4/9/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$117.55	3/26/2026
0555	Slate Mountain	FOOD TO GO	$98.55	3/27/2026
0555	Slate Mountain	SAMS CLUB #6685	$85.77	3/23/2026
0555	Slate Mountain	THE PAPER STORE AND MO	$72.94	3/12/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$70.10	3/16/2026
0555	Slate Mountain	AMAZON MKTPL*B56BO0712	$61.92	3/19/2026
0555	Slate Mountain	AMAZON MKTPL*B711I23K2	$61.83	4/3/2026
0555	Slate Mountain	AMAZON.COM*BD3YF2PR0	$59.99	3/20/2026
0555	Slate Mountain	THE HOME DEPOT #4416	$55.15	3/18/2026
0555	Slate Mountain	TST*ZUBS PIZZA & SUBS	$54.13	4/6/2026
0555	Slate Mountain	SMITHS FOOD #4136	$43.95	4/6/2026
0555	Slate Mountain	AMAZON MKTPL*BP88Y7AI0	$22.49	3/13/2026
0555	Slate Mountain	PAR*MO BETTAHS - 18 PROVO	$18.25	4/9/2026
0555	Slate Mountain	AMAZON MKTPL*BD4GB09L2	$13.98	3/14/2026
0555	Slate Mountain	AMAZON MKTPL*BD2IN7GW0	$11.04	3/20/2026
0132 — Wasatch Elementary		41 transactions	**$5,589.49**	
0132	Wasatch Elementary	AMAZON MKTPL*BD8J35QC0	$652.74	3/22/2026
0132	Wasatch Elementary	SAMSCLUB #6685	$514.20	4/8/2026
0132	Wasatch Elementary	CLASSTEAMBUILDING.COM	$499.00	3/28/2026
0132	Wasatch Elementary	AMAZON.COM*BD6RV0QU0	$393.56	3/22/2026
0132	Wasatch Elementary	SAMS CLUB #6685	$326.86	3/25/2026
0132	Wasatch Elementary	AMAZON MKTPL*B77JN6021	$307.54	4/12/2026
0132	Wasatch Elementary	DEMCO INC	$301.73	3/27/2026
0132	Wasatch Elementary	AMAZON MKTPL*B79811832	$274.40	4/6/2026
0132	Wasatch Elementary	AMAZON.COM*BD9816YQ0	$253.86	3/24/2026
0132	Wasatch Elementary	AMAZON MKTPL*BC1BI4F20	$239.89	4/7/2026

Code	School / Department	Vendor	Amount	Date
0132	Wasatch Elementary	TST* KNEADERS BAKERY AND	$220.94	3/26/2026
0132	Wasatch Elementary	AMAZON MKTPL*B531X09Y0	$208.43	3/30/2026
0132	Wasatch Elementary	AMAZON MKTPL*B55MZ54M0	$131.55	3/25/2026
0132	Wasatch Elementary	AMAZON.COM*BP1A61PX0	$127.14	3/13/2026
0132	Wasatch Elementary	AMAZON MKTPL*BC72N6DR0	$102.56	4/11/2026
0132	Wasatch Elementary	COSTCO WHSE #0484	$100.92	4/12/2026
0132	Wasatch Elementary	AMAZON MKTPL*B59IR00B0	$95.79	3/26/2026
0132	Wasatch Elementary	EINSTEIN BROS BAGELS3674	$79.16	3/30/2026
0132	Wasatch Elementary	AMAZON MKTPL*BC2ZG5GO1	$71.76	4/6/2026
0132	Wasatch Elementary	SP BETCKEY LABELS	$63.99	4/1/2026
0132	Wasatch Elementary	AMAZON MKTPL*B54Q60220	$58.80	3/29/2026
0132	Wasatch Elementary	STUDENTREASURES PUBLISHI	$53.90	4/7/2026
0132	Wasatch Elementary	DD *DOORDASH PIZZAHUTC	$53.78	3/18/2026
0132	Wasatch Elementary	DAY'S MARKET	$51.89	3/19/2026
0132	Wasatch Elementary	AMAZON MKTPL*BD5HE9RO0	$45.90	3/24/2026
0132	Wasatch Elementary	AMAZON.COM*BD0H19AW1	$40.45	3/17/2026
0132	Wasatch Elementary	AMAZON MKTPL*BD79T9VT0	$34.34	3/21/2026
0132	Wasatch Elementary	AMAZON MKTPL*B56ZY9F91	$33.99	3/22/2026
0132	Wasatch Elementary	AMAZON MKTPL*BC12S7OB0	$33.11	4/6/2026
0132	Wasatch Elementary	MACEYS PROVO	$31.95	3/25/2026
0132	Wasatch Elementary	AMAZON.COM*BG5YH5AS0	$30.90	4/1/2026
0132	Wasatch Elementary	TRADER JOE S #352	$28.26	3/29/2026
0132	Wasatch Elementary	AMAZON MKTPL*B54L28ZV2	$22.99	3/16/2026
0132	Wasatch Elementary	SPROUTS FARMERS MAR	$20.83	3/30/2026
0132	Wasatch Elementary	AMAZON MKTPL*BG3D13TJ2	$20.33	3/22/2026
0132	Wasatch Elementary	AMAZON.COM*B52PE7181	$19.99	3/24/2026
0132	Wasatch Elementary	AMAZON MKTPL*BG47P0H31	$13.99	4/1/2026
0132	Wasatch Elementary	AMAZON.COM*BC46B3V92	$13.86	3/30/2026
0132	Wasatch Elementary	SAMS CLUB #6685	$13.48	3/16/2026
0132	Wasatch Elementary	AMAZON.COM*BD3S54SH1	$10.73	3/20/2026
0132	Wasatch Elementary	SP STICKERBOX	$-10.00	3/21/2026
0134 — Westridge Elementary		35 transactions	**$5,125.75**	
0134	Westridge Elementary	--IMPRINTNOW*886267444	$545.47	3/28/2026
0134	Westridge Elementary	OTC BRANDS *OTC BRANDS	$488.44	3/16/2026
0134	Westridge Elementary	TST* COSTA VIDA - PROVO	$471.60	3/18/2026
0134	Westridge Elementary	AMAZON.COM*BG3MH7GU2	$426.60	3/23/2026
0134	Westridge Elementary	THE LIVING PLANET INC	$397.25	4/1/2026
0134	Westridge Elementary	SAMS CLUB.COM	$341.69	4/2/2026
0134	Westridge Elementary	AMAZON.COM*BG3S66MA2	$287.00	3/24/2026
0134	Westridge Elementary	AMAZON MKTPL*BG3KA8I92	$273.78	3/26/2026

Code	School / Department	Vendor	Amount	Date
0134	Westridge Elementary	AMAZON MKTPL*B57FB8QR2	$197.94	3/18/2026
0134	Westridge Elementary	AMAZON.COM*BD2X74IV1	$187.06	3/21/2026
0134	Westridge Elementary	AMAZON MKTPL*BC31O3RT2	$162.19	4/1/2026
0134	Westridge Elementary	WM SUPERCENTER #1768	$161.35	3/15/2026
0134	Westridge Elementary	AMAZON.COM*BG1SK6VE2	$157.81	3/24/2026
0134	Westridge Elementary	AMAZON.COM*BC80M5FR2	$139.20	3/27/2026
0134	Westridge Elementary	ODP BUS SOL LLC # 101080	$105.42	4/2/2026
0134	Westridge Elementary	CENTER STAGE YOUTH PER	$100.00	4/6/2026
0134	Westridge Elementary	COSTCO WHSE #1118	$93.83	3/22/2026
0134	Westridge Elementary	ZURCHERS- SITE 117 - OREM	$89.15	4/2/2026
0134	Westridge Elementary	AMAZON MKTPL*BD8LK0KH0	$80.67	3/23/2026
0134	Westridge Elementary	FLOWER PATCH	$74.98	3/28/2026
0134	Westridge Elementary	WAL-MART #1768	$66.44	3/26/2026
0134	Westridge Elementary	AMAZON.COM*BD7AL97U0	$61.53	3/23/2026
0134	Westridge Elementary	AMAZON MKTPL*BC66I2VH2	$55.74	3/30/2026
0134	Westridge Elementary	SAMSCLUB #6685	$53.92	3/28/2026
0134	Westridge Elementary	HEIDISONGS	$49.99	4/13/2026
0134	Westridge Elementary	COSTCO WHSE #0484	$46.97	3/15/2026
0134	Westridge Elementary	AMAZON.COM*BC1K63D52	$41.17	3/31/2026
0134	Westridge Elementary	AMAZON MKTPL*B577S9332	$31.99	3/16/2026
0134	Westridge Elementary	TST*SPUDLY DONUTS - LIND	$25.99	3/19/2026
0134	Westridge Elementary	COSTCO WHSE #0484	$22.38	3/29/2026
0134	Westridge Elementary	WAL-MART #1768	$15.84	3/12/2026
0134	Westridge Elementary	AMAZON MKTPL*B526Q43K0	$12.88	3/26/2026
0134	Westridge Elementary	AMAZON MKTPL*B55IL0E50	$8.59	3/26/2026
0134	Westridge Elementary	AMAZON MKTPL*BC33V7RL2	$7.49	4/1/2026
0134	Westridge Elementary	AMAZON.COM	$-156.60	3/25/2026
0730 — Independence High		38 transactions	**$4,647.08**	
0730	Independence High	SQ *BIGBONEDBBQ	$800.00	4/1/2026
0730	Independence High	U-HAUL MOVING & STORAGE O	$531.75	3/23/2026
0730	Independence High	LS KL ENTERPRISES DBA	$454.39	3/17/2026
0730	Independence High	SAMS CLUB.COM	$432.60	3/24/2026
0730	Independence High	AMAZON MKTPL*BD78F3K62	$354.15	3/13/2026
0730	Independence High	AMAZON MKTPL*B59587VV1	$210.42	3/25/2026
0730	Independence High	AMAZON.COM*B76PC74V2	$173.28	4/2/2026
0730	Independence High	SAMS CLUB #6685	$151.16	3/12/2026
0730	Independence High	AMAZON MKTPL*BG9Z01LW1	$129.14	3/29/2026
0730	Independence High	AMAZON MKTPL*BD57E72Z2	$126.92	3/13/2026
0730	Independence High	SHERALDS FROSTY FREEZE	$123.81	3/14/2026
0730	Independence High	AMAZON.COM*B55WQ2NN0	$109.89	3/25/2026

Code	School / Department	Vendor	Amount	Date
0730	Independence High	EB *2026 UAEA ANNUAL C	$100.00	3/18/2026
0730	Independence High	AMAZON MKTPL*BG57E98L2	$85.30	3/24/2026
0730	Independence High	MAVERIK #462	$80.61	3/14/2026
0730	Independence High	MAVERIK #462	$73.10	3/23/2026
0730	Independence High	AMAZON MKTPL*B594H3332	$69.25	3/16/2026
0730	Independence High	JIMMY JOHNS - 1351	$61.92	3/18/2026
0730	Independence High	TACO BELL 025390	$52.32	4/3/2026
0730	Independence High	THE HOME DEPOT #4416	$49.44	3/27/2026
0730	Independence High	7-ELEVEN 36328	$48.78	3/27/2026
0730	Independence High	AMAZON MKTPL*BP1QA8ET0	$47.06	3/13/2026
0730	Independence High	COWBOY DONUTS	$45.43	3/26/2026
0730	Independence High	AMAZON.COM*B55IH5M11	$44.40	3/25/2026
0730	Independence High	MACEYS PROVO	$39.64	3/27/2026
0730	Independence High	SQ *PROVO BAKERY	$31.64	3/23/2026
0730	Independence High	MAVERIK #462	$28.52	3/18/2026
0730	Independence High	MAVERIK #710	$27.71	3/14/2026
0730	Independence High	TARGET 00033167	$23.73	4/2/2026
0730	Independence High	TARGET 00029041	$22.44	3/19/2026
0730	Independence High	AMAZON MKTPL*BP1N98K11	$19.89	3/13/2026
0730	Independence High	TARGET 00029041	$19.07	3/23/2026
0730	Independence High	TST*LIGHTHOUSE DONUTS	$18.40	3/31/2026
0730	Independence High	SMITHS FOOD #4136	$18.13	3/18/2026
0730	Independence High	SQ *PROVO BAKERY	$16.34	3/13/2026
0730	Independence High	FRESH MKT PROVO	$11.47	3/13/2026
0730	Independence High	FRANZ FAMILY BAKERY 9061	$9.00	4/1/2026
0730	Independence High	AMAZON MKTPL*BP8JA37R1	$5.98	3/13/2026
0128 — Timpanogos Elementary		48 transactions	**$4,563.89**	
0128	Timpanogos Elementary	CUPBOP - OREM	$850.00	4/2/2026
0128	Timpanogos Elementary	HEGGERTY.ORG	$368.48	3/12/2026
0128	Timpanogos Elementary	SAMS CLUB #6685	$348.80	3/19/2026
0128	Timpanogos Elementary	LOGO LINK INC.	$259.76	3/19/2026
0128	Timpanogos Elementary	TST* NOTHING BUNDT CAKES	$245.65	4/1/2026
0128	Timpanogos Elementary	INK HERO	$234.00	4/3/2026
0128	Timpanogos Elementary	COSTCO WHSE #0484	$200.72	3/19/2026
0128	Timpanogos Elementary	MOLLY'S	$152.00	3/11/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BC4Z87NJ2	$134.22	3/28/2026
0128	Timpanogos Elementary	AMAZON.COM*BG2MC05B1	$123.45	4/1/2026
0128	Timpanogos Elementary	FEDEX OFFICE 0154 PVUKK	$122.12	3/24/2026
0128	Timpanogos Elementary	TRADER JOE S #352	$96.84	4/1/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BD7O037H1	$93.81	3/20/2026

Code	School / Department	Vendor	Amount	Date
0128	Timpanogos Elementary	AMAZON MKTPL*BG9AL4FO1	$88.53	3/29/2026
0128	Timpanogos Elementary	VILLAGE BAKER - OREM	$85.38	3/24/2026
0128	Timpanogos Elementary	SMITHS FOOD #4136	$84.99	4/2/2026
0128	Timpanogos Elementary	SQ *OREM - STATE STREET	$84.93	4/1/2026
0128	Timpanogos Elementary	MACEYS PROVO	$80.10	3/24/2026
0128	Timpanogos Elementary	AMAZON MKTPL*B75UP16M2	$78.42	4/6/2026
0128	Timpanogos Elementary	SQ *SODALICIOUS	$74.60	4/9/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BG6GK2FB1	$73.97	3/29/2026
0128	Timpanogos Elementary	AMAZON MKTPL*B76JR3252	$64.48	4/6/2026
0128	Timpanogos Elementary	AMAZON MKTPL*B542R9CW0	$60.51	3/24/2026
0128	Timpanogos Elementary	SAMS CLUB.COM	$57.68	3/20/2026
0128	Timpanogos Elementary	THE LIQUIDATION TEAM	$53.00	3/27/2026
0128	Timpanogos Elementary	SMITHS FOOD #4136	$50.86	3/12/2026
0128	Timpanogos Elementary	BYU CAMPUS FLORAL	$50.00	3/19/2026
0128	Timpanogos Elementary	MCGEE S STAMP & TROPHY	$43.47	3/17/2026
0128	Timpanogos Elementary	AMAZON.COM*B762I82V2	$42.53	4/6/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BC80K9S92	$35.64	3/31/2026
0128	Timpanogos Elementary	AMAZON MKTPL*B51LA8931	$32.28	3/27/2026
0128	Timpanogos Elementary	AMAZON MKTPL*B51R55861	$25.99	3/26/2026
0128	Timpanogos Elementary	LITTLE CAESARS 001	$25.95	3/26/2026
0128	Timpanogos Elementary	WM SUPERCENTER #1768	$23.87	3/12/2026
0128	Timpanogos Elementary	FRESH MKT PROVO	$19.97	4/2/2026
0128	Timpanogos Elementary	CHICK-FIL-A #03304	$19.38	3/17/2026
0128	Timpanogos Elementary	TST*SHIRLEYS BAKERY AND	$16.99	3/26/2026
0128	Timpanogos Elementary	WAL-MART #2511	$15.72	3/26/2026
0128	Timpanogos Elementary	DAY'S MARKET	$12.93	3/12/2026
0128	Timpanogos Elementary	MACEYS PROVO	$10.98	3/30/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BG4GA5C00	$9.40	3/31/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BD6AY4AN1	$8.89	3/17/2026
0128	Timpanogos Elementary	AMAZON MKTPL*BG9IV2VI1	$8.39	4/1/2026
0128	Timpanogos Elementary	SMITHS FOOD #4136	$7.49	3/13/2026
0128	Timpanogos Elementary	THE HOME DEPOT #4416	$5.48	3/30/2026
0128	Timpanogos Elementary	AMAZON.COM*B74A46121	$4.89	4/13/2026
0128	Timpanogos Elementary	AMAZON MKTPLACE PMTS	$-3.67	4/1/2026
0128	Timpanogos Elementary	SQ *SODALICIOUS	$-19.98	3/27/2026
0104 — Franklin Elementary		33 transactions	**$4,535.17**	
0104	Franklin Elementary	MT STATE SCHOOLBOOK DEPOS	$1,391.70	3/18/2026
0104	Franklin Elementary	MT STATE SCHOOLBOOK DEPOS	$527.23	3/27/2026
0104	Franklin Elementary	AMAZON MKTPL*BD24F5N80	$319.49	3/19/2026
0104	Franklin Elementary	AMAZON MKTPL*BD93S05L1	$299.98	3/18/2026

Code	School / Department	Vendor	Amount	Date
0104	Franklin Elementary	AMAZON MKTPL*BD9ME0KZ0	$256.39	3/23/2026
0104	Franklin Elementary	AMAZON.COM*BC6I28DT2	$227.19	3/31/2026
0104	Franklin Elementary	SAMS CLUB.COM	$213.26	3/24/2026
0104	Franklin Elementary	DOMINO'S 9111	$141.38	3/17/2026
0104	Franklin Elementary	WM SUPERCENTER #1768	$121.04	3/30/2026
0104	Franklin Elementary	AMAZON MKTPL*BG6BC3FP0	$107.36	3/31/2026
0104	Franklin Elementary	UTAH ASSOCIATION OF EL	$100.00	3/28/2026
0104	Franklin Elementary	SAMS CLUB #6685	$98.72	3/17/2026
0104	Franklin Elementary	AMAZON MKTPL*BG2GW1ZB0	$92.98	3/31/2026
0104	Franklin Elementary	SAMS CLUB.COM	$82.40	3/27/2026
0104	Franklin Elementary	AMAZON MKTPL*BG53O2YX1	$62.99	4/4/2026
0104	Franklin Elementary	AMAZON MKTPL*BD67Z5QL2	$57.45	3/13/2026
0104	Franklin Elementary	OTC BRANDS *OTC BRANDS	$50.98	4/2/2026
0104	Franklin Elementary	AMAZON MKTPL*BC1IB3152	$50.40	3/29/2026
0104	Franklin Elementary	AMAZON MKTPL*BP5545DT1	$49.95	3/12/2026
0104	Franklin Elementary	AMAZON.COM*BG4X56EM0	$36.74	4/1/2026
0104	Franklin Elementary	AMAZON MKTPL*B59O26B61	$31.46	3/26/2026
0104	Franklin Elementary	AMAZON MKTPL*BC1JG8X92	$29.99	3/30/2026
0104	Franklin Elementary	AMAZON.COM*B739X8F12	$29.97	4/2/2026
0104	Franklin Elementary	SQ *COUNCIL FOR EXCEPTION	$27.00	3/13/2026
0104	Franklin Elementary	AMAZON MKTPL*B58P50WB0	$26.99	3/30/2026
0104	Franklin Elementary	AMAZON MKTPL*BP8Q53EI0	$25.98	3/13/2026
0104	Franklin Elementary	AMAZON MKTPL*B79OU5HP2	$18.99	4/5/2026
0104	Franklin Elementary	AMAZON.COM*BD4VX03L0	$10.52	3/19/2026
0104	Franklin Elementary	AMAZON.COM*B54IJ0JQ1	$10.47	3/23/2026
0104	Franklin Elementary	AMAZON MKTPL*BG4YY7710	$9.89	4/5/2026
0104	Franklin Elementary	AMAZON MKTPL*BG2AL0WG0	$9.59	4/6/2026
0104	Franklin Elementary	AMAZON.COM*B53WU82P2	$8.70	3/19/2026
0104	Franklin Elementary	AMAZON MKTPL*BP8U08JW0	$7.99	3/12/2026
1600 — Transportation		6 transactions	**$4,211.51**	
1600	Transportation	NOREGON SYSTEMS	$2,877.37	3/30/2026
1600	Transportation	SQ *FIRSTLINE ROAD SOLUTI	$516.00	3/31/2026
1600	Transportation	CHICAGO PNEUMATIC TOOL C	$417.87	3/18/2026
1600	Transportation	THE HOME DEPOT #4416	$274.03	3/27/2026
1600	Transportation	DOLLAR GENERAL #19310	$70.92	4/2/2026
1600	Transportation	THE HOME DEPOT #4416	$55.32	3/19/2026
0100 — Amelia Earhart Elementary		40 transactions	**$3,614.65**	
0100	Amelia Earhart Elementary	FREEDOM FESTIVAL INC	$470.00	3/18/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BP9GQ4IP1	$361.86	3/14/2026
0100	Amelia Earhart Elementary	AMAZON.COM*BP9RJ2JW0	$317.79	3/12/2026

Code	School / Department	Vendor	Amount	Date
0100	Amelia Earhart Elementary	AMAZON MKTPL*BD1287JR1	$273.87	3/16/2026
0100	Amelia Earhart Elementary	SAMS CLUB #6685	$215.75	3/18/2026
0100	Amelia Earhart Elementary	TST* KNEADERS BAKERY AND	$153.60	3/25/2026
0100	Amelia Earhart Elementary	AMAZON.COM*BP3FC3621	$144.24	3/12/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*B57H92DC0	$138.19	3/29/2026
0100	Amelia Earhart Elementary	SAMSCLUB #6685	$137.77	4/7/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*B50284TO2	$131.94	3/16/2026
0100	Amelia Earhart Elementary	THANKSGIVING POINT	$124.00	4/2/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*B79VL55Z2	$92.90	4/5/2026
0100	Amelia Earhart Elementary	WM SUPERCENTER #3208	$90.04	3/18/2026
0100	Amelia Earhart Elementary	AMAZON.COM*BD0NZ74Y0	$83.98	3/18/2026
0100	Amelia Earhart Elementary	FRESH MKT PROVO	$83.96	3/26/2026
0100	Amelia Earhart Elementary	SAMS CLUB #6685	$76.14	3/19/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BD5IX4DG1	$75.56	3/20/2026
0100	Amelia Earhart Elementary	SAMS CLUB #6685	$66.60	3/27/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BG2ST19E1	$48.56	4/3/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BP45W9DI1	$46.88	3/12/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BG02U06Q0	$45.57	4/4/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BG7TX46K0	$43.62	4/4/2026
0100	Amelia Earhart Elementary	AMAZON.COM*BP5YI1TH0	$38.75	3/12/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BC1HA6OZ1	$37.97	4/4/2026
0100	Amelia Earhart Elementary	SAMSCLUB #6685	$37.52	3/21/2026
0100	Amelia Earhart Elementary	SAMS CLUB #6685	$29.96	4/1/2026
0100	Amelia Earhart Elementary	AMAZON.COM*BG6Z83PS0	$29.76	4/2/2026
0100	Amelia Earhart Elementary	USPS PO 4971740605	$21.64	3/27/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BC1IN5O11	$21.49	4/4/2026
0100	Amelia Earhart Elementary	TST* KNEADERS BAKERY AND	$21.32	3/26/2026
0100	Amelia Earhart Elementary	OPENAI *CHATGPT SUBSCR	$21.27	3/18/2026
0100	Amelia Earhart Elementary	THE HOME DEPOT #4416	$20.71	3/13/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BD8B319V2	$19.17	3/14/2026
0100	Amelia Earhart Elementary	FORMATIVE	$17.00	3/22/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BC36U03N1	$15.99	4/5/2026
0100	Amelia Earhart Elementary	AMAZON.COM*B77HQ61X2	$14.21	4/4/2026
0100	Amelia Earhart Elementary	SAMS CLUB #6685	$13.48	3/30/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*BC18R3C31	$12.73	4/4/2026
0100	Amelia Earhart Elementary	THE HOME DEPOT #4416	$11.96	3/17/2026
0100	Amelia Earhart Elementary	AMAZON MKTPL*B56VI9NN1	$6.90	3/23/2026
0124 — Sunset View Elementary		16 transactions	**$3,281.08**	
0124	Sunset View Elementary	FIVE BELOW 3053	$708.70	3/26/2026
0124	Sunset View Elementary	HONEYBAKED HAM 0603	$649.39	3/17/2026

Code	School / Department	Vendor	Amount	Date
0124	Sunset View Elementary	SQ *JUNIOR ACHIEVEMENT -	$510.00	3/26/2026
0124	Sunset View Elementary	CAFE ZUPAS	$422.71	4/1/2026
0124	Sunset View Elementary	TWO JACKS PIZZA	$385.82	4/2/2026
0124	Sunset View Elementary	UTAH ASSOCIATION FOR G	$160.00	3/27/2026
0124	Sunset View Elementary	IN *THIS IS THE PLACE FOU	$120.00	3/26/2026
0124	Sunset View Elementary	AMAZON MKTPL*BG5CZ7101	$88.92	3/31/2026
0124	Sunset View Elementary	TST* KNEADERS BAKERY AND	$49.98	3/27/2026
0124	Sunset View Elementary	AMAZON MKTPL*BC81M2DB2	$49.67	3/31/2026
0124	Sunset View Elementary	AMAZON MKTPL*BG5JV7JY1	$36.23	3/30/2026
0124	Sunset View Elementary	AMAZON MKTPL*BG0ZT8GF1	$28.78	3/31/2026
0124	Sunset View Elementary	AMAZON MKTPL*B59BZ19E0	$26.92	3/30/2026
0124	Sunset View Elementary	AMAZON MKTPL*BD0K606D2	$20.98	3/13/2026
0124	Sunset View Elementary	AMAZON MKTPL*BG29Y7EY2	$12.99	3/23/2026
0124	Sunset View Elementary	AMAZON MKTPL*BD8N50P10	$9.99	3/20/2026
0102 — Edgemont Elementary		13 transactions	**$3,010.95**	
0102	Edgemont Elementary	STAPLES	$1,762.52	4/2/2026
0102	Edgemont Elementary	ROXBERRY JUICE PROVO ROXB	$413.40	3/31/2026
0102	Edgemont Elementary	SAMSCLUB #6685	$323.92	3/19/2026
0102	Edgemont Elementary	SAMS CLUB #6685	$222.36	3/27/2026
0102	Edgemont Elementary	GORDON'S ACE HARDWARE	$67.98	3/26/2026
0102	Edgemont Elementary	SP INSECT LORE	$53.92	3/19/2026
0102	Edgemont Elementary	WM SUPERCENTER #4100	$39.67	4/2/2026
0102	Edgemont Elementary	AMAZON MKTPL*B58152AR0	$30.99	3/26/2026
0102	Edgemont Elementary	AMAZON MKTPL*BG8WP60T1	$24.74	3/31/2026
0102	Edgemont Elementary	AMAZON MKTPL*B583B18F2	$22.99	3/18/2026
0102	Edgemont Elementary	AMAZON MKTPL*B554K7N20	$20.89	3/25/2026
0102	Edgemont Elementary	AMAZON MKTPL*B57870QF2	$19.98	3/18/2026
0102	Edgemont Elementary	AMAZON MKTPL*B52N28OI0	$7.59	3/25/2026
1300 — Elementary/Secondary Education		29 transactions	**$2,958.08**	
1300	Elementary/Secondary Education	ZAO ASIAN CAFE 7 - OREM -	$410.00	3/26/2026
1300	Elementary/Secondary Education	TST* KNEADERS BAKERY AND	$344.82	3/12/2026
1300	Elementary/Secondary Education	TWO JACKS PIZZA	$341.82	3/31/2026
1300	Elementary/Secondary Education	ARTIST CORNER	$248.85	3/20/2026
1300	Elementary/Secondary Education	BERT MURDOCK MUSIC	$183.00	4/1/2026
1300	Elementary/Secondary Education	CINEMARK 1041 BOXCON	$180.00	3/25/2026
1300	Elementary/Secondary Education	TST*BRICK OVEN PROVO	$172.00	3/17/2026
1300	Elementary/Secondary Education	IN *CENTRAL UTAH ENTERPRI	$132.00	4/2/2026
1300	Elementary/Secondary Education	COSTCO WHSE #0484	$118.62	3/20/2026
1300	Elementary/Secondary Education	TST* KNEADERS BAKERY AND	$94.95	4/3/2026
1300	Elementary/Secondary Education	TST* KNEADERS BAKERY AND	$90.87	3/25/2026

Code	School / Department	Vendor	Amount	Date
1300	Elementary/Secondary Education	SQ *PROVO BAKERY	$76.95	3/16/2026
1300	Elementary/Secondary Education	MACEYS PROVO	$66.53	4/1/2026
1300	Elementary/Secondary Education	BYU COUGAR CREATIONS	$63.31	3/30/2026
1300	Elementary/Secondary Education	MACEYS PROVO	$61.76	3/11/2026
1300	Elementary/Secondary Education	BERT MURDOCK MUSIC	$53.00	3/11/2026
1300	Elementary/Secondary Education	SUMMERHAYS MUSIC	$46.78	3/11/2026
1300	Elementary/Secondary Education	BYU COUGAR CREATIONS	$43.74	4/1/2026
1300	Elementary/Secondary Education	CANON SOLUTIONS AMER INC	$34.50	3/25/2026
1300	Elementary/Secondary Education	FRESH MKT PROVO	$34.32	3/31/2026
1300	Elementary/Secondary Education	OFFICE DEPOT # 2838	$32.34	3/31/2026
1300	Elementary/Secondary Education	BYU COUGAR CREATIONS	$31.50	3/18/2026
1300	Elementary/Secondary Education	DAY'S MARKET	$26.43	3/25/2026
1300	Elementary/Secondary Education	STAPLES 00108316	$25.99	4/2/2026
1300	Elementary/Secondary Education	ADOBE INC	$19.99	4/3/2026
1300	Elementary/Secondary Education	MACEYS PROVO	$15.48	3/26/2026
1300	Elementary/Secondary Education	SMITHS FOOD #4144	$10.98	3/30/2026
1300	Elementary/Secondary Education	SQ *GOOD HOPE BAKERY	$7.70	3/16/2026
1300	Elementary/Secondary Education	MACEYS PROVO SSS	$-10.15	4/1/2026
0755 — Code 0755 not registered in table		2 transactions	**$2,542.32**	
0755	Code 0755 not registered in table	GUITARCENTER.COM CALL CT	$1,425.79	3/19/2026
0755	Code 0755 not registered in table	GUITARCENTER.COM CALL CT	$1,116.53	4/6/2026
1150 — Continuous School Improvement		19 transactions	**$2,362.44**	
1150	Continuous School Improvement	FIRST BOOK	$330.55	3/21/2026
1150	Continuous School Improvement	95 PERCENT GROUP	$322.00	4/2/2026
1150	Continuous School Improvement	AMAZON MKTPL*BD8DT28P0	$266.87	3/22/2026
1150	Continuous School Improvement	AMAZON MKTPL*BG0AU4XD2	$196.56	3/23/2026
1150	Continuous School Improvement	ODP BUS SOL LLC # 102838	$184.15	3/24/2026
1150	Continuous School Improvement	SAMS CLUB.COM	$183.95	4/1/2026
1150	Continuous School Improvement	WALMART.COM	$165.89	4/1/2026
1150	Continuous School Improvement	ZOOM.COM 888-799-9666	$159.27	3/23/2026
1150	Continuous School Improvement	95 PERCENT GROUP	$113.30	3/16/2026
1150	Continuous School Improvement	AMAZON MKTPL*BD75Q6861	$107.70	3/19/2026
1150	Continuous School Improvement	AMAZON MKTPL*BD6BW6MZ1	$53.49	3/18/2026
1150	Continuous School Improvement	AMAZON MKTPL*BD2KL93C0	$51.96	3/19/2026
1150	Continuous School Improvement	KEYSLITERAC	$49.00	4/3/2026
1150	Continuous School Improvement	AMAZON MKTPL*BC3872DS2	$46.84	3/31/2026
1150	Continuous School Improvement	HOBBY LOBBY # 448	$41.36	3/13/2026
1150	Continuous School Improvement	AMAZON MKTPL*BP1TL7Y91	$34.99	3/14/2026
1150	Continuous School Improvement	MACEYS PROVO	$20.58	4/2/2026
1150	Continuous School Improvement	STEPHANIE STOLLAR CONS	$17.99	3/17/2026

Code	School / Department	Vendor	Amount	Date
1150	Continuous School Improvement	AMAZON MKTPL*B50C75W20	$15.99	3/30/2026
1530 — Child Nutrition		18 transactions	**$1,859.95**	
1530	Child Nutrition	TST* KNEADERS BAKERY AND	$683.64	3/14/2026
1530	Child Nutrition	AMAZON MKTPL*BD4SP68J0	$445.36	3/22/2026
1530	Child Nutrition	AMAZON MKTPL*BD8WU1J60	$131.32	3/19/2026
1530	Child Nutrition	HOBBY LOBBY # 448	$128.43	3/16/2026
1530	Child Nutrition	AMAZON MKTPL*B56IV6FT0	$109.99	3/25/2026
1530	Child Nutrition	AMAZON.COM*B59BJ8CL0	$70.92	3/24/2026
1530	Child Nutrition	SMITHS FOOD #4136	$44.50	3/16/2026
1530	Child Nutrition	MACEYS PROVO	$40.80	3/27/2026
1530	Child Nutrition	WAL-MART #1768	$39.85	3/13/2026
1530	Child Nutrition	QR.IO GENERATOR	$35.00	3/27/2026
1530	Child Nutrition	AMAZON MKTPL*BC9B28F02	$29.47	3/27/2026
1530	Child Nutrition	DOLLAR TREE	$25.50	3/16/2026
1530	Child Nutrition	GORDON'S ACE HARDWARE	$16.98	3/12/2026
1530	Child Nutrition	CANVA* I04834-60349975	$15.00	3/28/2026
1530	Child Nutrition	MACEYS PROVO	$14.98	3/20/2026
1530	Child Nutrition	AMAZON MKTPL*BP5EA8XZ0	$12.23	3/14/2026
1530	Child Nutrition	AMAZON MKTPL*BP5109RL0	$7.99	3/17/2026
1530	Child Nutrition	AMAZON MKTPL*B55HQ2BD2	$7.99	3/18/2026
0123 — Spring Creek Elementary		21 transactions	**$1,693.18**	
0123	Spring Creek Elementary	PAYPAL *MAGICINLEAR	$505.10	3/18/2026
0123	Spring Creek Elementary	SAMS CLUB #6685	$184.98	3/19/2026
0123	Spring Creek Elementary	SQ *ASD PRINTING SERVICES	$137.88	4/2/2026
0123	Spring Creek Elementary	SAMS CLUB #6685	$132.35	3/31/2026
0123	Spring Creek Elementary	SAMSCLUB #6685	$108.40	3/23/2026
0123	Spring Creek Elementary	CANON SOLUTIONS AMER INC	$88.00	3/27/2026
0123	Spring Creek Elementary	SAMS CLUB.COM	$73.26	3/13/2026
0123	Spring Creek Elementary	AMAZON MKTPL*BC6EP5CE1	$69.92	4/4/2026
0123	Spring Creek Elementary	BRIGHAM YOUNG UNIVERSI	$68.40	3/24/2026
0123	Spring Creek Elementary	SQ *BEAN LIFE SCIENCE MUS	$55.00	4/6/2026
0123	Spring Creek Elementary	AMAZON MKTPL*B59FS9SK2	$44.53	3/19/2026
0123	Spring Creek Elementary	AMAZON.COM*BG2R342M2	$39.24	3/25/2026
0123	Spring Creek Elementary	WAL-MART #3208	$37.88	3/26/2026
0123	Spring Creek Elementary	THANKSGIVING POINT	$24.00	3/12/2026
0123	Spring Creek Elementary	SAMS CLUB #6685	$23.74	3/26/2026
0123	Spring Creek Elementary	AMAZON.COM*BG9X12JE0	$22.76	4/1/2026
0123	Spring Creek Elementary	AMAZON MKTPL*BD02J9NW0	$19.92	3/19/2026
0123	Spring Creek Elementary	AMAZON MKTPL*BG8LS1M12	$19.78	3/24/2026
0123	Spring Creek Elementary	DAY'S MARKET	$18.58	3/23/2026

Code	School / Department	Vendor	Amount	Date
0123	Spring Creek Elementary	SAMSCLUB #6685	$11.87	3/31/2026
0123	Spring Creek Elementary	AMAZON MKTPL*BD49826I1	$7.59	3/19/2026
0740 — Adult Education		7 transactions	**$1,690.52**	
0740	Adult Education	ADULT EDUCATION ASSOC	$1,200.00	4/2/2026
0740	Adult Education	COPIES PLUS PRINTING	$157.02	4/3/2026
0740	Adult Education	STAPLES 00108316	$121.31	3/16/2026
0740	Adult Education	CALENDLY	$120.00	3/25/2026
0740	Adult Education	ODP BUS SOL LLC # 101080	$43.48	3/12/2026
0740	Adult Education	COSTCO WHSE #0484	$42.33	3/24/2026
0740	Adult Education	SMITHS FOOD #4136	$6.38	3/24/2026
1200 — Special Education		9 transactions	**$1,613.17**	
1200	Special Education	AWL*PEARSON EDUCATION	$572.50	4/1/2026
1200	Special Education	ODP BUS SOL LLC # 101080	$318.76	3/17/2026
1200	Special Education	AWL*PEARSON EDUCATION	$300.00	3/12/2026
1200	Special Education	TST* COSTA VIDA - PROVO	$245.80	3/17/2026
1200	Special Education	AWL*PEARSON EDUCATION	$87.70	4/2/2026
1200	Special Education	CHEVRON 0204058	$46.60	3/26/2026
1200	Special Education	SMITHS FOOD #4136	$21.06	3/16/2026
1200	Special Education	USPS PO 4971740605	$12.00	3/13/2026
1200	Special Education	USPS PO 4971760601	$8.75	4/6/2026
1540 — Human Resources		20 transactions	**$1,522.43**	
1540	Human Resources	SAMSCLUB #6685	$277.63	3/26/2026
1540	Human Resources	AMAZON MKTPL*BG79960H1	$263.74	3/31/2026
1540	Human Resources	AMAZON.COM*B53G88XM2	$145.30	3/17/2026
1540	Human Resources	EZCATER*GREAT HARVEST	$110.60	3/24/2026
1540	Human Resources	THE PAPER STORE AND MO	$106.98	3/12/2026
1540	Human Resources	AMAZON.COM*BD2XU8RT2	$104.17	3/14/2026
1540	Human Resources	THE PAPER STORE AND MO	$89.98	4/2/2026
1540	Human Resources	ODP BUS SOL LLC # 101080	$60.12	3/20/2026
1540	Human Resources	OFFICE DEPOT # 2838	$50.27	3/20/2026
1540	Human Resources	MICHAELS STORES 5188	$45.47	3/20/2026
1540	Human Resources	THE PAPER STORE AND MO	$40.97	3/23/2026
1540	Human Resources	AMAZON MKTPL*BG2FZ8HL2	$34.98	3/24/2026
1540	Human Resources	THE PAPER STORE AND MO	$33.98	3/30/2026
1540	Human Resources	AMAZON MKTPL*BC0XR05U2	$29.70	3/30/2026
1540	Human Resources	ODP BUS SOL LLC # 101080	$29.18	3/24/2026
1540	Human Resources	MACEYS PROVO	$26.13	3/26/2026
1540	Human Resources	AMAZON MKTPL*B52FP61T0	$19.98	3/27/2026
1540	Human Resources	AMAZON MKTPL*BC9AI8362	$19.98	3/28/2026
1540	Human Resources	AMAZON.COM*BC56Z3VZ2	$18.42	3/30/2026

Code	School / Department	Vendor	Amount	Date
1540	Human Resources	AMAZON MKTPL*BY9RT48L2	$14.85	4/12/2026
1560 — Student Services		7 transactions	**$1,021.16**	
1560	Student Services	SQ *WAFFLE LOVE PROVO	$562.05	4/3/2026
1560	Student Services	TOUR* CLAS ROPES	$248.40	3/23/2026
1560	Student Services	YAMM.COM	$150.00	3/24/2026
1560	Student Services	SQ *ASD PRINTING SERVICES	$19.65	3/19/2026
1560	Student Services	AMAZON MKTPL*BG71R9IJ1	$19.11	4/3/2026
1560	Student Services	AMAZON MKTPL*BC6N71JR1	$17.99	4/5/2026
1560	Student Services	AMAZON MKTPL*BP2UM6AE0	$3.96	3/13/2026
0520 — Oak Spring		8 transactions	**$944.48**	
0520	Oak Spring	TOUR* CLAS ROPES	$482.25	4/6/2026
0520	Oak Spring	TST* KNEADERS BAKERY AND	$194.70	3/31/2026
0520	Oak Spring	SAMS CLUB #6685	$79.54	3/31/2026
0520	Oak Spring	REAMS SPRINGVILLE M	$54.90	3/31/2026
0520	Oak Spring	SAMSCLUB #6685	$53.46	3/24/2026
0520	Oak Spring	THANKSGIVING POINT	$30.00	3/23/2026
0520	Oak Spring	THANKSGIVING POINT	$30.00	3/24/2026
0520	Oak Spring	SAMS CLUB #6685	$19.63	3/12/2026
0610 — East Bay Post High		15 transactions	**$507.87**	
0610	East Bay Post High	SAMSCLUB #6685	$151.78	3/26/2026
0610	East Bay Post High	STAPLES 00106328	$139.96	3/18/2026
0610	East Bay Post High	THE LIVING PLANET INC	$64.35	4/1/2026
0610	East Bay Post High	WM SUPERCENTER #3208	$34.84	3/19/2026
0610	East Bay Post High	WAL-MART #3208	$24.96	3/12/2026
0610	East Bay Post High	WM SUPERCENTER #3208	$20.96	3/26/2026
0610	East Bay Post High	SMITHS FOOD #4136	$20.73	3/24/2026
0610	East Bay Post High	WAL-MART #3208	$15.29	4/2/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	3/12/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	3/18/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	3/19/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	3/30/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	3/31/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	4/1/2026
0610	East Bay Post High	UTAH TRANSIT AUTHORITY (U	$5.00	4/2/2026
0510 — eSchool		4 transactions	**$246.21**	
0510	eSchool	MARVELLOUS CATERING CO	$140.00	3/26/2026
0510	eSchool	COSTCO WHSE #0484	$50.95	3/18/2026
0510	eSchool	THE UPS STORE 5266	$40.26	3/16/2026
0510	eSchool	ONCEHUB INC.	$15.00	3/25/2026
		TOTAL P-CARD PURCHASES — 1,538 transactions	**$376,478.64**	

NET PAY WARRANTS — Payroll Payments

Period: April 2026 | 2,026 payments | Total: $6,723,773.19

Check #	Date	Type	Net Pay
426035	4/15/2026	EFT	$14,630.98
426029	4/15/2026	EFT	$12,461.50
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424625	4/15/2026	EFT	$3,554.51
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425523	4/15/2026	EFT	$3,546.76
424862	4/15/2026	EFT	$3,539.46
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424774	4/15/2026	EFT	$3,397.56
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425221	4/15/2026	EFT	$1,514.77

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424634	4/15/2026	EFT	$5,353.28
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424316	4/15/2026	EFT	$5,342.03
425387	4/15/2026	EFT	$5,336.12
425638	4/15/2026	EFT	$5,334.22
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424727	4/15/2026	EFT	$5,325.03
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425062	4/15/2026	EFT	$2,840.10
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425012	4/15/2026	EFT	$2,811.52
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425618	4/15/2026	EFT	$2,800.99
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426107	4/15/2026	EFT	$2,778.88
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425493	4/15/2026	EFT	$1,314.26
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425018	4/15/2026	EFT	$1,302.94
424445	4/15/2026	EFT	$1,297.77
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424406	4/15/2026	EFT	$1,284.59
424734	4/15/2026	EFT	$1,283.70
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425237	4/15/2026	EFT	$1,272.77
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424936	4/15/2026	EFT	$1,223.18
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007462	4/28/2026	Check	$5,241.13
424673	4/15/2026	EFT	$5,236.39
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425303	4/15/2026	EFT	$5,223.74
426096	4/15/2026	EFT	$5,222.78
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425053	4/15/2026	EFT	$5,194.34
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426032	4/15/2026	EFT	$5,193.53
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424944	4/15/2026	EFT	$5,155.00
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425426	4/15/2026	EFT	$2,731.32
426117	4/15/2026	EFT	$2,728.88
425417	4/15/2026	EFT	$2,728.11
426109	4/15/2026	EFT	$2,725.52
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425567	4/15/2026	EFT	$2,716.04
425279	4/15/2026	EFT	$2,701.40
426017	4/15/2026	EFT	$2,699.86
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426085	4/15/2026	EFT	$175.32
426086	4/15/2026	EFT	$173.15
425842	4/15/2026	EFT	$166.23
424417	4/15/2026	EFT	$159.65

Check #	Date	Type	Net Pay
424986	4/15/2026	EFT	$4,350.20
425737	4/15/2026	EFT	$4,349.88
424630	4/15/2026	EFT	$4,348.25
426063	4/15/2026	EFT	$4,342.95
426019	4/15/2026	EFT	$4,336.78
426012	4/15/2026	EFT	$4,335.31
425966	4/15/2026	EFT	$4,332.25
424891	4/15/2026	EFT	$4,331.95
424683	4/15/2026	EFT	$4,326.70
425714	4/15/2026	EFT	$4,321.67
424500	4/15/2026	EFT	$4,318.28
426218	4/15/2026	EFT	$4,311.11
425610	4/15/2026	EFT	$4,310.32
425181	4/15/2026	EFT	$4,305.96
425281	4/15/2026	EFT	$4,303.98
424363	4/15/2026	EFT	$4,297.39
424719	4/15/2026	EFT	$4,295.84
424747	4/15/2026	EFT	$4,291.84
424704	4/15/2026	EFT	$4,288.29
425067	4/15/2026	EFT	$4,285.71
424399	4/15/2026	EFT	$4,285.60
425287	4/15/2026	EFT	$4,285.23
425035	4/15/2026	EFT	$4,278.81
425589	4/15/2026	EFT	$4,276.94
425441	4/15/2026	EFT	$4,271.64
425228	4/15/2026	EFT	$4,270.66
426072	4/15/2026	EFT	$4,264.23
426180	4/15/2026	EFT	$4,264.08
424738	4/15/2026	EFT	$4,263.15
425517	4/15/2026	EFT	$4,259.50
424881	4/15/2026	EFT	$4,256.85
425765	4/15/2026	EFT	$4,256.24
424926	4/15/2026	EFT	$4,251.26
425065	4/15/2026	EFT	$4,248.98
425220	4/15/2026	EFT	$4,246.00
424730	4/15/2026	EFT	$4,245.25
424840	4/15/2026	EFT	$4,244.00
424788	4/15/2026	EFT	$4,240.54
424648	4/15/2026	EFT	$4,238.79
425230	4/15/2026	EFT	$4,237.06
424931	4/15/2026	EFT	$2,021.59
424506	4/15/2026	EFT	$2,019.37
424332	4/15/2026	EFT	$2,018.27
424817	4/15/2026	EFT	$2,017.88
425309	4/15/2026	EFT	$2,015.51
425984	4/15/2026	EFT	$2,015.51
424810	4/15/2026	EFT	$2,011.59
424372	4/15/2026	EFT	$2,010.85
425328	4/15/2026	EFT	$2,009.46
425977	4/15/2026	EFT	$2,007.98
425871	4/15/2026	EFT	$2,007.92
426081	4/15/2026	EFT	$2,002.75
007391	4/15/2026	Check	$2,002.72
425667	4/15/2026	EFT	$2,000.41
426050	4/15/2026	EFT	$1,998.02
425736	4/15/2026	EFT	$1,993.22
424812	4/15/2026	EFT	$1,988.25
424756	4/15/2026	EFT	$1,986.59
425153	4/15/2026	EFT	$1,979.62
425620	4/15/2026	EFT	$1,975.48
425965	4/15/2026	EFT	$1,974.90
425859	4/15/2026	EFT	$1,971.89
426121	4/15/2026	EFT	$1,969.71
424585	4/15/2026	EFT	$1,968.47
425565	4/15/2026	EFT	$1,967.81
424576	4/15/2026	EFT	$1,967.00
425797	4/15/2026	EFT	$1,965.95
424616	4/15/2026	EFT	$1,964.81
424387	4/15/2026	EFT	$1,962.22
424798	4/15/2026	EFT	$1,962.21
424577	4/15/2026	EFT	$1,959.32
426105	4/15/2026	EFT	$1,958.90
424343	4/15/2026	EFT	$1,954.12
425244	4/15/2026	EFT	$1,953.20
424346	4/15/2026	EFT	$1,950.66
424961	4/15/2026	EFT	$1,950.37
426161	4/15/2026	EFT	$1,950.09
424736	4/15/2026	EFT	$1,949.77
424357	4/15/2026	EFT	$1,948.68
425346	4/15/2026	EFT	$1,947.29
424328	4/15/2026	EFT	$158.56
425524	4/15/2026	EFT	$153.92
007402	4/28/2026	Check	$152.38
007406	4/28/2026	Check	$152.38
007409	4/28/2026	Check	$152.38
007410	4/28/2026	Check	$152.38
007429	4/28/2026	Check	$152.38
007439	4/28/2026	Check	$152.38
007445	4/28/2026	Check	$152.38
007456	4/28/2026	Check	$152.38
007478	4/28/2026	Check	$152.38
007489	4/28/2026	Check	$152.38
007496	4/28/2026	Check	$152.38
007416	4/28/2026	Check	$151.04
007419	4/28/2026	Check	$151.04
007426	4/28/2026	Check	$151.04
007440	4/28/2026	Check	$151.04
007442	4/28/2026	Check	$151.04
007458	4/28/2026	Check	$151.04
007469	4/28/2026	Check	$151.04
007493	4/28/2026	Check	$151.04
426203	4/15/2026	EFT	$142.39
424761	4/15/2026	EFT	$139.12
425700	4/15/2026	EFT	$138.52
007392	4/15/2026	Check	$104.54
426170	4/15/2026	EFT	$91.42
424853	4/15/2026	EFT	$86.30
424856	4/15/2026	EFT	$81.99
425940	4/15/2026	EFT	$78.87
426077	4/15/2026	EFT	$74.56
425771	4/15/2026	EFT	$65.49
425019	4/15/2026	EFT	$46.20
425649	4/15/2026	EFT	$32.58
425571	4/15/2026	EFT	$25.74
425915	4/15/2026	EFT	$25.39
425975	4/15/2026	EFT	$22.64
425502	4/15/2026	EFT	$17.67
426025	4/15/2026	EFT	$1.53

TOTAL NET PAY — 2,026 payments | * excludes negative / zero amounts **$6,723,773.19**

STUDENT SERVICES
Jason Garrison
Director
Carrie Rawlins
Assistant Director

May 1, 2026

Re: Homeschool Requests

Dear Provo City Board of Education

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

It is my recommendation that the Board releases all 8 students on the list to home school and shall annually issue a certificate stating that the school age minor is excused from attendance for the specified school year.

Respectfully,

Jason Garrison
Director
Student Services

Homeschool List
May 2026

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

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Homeschool List
May 2026

Year to Date Open Enrollment/Homeschool Report

May 2026

	2026-2027			2025-2026					2024-2025					2023-2024					2022-2023				
	Applications Received	Approved	CHOICE OUT	Applications Received	Approved	CHOICE OUT	HomeSchool Notifications Received	Dual Enrolled	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual
Amelia Earhart	11	4	17	27	7	34	22		21	11	24	24	1	17	13	32	17		28	26	29	22	
Canyon Crest	64	35	9	90	47	33	46	5	57	39	20	45	4	69	45	44	37	3	103	74	60	35	3
Edgemont	72	59	16	135	76	25	46	6	78	39	21	51	6	106	76	42	46	7	107	64	31	37	2
Franklin	12	7	19	50	23	56	22	1	56	39	64	29	2	79	61	59	2	2	52	43	31	15	2
Lakeview	19	9	6	57	39	15	32	2	67	40	9	40	3	63	39	33	33	2	57	39	18	34	
Provo Peaks	20	8	15	67	41	35	39	2	76	48	31	57	9	60	40	64	38	5	48	38	48	38	5
Provost	16	11	10	55	40	27	22	2	52	40	24	13	2	59	32	29	23	4	67	36	27	22	
Rock Canyon	15	9	29	84	38	25	47	3	48	32	22	51	5	44	31	49	35	2	72	52	24	28	1
Spring Creek	9	3	14	26	12	45	31	1	14	8	37	27	1	24	14	72	16	1	30	14	43	21	1
Sunset View	43	20	13	85	57	25	45	3	73	53	32	31	7	78	56	46	19	7	70	38	46	19	8
Timpanogos	50	27	8	88	59	37	38	5	81	45	34	46	5	116	76	70	35	3	114	78	41	28	2
Wasatch	27	14	6	64	49	27	51	10	50	36	20	69	18	84	64	41	68	25	62	47	19	67	21
Westridge	20	12	20	49	19	28	40	4	37	21	21	47	2	54	30	46	42	2	47	27	35	36	3
Centennial	12	3	8	26	8	19	341	252	21	6	13	327	231	42	19	37	280	197	30	25	10	261	168
Shoreline/Dixon	17	10	2	51	28	3	268	201	45	32	11	227	155	39	28	20	164	111	33	30	21	146	95
eSchool							18	7				25	12				18	9				17	7
PHS	24	10	5	79	59	22	341	174	83	38	24	345	158	94	57	29	240	92	102	81	26	196	55
THS	29	19	1	95	52	25	573	366	91	38	13	562	345	58	22	56	469	272	81	71	48	388	222
IHS	0	0	0	42	32		66	1	42	38		74		47	37	0	51		40	37		42	
EBPHS																							
Sunrise Preschool																							
Title 1 Preschool																							
Unknown homeschool							56	0				87					79					75	
TOTALS	460	##	##	1170	686	481	2144	1045	**992**	**603**	**420**	**2177**	**966**	1133	740	769	1712	744	1143	820	557	1527	595
Transfers from:																							
Alpine			35			116					112					71					164		
Nebo			19			52					51					115					65		
Others			13			37					19					35					44		
eSchool			Registered YTD			41			Registered YTD		49			Registered YTD		87			Registered YTD		91		

Approved Student Travel						
DATE OF EVENT	**Superintendent or Board Approved**	**SCHOOL**	**GROUP/ACTIVITY**	**LOCATION**	**Anticipated Cost per Student**	**School Days Missed**
July 4-9 2025	Superintendent	THS	FCCLA National Conference	Orlando, FL	$1,314	0
September 4-6 2025	Superintendent	PHS	Football SUU FB Camp	Boise, ID	$347	1
October 2-4 2025	Superintendent	PHS	Drama	Cedar City	$220	1
July 10-12 2025	Superintendent	THS	Cheer Summer Camp	Layton	$550	0
August 7-9 2025	Superintendent	THS	Girls Volleyball	St. George	$280	0
August 14-16 2025	Superintendent	PHS	Girls Tennis	St. George	$350	1
September 12-13, Oct 10-11 2025	Superintendent	IHS	Student Body	Ruth Lake or Sunset Peak	$35	0
September 24-26 2025	Superintendent	IHS	Student Body	Bryce Canyon	$48	2
September 5-6 2025	Superintendent	PHS	Boys Golf	Vernal	$200	2
August 21-24 2025	Superintendent	THS	Girls Volleyball	Las Vegas	$820	2
November 6-7 2025	Superintendent	PHS	Marching Band	St. George	$50	2
May 29 - June 4 2026	Board	SMS	History Seminar	Washington D.C.	$2,000	0
September 12-13 2025	Superintendent	PHS	Girls Volleyball	Logan	$0	0 (1 period)
October 16-18 2025	Superintendent	THS	German	Bryce and Zion	$200	0
April 9-14 2026	Board	PHS	Performing Arts	NYC	$2,000	2
October 2-4 2025	Superintendent	THS	Drama	Cedar City	$265	2
October 2-4 2025	Superintendent	THS	Drama	Cedar City	$250	2
November 6-9 2025	Superintendent	THS	Marching Band	St. George	$645.25	2
April 9-11 2026	Superintendent	THS	Girls Lacrosse	St. George	$250	0
February 18-22 2026	Board	THS	Cheer	Anaheim CA	$2,000	2
June 2-6 2026	Board	THS	Drama	NYC	$1,700	0
March 4-8 2026 Changed to Feb 25-Mar 1 2026	Board	THS	Dance	California	$1,500	2
Jan 9--10 2026	Superintendent	THS	Swim	St. George	$180	1
Nov 6-7 2025	Superintendent	PHS	Marching Band	St. George	$0	2
Dec 11-13 2025	Superintendent	THS	Girls Basketball	St. George	$550	2
February 18-22 2026	Board	PHS	Cheer	Anaheim CA	$1,915	2
March 13-14 2026	Superintendent	PHS	Baseball	St. George	$275	1
April 2-3 2026	Superintendent	PHS	Baseball	Uintah High School	$115	1.5
December 18-23 2025	Superintendent	THS	Boys Basketball	Las Vegas	$1,020	2
March 19-21 2026	Superintendent	THS	Boys Lacrosse	St. George	$405	1
March 19-21 2026	Superintendent	PHS	Boys Tennis	St. George	$450	1
March 19-21 2026	Superintendent	THS	Track	St. George	$240	1
November 20-22 2025	Superitendent	PHS	Boy Basketball	St. George	$500	2
December 11-13 2025	Superintendent	PHS	Girls Basketball	St. George	$500	2
November 6-7 2025	Superintendent	PHS	Football	Hurricane	$180	1
January 2-3 2026	Superintendent	PHS	Wrestling	Richfiled	$190	0
December 19-20 2025	Superintendent	PHS	Boys Basketball	Ephriam	$150	2
March 5-7 2026	Superintendent	PHS	Boys Soccer	St. George	$273	2
January 28-29 2026	Superintendent	PHS	Girls Wrestling	Washington , UT	$190	2
April 16-17 2026	Superintendent	THS	HOSA	Layton	$80	1.5
March 10-11 2026	Superintendent	THS	FBLA	Layton	$130	1
June 28 - July 3 2026	Superintendent	THS	FBLA	San Antonio, TX	$1,587	0
February 19-20 2026	Superintendent	THS	DECA	Layton	$130	2
April 24-30 2026	Superintendent	THS	DECA	Atlanta, GA	$2,000	5
March 19-21 2026	Superintendent	THS	Boys Tennis	St. George	$250	1.5
March 23-25 2026	Superintendent	THS	FCCLA	Layton	$260	2
March 5-7 2026	Superintendent	THS	Softball Team	Moab	$165	2
March 15-17 2026	Superintendent	PHS	Girls Golf	St. George	$240	2
Februry 19-21 2026	Superintendent	THS	Boys Baseball	St. George	$180	1
April 3-4 2026	Superintendent	THS	Boys Volleyball	St. George	$0 ($300)	0
March 27-28 2026	Superintendent	PHS	Boys Lacrosse	St. George	$125	0
April 16-17 2026	Superintendent	PHS	Girls Lacrosse	St. George	$200	0
May 14-15 2026	Superintendent	PHS	Student Government	Daniels Summit	$130	1.5
April 22-24 2026	Superintendent	IHS	General Student Body	St. George	$50	2
April 17-18 and May 8-9 2026	Superintendent	IHS	General Student Body	Battle Creek/ San Rafael Swell	$35	0
April 16-17 2026	Superintendent	PHS	HOSA	Davis Conference	$130	2
July 6-10 2026	Superintendent	THS	FCCLA National Conference	Washington DC	$130	0
September 10-12 2026	Superintendent	PHS	Girls Tennis	St. George	$350	1
June 16-21 2026	Superintendent	PHS	HOSA International Conf	Indianapolis	$750	0