

Tuesday, June 23, 2026
PCSD Study Session and Business Meeting

4:00 PM
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](https://www.youtube.com/channel/UCFmB8Jxqa9-RMOSvfwbylUQ)

1. Welcome
2. Roll Call
Procedural
3. Motion to Convene
4. Board Member Training: Effective Superintendent Evaluations, Board Member Lisa Boyce (4:02pm, 3 min)
Most meetings will include a training presented by rotating board members on the Board Handbook, USBE Guide, or Policies. Effective Board Member Evaluations, Best Practice Handbook, p. 19-12
5. Discussion: Real Estate Consultant Process (4:05pm, 10 min)
6. Discussion: End of Year Data (4:15pm, 30 min)
7. Update: Elementary DLI and Boundary Committee (4:45pm, 5 min)
8. Large Purchase Requests: AE Skylights, Intercom Updates, CC Curb and Gutter Updates (4:50pm, 7 min)
The following purchase requests over \$50,000 will be reviewed per Policy 6210 Purchasing:
 1. Amelia Earhart Skylights
 2. Intercom updates at Provo High, Rock Canyon, Sunset View and Provost
 3. Curb and gutter replacement at Canyon Crest
9. Fraud Risk Assessment Discussion (4:57pm, 3min)
10. Policy Review 1st Readings (5:00pm, 40 min)
Policy Review, 1st Readings
Wendy Dau, Superintendent
Issue
District administration generates or revises policies from time to time as needed, whether due to state legal requirements or local identified needs. The policy committee, including select board members, helps in this process and, when ready, the policies come before the board in multiple readings, are posted on the district website for public review and finally are voted on by the board.
Background
The following policies will be discussed by the board tonight as 1st readings before being posted on the district website for public comment.
 1. New Policy 4067 CPR Training
 2. Updated Policy 4030 Animals in Schools
 3. Updated Policy 4023 Sex Education

4. New Policy 4015 Parent Access

11. Policy Review 2nd Readings (5:40pm, 15 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.

5. New Policy 5027, Employee Associations and Wage Deductions
6. New Policy 5028 Employee Associations and Leave
7. Updated Policy 5245 Employee Transfers
8. Updated Policy 5290 Reduction in Force
 - a. Policy 5290 Procedure 1
9. Updated Policy 4340 Religious Neutrality
10. Updated Policy 5200 Drug-Free Workplace
11. Updated 5090 P2 Scope of Employment
12. New Policy 4412 Student Internships
13. New Policy 4411 Health Care Occupation Programs

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].

12. Motion to Adjourn

B. 6:00 p.m. Public Hearing PCSD Final FY26 Budget and FY27 Proposed Budget

1. Welcome
2. Motion to Convene
3. Presentation FY26 Final Budget and FY27 Proposed Budget
4. Public Comment
5. Consideration to Approve Final FY26 Final Budget
6. Consideration to Approve an Increase in Child Nutrition Meal Costs
7. Consideration to Approve the FY27 Proposed Budget
8. Motion to Adjourn

C. Business Meeting

1. Welcome
2. Roll Call
Procedural
3. Motion to Convene
4. Pledge of Allegiance: Deputy Superintendent Jason Cox

D. Community Connections

1. Magical Moment
2. Public Input (No more than 30 minutes)

E. Business Items

1. Large Purchase Request: Amelia Earhart Skylights

- 
2. Large Purchase Request: Intercom Updates Multiple Schools
 3. Large Purchase Request: Curb and Gutter Updates Canyon Crest Elementary
 4. Business Item: Fraud Risk Assessment
 5. Business Item: New Policy 5027 Employee Associations and Wage Deductions
 6. Business Item: New Policy 5028 Employee Associations and Leave
 7. Business Item: Updated Policy 5245 Employee Transfers
 8. Business Item: Updated Policy 5290 Reduction in Force
 9. Business Item: Updated Policy 4340 Religious Neutrality
 10. Business Item: Updated Policy 5200 Drug-Free Workplace
 11. Business Item: New Policy 4412 Student Internships
 12. Business Item: New Policy 4411 Health Care Occupation Programs

F. **Motion to Adjourn**



Superintendent Evaluation as a Governance Tool

BOARD MEMBER TRAINING

Provo City School District • June 23, 2026

Why Superintendent Evaluation Matters



Performance Tool

Evaluations are critical tools used by boards to drive and improve overall district performance.



Strategic Alignment

Strengthens the bond between Board and Superintendent around vision and strategic priorities.



Accountability

Promotes transparency and continuous improvement through regular, structured assessments.



Shared Expectations

Builds relationships via ongoing communication and clear, shared performance expectations.

Characteristics of Effective Evaluations

What Works

- Focus on strategic goals tied directly to the district's plan.
- Use objective evidence and measurable outcomes—not just opinions.
- Provide ongoing feedback throughout the year.
- Support growth while maintaining accountability for results.

A Recommended Cycle

Self-Assessment

- 2 Goal Setting & Planning
- 3 Implementation
- 4 Formative Assessment
- 5 Summative Evaluation

2026 End of Year Data

June 23, 2026



Welcome • Educate • Inspire

District Assessment Cheat Sheet

1. Screeners & Progress Monitors (**The Check-Ups**)

- **Acadience Reading & Math:** Quick, individual check-ins (K–6) given 3 times a year.
 - **Score Meaning:** Flags "at-risk" students needing immediate intervention using simple benchmarks (*Well Below* to *Above Benchmark*).

2. Growth Trackers (**The Progress Reports**)

- **NWEA MAPS Growth:** Adaptive test that adjusts to a student's responses to pinpoint their exact learning level.
 - **Score Meaning:** Measures year-over-year personal progress using a continuous scale (**RIT score**) and stacks them against national growth norms (**Percentile**).

3. Summative & Accountability Tests (**The Final Audits**)

- **Utah RISE (Grades 3–8):** State end-of-year test.
 - **Score Meaning:** Measures mastery of specific grade-level standards (*Below* to *Highly Proficient*). Used primarily for school accountability and identifying systemic curriculum gaps.
- **Utah Aspire+ (Grades 9–10):** High school state end-of-year test.
 - **Score Meaning:** Tests mastery of high school standards while simultaneously predicting future ACT performance.
- **ACT (Grade 11):** National college readiness exam.
 - **Score Meaning:** Scored from 1 to 36. Shows how competitive a student's college applications will be and if they are ready for credit-bearing college coursework.

Percentage vs. Percentile

- **Percentage (%) = What they got right.** * *Example:* An **80%** means they got 80 out of 100 questions correct. It measures mastery of the material, completely independent of how anyone else performed.
- **Percentile = Who they beat.** * *Example:* Landing in the **80th percentile** means they scored equal to or higher than 80% of students nationwide who took the same test. It is a peer ranking system.





Screeners / Diagnostics



Acadience®

Foundation & Early Learning



Whole-System Learning Growth

Whole-System Learning Growth



MAPS

Whole-System Learning Metric



MAPS
Whole-System Learning Metric

Analysis



Whole-System Learning Growth



End of Level Proficiency



+



Test



College Readiness Measure

ACT®



College & Future Readiness

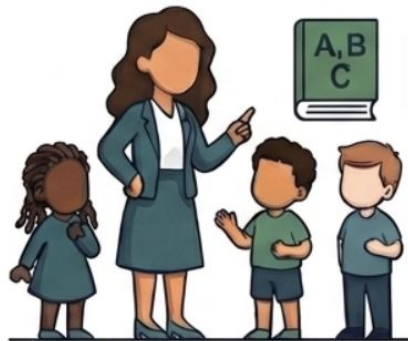


ACADIENCE READING & MATH

1

BASIC SKILL EARLY DETECTION

Identify students who need extra support to master essential core skills like phonics and early numeracy.



2

FOUNDATIONAL INDIVIDUAL GROWTH

Measure progress and set goals on foundational benchmarks to ensure every child is moving forward.



3

INFORMED BASIC SKILLS TEACHING

Enables teachers to focus instruction on specific basic skill gaps for groups and individuals.



4

FUTURE ACADEMIC SUCCESS

Builds the strongest possible literacy and numeracy foundations for later learning and long-term achievement.



Data Dashboard: Coming August 2026



DATA



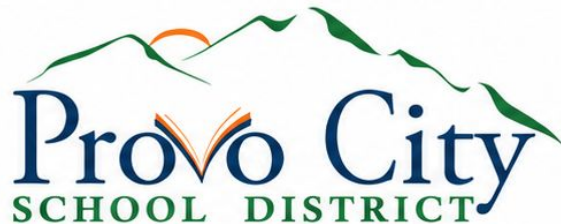
OUTCOMES



LEARNING



ASSESSMENT



Welcome • Educate • Inspire



Acadience Reading– Primary Takeaways

1. **Our system is producing growth.** 76% percent of students in grades 1-3 made expected or accelerated reading progress. (In comparison, we were at 73% in 2025.)
2. **More students are ending the year on grade level.** Every grade level demonstrated improvement from beginning-of-year to end-of-year benchmark performance.
3. **Our next area of focus is acceleration.** While students are improving, we must increase the rate of growth for students who begin behind to close achievement gaps more quickly.

Overall message: *The data shows a positive trajectory. Our work now is to build upon these successes by accelerating growth for students who need additional support while continuing to strengthen early literacy instruction.*



Welcome • Educate • Inspire



Acadience Reading



MAJOR CELEBRATIONS



- **76%** of 3rd grade students are reading at or above benchmark



- 7 of 13 schools have surpassed the new state goal of “**80%** of students in 3rd grade read at or above benchmark”



OPPORTUNITIES FOR IMPROVEMENT

- Students who are below or well below benchmark are not making enough progress to close the achievement gap. Target here should be **80-100%**



K



1st



2nd



3rd



4th



5th



6th



Welcome • Educate • Inspire

Acadience Math– Primary Takeaways

- 1 **Our system is producing growth.** 75.9% percent of students in grades 1-3 made expected or accelerated math progress.
- 2 **More students are ending the year on grade level.** Every grade level demonstrated improvement from beginning-of-year to end-of-year benchmark performance.
- 3 **Our next area of focus is acceleration.** While students are improving, we must increase the rate of growth for students who begin behind to close achievement gaps more quickly.

Overall message: *The data shows a positive trajectory. Our work now is to build upon these successes by accelerating growth for students who need additional support while continuing to strengthen early literacy instruction.*



Welcome • Educate • Inspire

Acadience Math



MAJOR CELEBRATIONS



Met all 3 Early Learning Plan Goals



G1 and G2: 1st and 2nd grade // Increase the percentage of first grade students scoring at/above benchmark on Acadience Math composite from BOY to EOY by 7%

- 1st: 62% to 73%
- 2nd: 62% to 81%



G3: 60% of 1st-3rd grade students make typical or better growth on pathways of progress from BOY to EOY

- 1st-3rd: 75.8% (2026)
- 1st-3rd: 65.1% (2025)
- 1st-3rd: 50.5% (2024)



OPPORTUNITIES FOR IMPROVEMENT

- Students who are below or well below benchmark are not making enough progress to close the achievement gap. Target here should be **80-100%**



- **80.9% K** *success here
- **40.8%** 1st
- **55.4%** 2nd
- **42.9%** 3rd



Set High Expectations



Targeted Support



Monitor & Adjust



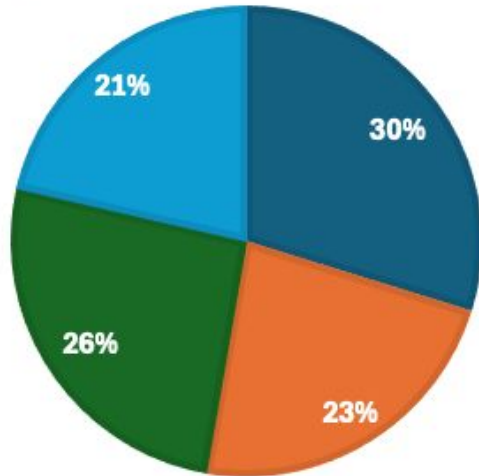
Welcome • Educate • Inspire

RISE 3rd - 6th Grades: Major Takeaways

English Language Arts

RISE 2026 ELA

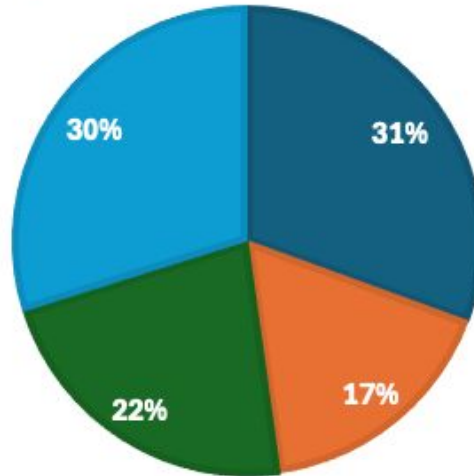
1 - Below Proficient 2 - Approaching Proficient
3 - Proficient 4 - Above Proficient



Math

RISE 2026 MATH

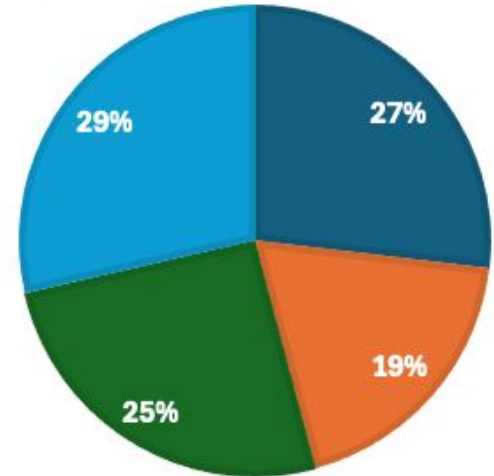
1 - Below Proficient 2 - Approaching Proficient
3 - Proficient 4 - Above Proficient



Science

RISE 2026 SCIENCE

1 - Below Proficient 2 - Approaching Proficient
3 - Proficient 4 - Above Proficient



RISE 3rd - 6th Grade: English Language Arts



Read
Write
Inspire



MAJOR CELEBRATIONS



The district consistently outpaces the state, beating state proficiency averages in **three out of four grade levels (Grades 3, 5, and 6)** by 1% to 3%.



A systemic area of strength across multiple grades is **Reading Informational Text** (specifically *Integration of Knowledge and Ideas*), with Grade 5 also showing strong growth trajectories in literature integration.



OPPORTUNITIES FOR IMPROVEMENT



Reading Literature domains remain a systemic weakness, falling below proficiency standards across nearly all grade levels.



Additionally, significant equity and performance gaps exist between individual campuses; while a majority of schools outperform the state, localized pockets of severe underperformance see proficiency rates dropping as low as **12% to 13%** in certain schools (Grades 4 and 6).



$$3 \times 4 = 12$$

RISE 3rd - 6th Grade: Math



MAJOR CELEBRATIONS



Math is an exceptional area of strength for the district, with **every single grade level (3rd–6th) outperforming the state average**—highlighted by 6th Grade finishing nearly **10% higher** than the state.



Across the board, a sweeping majority of individual schools (8 to 10 per grade) beat the state average, anchored by robust district-wide mastery in **Fractions, Base-10 Operations, and Geometry** concepts.



OPPORTUNITIES FOR IMPROVEMENT



Despite high overall proficiency scores, **Operations and Algebraic Thinking** stands out as a universal gap, falling below proficiency standards across all elementary grades.

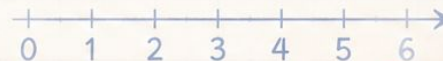


Systemic instructional needs also emerge in **Measurement and Data** domains (Grades 4–5) and advanced **Expressions & Equations** (Grade 6).

$$\begin{array}{r} 48 \\ + 36 \\ \hline 84 \end{array}$$



Welcome • Educate • Inspire



RISE 3rd - 6th Grade: Science



MAJOR CELEBRATIONS



Grade 5 is a bright spot, tracking **2% above the state average** in proficiency.



Across Grades 4 and 5, students demonstrated strong mastery of highly targeted concepts, including *Energy Transfer* standards and *Observable Sky Patterns*.



Even in struggling grade levels like 6th Grade, six individual schools still managed to **beat the state baseline**.



OPPORTUNITIES FOR IMPROVEMENT



Grade-level proficiency is polarized, with both 4th and 6th grades falling slightly below the state average (6th Grade landing **2% lower**).



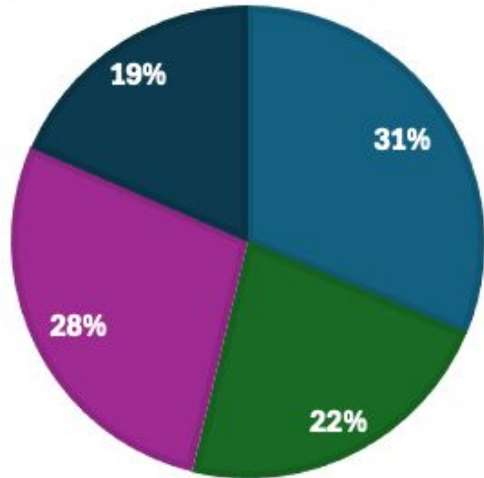
Specific conceptual gaps requiring curriculum alignment include **Wave Patterns** in 4th Grade, and several foundational **Earth Systems** standards across the board.

RISE 7th-8th Grades: Major Takeaways

English Language Arts

RISE 2026 ELA

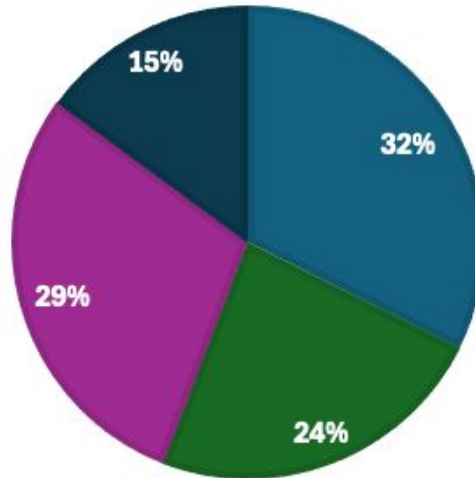
1 - Below Proficient 2 - Approaching Proficient
3 - Proficient 4 - Above Proficient



Math

RISE 2026 MATH

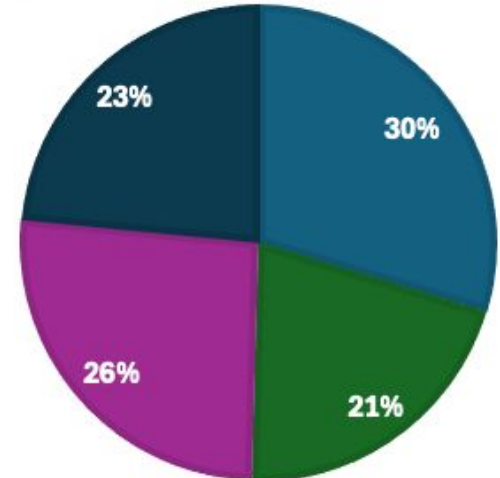
1 - Below Proficient 2 - Approaching Proficient
3 - Proficient 4 - Above Proficient



Science

RISE 2026 SCIENCE

1 - Below Proficient 2 - Approaching Proficient
3 - Proficient 4 - Above Proficient





read.
think.
analyze.
write.
succeed.



RISE 7th-8th Grades: English Language Arts



MAJOR CELEBRATIONS



The district continues to match or exceed state baselines in middle school ELA. 7th Grade performed **2% higher than the state average**, with an exceptional standout school outperforming the state by **10%**.



A key instructional bright spot across both grades is **Reading Literature**, specifically showing district-wide structural strength in *Integration of Knowledge and Ideas*.



OPPORTUNITIES FOR IMPROVEMENT



Overall proficiency hovers around the mid-40s (**46%** for 8th Grade), meaning more than half of students are not yet reaching proficiency.



Broadly, the district is **not meeting benchmarks** in **Reading Informational Text**. Furthermore, severe campus-level equity gaps persist, with trailing schools dropping up to **8% to 10% below** the state average.

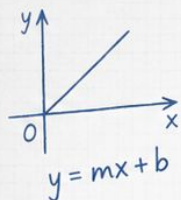


Strong readers.
Critical thinkers.
Future ready.



Welcome. Educate. Inspire.





RISE 7th–8th Grades: Math

Building confidence. Solving problems. Creating success.

How do we solve for x ?

$$\begin{aligned} 2(x-3) + 5 &= 15 \\ 2x - 6 + 5 &= 15 \\ 2x - 1 &= 15 \\ 2x &= 16 \\ x &= 8 \end{aligned}$$



MAJOR CELEBRATIONS



While overall grade-level proficiency benchmarks are trailing, teachers are successfully **hitting targeted conceptual sub-standards**. 7th Grade shows notable traction in *Expressions & Equations* and *Ratios & Proportional Relationships*.



In **Secondary Math I**, the district achieved an impressive **78% baseline proficiency rate**, with the curriculum successfully marking *all* core standards as proficient at the district level.



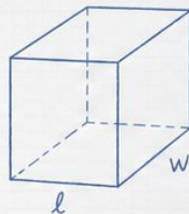
OPPORTUNITIES FOR IMPROVEMENT



Middle school math represents a critical systemic focus area. Both grades fell below state averages (**7th Grade by 1%; 8th Grade by 4%**), and the district failed to achieve comprehensive proficiency on a single global 8th-grade math standard.



Additionally, **Secondary Math I trails the state baseline (91%) by 13%**, revealing urgent instructional gaps in *Algebraic Reasoning with Equations*, *Geometry Congruence*, and *Data Interpretation*.



$$V = lwh$$

Word Problem

A rectangular field is 75 ft long and 40 ft wide. What is the area of the field?

$$\begin{aligned} A &= l \times w \\ A &= 75 \times 40 \\ A &= 3,000 \text{ ft}^2 \end{aligned}$$



Welcome • Educate • Inspire

RISE 7th-8th Grades: Science

Explore. Discover. Understand. Succeed.



MAJOR CELEBRATIONS



7th Grade Science is a distinct area of strength, tracking **2% above the state proficiency average**, led by a top-performing campus clearing the state baseline by **4%**.



Both 7th and 8th-grade cohorts demonstrated highly variable concept mastery, successfully checking off approximately **50% of standards** in cellular biology, genetics, and physical science ecosystems.



OPPORTUNITIES FOR IMPROVEMENT



Performance across standards remains highly fragmented and "mixed," with the district only fulfilling roughly half of the state science standards.



8th Grade fell **4% below the state average (51%)**



Focused curriculum tight-alignment is required for specific weak strands.

Provo City
SCHOOL DISTRICT

Welcome • Educate • Inspire

Observations

- Ask Questions
- Collect Data
- Analyze
- Draw Conclusions



Why NWEA?

NWEA MAP assessments provide growth-linked data that help educators understand what students know, what they're ready to learn next, and how to support every student's academic growth.



NWEA as a Predictor of State Assessment Proficiency

1 becomes a 2, a 2 becomes a 3, a 3 becomes a 4

RIT Scores as a Predictor				Percentile Achievement as a Predictor			
Reading to ELA	1 -> 2	2 -> 3	3 -> 4	Reading to ELA	1 -> 2	2 -> 3	3 -> 4
3rd Grade	185	200	213	3rd Grade	33	59	77
4th Grade	196	210	220	4th Grade	36	61	77
5th Grade	202	215	224	5th Grade	37	62	78
6th Grade	205	219	229	6th Grade	39	65	83
7th Grade	215	222	231	7th Grade	53	66	82
8th Grade	209	223	232	8th Grade	42	66	81
*9th Grade				*9th Grade			
*10th Grade				*10th Grade			
Language Usage to ELA				Language Usage to ELA			
7th Grade	1 -> 2	2 -> 3	3 -> 4	7th Grade	1 -> 2	2 -> 3	3 -> 4
7th Grade	207	220	229	7th Grade	40	64	81
8th Grade	209	223	232	8th Grade	42	66	82
*9th Grade				*9th Grade			
*10th Grade				*10th Grade			
Math				Math			
3rd Grade	1 -> 2	2 -> 3	3 -> 4	3rd Grade	1 -> 2	2 -> 3	3 -> 4
3rd Grade	193	206	214	3rd Grade	41	63	78
4th Grade	203	217	227	4th Grade	39	62	79
5th Grade	210	224	235	5th Grade	42	65	81
6th Grade	218	232	243	6th Grade	47	71	86
7th Grade	220	237	250	7th Grade	46	72	89
8th Grade	226	244	257	8th Grade	48	76	91
SM1	239	248	260	SM1	69	81	91
9th/10th Grade				9th/10th Grade			
Science				Science			
4th Grade	1 -> 2	2 -> 3	3 -> 4	4th Grade	1 -> 2	2 -> 3	3 -> 4
4th Grade	195	206	214	4th Grade	39	64	82
5th Grade	200	213	222	5th Grade	38	64	82
6th Grade	202	214	223	6th Grade	39	65	83
7th Grade	208	219	228	7th Grade	43	70	86
8th Grade	208	220	231	8th Grade	40	65	84
*9th Grade				*9th Grade			
*10th Grade				*10th Grade			

* Utah Aspire Plus is set to expire spring of 2026.

This analysis is conducted using two years (2025, 2026) of PCSD NWEA Spring scores and State

NWEA 3rd-6th Grades: Major Takeaways

Math

	2026 Growth	2025 Percentile	⇒ 2026 Percentile
3 rd	80 th	59 th	71 st
4 th	82 nd	59 th	71 st
5 th	90 th	56 th	75 th
6 th	61 st	68 th	72 nd

Math is the strongest area: Every grade level (3rd–6th) is showing exceptional growth, resulting in high overall performance—particularly in 5th and 6th grades.

Science

	2026 Growth	2025 Percentile	⇒ 2026 Percentile
4 th	58 th	67 th	65 th
5 th	62 nd	77 th	84 th
6 th	66 th	41 st	45 th

Science is highly polarized: 3rd grade is a massive success story with stellar growth and achievement. Conversely, 6th grade is struggling significantly, dropping well below average performance.

Reading

Scores are not reported as this test was not mandatory, and only sub-populations of students were assessed, leading to misleading results.



NWEA 3rd–6th Grades: Reading

Strong Readers Today. Successful Leaders Tomorrow.

Every Page Matters



MAJOR CELEBRATIONS



Strong District-Wide Performance: All intermediate grades are performing well above the national norm, with median achievements ranging from the **63rd to 65th percentile**.



Consistent Upper-Tier Mastery: Across all four grade levels, more than half of the students are reading in the top two tiers (>60th percentile). Grade 4 leads this block with **55%** of its students in the top tiers, closely followed by **Grade 6** at **54%**.



High Density of Top Readers: Grade 6 stands out with **32%** of its 682 students scoring in the highest possible bracket (>80th percentile), proving robust advanced reading proficiency as students prepare to enter middle school.



OPPORTUNITIES FOR IMPROVEMENT



Significant Bottom-Tier Subpopulations: Across all four grades, a consistent **17% to 18%** of students are scoring in the absolute lowest tier (**1st–20th percentile**). This indicates a steady, district-wide gap of students requiring intensive tier-3 foundational reading interventions.



The Grade 5 Distribution Gap: While Grade 5 has a solid **63rd median percentile**, it has the lowest percentage of students reaching the top bracket (**28%** in the >80th percentile) compared to its peers in Grades 4 and 6.



Targeted Tier-2 Needs: In Grade 3 and Grade 6, **30%** of the student population is performing **below the 40th percentile**.

Developing targeted comprehension and fluency interventions for these specific student groups will be crucial for narrowing the achievement gap.



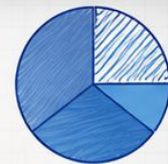
Welcome • Educate • Inspire





NWEA 3rd-6th Grades: Math

Building strong foundations. Solving problems. Creating futures.



$$A = l \times w$$

$$5x + 7 = 32$$

$$5x = 25$$

$$x = \underline{\underline{5}}$$



$$a^2 + b^2 = c^2$$

Word Problem:

A team scored $\frac{3}{4}$ of the points. They had 36 points. How many points were possible? ?



MAJOR CELEBRATIONS



Strong District-Wide Performance: All four grade bands are performing well above the national average. **Grade 3** and **Grade 6** lead this group, each achieving a high **74th median percentile**.



High Proficiency Tiers: Across all of these grades, student achievement is heavily weighted toward top-tier performance. In **Grade 6**, an impressive **42%** of students scored in the highest bracket (>80th percentile), followed closely by **Grade 4 (39%)** and Grades 3 and 5 (**38%**).



Consistent Upper-End Growth: When looking at students scoring above the 60th percentile, every single grade level in this block shows strong mastery:

- **Grade 3:** 66% of students are in the top two tiers.
- **Grade 4:** 60% of students are in the top two tiers.
- **Grade 6:** 63% of students are in the top two tiers.



OPPORTUNITIES FOR IMPROVEMENT



Grade 5 Dip: Grade 5 stands out as having the lowest median achievement in this block, sitting at the **69th median percentile**. It also carries the highest percentage of struggling students, with **28%** scoring in the bottom two tiers (1st–40th percentiles).



Grade 4 Bottom-Tier Spike: While Grade 4 has a strong upper tier, it has a notable **13%** of its 947 students scoring in the absolute lowest tier (1st–20th percentile)—higher than both Grade 3 (9%) and Grade 6 (10%).



Targeted Tier-2 Interventions: Across all four grades, between **20% and 28%** of the student population is performing **below the 40th percentile**. Developing targeted curriculum interventions for these systemic gaps will be key to pulling the lower quartiles up closer to the district standard.



Welcome • Educate • Inspire



NWEA 3rd–6th Grades: Science

Explore Curiosity. Build Knowledge. Inspire Futures.



MAJOR CELEBRATIONS



High-Level Mastery in Upper Grades: Performance in the upper elementary grades is exceptionally strong. Both **Grade 4 and Grade 6** boast a high **72nd median percentile**, while **Grade 5** maintains a solid **68th median percentile**, putting the vast majority of these students well ahead of national norms.



Excellent Top-Tier Density: A huge portion of the student population is demonstrating advanced science proficiency. In **Grade 6**, **42%** of students scored in the highest bracket (>80th percentile), with **Grade 4** close behind at **40%**, and **Grade 5** at **35%**.



Strong Majority in Proficient Bands: Across grades 4, 5, and 6, well over half of the student body is clustered in the top two performance tiers (>60th percentile), showing a healthy and robust core science curriculum.



OPPORTUNITIES FOR IMPROVEMENT



Addressing the Bottom Quintile: In the broader student cohorts (Grades 4–6), there is a persistent baseline of students struggling with core concepts. **17%** of 5th graders, **16%** of 4th graders, and **15%** of 6th graders are performing in the lowest tier (1st–20th percentile).



Targeted Tier-2 Support: Across grades 4 and 5, nearly **30%** of students sit below the 40th percentile. Developing targeted tier-2 interventions will be essential to narrow this gap and pull these middle-to-lower brackets up toward the district standard.



Welcome • Educate • Inspire

Scientific Thinking

- ✓ Ask Questions
- ✓ Make Observations
- ✓ Form Hypotheses
- ✓ Test & Analyze
- ✓ Draw Conclusions

NWEA 7th-8th Grades: Major Takeaways

Reading

	2026 Growth	2025 Percentile	→	2026 Percentile
7 th	62 nd	66 th		68 th
8 th	57 th	66 th		68 th

Performance shows steady improvements. 7th grade achieved a **62nd growth percentile** and a **68th achievement percentile**. 8th grade registered a **57th growth percentile**, matching 7th grade's **68th achievement percentile**.

Math

	2026 Growth	2025 Percentile	→	2026 Percentile
7 th	58 th	70 th		73 rd
8 th	53 rd	68 th		70 th

Math remains a solid area of consistent growth. 7th grade hit a **58th growth percentile** and a **73rd achievement percentile**. 8th grade finished with a **53rd growth percentile** and a **70th achievement percentile**.

Science

	2026 Growth	2025 Percentile	→	2026 Percentile
7 th	63 rd	71 st		75 th
8 th	60 th	76 th		75 th

Science holds the highest overall achievement tiers for both middle school grades. 7th grade earned a **63rd growth percentile** and a **75th achievement percentile**, while 8th grade reached a **60th growth percentile** and balanced out at a matching **75th achievement percentile**.

NWEA 7th–8th Grades: Reading

Strong Readers Today. Think Critically. Write Clearly. Lead Tomorrow.

*"The more that you read, the more things you will know."
– Dr. Seuss*



MAJOR CELEBRATIONS



Strong Averages: Both grades are performing well ahead of national norms, matching each other at a high **66th median percentile**.



Top-Tier Mastery: Over half of the junior high student body is reading at an advanced or high-average level (**55% in 7th grade** and **57% in 8th grade** score above the 60th percentile).



Advanced Readers: Nearly a third of all students (**32% in 7th** and **30% in 8th**) achieved scores in the highest bracket (>80th percentile).



Expected Growth: The district maintains academic rigor as students age, with Average RIT scores climbing from **219 to 222** across the large cohort.

(For 7th and 8th-grade NWEA MAP Reading, the typical RIT score range spans from 205 to 238 across the school year)



OPPORTUNITIES FOR IMPROVEMENT



Significant Low-Tier Gap: A noticeable pocket of students remains in the lowest tier (1st–20th percentile)—**18% in 7th grade** and **14% in 8th grade**—requiring intensive foundation support.



Targeted Tier-2 Needs: Roughly a quarter of the population (**28% of 7th graders** and **25% of 8th graders**) is performing below the national median (40th percentile), highlighting a clear subgroup that needs targeted comprehension and fluency interventions before high school.



Good readers ask questions, make connections, and never stop learning.

Reader's Notebook

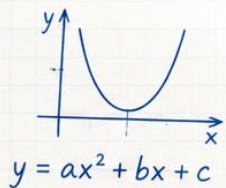
- Ask Questions
- Make Connections
- Visualize
- Infer & Analyze
- Summarize
- Evaluate



Provo City
SCHOOL DISTRICT

Welcome • Educate • Inspire



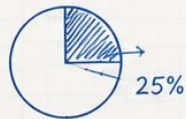


NWEA 7th–8th Grades: Math

Think Deeply. Solve Confidently. Achieve Great Things.

$$\begin{aligned} 2x + 3 &= 11 \\ 2x &= 8 \\ x &= \underline{4} \end{aligned}$$

$$\begin{aligned} 3(2x - 5) &= 6x - 15 \\ 7x - 4 &= 31 \\ 7x &= 35 \\ x &= \underline{5} \end{aligned}$$



MAJOR CELEBRATIONS



High Performance: Both grades exceed national norms, landing at the **72nd (7th)** and **71st (8th)** median percentiles.



Top-Tier Density: Around **60%** of all junior high students scored above the 60th percentile, with over a third (**36% to 38%**) reaching the highest bracket (>80th percentile).



Steady Growth: Average RIT scores show a healthy upward trajectory from **232 to 239**.



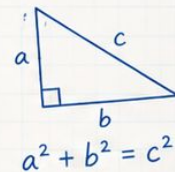
OPPORTUNITIES FOR IMPROVEMENT



The Lower Quartile: More than a quarter of the population (**25% in 7th** and **26% in 8th**) is performing below the national median (40th percentile).



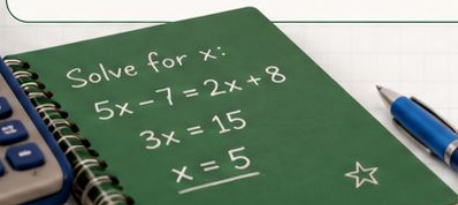
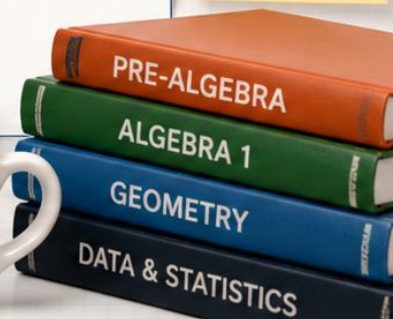
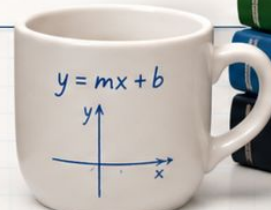
Intensive Needs: A persistent **11% to 13%** of students are stuck in the absolute lowest tier (1st–20th percentile), requiring targeted tier-3 interventions before high school.



Problem:
A school sold 3 times as many tickets on Friday as on Thursday. If they sold 84 tickets on Friday, how many did they sell on Thursday?



Welcome • Educate • Inspire





NWEA 7th–8th Grades: Science



Discover. Investigate. Understand. Inspire.



MAJOR CELEBRATIONS



High Performance: Both grades significantly outpace national norms, with Grade 7 leading at a strong **76th median percentile** and Grade 8 hitting the **71st median percentile**.



Top-Tier Density: Science excellence is widespread; **44% of 7th graders** and **40% of 8th graders** scored in the highest possible bracket (>80th percentile).



Majority Mastery: Nearly two-thirds of all junior high students (**67% in 7th** and **61% in 8th**) are performing in the top two tiers.



OPPORTUNITIES FOR IMPROVEMENT



The Bottom Quartile: A steady portion of the student body (**21% in 7th** and **27% in 8th**) is performing below the national median (40th percentile).



Intensive Needs: A persistent core of students—**13% in 7th grade** and **14% in 8th grade**—remain in the absolute lowest tier (1st–20th percentile), highlighting a need for targeted tier-3 science intervention.

Science is all around us. Keep exploring!



Welcome • Educate • Inspire



Observation:
Curiosity leads to discovery!



NWEA 9th-11th Grades: Major Takeaways

Reading

	2026 Growth	2025 Percentile	2026 Percentile
9 th	54 th	74 th	70 th
10 th	57 th	70 th	67 th
11 th	65 th	72 nd	77 th

Reading performance is showing a steady upward trend. Growth is solid, and student achievement sits comfortably in high percentiles (ranging from the 67th to 77th percentile) across all three grade levels.

Math

	2026 Growth	2025 Percentile	2026 Percentile
9 th	63 rd	70 th	73 rd
10 th	60 th	67 th	67 th
11 th	63 rd	57 th	63 rd

Math stands out as a consistent and solid area of growth for high schoolers, maintaining strong overall performance.

Science

	2026 Growth	2025 Percentile	2026 Percentile
9 th	60 th	76 th	75 th

Science holds the highest overall achievement tiers for the high school grade levels on the slide

NWEA 9th-11th Grades: Reading

Read Critically • Write Effectively • Think Analytically

"Reading is thinking with someone else's mind."
— Mark Twain



LITERACY STRENGTHS



High Proficiency in Early High School: 9th and 10th graders display strong reading skills, outperforming national norms with median rankings at the **69th and 68th percentiles**, respectively.



Consistent Upper-Tier Performance: Nearly one-third of students (**32%**) in both 9th and 10th grade consistently place in the highest national achievement bracket (>80th percentile).



Stable Baseline Scores: Average RIT scores remain structurally stable across the high school career (moving closely between **223, 224, and 222**), showing that literacy skills are generally sustained.



LITERACY CHALLENGES



Late High School Decline: Similar to math, 11th grade marks a clear downward shift, with the median dropping to the **63rd percentile** and the high-achieving group shrinking to **28%**.



Growth in the Lowest Tier: The proportion of students reading in the below-average bands (1st–40th percentiles) rises from **26% in 9th grade to 29% by 11th grade**.



The Flatline Effect: While flat RIT scores mean students aren't losing skills, a lack of vertical growth means they are falling behind the escalating complexity and reading growth expected of college-and-career-ready 11th graders.

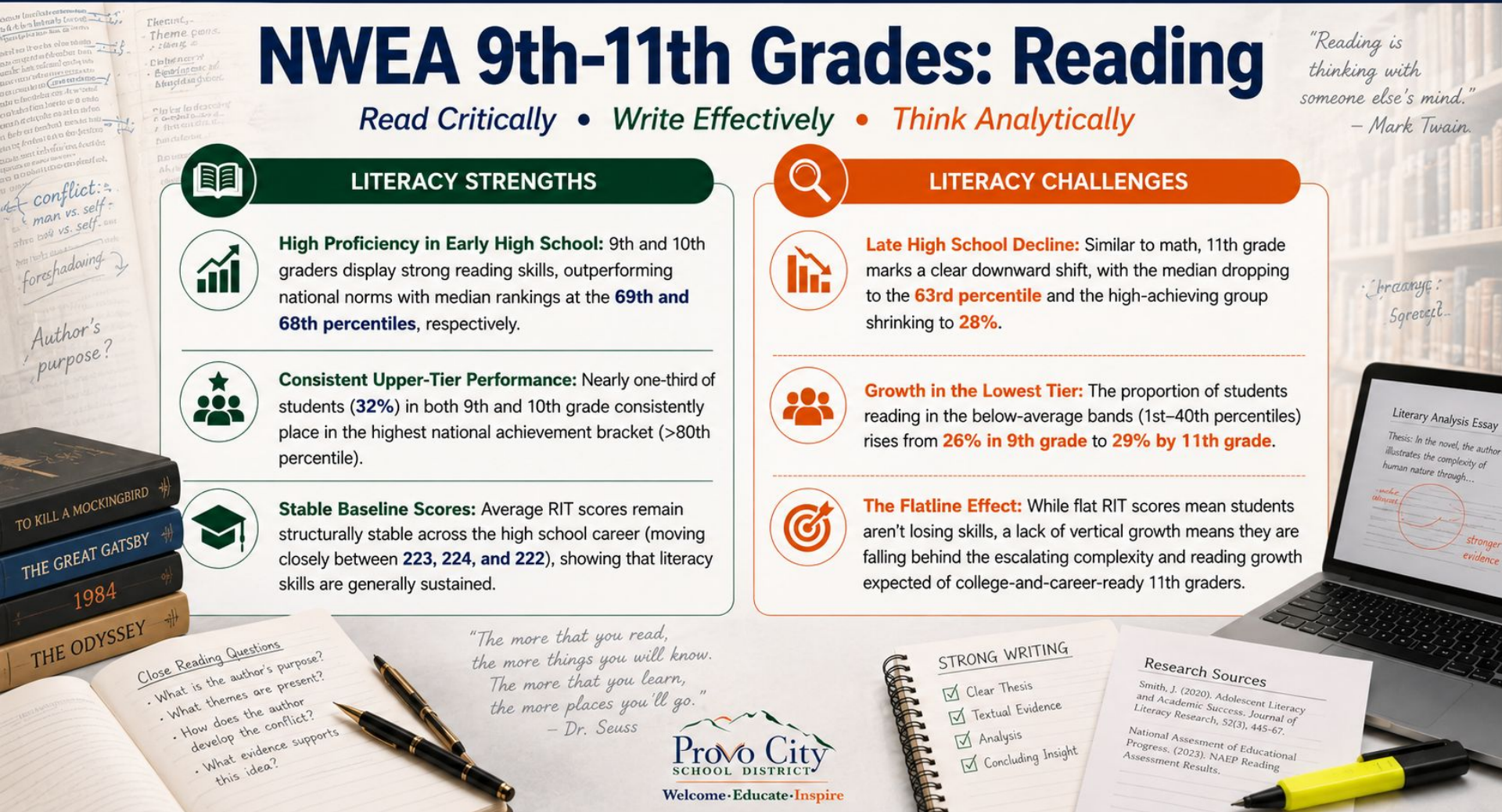
"The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go."
— Dr. Seuss

STRONG WRITING

- ☒ Clear Thesis
- ☒ Textual Evidence
- ☒ Analysis
- ☒ Concluding Insight

Research Sources

Smith, J. (2020). Adolescent Literacy and Academic Success. *Journal of Literacy Research*, 52(3), 445-67.
National Assessment of Educational Progress. (2023). NAEP Reading Assessment Results.



NWEA 9th-11th Grades: Math

Think Deeply. Solve Confidently. Achieve More.



MAJOR CELEBRATIONS



Strong Foundation in Early High School: 9th graders are performing exceptionally well overall, maintaining a **70th median percentile** nationally. This shows that students are entering high school with a competitive foundation.



Consistent Top Tier: Roughly a third of your students (**33% to 36%**) consistently land in the highest tier (>80th percentile) during 9th and 10th grade, demonstrating a solid, stable core of advanced learners.



Absolute Knowledge Maintained: Average RIT scores remain stable (238 → 240 → 239). Students are not losing the math skills they have acquired; they are holding onto their baseline knowledge.



OPPORTUNITIES FOR IMPROVEMENT



The Grade 11 Drop-off: There is a significant downward trajectory by the 11th grade, where the median drops to the **61st percentile** and the top-tier performing group shrinks from **36%** down to **30%**.

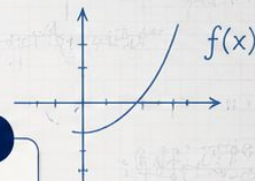


Expanding Gap at the Bottom: The percentage of struggling students (1st–40th percentiles) climbs from **21% in 9th grade** to **29% by 11th grade**.



Growth Pace vs. National Standard: Because the average RIT scores are flat while national expectations climb, upperclassmen are falling behind the national growth curve. Curriculum alignment or student engagement in 11th-grade math courses needs targeted evaluation.

$$ax^2 + bx + c = 0$$



$$A = \pi r^2$$



$$\sum$$

$$\sum_{i=1}^n i = \frac{n(n+1)}{2}$$

ALGEBRA II

GEOMETRY

PRECALCULUS

CALCULUS

STATISTICS



Welcome • Educate • Inspire

Word Problem:

A rectangular parking lot is 65 feet long and 40 feet wide. If each parking space requires an area of 200 square feet, what is the maximum number of spaces that can fit?



$$\begin{aligned} A &= \ell \times w \\ &= 65 \times 40 = 2,600 \text{ ft}^2 \\ 2,600 \div 200 &= 13 \text{ spaces} \end{aligned}$$

Solve for x:

$$\begin{aligned} 2(x-3) + 5 &= 17 \\ 2x - 6 + 5 &= 17 \\ 2x - 1 &= 17 \\ 2x &= 18 \\ x &= 9 \end{aligned}$$

Math is:
NOT about numbers,
equations, or algorithms:
it's about
UNDERSTANDING.

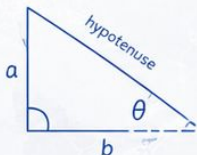
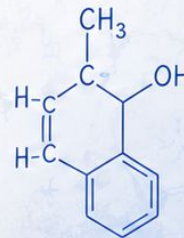
$$F = ma$$

NWEA 9th-11th Grades: Science

Explore. • Investigate. • Understand. • Innovate.



$$PV = nRT$$



$$E = mc^2$$



MAJOR CELEBRATIONS



High Overall Achievement: Both grades are performing well above the national average. 9th graders sit at a strong **72nd median percentile**, and 10th graders hold a highly competitive **69th median percentile**.



Massive Cohort of Top Performers: The district boasts an exceptionally large population of advanced science students. A striking **41% of 9th graders** and **39% of 10th graders** score in the highest achievement tier (>80th percentile).



Strong Upper-Half Core: When combining the top two tiers (>61st percentile), nearly **62% of 9th graders** and **59% of 10th graders** are outperforming the majority of their peers nationwide.



OPPORTUNITIES FOR IMPROVEMENT



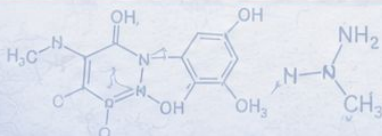
The Sophomore Drop: There is a minor downward shift moving from freshman to sophomore year, where the median drops by 3 percentile points (72 → 69) and the top-tier bracket shrinks slightly by **2%**.



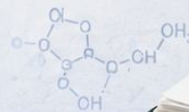
Flat Absolute Growth: The average RIT score barely moves between the two grades, ticking up only a single point from **221** in 9th grade to **222** in 10th grade. This indicates that while students are retaining what they know, their vertical growth is nearly flatlining during these critical high school years.



Persistent Lower-Tier Segment: Despite the high overall averages, a consistent **24% to 26%** of students in both grades remain stuck in the bottom two performance brackets (1st–40th percentile), indicating a steady quarter of the student population that requires targeted science interventions.



Welcome • Educate • Inspire



“

The more
that you read,
the more things
you will know.
The more that
you learn, the
more places
you'll go.”

– Dr. Seuss

Aspire + Reading 9th-10th Grades: Major Takeaways

READ CRITICALLY • ANALYZE DEEPLY • WRITE EFFECTIVELY • COMMUNICATE CONFIDENTLY



MAJOR CELEBRATIONS



Strong Core Performance: Reading performance across both grades is solid, with nearly half of all students meeting or exceeding benchmarks (**47%** in 10th grade and **45%** in 9th grade).



Consistently Strong Top Tier: A significant portion of students are demonstrating advanced reading skills. **13%** of 9th graders and **12%** of 10th graders scored in the *Highly Proficient* category.



Keeping Pace with the State: The district is highly competitive at the state level. 9th-grade performance perfectly matched the Utah state average proficiency (**45%**), while 10th-grade performance lagged just a single percentage point behind the state average (**47%** vs. 48%).



OPPORTUNITIES FOR IMPROVEMENT



The Majority Fall Short of Proficiency: Despite the strong showing in the proficient categories, the majority of students across both grades (**55%** of 9th graders and **53%** of 10th graders) are still tracking below proficient.



A Massive "Approaching Proficient" Bubble: There is a heavy concentration of students sitting just below the line of proficiency. A massive **40%** of 9th graders and **31%** of 10th graders are classified as *Approaching Proficient*.



Slight 10th-Grade State Gap: While 9th grade perfectly hit the state average, the 10th-grade cohort fell slightly behind the state's average scale score (**199** district vs. 200 state) and proficiency rate (**47%** district vs. **48%** state).



Welcome • Educate • Inspire

Close Reading Questions

- What is the author's purpose?
- What evidence supports their claim?
- How does this connect to the text as a whole?
- What can I infer?

Text Analysis



Strong
writing
starts with
strong
reading.

“

The more
that you read,
the more things
you will know.
The more that
you learn, the
more places
you'll go.

— Dr. Seuss

Aspire + Reading 9th-10th Grades: Major Takeaways

READ CRITICALLY • ANALYZE DEEPLY • WRITE EFFECTIVELY • COMMUNICATE CONFIDENTLY



MAJOR CELEBRATIONS



Strong Core Performance: Reading performance across both grades is solid, with nearly half of all students meeting or exceeding benchmarks (**47%** in 10th grade and **45%** in 9th grade).



Consistently Strong Top Tier: A significant portion of students are demonstrating advanced reading skills. **13%** of 9th graders and **12%** of 10th graders scored in the *Highly Proficient* category.



Keeping Pace with the State: The district is highly competitive at the state level. 9th-grade performance perfectly matched the Utah state average proficiency (**45%**), while 10th-grade performance lagged just a single percentage point behind the state average (**47%** vs. **48%**).



OPPORTUNITIES FOR IMPROVEMENT



The Majority Fall Short of Proficiency: Despite the strong showing in the proficient categories, the majority of students across both grades (**55%** of 9th graders and **53%** of 10th graders) are still tracking below proficient.



A Massive "Approaching Proficient" Bubble: There is a heavy concentration of students sitting just below the line of proficiency. A massive **40%** of 9th graders and **31%** of 10th graders are classified as *Approaching Proficient*.



Slight 10th-Grade State Gap: While 9th grade perfectly hit the state average, the 10th-grade cohort fell slightly behind the state's average scale score (**199** district vs. **200** state) and proficiency rate (**47%** district vs. **48%** state).

Theme
• identity
• resilience
• injustice

Author's Purpose?

Evidence

Claim

Provo City
SCHOOL DISTRICT

Welcome • Educate • Inspire

Close Reading Questions

- What is the author's purpose?
- What evidence supports their claim?
- How does this connect to the text as a whole?
- What can I infer?

Text Analysis



Strong writing starts with strong reading.

Aspire + Math 9th-10th Grades: Major Takeaways



SOLVE PROBLEMS.



REASON ABSTRACTLY.



MODEL REAL LIFE.



ACHIEVE GROWTH.



MAJOR CELEBRATIONS



Higher Proficiency in 9th Grade: The 9th-grade cohort showed a stronger foundational performance than the 10th-grade cohort, achieving a higher proficiency rate (**37%** vs. **29%**) and a higher average scale score (**194** vs. **190**).



Competitive 10th-Grade Standing: While the 10th-grade proficiency rate was lower overall, the district's performance precisely matched the state-wide average (**29% proficiency / 190 average score**), keeping pace with peers across Utah.



Top Performers: A small but notable segment of students demonstrated advanced mastery, with **8%** of 10th graders and **6%** of 9th graders scoring in the *Highly Proficient* tier.



OPPORTUNITIES FOR IMPROVEMENT



High Rates of Non-Proficiency: The majority of students across both grades are not currently meeting proficiency benchmarks. This represents **63%** of 9th graders (538 students) and **71%** of 10th graders (559 students).



The "Approaching Proficient" Bubble: A massive chunk of the student population is clustered just below the proficiency line. **43%** of 9th graders and **36%** of 10th graders are *Approaching Proficient*, making them prime targets for targeted interventions that could lift district totals.



9th Grade State Gap: Unlike the 10th grade, the 9th-grade district averages (**194 score / 37% proficiency**) lagged slightly behind the Utah state averages (**195 score / 39% proficiency**).

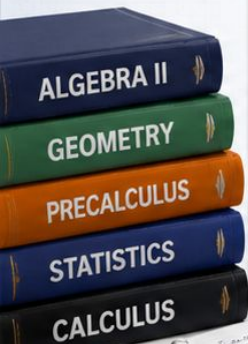


$$A = \pi r^2$$

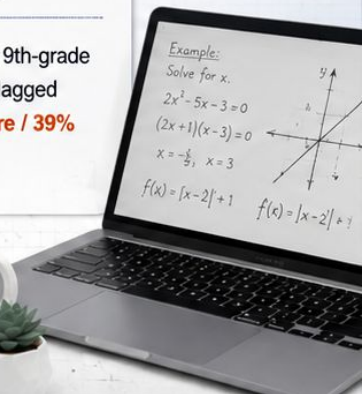
Key Ideas:

- ✓ Algebraic Thinking
- ✓ Data Analysis & Probability
- ✓ Functions & Modeling

Example:
Solve for x .
 $2x^2 - 5x - 3 = 0$
 $(2x+1)(x-3) = 0$
 $x = -\frac{1}{2}, x = 3$
 $f(x) = |x-2| + 1$ $f(x) = |x-2| + 1$



$$\sum_{i=1}^n i = \frac{n(n+1)}{2}$$



Aspire + Science 9th-10th Grades: Major Takeaways



EXPLORE.



EXPERIMENT.



DISCOVER.



ACHIEVE.



MAJOR CELEBRATIONS



Strong 9th-Grade Foundation: The 9th-grade cohort showed a notably higher proficiency rate (**46%**) and a much stronger average scale score (**208**) compared to the 10th-grade class (**38% proficiency / 198 average score**).



Advanced Performers: A solid segment of students demonstrated advanced mastery in science, particularly in the 9th grade where **15%** scored as *Highly Proficient* (compared to **7%** in 10th grade).



Higher College Readiness in 9th Grade: More than half of the 9th-grade cohort (**52%**) is already tracking *On Target* for ACT postsecondary science readiness.



OPPORTUNITIES for IMPROVEMENT



The “Approaching Proficient” Intervention Opportunity: Across both grades, a massive chunk of students is sitting right on the cusp of passing. **30%** of 9th graders and **31%** of 10th graders are classified as *Approaching Proficient*. Targeted science interventions aimed directly at these “bubble” students could quickly elevate the district’s overall proficiency rates.

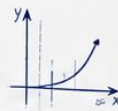


Trailing State Benchmarks: While the district is competitive, both grades fell slightly behind the Utah State Board of Education state-wide averages:

- **9th Grade:** District proficiency (**46%**) lags behind the state average (**50%**) by 4 points.
- **10th Grade:** District proficiency (**38%**) lags behind the state average (**39%**) by 1 point.



10th-Grade Postsecondary Gaps: In the 10th-grade cohort, the majority of students (**54%**) are currently tracking as **Not on Target** for college science readiness, signaling a need for intensified support as they head into upper-level high school sciences.



$$F = ma$$



pH



CO₂

Curiosity drives discovery.
Learning changes the world.

Growth of the Lowest 25%

Every Student. Every Opportunity. Every Day.

MULTILINGUAL LEARNERS

Secondary Multilingual Learners are performing below desired levels. We will strengthen language-rich instruction, increase targeted interventions, and use data to provide timely supports that accelerate both language development and academic achievement.



LANGUAGE DEVELOPMENT



ACADEMIC CONFIDENCE



ACHIEVEMENT GROWTH

CLOSING ACHIEVEMENT GAPS. BUILDING BRIGHTER FUTURES.



STUDENTS WITH DISABILITIES

Students with Disabilities are performing below desired levels. We will increase access to grade-level instruction, strengthen targeted supports and interventions, and use data to provide timely, individualized support that improves academic outcomes.



ACCESS

Remove barriers and ensure meaningful access for every learner.



SUPPORT

Provide targeted supports and interventions that meet individual needs.



ACHIEVEMENT

Build skills and confidence to drive academic growth and success.

OUR DISTRICT COMMITMENT



Our data show persistent achievement gaps for Multilingual Learners and Students with Disabilities. We will prioritize high-quality Tier I instruction, targeted interventions, and collaborative support systems to accelerate learning and improve outcomes for these student groups.



CURRENT PERFORMANCE
Identify where our lowest 25% are today.



TARGETED SUPPORT
Implement high-quality Tier I instruction and targeted interventions.



ACCELERATED GROWTH
Monitor progress and adjust supports to accelerate learning.



CLOSING ACHIEVEMENT GAPS
Equity in outcomes. Success for every student.

Provo City
SCHOOL DISTRICT

Welcome • Educate • Inspire

Overarching Takeaways



- Great results on Acadience Reading and Math– we are well-positioned to build basic skills of our students
- Elementary math results show that intentionality makes a difference
- We are struggling to close the achievement gap; growth needs to be much higher before improvements will happen on achievement
- Rigor of classroom instruction is not matching the rigor required of state standards
- Transfer of Tier 2 skills to Tier 1 is challenging



- We are great at maintaining and securing a year's worth of growth
 - Students who come in proficient typically stay proficient.
- Greater belief in collective teacher and educator efficacy is needed



Next Steps



Systemic Responses

- Intentionally connect Tier 1 to Tier 2 interventions
- Be aware of the opportunity bubble
- Universal observation tool for intentional lesson planning and engaging, rigorous Tier 1 instruction
 - How are we making the lesson accessible to each of our students?
 - Intentional literacy block instruction
 - Data collection to see how our system needs to better support our students



Systemic Responses

- Better education about the different purposes of assessment
 - Greater support with administration of assessments
 - Greater support with the analysis of assessment data





QUESTIONS


Provo City
SCHOOL DISTRICT
Welcome • Educate • Inspire



Every Student.



Every Opportunity.



Every Day.



9858 South Audio Drive
West Jordan, UT 84081
Toll free: (800) 383-9362
Fax: (801) 254-3802

QUOTE

131412

Page: 1/2

BILL TO

Provo City School District
280 West 940 North
Provo UT 84604-3394

SHIP TO

Provo City School District
280 W 940 N
Provo UT 84604-3394

Date: Jun 15, 2026
Expires: Dec 15, 2026
Customer Number: 1000973

Sales Rep: Devon Means
Payment Terms: 30 days net

Product	Description	Quantity	Price	Total
ST-XD-0601	XD Receiver with 3' Cat6	34	463.55	15,760.70
AC-0115	50' Cat6, Plenum Rated, Purple	34	37.07	1,260.38
SE-0058	Installation of an Audio System (Requires Existing Speakers)	34	260.00	8,840.00
SE-0032	Inspection & Commissioning	34	110.00	3,740.00
SE-0081	Installation of Wallplate	34	86.00	2,924.00
WP-0002	Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate	34	67.70	2,301.80
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	34	264.08	8,978.72
AM-3255	MS-700-S Optimum Amplifier Only (Requires PoE+)	34	950.00	32,300.00
AC-2201	MS-700-S to XD Receiver Splitter Cable	34	26.50	901.00

Total Item Net Value		77,006.60 USD
Overall Discount (\$)		-14,556.42 USD
Freight		0.00 USD
State (%)	4.85 %	0.00 USD
County (%)	2.60 %	0.00 USD
City (%)		0.00 USD
Special Purposes District (%)		0.00 USD
Total		62,450.18 USD

UT State Contract MA2778 for Equipment

UT NASPO Contract PA3400 for Services



QUOTE

131412

Page: 2 / 2

The content of this quote is confidential and is intended solely for the addressed organization. If you are not the intended recipient, any disclosure, copying, distribution, or other use of this information is prohibited.

Any install rates quoted are non-Davis
Bacon/Prevailing Wage compliant, unless specifically
noted within the descriptions above.

If tax exempt, sales tax will be
removed upon receipt of Sales Tax
Certificate.



9858 South Audio Drive
West Jordan, UT 84081
Toll free: (800) 383-9362
Fax: (801) 254-3802

QUOTE

131421

Page: 1/2

BILL TO

Provo City School District
280 West 940 North
Provo UT 84604-3394

SHIP TO

Provo City School District
280 W 940 N
Provo UT 84604-3394

Date: Jun 15, 2026
Expires: Dec 15, 2026
Customer Number: 1000973

Sales Rep: Devon Means
Payment Terms: 30 days net

Product	Description	Quantity	Price	Total
ST-XD-0601	XD Receiver with 3' Cat6	35	463.55	16,224.25
AC-0115	50' Cat6, Plenum Rated, Purple	35	37.07	1,297.45
SE-0058	Installation of an Audio System (Requires Existing Speakers)	35	260.00	9,100.00
SE-0032	Inspection & Commissioning	35	110.00	3,850.00
SE-0081	Installation of Wallplate	35	86.00	3,010.00
WP-0002	Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate	35	67.70	2,369.50
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	35	264.08	9,242.80
AM-3255	MS-700-S Optimum Amplifier Only (Requires PoE+)	35	950.00	33,250.00
AC-2201	MS-700-S to XD Receiver Splitter Cable	35	26.50	927.50

Total Item Net Value		79,271.50 USD
Overall Discount (\$)		-13,844.94 USD
Freight		0.00 USD
State (%)	4.85 %	0.00 USD
County (%)	2.60 %	0.00 USD
City (%)		0.00 USD
Special Purposes District (%)		0.00 USD
Total		65,426.56 USD

UT State Contract MA2778 for Equipment

UT NASPO Contract PA3400 for Services



QUOTE

131421

Page: 2 / 2

The content of this quote is confidential and is intended solely for the addressed organization. If you are not the intended recipient, any disclosure, copying, distribution, or other use of this information is prohibited.

Any install rates quoted are non-Davis
Bacon/Prevailing Wage compliant, unless specifically
noted within the descriptions above.

If tax exempt, sales tax will be
removed upon receipt of Sales Tax
Certificate.



9858 South Audio Drive
West Jordan, UT 84081
Toll free: (800) 383-9362
Fax: (801) 254-3802

QUOTE

131413

Page: 1/2

BILL TO

Provo City School District
280 West 940 North
Provo UT 84604-3394

SHIP TO

Provo City School District
280 W 940 N
Provo UT 84604-3394

Date: Jun 15, 2026
Expires: Dec 15, 2026
Customer Number: 1000973

Sales Rep: Devon Means
Payment Terms: 30 days net

Product	Description	Quantity	Price	Total
ST-XD-0601	XD Receiver with 3' Cat6	89	463.55	41,255.95
AC-2058	6' 3.5 Male to 2 RCA Male Y Adapter	26	6.74	175.24
SE-0038	Installation of Common Zone Amplifier	13	265.00	3,445.00
ST-AM-8003.P	MS-300 Network Interface with Programming (Requires PoE)	26	657.33	17,090.58
AC-0115	50' Cat6, Plenum Rated, Purple	89	37.07	3,299.23
SE-0058	Installation of an Audio System (Requires Existing Speakers)	89	260.00	23,140.00
SE-0032	Inspection & Commissioning	102	110.00	11,220.00
SE-0081	Installation of Wallplate	89	86.00	7,654.00
WP-0002	Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate	89	67.70	6,025.30
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	89	264.08	23,503.12
AM-3255	MS-700-S Optimum Amplifier Only (Requires PoE+)	76	950.00	72,200.00
AC-2201	MS-700-S to XD Receiver Splitter Cable	76	26.50	2,014.00

Total Item Net Value	211,022.42 USD
Overall Discount (\$)	-38,674.66 USD
Freight	0.00 USD
State (%)	4.85 %
County (%)	2.60 %
City (%)	0.00 USD
Special Purposes District (%)	0.00 USD
Total	172,347.76 USD

UT State Contract MA2778 for Equipment

UT NASPO Contract PA3400 for Services



QUOTE
131413

Page: 2 / 2

The content of this quote is confidential and is intended solely for the addressed organization. If you are not the intended recipient, any disclosure, copying, distribution, or other use of this information is prohibited.

Any install rates quoted are non-Davis
Bacon/Prevailing Wage compliant, unless specifically
noted within the descriptions above.

If tax exempt, sales tax will be
removed upon receipt of Sales Tax
Certificate.



9858 South Audio Drive
West Jordan, UT 84081
Toll free: (800) 383-9362
Fax: (801) 254-3802

QUOTE

131403

Page: 1/2

BILL TO

Provo City School District
280 West 940 North
Provo UT 84604-3394

SHIP TO

Provo City School District
280 W 940 N
Provo UT 84604-3394

Date: Jun 15, 2026
Expires: Dec 15, 2026
Customer Number: 1000973

Sales Rep: Devon Means
Payment Terms: 30 days net

Product	Description	Quantity	Price	Total
ST-XD-0601	XD Receiver with 3' Cat6	30	463.55	13,906.50
AC-2058	6' 3.5 Male to 2 RCA Male Y Adapter	8	6.74	53.92
SE-0038	Installation of Common Zone Amplifier	8	265.00	2,120.00
ST-AM-8003.P	MS-300 Network Interface with Programming (Requires PoE)	8	657.33	5,258.64
AC-0115	50' Cat6, Plenum Rated, Purple	30	37.07	1,112.10
SE-0058	Installation of an Audio System (Requires Existing Speakers)	30	260.00	7,800.00
SE-0032	Inspection & Commissioning	38	110.00	4,180.00
SE-0081	Installation of Wallplate	30	86.00	2,580.00
WP-0002	Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate	30	67.70	2,031.00
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	30	264.08	7,922.40
AM-3255	MS-700-S Optimum Amplifier Only (Requires PoE+)	30	950.00	28,500.00
AC-2201	MS-700-S to XD Receiver Splitter Cable	30	26.50	795.00

Total Item Net Value		76,259.56 USD
Overall Discount (\$)		-14,198.38 USD
Freight		0.00 USD
State (%)	4.85 %	0.00 USD
County (%)	2.60 %	0.00 USD
City (%)		0.00 USD
Special Purposes District (%)		0.00 USD
Total		62,061.18 USD

UT State Contract MA2778 for Equipment

UT NASPO Contract PA3400 for Services



QUOTE

131403

Page: 2 / 2

The content of this quote is confidential and is intended solely for the addressed organization. If you are not the intended recipient, any disclosure, copying, distribution, or other use of this information is prohibited.

Any install rates quoted are non-Davis
Bacon/Prevailing Wage compliant, unless specifically
noted within the descriptions above.

If tax exempt, sales tax will be
removed upon receipt of Sales Tax
Certificate.

Schedule E - BID FORM

Amelia Earhart Elementary Custom Pyramid Skylight Project

2585 W 200 S St, Provo, UT 84601

Event Number: PCSD05272026

Total Price	<u>\$295,785.00</u>
Contractor	<u>Alder Sales Corp</u>
Address	<u>6676 s 400 w</u>
City, State, Zip	<u>Murray, UT 84107</u>
Contact	<u>CJ Mansfield</u>
Phone	<u>801-580-8664</u>
Email	<u>cj@alders.com</u>
Signature	<u><i>CJ Mansfield</i></u>
Date	<u>5/27/2026</u>

Pricing shall include all labor, materials, equipment, delivery, installation, overhead, profit, insurance, bonding, cleanup, disposal, and all other costs required for a complete project.

List any exclusions or assumptions below. If none, write "None."



6676 South 400 West • Murray, UT 84107 • Phone: (801) 262-9700 • Fax: (801) 261-8242 • www.alders.com
 Utah Contractor License: #228819-5501 • Nevada Contractor License: #26693

QUOTE SHEET

Job Title Amelia Earhart Elem
Bid Date 5/27/2026

Addenda Acknowledged

None 1 2 3 4

Section	Description	Fob Job*	Installed	Tax Included		Quote Amount
				Yes	No	
	Pyramid Skylight Replacement		YES	X		\$295,785.00

This quote must be refigured after 30 days

* FOB JOB = FOB FACTORY, FREIGHT ALLOWED

Explanation or Remarks

We propose to furnish & install (8) Kalwall custom pyramid skylights to match existing

This quote includes:

- (2) Standard Pyramids 7'-0" x 7'-0" OCD flat, (33-1/3° slope).
- (1) Standard Pyramid 10'-0" x 10'-0" OCD flat, (33-1/3° slope).
- (3) Standard Pyramids 14'-0" x 14'-0" OCD flat, (33-1/3° slope).
- (2) Custom Pyramids 17'-4" x 17'-4" OCD flat, (33-1/3° slope).

Details

- 2 3/4" Kawall translucent panels
- 12" x 24" Shoji grid pattern
- .070" Crystal face sheet & .045 White interior sheet
- .23TB "U" factor
- All exposed aluminum to be premium color (Coro Blue #48-C) Kalwall Corrosion Resistant Finish
- Roofs are designed for 35 PSF live load, 0 PSF snow load, 25 PSF (ASD) wind load, and 0 PSF drift load with L/60 deflection.

This price does not include:

1. Any repair to existing curbs
2. Flashing of curbs
3. Cutting of holes/openings in roof deck and membrane
4. Relocation of above ceiling obstructions

Cancellations:

A minimum 20% cancellation charge will be applied to any project that is cancelled after a formal or informal notice to proceed has been issued; or if a contract has been awarded. Determination of percentage will be at the sole discretion of Alder Sales Corporation.

Thank you,

Representative: CJ Mansfield



Estimate

2605-1806-7120

2026-05-18

Concrete Concrete, Inc.
720 S Main Street
Pleasant Grove Utah 84062
ConcreteConcreteInc@gmail.com
(801) 420-5243

Provo School District - Joseph Jones
280 W 940 N
Provo UT 84604
josephj@provo.edu
(801) 850-1682

Project Name: Canyon Crest 2026
Project Location: 280 W 940 N, Provo, UT, 84604

Mobilization

Description	Unit Price	Quantity	Total
<u>Mobilization</u> Mobilization of crew and equipment, Submittals and office support. Price is per mobilization, if additional mobilizations are required they will be charged at the above rate.	\$1,500.00	1.00 Each	\$1,500.00

Sitework

Description	Unit Price	Quantity	Total
<u>6" Curbwall</u> Form and Pour 6" by 18" curb wall with 2 #4 continuous rebar. Around Both playgrounds.	\$45.00	718.00 LNFT	\$32,310.00
			\$32,310.00

Concrete Pumping

Description	Unit Price	Quantity	Total
<u>Concrete Pumping</u> Convey concrete to placement. Quantity is an estimate, price will be charged per pump actually used on site depending on site conditions.	\$1,750.00	2.00 Each	\$3,500.00

Concrete Truck Washout Container

Description	Unit Price	Quantity	Total
-------------	------------	----------	-------

Eco-Pan/ Pump Pan Concrete Washout Container for trucks and pump clean-up. Concrete and Pump trucks must have a designated washout. Includes delivery and haul off to approved site.	\$1,196.00	1.00 Each	\$1,196.00
--	------------	--------------	------------

**DAILY RENTAL FEE OF \$14 PER DAY IF
CONTAINER NOT DUMPED EVERY 30 DAYS THIS
IS A ESTIMATE ONLY BINS WILL BE CHARGED
PER EACH USED**

\$1,196.00

Prep Option

<i>Description</i>	<i>Unit Price</i>	<i>Quantity</i>	<i>Total</i>
<u>6" Concrete Removal</u> Demolish and haul off Additional 6" Un-Reinforced Concrete sidewalk, haul to Approved facility.	\$4.50	2154.00 SQFT	\$9,693.00
<u>Concrete Prep</u> Excavate Native Materials and Installation of 4" Road Base and Compaction. Excludes back fill and landscape restoration.	\$4.50	1436.00 SQFT	\$6,462.00
			\$16,155.00

<i>Subtotal</i>	\$54,661.00
<i>Tax</i>	\$0.00
<i>Total</i>	\$54,661.00

Compensation. Client shall pay as set forth above. Price is subject to change, with customer's approval.

Invoicing & Payment. Invoice will be issued to Client upon completion of the Work. Client shall pay invoice within 30 days of Client's receipt of the invoice. Client shall also pay a late charge of 1-1/2% per month on all balances unpaid.

Signature _____ **Date** _____

Fraud Risk Assessment

Continued

*Total Points Earned: 315 /395 *Risk Level: Very Low Low Moderate High Very High
> 355 316-355 276-315 200-275 < 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	<u>200</u>	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	<u>5</u>	5
b. Procurement?	<u>5</u>	5
c. Ethical behavior?	<u>5</u>	5
d. Reporting fraud and abuse?	<u>5</u>	5
e. Travel?	<u>5</u>	5
f. Credit/Purchasing cards (where applicable)?	<u>5</u>	5
g. Personal use of entity assets?	<u>5</u>	5
h. IT and computer security?	<u>5</u>	5
i. Cash receipting and deposits?	<u>5</u>	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	<u>0</u>	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	<u>10</u>	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	<u>20</u>	20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training (training.auditor.utah.gov) within four years of term appointment/election date?	<u>20</u>	20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	<u>20</u>	20
7. Does the entity have or promote a fraud hotline?	<u>20</u>	20
8. Does the entity have a formal internal audit function?	<u>20</u>	20
9. Does the entity have a formal audit committee?	<u>20</u>	20

*Entity Name: Provo City School District

*Completed for Fiscal Year Ending: 6-30-2026 *Completion Date: 6-23-2026

*CAO Name: _____ *CFO Name: Devyn Dayley

*CAO Signature: Mendy J. Dau *CFO Signature: Devyn Dayley

*Required

Basic Separation of Duties

See the following page for instructions and definitions.

	Yes	No	MC*	N/A
1. Does the entity have a board chair, clerk, and treasurer who are three separate people?	X			
2. Are all the people who are able to receive cash or check payments different from all of the people who are able to make general ledger entries?	X			
3. Are all the people who are able to collect cash or check payments different from all the people who are able to adjust customer accounts? If no customer accounts, check "N/A".	X			
4. Are all the people who have access to blank checks different from those who are authorized signers?	X			
5. Does someone other than the clerk and treasurer reconcile all bank accounts OR are original bank statements reviewed by a person other than the clerk to detect unauthorized disbursements?	X			
6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts?	X			
7. Are original credit/purchase card statements received directly from the card company by someone other than the card holder? If no credit/purchase cards, check "N/A".	X			
8. Does someone other than the credit/purchase card holder ensure that all card purchases are supported with receipts or other supporting documentation? If no credit/purchase cards, check "N/A".	X			
9. Does someone who is not a subordinate of the credit/purchase card holder review all card purchases for appropriateness (including the chief administrative officer and board members if they have a card)? If no credit/purchase cards, check "N/A".	X			
10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services?	X			
11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	X			
12. Does someone review all payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	X			

* MC = Mitigating Control



Cardiopulmonary Resuscitation (CPR) Training
Policy Series: 4000 Curriculum, Instruction, and Assessment

Policy No. 4067

Purpose (add)

Definitions

Cardiopulmonary resuscitation (CPR): artificial ventilation or external chest compression applied to a person who is unresponsive and not breathing.

Psychomotor skills: physical actions that are practiced in a manner that supports cognitive learning.

Cardiopulmonary Resuscitation Training

The district shall provide cardiopulmonary resuscitation ("CPR") training to high school students.

The instruction shall:

1. Be consistent with Utah State Board of Education Health Education Core Standards;
2. Follow current American Heart Association (AHA) Emergency Cardiovascular Care guidelines for CPR;
3. Be provided using a certified CPR instructor; and
4. Include cognitive and psychomotor training unless the student participates in an online-only instructional experience.

As closely as reasonably possible, the District shall maintain:

1. A student-to-instructor ratio of no greater than 15:1; and
2. A mannequin-to-student ratio of no greater than 1:6.

Each student shall complete CPR training at least once while the student is enrolled in grades 9 through 12 unless:

1. The student's parent or guardian requests that the student be exempted from the training;
2. The student provides documentation showing the student has previously received CPR training or currently holds CPR certification; or
3. The student has an Individualized Education Program (IEP) and the CPR training is inconsistent with that program.

Synopsis

- Cardiopulmonary Resuscitation Training
- CPR Instruction Requirements
- CPR Graduation Requirement
- CPR Training Exemptions

Legal References:

[Utah Code § 53G-10-408](#)

[Utah Administrative Rule R277-465-3](#)

Board Approved:



Animals on School Premises

Policy Series: 4000 Curriculum, Instruction, and Assessment

Policy No. 4030

Service Animals in Schools

The Provo City School District Board of Education acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" as required by federal and state laws. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities.

A "service animal" means an animal that is trained and certified for the purpose of assisting or accommodating a disabled person's sensory, mental or physical disability. For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability". The service dog must be wearing an up-to-date rabies tag on its collar.

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick up items for individuals with mobility impairments;
- assist individuals with mobility impairments with balance.

The parent/guardian of a student who believes the student needs to bring a service animal to school must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator for students or the Director of Special Education, will determine whether or not to permit the service animal in school.

An employee who needs to bring a service animal to school must submit a written request to the Executive Director of Human Resources, who will determine whether or not to permit the service animal in school.

~~The Board directs the superintendent to develop procedures to implement this policy and to establish regulations for service animals on school grounds and at school events.~~

Animals Permitted Only Pursuant to this Policy

Privately owned animals are only permitted on school premises with written consent from the principal or superintendent or designee except as specified by this policy.

Definitions

The following definitions apply in this policy:

“Service animal” means a dog that is individually trained to do work or perform tasks for the benefit of a person with a disability. The work or tasks performed by the service animal must be directly related to the person’s disability and do not include providing emotional support, well-being, comfort, or companionship.

“Disability” is defined or determined according to the Americans With Disabilities Act (“ADA”), the Individuals With Disabilities Education Act (“IDEA”), and Section 504 of the Rehabilitation Act (“Section 504”), together with implementing regulations.

“Direct threat” means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures or by the provision of auxiliary aids or services.

“Emotional support animal” means a domesticated animal other than a non-human primate that is individually necessary for the emotional support, well-being, comfort, or companionship of an individual with a disability.

General Standards Regarding Animals Serving Individuals With Disabilities

The district is committed to providing equal access for individuals with disabilities to its programs, services, and activities, including access for service animals assisting those individuals, as required by applicable laws and regulations.

While the District may establish safety requirements as needed for safe operation of its services, programs, or activities, such requirements must be based on actual risks and may not be based on speculation, stereotypes, or generalizations about people with disabilities.

Service Animals

The use of service animals by individuals with disabilities shall be allowed on all portions of school premises where the individual would be permitted as a member of the public, an employee, or student, as applicable, subject to the following:

1. The individual may be required to remove the animal from the premises if:
 - a. The animal is out of control and the animal's handler does not take effective action to control it; or
 - b. The animal is not properly housebroken.
2. The school is not responsible for the care or supervision of the animal.
3. The animal must be under the handler's control through a harness, leash, tether, voice control, signals, or other effective means of control.
4. Except where the animal's training and function are immediately apparent, the school may ask:
 - a. whether the animal is required because of a disability; and
 - b. what work or task the animal has been trained to perform.
5. The school may not ask about the nature or extent of the individual's disability and may not require documentation establishing that the animal is trained as a service animal.
6. The school shall not impose a fee or charge regarding the presence of a service animal on school premises, although charges may be imposed for damage caused by the animal if charges are otherwise imposed for damage to school property.

Service Animals in Training

An individual who does not have a disability may be accompanied by a dog in training to become a service animal, subject to the requirements and standards relating to service animals outlined in this policy.

An individual accompanied by a dog in training is liable for any loss or damage the dog causes to school premises.

Miniature Horses

The District shall make reasonable modifications to policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the individual with a disability.

In determining whether policies, practices, or procedures can reasonably be modified to permit the use of a miniature horse, the District shall consider:

1. The type, size, and weight of the miniature horse and whether the school can accommodate these features;
2. Whether the handler has sufficient control of the horse;
3. Whether the horse is housebroken; and
4. Whether the horse's presence compromises legitimate safety requirements necessary for safe school operation.

Emotional Support Animals

The use of an emotional support animal or comfort animal is considered a request for reasonable accommodation under the ADA or Section 504.

Such a request must be supported by recent, reliable, objective medical documentation.

Additional documentation may be required to address legitimate safety requirements necessary for safe operation of the school's programs, services, or activities.

Only domesticated animals will be considered as emotional support animals.

The use of emotional support animals on school premises is subject to the requirements and standards relating to service animals outlined in this policy except for the limitation on inquiries.

Evaluation Prior to Denial

Before denying access to an animal asserted to be a service animal, service animal in training, miniature horse, or emotional support animal, District staff shall consult with the District Risk Coordinator, State Risk Management, and as needed with District legal counsel.

If consultation is not possible before a decision is required, District staff shall make the access determination based on this policy and shall thereafter consult.

Questions regarding application of this policy should be directed to the District Risk Coordinator, District personnel responsible for disability law compliance, and District legal counsel as needed.

Legal References:

[28 CFR § 35.104](#)

[28 CFR § 35.136](#)

140 [Utah Code § 26B-6-803](#)

141

142 **Approved by Board of Education:** September 9, 2014

143 Revised:

144

DRAFT



Sex Education

Policy Series: 4000 Curriculum, Instruction, and Assessment

Policy No. 4023

~~Health Education Curriculum: Human Sexuality~~ Sex Education

Definitions

"Curriculum materials review committee" means a committee formed at the District or school level that includes parents, health professionals, school health educators, and administrators, with at least as many parents as school employees.

"Sex education instruction or instructional programs" means any course material, unit, class, lesson, activity, or presentation providing instruction regarding sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV/AIDS or other sexually transmitted diseases, or refusal skills.

"Refusal skills" means instruction regarding refusal of sexual advances, sexual harassment awareness, reporting rights, and legal consent limitations.

"Maturation education" means age-appropriate instruction regarding puberty, hygiene, abuse prevention, and emotional changes.

"Medically accurate" means verified through peer-reviewed scientific research recognized by professional organizations and agencies with expertise in the relevant field.

Sex Education Curriculum Materials Review Committee

The Board of Education shall appoint a District ~~Human Sexuality~~ Sex Education Curriculum Materials Review Committee (referred to in Provo as the Health Education Curriculum Review Committee). This committee shall be composed of a board member, parents, health professionals, school health educators, and administrators. It is the board's intention to have at least as many parent members as school employee members. The Board shall review the membership of the committee by August 1 of each year, making new appointments as

~~necessary or appropriate.~~ composed of parents, health professionals, school health educators, and administrators, with at least as many parent members as school employee members.

~~The Board shall appoint and review committee membership annually by August 1.~~

~~The District Health Education Curriculum Review Committee shall meet on an as needed basis, or as determined by the members of the committee, but not less than one annual meeting per year. The committee shall establish procedures for operation, and shall designate a chair. The District Health Education Curriculum Review Committee shall review support materials such as: videos, and guest speakers, or guest presentations for alignment with the Utah State Board of Education, Human Sexuality Core and the have the authority to represent the Board in approving or disapproving the support material.~~

The committee shall:

- meet on a regular basis as determined by the members of the committee;
- select its own officers;
- establish operational procedures;
- designate a chair; and
- comply with the Utah Open and Public Meetings Act.

Proposed instructional materials shall be available for public review a reasonable time before Board consideration.

Parents and District residents shall be provided an opportunity to express views regarding proposed materials at a public meeting.

District residents may appeal adopted instructional materials by written submission to the Board.

The Board shall refer the appeal to the District Sex Education Curriculum Materials Review Committee for recommendations regarding the response to the appeal.

The Board shall annually review adopted instructional materials and consider whether continued use is appropriate.

Annual review shall include available county data regarding:

- teen pregnancy;
- child sexual abuse;
- sexually transmitted diseases and infections; and
- pornography complaints or related incidents within the district.

Students

~~Students may not participate in any human sexuality instruction or instructional program unless, prior to the student's participation, the school has on file for that student a completed parental notification form relating to that specific instruction or program which indicates that the student's~~

parent or guardian authorizes the student to participate. Completed permission forms shall be requested annually and maintained in the student's educational records, by the teacher making that request. Parents shall have made available to them, upon request, a copy and/or opportunity to review any materials used in the teaching of the human sexuality content to their student.

Teachers

In their first year of service or assignment, all newly hired or newly assigned District staff who have responsibility for any aspect of human sexuality instruction in the District will attend a State-sponsored in-service outlining the human sexuality curriculum and the criteria for human sexuality instruction in any courses offered in the public education system. All District staff that has any responsibility for any aspect of human sexuality instruction in the District will attend District training outlining the human sexuality curriculum and the criteria for human sexuality instruction in any courses offered in the public education system at least once every three (3) years.

School Board

Before any guest speaker or guest presenter may present any information in any District course relating to human sexuality instruction, the Health Education Curriculum Review Policy No. 4023 Page 12 Policy 4023 Curriculum, Instruction, Assessment Committee must have approved the speaker and/or presenter and the materials to be presented. The Board shall request that the District Health Education Curriculum Review Committee shall represent them and determine what human sexuality instructional materials are approved for use in the District. Such approved materials must be medically accurate and must be consistent with the Health and Human Sexuality Guidelines set forth above. The proposed materials will be available for review by residents of the District a reasonable time in advance of the Review Committee meeting. If a majority of the Committee members present vote to adopt the recommended materials, then the materials may be used in the District. The Committee shall annually review the decision to adopt the human sexuality instructional materials used in the District, and shall consider whether to continue use of those materials.

Sex Education Instruction Requirement

Subject to parental permission, a student shall receive sex education instruction on at least two occasions during the period beginning with grade 8 and ending with grade 12.

Parental Notification and Permission Form Required for Participation

Students may not participate in any sex education instruction or instructional program unless, before participation, the school has on file a completed parental notification form relating to that specific instruction or program authorizing participation.

The form shall:

1. Explain a parent's right to review proposed curriculum materials in a timely manner;
2. Request parental permission for identified course material related to sex education or maturation education;
3. Allow a parent to exempt a student from attendance during identified instruction;
4. Be specific enough to provide fair notice of topics to be covered; and
5. Include a brief explanation of topics and materials presented and provide a time, place, and contact person for curriculum review.

Completed permission forms shall be maintained in student educational records for a reasonable period.

A student may refrain from participation based upon religious belief or right of conscience consistent with District policy.

Health and Sex Education Guidelines

All health and sex education instruction shall stress abstinence before marriage and fidelity after marriage as methods for preventing sexually transmitted diseases.

Instruction may not include:

1. The intricacies of intercourse, sexual stimulation, or erotic behavior;
2. Advocacy of premarital or extramarital sexual activity; or
3. Advocacy or encouragement of contraceptive methods or devices.

Instruction may not include responses to spontaneous student questions that facilitate or encourage violation of state or federal criminal law.

Educators may correct inaccurate information and answer questions consistent with approved instructional materials and may direct students to parents for additional discussion.

The District may provide instruction regarding contraceptive methods or devices if instruction complies with Utah law and approved curriculum requirements.

Sexual Abuse Prevention and Awareness

Schools may provide instruction regarding child sexual abuse and human trafficking prevention and awareness using State Board approved instructional materials.

Prior to instruction:

- parents shall receive notice;
- parents shall have opportunity to review materials;
- parents may be present during instruction; and
- parental permission must be received.

Upon written parental request, a student shall be excused from instruction.

Instructional Staff Training and In-Service

District staff who have responsibility for some aspect of sex education instruction in the District may include administrators, teachers, counselors, teacher assistants, or coaches, but are not necessarily limited to those categories.

In their first year of service or assignment, all newly hired or newly assigned District staff who have responsibility for any aspect of sex education instruction in the District will attend a State-sponsored in-service outlining the sex education curriculum and the criteria for sex education instruction in any courses offered in the public education system.

All District staff that have any responsibility for any aspect of sex education instruction in the District will attend District training outlining the sex education curriculum and the criteria for sex education instruction in any courses offered in the public education system at least once every three (3) years.

Review of Guest Presentations Relating to Sex Education

Before any guest speaker or guest presenter may present information in any District course relating to sex education instruction, the speaker, presenter, and materials to be presented must be approved by the District Sex Education Curriculum Materials Review Committee.

The committee shall not authorize the use of any sex education instructional program that has not been previously approved for use in the District.

The Board of Education shall determine what sex education instructional materials will be used in the District.

The Board shall request recommendations from the District Sex Education Curriculum Materials Review Committee regarding proposed instructional materials.

Proposed instructional materials shall be medically accurate and consistent with District guidelines.

Proposed instructional materials shall be available for public review a reasonable time before Board consideration.

Parents and District residents shall be provided opportunity to express views regarding proposed materials at a public meeting.

If adopted by the Board, District residents may appeal instructional materials by written submission to the Board.

Following adoption of sex education instructional materials not previously approved by the State Instructional Materials Commission, the Board shall report the adoption to the State Board of Education consistent with Utah Administrative Rule R277-474.

The Committee shall annually review the decision to adopt the sex education instructional materials used in the District, and shall consider whether to continue use of those materials.

Monitoring of Sex Education Instruction

Each school shall log and track parental or community complaints and comments regarding sex education instruction, including disposition of complaints.

Information shall be provided monthly to District administration.

District administration shall maintain complaint records and provide information to the State Superintendent upon request.

Synopsis:

School instruction & sex education

Authority and Purpose; notice to parents LEA Responsibilities

Curriculum Materials Review Committee

Local Adoption of Instructional Material

Legal References:

[Utah Code § 53G-10-402](#)

[Utah Code § 53G-10-403](#)

[Utah Code § 53G-9-207](#)

[Utah Code § 53G-10-205](#)

[Utah Administrative Rule R277-474](#)

Board Approved: June 9, 2015

Revised:



Parent Access to District Instructional Material
Policy Series: 4000 Curriculum, Instruction and Assessment

Policy No. 4015

Definitions

For purposes of this policy:

Learning materials: textbooks, reading materials, videos, digital materials, websites, online applications, or any other material or resource used to deliver or support a student's learning.

Instructional material: learning material that is adopted and approved by the Board of Education for use in the District. Instructional material does not include learning material that is not subject to selection by the Board of Education, including learning material used in a concurrent enrollment, advanced placement, or international baccalaureate program or class, or used in another class with required instructional material that is not subject to selection by the Board of Education.

Access to Instructional Material

Instructional material used by the District and the schools in the District shall be made readily accessible and available for parents to review.

Parents of students enrolled in the District shall be given notice each year regarding how they may access and review the District's instructional material.

Information regarding how parents may access and review instructional material shall also be posted on the District's website.

Parent Access to Online Course Learning Management Systems

For purposes of this section:

“Learning management system” means a software application for the administration, documentation, tracking, reporting, automation, or delivery of an online course.

“Online course” means a course that the District provides to a student over the Internet.

The District shall provide a parent of a student enrolled in an online course access to the learning management system for the course.

At a minimum, the parent shall have access to:

1. The curriculum used for the course; and
2. Information regarding the progress and learning of the parent's student, including assessment results.

The District shall also provide students and parents with training or orientation to assist them in understanding:

1. How to access the learning management system;
2. How to access the online course; and
3. How to use online tools used to deliver the online course or instruction.

Synopsis

- Parent Access to Instructional Material
- Access to Online Course Curriculum
- Parent Access to Learning Management Systems
- Online Course Transparency
- Parent Review of Curriculum and Assessment Information

Legal References:

[Utah Code § 53G-4-402\(27\)\(a\)\(i\), \(ii\)](#) (2025)

[Utah Code § 53G-4-402\(27\)\(b\)](#) (2025)

[Utah Code § 53G-6-804\(1\)](#) (2021)

[Utah Code § 53G-6-804\(2\)](#) (2021)

Board Approved:



Employee Associations and Wage Deductions

Policy Series: 5000 Personnel

Policy No. 5027

Purpose

The purpose of this policy is to establish guidelines regarding employee associations and the deduction of membership dues from employee wages in accordance with applicable Utah law. The district recognizes the rights of employees to voluntarily join and participate in professional organizations or employee associations while also ensuring that employee compensation is protected from unauthorized or prohibited payroll deductions. This policy is intended to provide clear standards for voluntary wage deductions, maintain compliance with state requirements governing public employers, and ensure that all payroll practices are administered fairly, consistently, and transparently.

Association Membership

No person shall be granted or denied district employment by reason of membership or non-membership in any labor organization, labor union or any other lawful type of association.

Deductions for Association Dues

The district shall, upon written request from an employee, deduct a specified sum from the employee's wages, not to exceed 3% per month, and pay such sum to the employee association designated by the employee for association dues. The District shall cease making such deductions upon written request from the employee directing that the deductions cease.

Both the district and the association encourage employees to use electronic funds transfer (EFT) instead of payroll deductions.

Deductions for Political Purposes Prohibited

The district may not deduct any amount from an employee's wages which are to be paid to:

- A candidate;
- A personal campaign committee;
- A political action or political issues committee;
- A registered political party;
- A political fund; or,
- Any entity established by a labor organization (including any employee association) to solicit, collect, or distribute monies primarily for political purposes.

The district shall comply with the requirements of this policy in employing any personnel either by individual contract or collective bargaining.

Legal References

[Utah Code § 34-34-2 \(2011\)](#)

[Utah Code § 34-32-1 \(2011\)](#)

[Utah Code § 34-32-1.1 \(2023\)](#)

[Utah Code § 53G-11-202 \(2018\)](#)

[Utah Code § 20A-11-101\(4\), \(33\), \(35\), \(39\), \(52\) \(2025\)](#)

[Utah Code § 20A-11-1402\(1\)\(c\) \(2004\)](#)

Board Approved:



Employee Associations and Leave

Policy Series: 5000 Personnel

Policy No. 5028

Purpose

The purpose of this policy is to establish guidelines governing employee associations and the use of district-approved leave for association-related business in accordance with applicable Utah law. The district recognizes the rights of employees to participate in lawful professional or employee associations while ensuring that employee leave practices support the effective operation of schools and the responsible use of public resources. This policy is intended to define the circumstances under which leave may or may not be approved for association activities, promote consistent administration of leave requests, and ensure compliance with state requirements applicable to public education employers.

Definitions

1. *Employment Association* is an association that negotiates employee salaries, benefits, contracts, or other conditions of employment or performs union duties.
2. *Association Leave* is leave from a district employee's regular responsibilities granted for the employee to spend time for association, employee association, or union duties.

Prohibited Paid Leave

The district may not allow paid association leave for an employee to perform employee association or union duties, unless:

1. The duty performed by the employee on paid association leave will directly benefit the school district, including representing the district's licensed educators; and does not:
 - a. include political activity including advocating for or against a candidate for public office in a partisan or nonpartisan election;

- 40 b. solicit a contribution for a political action committee, a political issues committee,
41 a political party, or a candidate as defined by [Utah Code § 20A-11-101](#); or
42 c. initiate, draft, solicit signatures for or advocate for or against a ballot proposition
43 as defined by [Utah Code § 20A-1-102](#).
44

- 45 2. On a board or committee, such as the district's foundation, a curriculum development
46 board, insurance committee, or catastrophic leave committee;
47
48 3. At a school district leadership meeting; or
49
50 4. At a workshop or meeting conducted by the district's board of education.
51

52 53 **District Reimbursement**

54
55 An employee taking association leave that does not qualify as an exception as stated above,
56 shall reimburse to the district, the costs, including benefits, for the time they are:
57

- 58 1. On unpaid association leave; or
59
60 2. Participating in a paid association leave activity that does not provide a direct benefit to
61 the district.
62

63 Reimbursement may be paid to the district by the employee, association or union.
64

65 If, prior to January 1, 2011, the district allowed association unpaid leave or paid association
66 leave that does not provide a direct benefit to the district, up to 10 days of any such leave may
67 be allowed without reimbursement to the district.
68

69 70 **Legal References**

71 [Utah Code § 20A-11-101](#)

72 [Utah Code § 20A-1-102](#)
73
74

75 **Board Approved:**
76
77



Employee Transfers

Policy Series: 5000 Personnel

Policy No. 5245

Purpose

It is the practice of district administration to assign personnel to the positions that best meet the needs of the district. Transfers shall be used to maintain a proper balance of experience and specialized competence among the schools of the district.

Definitions

1. *Transfer*: the assignment to a different work location in the same job classification and at the same pay rate.
2. *Employee-initiated transfer or voluntary transfer*: a transfer requested by an employee from one position, assignment, department, program, or work location to another within the district. Such transfers are initiated by the employee rather than directed by the district and are subject to applicable qualifications, staffing needs, administrative approval, and district hiring and transfer procedures.
3. *District-initiated transfer or involuntary transfer*: a transfer directed by the district requiring an employee to move from one position, assignment, department, program, or work location to another within the district. Such transfers are initiated by the district to address operational, staffing, programmatic, enrollment, licensure, performance, or other educational or administrative needs and are not based upon a request from the employee.

Employee Initiated Transfer or Voluntary Transfer

The Personnel Office human resources department shall facilitate discussion regarding employee initiated transfers.

By April 1 of each school year, the district will advertise known job vacancies, together with required endorsements and skill requirements of the particular position, for the upcoming school year to all current employees. The district will also make reasonable efforts to advertise to all current employees any vacancy which occurs after the April 1 deadline. Transfer requests will be made according to the following guidelines:

1. Application for Transfer: to apply for a transfer, the employee must submit a written request to the district human resources office. The employee is responsible to:
 - a. Check job postings at the district office or at www.provo.edu; and
 - b. Apply for such openings by submitting the information requested in the job posting within five (5) working days of the job posting or by the deadline identified on the job posting; and
 - c. shall notify his/her immediate supervisor of the transfer request.
- ~~2. Information from the first transfer request will be forwarded to other schools upon the request of the teacher, providing the contact is received before the five (5) day deadline.~~
3. Using a common set of criteria such as personnel files, requested qualifications, experience, etc., principals will review all letters of request for transfer applications and select the candidates to be interviewed. Successful candidates will be notified in writing.
4. Interview for Transfer
 - a. Transfer requests will not be automatically granted. As with all district employment, the position will be filled by the individual who best meets the requirements and qualification of the particular job description.
 - b. In granting transfers, the district will give preference to district employees providing all other qualifications for the particular position are equal.
5. Transfer Approval: Employee initiated transfers should be approved by the administrator of the unit where the vacancy exists.
- ~~6. When the position has been filled, all candidates making an application will be notified through a district communication sent to the local schools. Whenever possible, this notification shall be made before the end of the current school year.~~
7. Employees who do not have an overall rating of effective or are under a plan of performance improvement may not transfer without approval from the deputy superintendent and the superintendent.
8. Principals/directors will appropriately inform applicants not chosen for open positions.

District Initiated Transfer or Involuntary Transfer

1. A principal or immediate supervisor may request the transfer of an employee when in their judgment it will benefit the employee, the school, or the district. Involuntary transfer requests stating specific reasons for the transfer shall be made to the Superintendent. Staff members may be transferred by the district from one assignment to another when the district believes there are compelling reasons for doing so.
 - a. A copy of the request shall be made available to the employee. Those reasons will be discussed with the transferred employee and the principal(s)/director(s), prior to transfer.
 - b. The superintendent or the superintendent's designee may unilaterally review and approve or deny the involuntary transfer request.
 - c. Salary of a district initiated transferred employee shall not be decreased.
2. Transfer Approval: ~~District initiated transfers shall be approved by the Deputy Superintendent with authorization from the Superintendent. The Superintendent's designee~~ The director of human resources shall review the request and recommend approval or denial to the administrator of Personnel Director of Human Resources or the Superintendent or superintendent's designee, who will approve or deny the involuntary transfer request.
3. Authority: The superintendent's designee with authorization from the superintendent has final authority for all transfers.

Involuntary Transfers due to Reduction in Force or Staff Imbalance

In situations where an involuntary transfer becomes necessary due to a reduction in staff or for staff imbalance, a call for volunteers shall be made and if there are no volunteers, selection shall be made in the best interests of the district. In the case of an involuntary transfer due to a reduction in staff or for staff balance, the administrator shall adhere to the following guidelines:

1. Employees required to transfer involuntarily shall be notified of the available openings for which they are qualified.
2. Employees identified for involuntary transfer shall list their preference for available positions. Positions will be filled by the district with consideration given to the employees' priority listing.
3. Program need shall be based on the primary assignment description.
4. Whenever possible, an employee being transferred to a different assignment shall be notified of the transfer prior to the end of the school year.

5. The transferring employee shall be notified of the change in assignment in a conference with his or her supervisor or a designee.

6. When a teacher who has been involuntarily transferred cannot be placed in a position commensurate with appropriate endorsements and skill requirements, reduction in force (RIF) guidelines will be implemented (**Policy 5290**).

Restrictions on Transfer of Employees

An employee whose performance is unsatisfactory may not be transferred to another school unless the board specifically approves the transfer of the employee.

If an employee who is under an order of probation or remediation in one assignment in a school in Provo City School District is transferred or given a new assignment in the district, the order shall stand until its provisions are satisfied (Policy 5280 Disciplinary Action, Orderly Termination, Suspension and Non-Renewal). An employee who is under an order of probation or remediation may not be transferred to another school unless the superintendent or **their designee** ~~the administrator of Personnel~~ specifically approves the transfer of the employee.

Legal References

[Utah Code 34A-5-106](#)

[Utah Code 53G-11-517](#)

[Utah Code § 53G-11-517 \(2018\)](#)

[Utah Code § 53G-11-503 \(2018\)](#)

Approved by Board of Education:

January 14, 2014

Revised:



Reduction in Force and Position Elimination Policy Series: 5000 Personnel

Policy No. 5290

Purpose

The Board of Education recognizes that from time to time it may be necessary to reduce in force under certain circumstances. Any time a reduction in force becomes necessary, the primary goal of the board is to identify those positions which can be eliminated, combined, or reduced to meet the needs of the district in best serving districts students. The maintenance of educational programs is the top priority when a reduction in force becomes necessary.

Overview

This policy ~~is to establish~~ establishes an orderly procedure used to separate, transfer, reassign, or demote employees when the board determines that a reduction in force (RIF) is necessary. This policy will be applied in a fair and equitable manner without regard for age, race, color, religion, sex, or national origin and in accordance with state and federal law cited at the end of this document. The district may not RIF an employee without following the procedures established for this policy.

Reasons for a Reduction in Force

The board acknowledges its authority to conduct a reduction in force (RIF) when there is a decrease in district enrollment, discontinuance of or a reduction in a particular service or program, ~~the a~~ shortage of anticipated revenue after the budget has been adopted, discontinuation of temporary funding, or school consolidation.

The district may consider the results of employee evaluation and a school's personnel needs when reducing positions and re-assigning staff. The board may direct the superintendent to eliminate individual positions ~~when there is a decrease in district enrollment, discontinuance of or a reduction in particular service or program, the shortage of anticipated revenue after the budget has been adopted, or school consolidation,~~ for the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the district. ~~i.e. educating students.~~

The board directs the superintendent to develop procedures for the effective implementation of this policy.

Delegation

The board of education hereby delegates to the superintendent the duty to identify which programs or positions should be eliminated, combined, or reduced whenever a reduction in force becomes necessary. In suggesting such action, the superintendent should consider and notify the board:

1. Why the reduction in force is necessary.
2. Which positions can best be eliminated, combined or modified to meet the educational goals of the school district.

In considering which positions to eliminate, combine or modify in the best interests of education in the school district, the superintendent may, at their discretion, consider the following factors:

1. the results of an employee's performance evaluation; and
2. a school's personnel needs.

"Last Hired, First Fired" Procedure for Layoffs Prohibited

The district may not utilize a last-hired, first-fired procedure for layoffs when terminating district employees. "Last-hired, first-fired procedure for layoffs" means staff reduction that mandates the termination of an employee who started to work for the district most recently before terminating a more senior employee.

Scope of Policy

This policy applies to reduction in force of both certified employees and education support professional employees.

Legal References

[Title VII, Civil Rights Act of 1964](#)
[Age Discrimination in Employment Act of 1967](#)
[Equal Pay Act of 1963](#)
[Title I, Americans with Disabilities Act of 1990](#)
[Civil Rights Act of 1991](#)

85 [Section 501 of the Rehabilitation Act of 1973](#)
86 [Pregnancy Discrimination Act](#)
87 [Utah Code 53G-11-516](#)
88
89

90 **Approved by Board of Education** May 13, 2014
91

DRAFT



Reduction in Force and Position Elimination Policy Series: 5000 Personnel

Policy No. 5290
Procedure 1

Reduction Process

1. The district may consider the results of employee evaluations when reducing positions and re-assigning staff.
2. Staff requirements, program needs, and projected student enrollment for each school in the district will be determined ~~no later than March 1st~~ **15th** for the upcoming school year.
3. Staff selection to fulfill all program needs will be made in each school. Program cuts will be determined through analysis of what will be in the best interests of the students of the district. Where teaching assignments require special certification, such assignments will be filled with educators currently holding such special certificates. Educators teaching in their major field cannot be replaced by teachers with a minor in that field. If the position is to be available in the upcoming year, the educator will be assigned to another position consistent with the educator's certificate, major or minor field of study.
4. Licensed employees not assigned to a teaching position will be notified of their unemployment by certified letter from human resources and will be recalled as requirements permit.
5. Positions in any school within the district that must be filled will be filled from the ranks of those released from teaching positions in other **district** schools. Persons filling these positions will be determined by their credentials. If no one is qualified, outside hiring will be initiated to fill the position.

Recall Procedure

1. Persons released from positions through a RIF will be offered employment in the district as teaching jobs become available according to the district need and to teacher qualification (licensure and endorsement).

- 41
- 42 2. Human Resources will give notice of the recall offer in writing by sending a certified letter
- 43 to said teacher at ~~his/her~~ **their** last known address. It will be the responsibility of each
- 44 teacher to notify human resources of any change in address. The teacher's address as it
- 45 appears on the board's records will be conclusive in connection with the reduction,
- 46 recall, or other notice to the teacher.
- 47
- 48 3. Any teacher so notified must respond within fourteen (14) days from receipt of recall
- 49 notice. If a teacher fails to respond within fourteen (14) days or rejects a position for
- 50 which they ~~he/she is~~ are certificated to teach and such position is offered consistent with
- 51 the aforementioned provision, the teacher shall be considered to have resigned from the
- 52 employ of the district.
- 53
- 54 4. The **recalled** teacher will be placed on the proper step of the salary schedule for the
- 55 teacher's current position according to the teacher's experience and education.
- 56
- 57

58 Notice

59

- 60 1. In the event of a reduction in force, human resources will provide written notice to all
- 61 affected licensed and contracted employees thirty (30) days or more prior to termination
- 62 of contract; or, in the case of emergency budget cuts, as soon as the information is
- 63 known. Written notice shall be given to the employee through a certified letter sent to the
- 64 employee's last known address.
- 65
- 66 2. In the event a RIF of teachers is anticipated, human resources will notify the association
- 67 at the earliest possible time. **This timing will be dictated by the district's** financial
- 68 circumstances and the receipt of information **when available**.
- 69
- 70
- 71

72 Legal References

73 [Title VII, Civil Rights Act of 1964](#)

74 [Age Discrimination in Employment Act of 1967](#)

75 [Equal Pay Act of 1963](#)

76 [Title I, Americans with Disabilities Act of 1990](#)

77 [Civil Rights Act of 1991](#)

78 [Section 501 of the Rehabilitation Act of 1973](#)

79 [Pregnancy Discrimination Act](#)

80 [Utah Code 53G-11-516](#)

81

82

83 **Approved by Board of Education** May 13, 2014

84 Revised August 2016

85



Religious Neutrality: Constitutional Freedom in Public Schools
Policy Series: 4000 Curriculum, Instruction, and Assessment

Policy No. 4340

Purpose

The purpose of this policy is to affirm and protect the constitutional rights and religious freedoms of students, employees, and members of the public within the district's schools and programs in accordance with the United States Constitution, the Utah Constitution, and applicable federal and state law. The district is committed to maintaining a learning environment that neither promotes nor inhibits religion and that respects the rights of individuals to express sincerely held religious beliefs, engage in protected speech, and exercise other constitutional freedoms in a lawful and nondisruptive manner. This policy is intended to provide guidance regarding the appropriate balance between individual rights and the district's obligation to maintain neutrality, ensure equal access, preserve instructional integrity, and provide a safe and inclusive educational environment for all students.

Constitutional Freedom in Public Schools

Any school in Provo City School District, in accordance with State Office of Education policy, may undertake any instructional activity, performance or display which includes examination of or presentations about religion, political or religious thought or expression, or the influence thereof on music, art, literature, law, politics, history or any other element of the curriculum, including the comparative study of religions, provided it is designed to achieve secular educational objectives included within the context of a course or activity and conducted in accordance with applicable rules of the district.

No aspect of cultural heritage, political theory, moral theory, or societal value shall be either included within or excluded from school curricula for the primary reason that it affirms, ignores, or denies religious belief, religious doctrine, a religious sect, or the existence of a spiritual realm or supreme being.

American history and heritage documents may not be excluded from study or censored due to their religious or cultural nature.

Religious Neutrality

Provo City School District school officials and employees may not use their positions to endorse, promote, or disparage a particular religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint. District schools may not sponsor prayer or religious devotionals.

Participation Waivers

A student may refrain from participation in any aspect of school that violates a religious belief or right of conscience of the student. A student's parent may waive the student's participation in any aspect of school that violates the student's or the student's parent's religious belief or right of conscience. A student may not be penalized or discriminated against for refraining from participation due to the student or student's parent's religious belief or right of conscience. A student may not be required or incentivized to affirm or deny the religious belief or right of conscience of the student or the student's parent.

When a student refrains from participation, the school shall promptly notify the student's parent **unless the student is emancipated**. The school may elect one of the following options: 1) To waive the participation requirement; 2) To provide a reasonable alternative to the requirement that does not violate the student's or the student's parent's religious belief or right of conscience but may not require the student or student's parent to explain, defend, or justify the religious belief or right of conscience.

~~If a parent with legal custody or other legal guardian of a student, or if a secondary student, determines that the student's participation in a portion of the curriculum or in an activity would require the student to affirm or deny a religious belief or right of conscience or engage or refrain from engaging in a practice forbidden or required in the exercise of a religious right or right of conscience, the parent/guardian or secondary student may request either (1) a waiver of the requirement to participate or (2) a reasonable alternative that requires reasonably equivalent performance by the student of the secular objectives of the curriculum or activity in question.~~

~~If a student makes a request under the above paragraph for a waiver or a reasonable alternative, the school administration shall promptly notify the student's parent or guardian that such a request has been made, including the substantive nature of the portion of the curriculum or activity for which the student requests a waiver or alternative.~~

~~The Principal, in consultation with the student's teacher, and after consulting with the student and the student's parents, shall notify the student and the student's parent/guardian of the Principal's decision. The school may elect one of the following options: 1) To waive the participation requirement; 2) To provide a reasonable alternative to the requirement; or, 3) To notify the requesting party that the participation is required. If the school determines that~~

participation is required, the school shall ensure that any limitation on student expression, practice or conduct shall be by the least restrictive means necessary to satisfy the school's interest in fulfilling curriculum objectives, or that the limitation satisfies another specifically identified compelling governmental interest.

Expressions of Belief

Expression of personal beliefs by a student participating in school-directed curricula or activities may not be prohibited or penalized unless the expression unreasonably interferes with order or discipline, threatens the well-being of persons or property, or violates concepts of civility or propriety appropriate to the school setting. [Limitations on student expression, practice, or conduct shall be by the least restrictive means necessary to satisfy the school's interests or to satisfy another specifically identified compelling governmental interest.](#) Teachers and principals will safeguard opportunities for all students to safely share their beliefs in appropriate ways.

Expressions of Belief During Discretionary Time

Free expression of voluntary religious practice or freedom of speech by students during discretionary time, (non-instructional time during which a student is free to pursue personal interests), shall not be denied unless: 1) The conduct unreasonably interferes with the ability of school officials to maintain order and discipline; 2) Unreasonably endangers persons or property; or, 3) Violates concepts of civility or propriety appropriate to the school setting. Any limitation under this section on student expression, practice, or conduct shall be by the least restrictive means necessary to satisfy the school's interests in fulfilling curriculum objectives or to satisfy another specifically identified compelling governmental interest.

Legal References

[Utah Code § 53G-10-202\(1\) \(2025\)](#)

[Utah Code § 53G-10-206 \(2024\)](#)

[Utah Code § 53G-10-202\(2\) \(2025\)](#)

[Utah Admin. Rules R277-475-3\(4\) \(August 7, 2024\)](#)

[Utah Code § 53G-10-202\(3\), \(4\) \(2025\)](#)

[Utah Code § 53G-10-205 \(2023\)](#)

[Utah Code § 53G-10-203\(1\), \(3\) \(2023\)](#)

[Utah Code § 53G-10-203\(2\), \(3\) \(2023\)](#)

Board Approved: October 14, 2014

Revised:



**Drug Free Workplace
Policy Series: 5000 Personnel**

Policy No. 5200 + ~~Exhibit #1~~

Purpose:

Provo City School District has a responsibility to maintain public trust and confidence by providing a safe school environment for students and citizens and a safe work place for employees. The district is committed to provide a drug-free, tobacco/smoke-free, ~~vape-free~~ and alcohol-free workplace. Employees of Provo City School District are expected to follow the federal, state, and local laws regarding use, distribution, manufacturing, and/or possession of alcohol, drugs, and tobacco. Depending on the severity of the infraction, violation of this policy may result in discipline, up to and including termination.

~~5200 Exhibit #1 (DAG)~~

Drug & Alcohol Policy Notice to Employees

NOTICE: The following notice shall be provided to all employees of the District.

YOU ARE HEREBY NOTIFIED that it is a violation of the policy of the School District for any employee to distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor, or to unlawfully manufacture, distribute, dispense, possess, use, or be under the continued influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or any other controlled substance, as defined in the Utah Controlled Substances Act, schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. § 812), and as further defined by regulation at 21 CFR § 1300.01 et seq., before, during, or after school hours at school or in any other school district location as defined below.

"School district location" means any school building and any school premises; any school-owned vehicle or other school-approved vehicle used to transport students to and from school or school activities; any school-sponsored or school-approved activity, event, or function where students are under the jurisdiction of the school district; or any period of time when the employee is supervising students on behalf of the school district or otherwise engaged in school district business.

39 YOU ARE FURTHER NOTIFIED that if you are engaged either directly or indirectly in work on a
40 federal grant, it is a condition of your continued employment on any such federal grant that you
41 shall abide by the terms of the school district policy on alcohol and drugs and shall notify your
42 supervisor in writing of your conviction of any criminal drug statute for a violation occurring in
43 any of the locations described above where work on a school district federal grant is performed,
44 no later than five (5) calendar days after such conviction.

45 Any employee who violates the terms of the School District's drug and alcohol policy may be
46 non-renewed, suspended, or terminated, at the discretion of the Board. In the alternative, an
47 employee who violates the terms of this ~~the School District's~~ drug and alcohol policy and
48 procedures may be required to satisfactorily participate in a drug abuse assistance or
49 rehabilitation program approved by the board. If the employee fails to satisfactorily participate in
50 such a program, the employee may be non-renewed, suspended, or terminated, at the
51 discretion of the board.

52
53 **Legal References:**

54 [21 U.S.C. § 801 et seq.](#)

55 [41 U.S.C. § 8101 et seq.](#)

56 [34 C.F.R. Part 84](#)

57 [20 U.S.C. §§ 7101–7118](#)

58 [Utah Code § 32B-1-101 et seq.](#)

59 [Utah Code § 58-37-1 et seq.](#)

60 [Utah Code § 26-38-1 et seq.](#)

61 [Utah Code § 53G-8-602](#)

62
63 **Board Approved:** November 10, 2015

64 **Revised:**

DRAFT



Scope of Employment

Policy Series: 5000 Personnel

Policy No. 5090

Procedure 2

This procedure clarifies the scope of employment for district employees and establishes expectations regarding the performance of assigned duties, interactions with students, supervision responsibilities, transportation, outside employment, and communications concerning district matters. These provisions are intended to promote student safety, support effective school operations, protect employees and the district from unnecessary risk, and ensure that employees act within the authority granted by the district.

Scope of Employment

Employees of the district act within the scope of their employment only when acting to discharge duties for which they have been hired by the district or when acting under the direction of the board of education, the superintendent, or the principal of the school in which the employee works.

The following guidelines govern the scope of an employee's duties and responsibilities.

- 1. Student Interaction:** In interacting with students, district employees shall comply with Policy 5090, Staff Code of Conduct, and all applicable district policies and procedures governing professional conduct and employee-student interactions.
- 2. Class Attendance:** Teachers shall be present in the classroom whenever students are present in the classroom. A teacher may leave students unattended only in emergency situations, including:
 - a.** An injury to a student requiring immediate attention;
 - b.** A threat to the health or safety of a student; or
 - c.** A personal emergency of the teacher.

Any absence from the classroom other than an emergency situation shall require the express approval of the school principal.

41 **3. Provision of Transportation:** Except as otherwise specifically authorized by district
42 policy, no employee, other than an authorized bus driver, has authority to provide
43 transportation for any student or other employee unless express written authorization is
44 provided by the principal. Transportation provided without authorization is outside the
45 scope of employment.

46
47 **4. Conflicting Employment:** No employee shall obtain or maintain outside employment
48 that interferes with, conflicts with, or substantially impedes the employee's ability to
49 perform duties and responsibilities for the district.

50
51 **5. Media Contacts:** District employees shall coordinate with the superintendent or the
52 superintendent's designee regarding materials prepared for publication concerning
53 district matters. Whenever practicable, employees shall consult with the Superintendent
54 or the superintendent's designee before providing statements regarding district matters
55 to members of the media.

56
57 **Legal References:** ~~There is no statutory citation in the source language provided.~~

58
59 **Board Approved:**

60
61 **Synopsis**

- 62 ● ~~Scope of Employment~~
63 ● ~~Employee Duties and Responsibilities~~
64 ● ~~Student Interaction~~
65 ● ~~Class Attendance~~
66 ● ~~Transportation Authorization~~
67 ● ~~Conflicting Employment~~
68 ● ~~Media Contacts~~



Student Internships

Policy Series: 4000 Curriculum, Instruction, Assessment

Policy No. 4412

Purpose

The purpose of this policy is to establish guidelines for student internship experiences that support career exploration, work-based learning, and college and career readiness. The board recognizes the educational value of internships in providing students with meaningful opportunities to apply academic knowledge, develop workplace skills, and explore career pathways. This policy is intended to ensure that internship opportunities are aligned with educational objectives, comply with applicable federal and state laws, protect student health and safety, and provide equitable access to high-quality learning experiences.

Definitions

1. *Intern*: A student enrolled in a school-sponsored work experience and career exploration program involving both classroom instruction and work experience with a cooperating employer, regardless of whether the student receives compensation.
2. *Cooperating employer*: A public or private entity that, as part of a work experience or career exploration program offered through a school, provides interns with educational resources, training, and work experience in activities related to the entity's ongoing business activities.
3. *Internship*: The work experience segment of an intern's school-sponsored work experience and career exploration program performed under the direct supervision of a cooperating employer.
4. *Internship safety agreement*: An agreement between the District and a cooperating employer that satisfies the requirements established by Utah law and District policy.

Internships Authorized

The district may offer internships in connection with work experience and career exploration programs operated in accordance with rules of the Utah State Board of Education.

Internship Standards

To be approved, an internship program shall:

1. Provide training for interns, intern supervisors, and cooperating employers regarding workplace health hazards and safety procedures;
2. Specify standards and procedures for approval of off-campus work sites;
3. Discuss transportation options for interns to and from work sites (transportation is not provided by the district);
4. Provide for appropriate employer supervision at the work site;
5. Provide for appropriate school supervision and assessment of interns;
6. Address insurance coverage and ensure adequate insurance coverage through the intern, the program, or the district;
7. Provide for parent involvement in and approval of the internship program;
8. Address risks and liabilities inherent in the internship program in consultation with State Risk Management or the district's insurance provider; and
9. Ensure that any credit awarded for internship participation maintains the integrity and rigor required for high school graduation.

Recognition of Cooperating Employers

The district or participating school may recognize a cooperating employer participating in an approved internship program, including posting the employer's name and a brief description of the employer's business on school property or in official district or school publications.

Workers' Compensation and Risk Management Coverage

An intern participating in an approved internship program shall be considered a volunteer government worker of the district solely for purposes of workers' compensation medical benefits and risk management fund coverage.

84 Receipt of workers' compensation medical benefits shall be the exclusive remedy against the
85 district and the cooperating employer for injuries or occupational diseases arising from
86 participation in the internship.

89 **Internship Safety Agreements**

91 The district shall attempt to establish an internship safety agreement with each cooperating
92 employer.

94 An internship safety agreement shall require the cooperating employer to:

- 96 1. Ensure that an adult officer or employee of the cooperating employer is not intentionally
97 alone with an intern for a significant amount of time during internship activities;
- 98 2. Maintain compliance with all applicable federal and state laws relating to workplace and
99 student safety, privacy, and welfare; and
- 100 3. Provide a safe, educational, courteous, and welcoming professional environment free
101 from harassment or discriminatory conduct that may result in a hostile, intimidating,
102 abusive, offensive, or oppressive learning environment.

107 **Criminal Background Checks**

109 If an internship safety agreement is in place with a cooperating employer, officers and
110 employees of the cooperating employer are exempt from criminal background check
111 requirements under District policy.

113 If the district does not have an internship safety agreement with a cooperating employer, each
114 officer or employee of the cooperating employer who will have significant unsupervised access
115 to a student intern shall complete a criminal background check consistent with District policy
116 before the internship begins.

118 If a criminal background check discloses information calling into question the appropriateness of
119 an individual having access to a student intern, the District shall modify internship conditions or
120 discontinue participation with the cooperating employer as necessary to protect student safety
121 and well-being.

123 **Synopsis**

- 124 ● ~~Student Internships~~
- 125 ● ~~Internship Standards~~
- 126 ● ~~Internship Safety Agreements~~
- 127 ● ~~Cooperating Employers~~

- ~~Criminal Background Checks~~
- ~~Workers' Compensation Coverage~~

Legal References:

[Utah Code § 53G-7-901](#)

[Utah Code § 53G-7-902](#)

[Utah Code § 53G-7-903](#)

[Utah Code § 53G-7-904](#)

[Utah Code § 53G-7-905](#)

[Utah Code § 53G-11-402](#)

[Utah Administrative Rule R277-915](#)

Board Approved:

DRAFT



Health Care Occupation Programs

Policy Series: 4000 Curriculum, Instruction, Assessment

Policy No. 4411

Purpose

The Board of Education recognizes the value of Health Science and Health Care Occupation programs in preparing students for careers in the healthcare industry and for postsecondary education and training. The purpose of this policy is to establish guidelines for the operation of health care occupation programs that provide students with high-quality classroom instruction, clinical experiences, and work-based learning opportunities.

Notice of Clinical Experience Component

Prior to a student registering in a health care occupation program offered by or through the district that includes a clinical experience segment, the student's parent or guardian shall be provided written notice that the program includes a clinical experience segment in which the student may observe and perform specific health care procedures, including personal care, patient bathing, and bathroom assistance.

The district shall also provide similar written notice to the student's parent or guardian before the student participates in the clinical experience segment.

Written Consent for Student Participation

Before a student may register for or participate in a health care occupation program that includes a clinical experience segment, the student's parent or guardian shall provide specific written consent authorizing the student's registration and participation in the clinical experience segment.

The written consent shall specifically state that the student may observe and perform specific health care procedures, including personal care, patient bathing, and bathroom assistance. If

the student is over eighteen years of age, the student provides their own written consent to participate.

Synopsis

- Health Care Occupation Programs
- Clinical Experience Notification
- Parent Notice Requirements
- Written Parent Consent for Clinical Experience Participation

Legal References:

[Utah Code § 53E-3-507](#)

Board Approved:

Provo City School District

FY 26-27 Proposed Budget

FY 25-26 Final Budget



Property Tax Rates

<i>Property Tax Rates (per \$1 of taxable value)</i>	Tax Year					Change	% Change
	2022	2023	2024	2025	Proposed 2026		
General Fund							
Basic program (set by state)	0.001652	0.001406	0.001408	0.001379	0.001351	(0.000028)	-2.0%
Board local levy	0.001760	0.001831	0.001724	0.001645	0.001708	0.000063	3.8%
Voted local levy	0.000587	0.001300	0.001300	0.001239	0.001300	0.000061	4.9%
Capital Projects Fund							
Capital local levy	0.001847	0.001229	0.001196	0.001140	0.001311	0.000171	15.0%
Debt Service Fund							
General obligation debt	0.001381	0.001469	0.001456	0.001409	0.001220	(0.000189)	-13.4%
Pass-Through Taxes Fund							
Charter school levy (set by state)	0.000096	0.000098	0.000124	0.000110	0.000109	(0.000001)	-0.9%
Total tax rate	0.007323	0.007333	0.007208	0.006922	0.006999	0.000077	1.1%

Property Tax Revenue

- Total property tax increase of \$1,306,942 – Truth in Taxation
 - \$824,327 increase in the General Fund (TNT)
 - \$482,615 increase in the Capital Projects Fund (TNT)
 - Represents an approximate 7% increase in property tax rates/revenue for Board/Voted/Capital levies (net increase of approximately 2%)
 - \$500,000 home will see an approximate \$32 a year increase (without accounting for valuation changes)
 - \$500,000 business will see an approximate \$60 a year increase (without accounting for valuation changes)
-

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

	General Fund	Debt Service Fund	Capital Projects Fund	Student Activities Fund	Pass-Through Taxes Fund	Building Reserve Fund	Child Nutrition Fund	Self-Insurance Fund	PCSD Foundation	Proposed Budget 2026-27	Final Budget 2025-26
Revenues:											
Local sources	\$ 60,768,502	\$ 14,028,635	\$ 18,006,269	\$ 4,679,530	\$ 3,000,000	\$ -	\$ 1,823,192	\$ 18,294,000	\$ 190,000	\$ 120,790,128	\$ 119,947,363
State sources	105,774,784	-	-	-	-	-	1,213,648	-	-	106,988,432	105,808,683
Federal sources	7,665,380	-	-	-	-	-	4,653,760	-	-	12,319,140	12,413,953
Total revenues	174,208,666	14,028,635	18,006,269	4,679,530	3,000,000	-	7,690,600	18,294,000	190,000	240,097,700	238,169,999
Expenditures:											
Current:											
Instructional services	105,082,625	-	-	4,879,530	-	-	-	-	190,000	110,152,155	106,954,977
Support services:											
Students	12,836,174	-	-	-	-	-	-	-	-	12,836,174	12,967,446
Instructional staff	18,211,732	-	-	-	-	-	-	-	-	18,211,732	18,009,647
District administration	1,575,460	-	-	-	-	-	-	-	-	1,575,460	1,541,668
School administration	13,228,070	-	-	-	-	-	-	-	-	13,228,070	13,257,452
Central services	7,330,298	-	-	-	-	-	-	20,405,000	-	27,735,298	26,506,129
Operation & maintenance of facilities	12,843,525	-	-	-	-	-	-	-	-	12,843,525	12,581,632
Student transportation	2,900,782	-	-	-	-	-	-	-	-	2,900,782	2,783,484
Child nutrition	-	-	-	-	-	-	7,844,990	-	-	7,844,990	8,073,687
Community services	-	-	-	-	-	-	-	-	-	-	-
Contributions to other governments	-	-	-	-	3,000,000	-	-	-	-	3,000,000	2,895,135
Capital outlay	-	-	41,500,000	-	-	-	-	-	-	41,500,000	41,558,500
Debt service	-	14,028,635	10,508,769	-	-	-	-	-	-	24,537,404	30,290,492
Total expenditures	174,008,666	14,028,635	52,008,769	4,879,530	3,000,000	-	7,844,990	20,405,000	190,000	276,365,590	277,420,249
Excess (deficiency) of revenues over (under) expenditures	200,000	-	(34,002,500)	(200,000)	-	-	(154,390)	(2,111,000)	-	(36,267,890)	(39,250,251)
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	-	-	1,500,000	200,000	-	-	-	-	-	1,700,000	6,100,000
Transfer out	(200,000)	(1,500,000)	-	-	-	-	-	-	-	(1,700,000)	(6,100,000)
Total other financing sources (uses)	(200,000)	(1,500,000)	1,500,000	200,000	-	-	-	-	-	-	74,528,000
Net change in fund balance	-	(1,500,000)	(32,502,500)	-	-	-	(154,390)	(2,111,000)	-	(36,267,890)	35,277,749

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	<u>348,222</u>	<u>322,468</u>	<u>156,660</u>	<u>153,000</u>	<u>190,000</u>
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	<u>420,619</u>	<u>116,929</u>	<u>169,475</u>	<u>225,000</u>	<u>190,000</u>
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)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
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	<u>3,358,901</u>	<u>3,593,188</u>	<u>3,819,833</u>	<u>4,004,757</u>	<u>4,679,530</u>
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	<u>3,087,079</u>	<u>4,137,582</u>	<u>4,041,018</u>	<u>4,456,694</u>	<u>4,879,530</u>
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)	<u>125,833</u>	<u>200,000</u>	<u>200,000</u>	<u>200,000</u>	<u>200,000</u>

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	<u>1,800,973</u>	<u>2,279,403</u>	<u>2,110,469</u>	<u>2,895,135</u>	<u>3,000,000</u>
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	<u>1,800,973</u>	<u>2,279,403</u>	<u>2,110,469</u>	<u>2,895,135</u>	<u>3,000,000</u>
Excess (deficiency) of revenues over (under) expenditures / net change in fund balances	-	-	-	-	-
Fund balance - beginning	-	-	-	-	-
Fund balance - ending	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Fund balance:					
Restricted	-	-	-	-	-
Total fund balance	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

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	<u>14,333,550</u>	<u>15,937,487</u>	<u>16,639,882</u>	<u>16,904,571</u>	<u>14,028,635</u>
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	<u>13,337,870</u>	<u>13,880,060</u>	<u>14,429,560</u>	<u>14,879,535</u>	<u>14,028,635</u>
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)	<u>-</u>	<u>(1,000,000)</u>	<u>(2,500,000)</u>	<u>(2,100,000)</u>	<u>(1,500,000)</u>

Capital Projects Fund

PROVO CITY SCHOOL DISTRICT

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	4,725,819	4,265,360	1,693,652	4,225,000	2,703,082
Other local	7,755,107	7,642,996	1,052,553	150,000	-
Total local sources	31,665,882	25,214,649	16,386,381	18,178,187	18,006,269
State sources	1,805,798	-	71,096	-	-
Total revenue	33,471,680	25,214,649	16,457,477	18,178,187	18,006,269
Expenditures:					
Capital outlay:					
Salaries	-	-	-	-	-
Employee benefits	-	-	-	-	-
Purchased services	400	-	-	-	-
Purchased property services	62,772,466	67,639,718	43,680,754	37,293,500	40,000,000
Other purchased services	-	2,124	5,630	5,000	-
Supplies and materials	902,302	1,144,267	900,567	2,200,000	1,500,000
Property and equipment	8,536,400	9,219,201	5,429,006	2,060,000	-
Debt service and miscellaneous	-	-	-	-	-
Debt service:					
Notes payable principal	3,048,460	3,372,122	3,491,404	10,097,000	3,820,000
Notes payable interest	4,300,026	4,004,232	3,838,693	5,313,957	6,688,769
Total expenditures	79,560,054	85,381,664	57,346,054	56,969,457	52,008,769
Excess (deficiency) of revenues over (under) expenditures	(46,088,374)	(60,167,015)	(40,888,577)	(38,791,270)	(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	-
Transfer out	-	8,723,000	-	-	-
Total other financing sources (uses)	-	8,723,000	6,500,000	77,893,000	-
Net change in fund balances	(46,088,374)	(51,444,015)	(34,388,577)	39,101,730	(34,002,500)

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	4,653,760
Total revenue	6,321,880	7,116,667	6,651,212	6,955,418	7,690,600
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)	(154,390)
Other financing sources:					
Proceeds from sale of capital assets	-	705	18,499		
Net change in fund balances	(143,205)	(247,848)	(1,384,345)	(1,049,938)	(154,390)

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

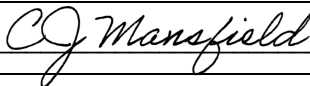
	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Operating revenues:					
Medical insurance premiums	\$ -	\$ 10,430,336	\$ 13,749,329	\$ 16,000,000	\$ 18,144,000
Operating expenses:					
Medical claims	-	11,505,830	12,643,763	16,200,000	17,000,000
Vision and dental	-	-	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

Schedule E - BID FORM

Amelia Earhart Elementary Custom Pyramid Skylight Project

2585 W 200 S St, Provo, UT 84601

Event Number: PCSD05272026

Total Price	\$295,785.00
Contractor	Alder Sales Corp
Address	6676 s 400 w
City, State, Zip	Murray, UT 84107
Contact	CJ Mansfield
Phone	801-580-8664
Email	cj@alders.com
Signature	
Date	5/27/2026

Pricing shall include all labor, materials, equipment, delivery, installation, overhead, profit, insurance, bonding, cleanup, disposal, and all other costs required for a complete project.

List any exclusions or assumptions below. If none, write "None."



6676 South 400 West • Murray, UT 84107 • Phone: (801) 262-9700 • Fax: (801) 261-8242 • www.alders.com
 Utah Contractor License: #228819-5501 • Nevada Contractor License: #26693

QUOTE SHEET

Job Title Amelia Earhart Elem
Bid Date 5/27/2026

Addenda Acknowledged

None 1 2 3 4

Section	Description	Fob Job*	Installed	Tax Included		Quote Amount
				Yes	No	
	Pyramid Skylight Replacement		YES	X		\$295,785.00

This quote must be refigured after 30 days

* FOB JOB = FOB FACTORY, FREIGHT ALLOWED

Explanation or Remarks

We propose to furnish & install (8) Kalwall custom pyramid skylights to match existing

This quote includes:

- (2) Standard Pyramids 7'-0" x 7'-0" OCD flat, (33-1/3° slope).
- (1) Standard Pyramid 10'-0" x 10'-0" OCD flat, (33-1/3° slope).
- (3) Standard Pyramids 14'-0" x 14'-0" OCD flat, (33-1/3° slope).
- (2) Custom Pyramids 17'-4" x 17'-4" OCD flat, (33-1/3° slope).

Details

- 2 3/4" Kawall translucent panels
- 12" x 24" Shoji grid pattern
- .070" Crystal face sheet & .045 White interior sheet
- .23TB "U" factor
- All exposed aluminum to be premium color (Coro Blue #48-C) Kalwall Corrosion Resistant Finish
- Roofs are designed for 35 PSF live load, 0 PSF snow load, 25 PSF (ASD) wind load, and 0 PSF drift load with L/60 deflection.

This price does not include:

1. Any repair to existing curbs
2. Flashing of curbs
3. Cutting of holes/openings in roof deck and membrane
4. Relocation of above ceiling obstructions

Cancellations:

A minimum 20% cancellation charge will be applied to any project that is cancelled after a formal or informal notice to proceed has been issued; or if a contract has been awarded. Determination of percentage will be at the sole discretion of Alder Sales Corporation.

Thank you,

Representative: CJ Mansfield



9858 South Audio Drive
West Jordan, UT 84081
Toll free: (800) 383-9362
Fax: (801) 254-3802

QUOTE

131403

Page: 1/2

BILL TO

Provo City School District
280 West 940 North
Provo UT 84604-3394

SHIP TO

Provo City School District
280 W 940 N
Provo UT 84604-3394

Date:

Jun 15, 2026

Expires:

Dec 15, 2026

Customer Number:

1000973

Sales Rep:

Devon Means

Payment Terms:

30 days net

Product	Description	Quantity	Price	Total
ST-XD-0601	XD Receiver with 3' Cat6	30	463.55	13,906.50
AC-2058	6' 3.5 Male to 2 RCA Male Y Adapter	8	6.74	53.92
SE-0038	Installation of Common Zone Amplifier	8	265.00	2,120.00
ST-AM-8003.P	MS-300 Network Interface with Programming (Requires PoE)	8	657.33	5,258.64
AC-0115	50' Cat6, Plenum Rated, Purple	30	37.07	1,112.10
SE-0058	Installation of an Audio System (Requires Existing Speakers)	30	260.00	7,800.00
SE-0032	Inspection & Commissioning	38	110.00	4,180.00
SE-0081	Installation of Wallplate	30	86.00	2,580.00
WP-0002	Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate	30	67.70	2,031.00
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	30	264.08	7,922.40
AM-3255	MS-700-S Optimum Amplifier Only (Requires PoE+)	30	950.00	28,500.00
AC-2201	MS-700-S to XD Receiver Splitter Cable	30	26.50	795.00

Total Item Net Value		76,259.56 USD
Overall Discount (\$)		-14,198.38 USD
Freight		0.00 USD
State (%)	4.85 %	0.00 USD
County (%)	2.60 %	0.00 USD
City (%)		0.00 USD
Special Purposes District (%)		0.00 USD
Total		62,061.18 USD

UT State Contract MA2778 for Equipment

UT NASPO Contract PA3400 for Services



QUOTE

131403

Page: 2 / 2

The content of this quote is confidential and is intended solely for the addressed organization. If you are not the intended recipient, any disclosure, copying, distribution, or other use of this information is prohibited.

Any install rates quoted are non-Davis
Bacon/Prevailing Wage compliant, unless specifically
noted within the descriptions above.

If tax exempt, sales tax will be
removed upon receipt of Sales Tax
Certificate.



9858 South Audio Drive
West Jordan, UT 84081
Toll free: (800) 383-9362
Fax: (801) 254-3802

QUOTE

131412

Page: 1/2

BILL TO

Provo City School District
280 West 940 North
Provo UT 84604-3394

SHIP TO

Provo City School District
280 W 940 N
Provo UT 84604-3394

Date: Jun 15, 2026
Expires: Dec 15, 2026
Customer Number: 1000973

Sales Rep: Devon Means
Payment Terms: 30 days net

Product	Description	Quantity	Price	Total
ST-XD-0601	XD Receiver with 3' Cat6	34	463.55	15,760.70
AC-0115	50' Cat6, Plenum Rated, Purple	34	37.07	1,260.38
SE-0058	Installation of an Audio System (Requires Existing Speakers)	34	260.00	8,840.00
SE-0032	Inspection & Commissioning	34	110.00	3,740.00
SE-0081	Installation of Wallplate	34	86.00	2,924.00
WP-0002	Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate	34	67.70	2,301.80
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	34	264.08	8,978.72
AM-3255	MS-700-S Optimum Amplifier Only (Requires PoE+)	34	950.00	32,300.00
AC-2201	MS-700-S to XD Receiver Splitter Cable	34	26.50	901.00

Total Item Net Value		77,006.60 USD
Overall Discount (\$)		-14,556.42 USD
Freight		0.00 USD
State (%)	4.85 %	0.00 USD
County (%)	2.60 %	0.00 USD
City (%)		0.00 USD
Special Purposes District (%)		0.00 USD
Total		62,450.18 USD

UT State Contract MA2778 for Equipment

UT NASPO Contract PA3400 for Services



QUOTE

131412

Page: 2 / 2

The content of this quote is confidential and is intended solely for the addressed organization. If you are not the intended recipient, any disclosure, copying, distribution, or other use of this information is prohibited.

Any install rates quoted are non-Davis
Bacon/Prevailing Wage compliant, unless specifically
noted within the descriptions above.

If tax exempt, sales tax will be
removed upon receipt of Sales Tax
Certificate.



9858 South Audio Drive
West Jordan, UT 84081
Toll free: (800) 383-9362
Fax: (801) 254-3802

QUOTE

131421

Page: 1/2

BILL TO

Provo City School District
280 West 940 North
Provo UT 84604-3394

SHIP TO

Provo City School District
280 W 940 N
Provo UT 84604-3394

Date: Jun 15, 2026
Expires: Dec 15, 2026
Customer Number: 1000973

Sales Rep: Devon Means
Payment Terms: 30 days net

Product	Description	Quantity	Price	Total
ST-XD-0601	XD Receiver with 3' Cat6	35	463.55	16,224.25
AC-0115	50' Cat6, Plenum Rated, Purple	35	37.07	1,297.45
SE-0058	Installation of an Audio System (Requires Existing Speakers)	35	260.00	9,100.00
SE-0032	Inspection & Commissioning	35	110.00	3,850.00
SE-0081	Installation of Wallplate	35	86.00	3,010.00
WP-0002	Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate	35	67.70	2,369.50
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	35	264.08	9,242.80
AM-3255	MS-700-S Optimum Amplifier Only (Requires PoE+)	35	950.00	33,250.00
AC-2201	MS-700-S to XD Receiver Splitter Cable	35	26.50	927.50

Total Item Net Value		79,271.50 USD
Overall Discount (\$)		-13,844.94 USD
Freight		0.00 USD
State (%)	4.85 %	0.00 USD
County (%)	2.60 %	0.00 USD
City (%)		0.00 USD
Special Purposes District (%)		0.00 USD
Total		65,426.56 USD

UT State Contract MA2778 for Equipment

UT NASPO Contract PA3400 for Services



QUOTE

131421

Page: 2 / 2

The content of this quote is confidential and is intended solely for the addressed organization. If you are not the intended recipient, any disclosure, copying, distribution, or other use of this information is prohibited.

Any install rates quoted are non-Davis
Bacon/Prevailing Wage compliant, unless specifically
noted within the descriptions above.

If tax exempt, sales tax will be
removed upon receipt of Sales Tax
Certificate.



9858 South Audio Drive
West Jordan, UT 84081
Toll free: (800) 383-9362
Fax: (801) 254-3802

QUOTE

131413

Page: 1/2

BILL TO

Provo City School District
280 West 940 North
Provo UT 84604-3394

SHIP TO

Provo City School District
280 W 940 N
Provo UT 84604-3394

Date: Jun 15, 2026
Expires: Dec 15, 2026
Customer Number: 1000973

Sales Rep: Devon Means
Payment Terms: 30 days net

Product	Description	Quantity	Price	Total
ST-XD-0601	XD Receiver with 3' Cat6	89	463.55	41,255.95
AC-2058	6' 3.5 Male to 2 RCA Male Y Adapter	26	6.74	175.24
SE-0038	Installation of Common Zone Amplifier	13	265.00	3,445.00
ST-AM-8003.P	MS-300 Network Interface with Programming (Requires PoE)	26	657.33	17,090.58
AC-0115	50' Cat6, Plenum Rated, Purple	89	37.07	3,299.23
SE-0058	Installation of an Audio System (Requires Existing Speakers)	89	260.00	23,140.00
SE-0032	Inspection & Commissioning	102	110.00	11,220.00
SE-0081	Installation of Wallplate	89	86.00	7,654.00
WP-0002	Wall Plate, WPA-702, Call Button, Emergency Button, Ambient Mic with Decora Plate	89	67.70	6,025.30
ST-XD-9026	XD Teacher Box with Teacher Pendant Microphone	89	264.08	23,503.12
AM-3255	MS-700-S Optimum Amplifier Only (Requires PoE+)	76	950.00	72,200.00
AC-2201	MS-700-S to XD Receiver Splitter Cable	76	26.50	2,014.00

Total Item Net Value	211,022.42 USD
Overall Discount (\$)	-38,674.66 USD
Freight	0.00 USD
State (%)	4.85 %
County (%)	2.60 %
City (%)	0.00 USD
Special Purposes District (%)	0.00 USD
Total	172,347.76 USD

UT State Contract MA2778 for Equipment

UT NASPO Contract PA3400 for Services



QUOTE

131413

Page: 2 / 2

The content of this quote is confidential and is intended solely for the addressed organization. If you are not the intended recipient, any disclosure, copying, distribution, or other use of this information is prohibited.

Any install rates quoted are non-Davis
Bacon/Prevailing Wage compliant, unless specifically
noted within the descriptions above.

If tax exempt, sales tax will be
removed upon receipt of Sales Tax
Certificate.



Estimate

2605-1806-7120

2026-05-18

Concrete Concrete, Inc.
720 S Main Street
Pleasant Grove Utah 84062
ConcreteConcreteInc@gmail.com
(801) 420-5243

Provo School District - Joseph Jones
280 W 940 N
Provo UT 84604
josephj@provo.edu
(801) 850-1682

Project Name: Canyon Crest 2026
Project Location: 280 W 940 N, Provo, UT, 84604

Mobilization

Description	Unit Price	Quantity	Total
<u>Mobilization</u> Mobilization of crew and equipment, Submittals and office support. Price is per mobilization, if additional mobilizations are required they will be charged at the above rate.	\$1,500.00	1.00 Each	\$1,500.00

Sitework

Description	Unit Price	Quantity	Total
<u>6" Curbwall</u> Form and Pour 6" by 18" curb wall with 2 #4 continuous rebar. Around Both playgrounds.	\$45.00	718.00 LNFT	\$32,310.00
			\$32,310.00

Concrete Pumping

Description	Unit Price	Quantity	Total
<u>Concrete Pumping</u> Convey concrete to placement. Quantity is an estimate, price will be charged per pump actually used on site depending on site conditions.	\$1,750.00	2.00 Each	\$3,500.00

Concrete Truck Washout Container

Description	Unit Price	Quantity	Total
-------------	------------	----------	-------

Eco-Pan/ Pump Pan Concrete Washout Container for trucks and pump clean-up. Concrete and Pump trucks must have a designated washout. Includes delivery and haul off to approved site.	\$1,196.00	1.00 Each	\$1,196.00
--	------------	--------------	------------

**DAILY RENTAL FEE OF \$14 PER DAY IF
CONTAINER NOT DUMPED EVERY 30 DAYS THIS
IS A ESTIMATE ONLY BINS WILL BE CHARGED
PER EACH USED**

\$1,196.00

Prep Option

<i>Description</i>	<i>Unit Price</i>	<i>Quantity</i>	<i>Total</i>
<u>6" Concrete Removal</u> Demolish and haul off Additional 6" Un-Reinforced Concrete sidewalk, haul to Approved facility.	\$4.50	2154.00 SQFT	\$9,693.00
<u>Concrete Prep</u> Excavate Native Materials and Installation of 4" Road Base and Compaction. Excludes back fill and landscape restoration.	\$4.50	1436.00 SQFT	\$6,462.00
			\$16,155.00

<i>Subtotal</i>	\$54,661.00
<i>Tax</i>	\$0.00
<i>Total</i>	\$54,661.00

Compensation. Client shall pay as set forth above. Price is subject to change, with customer's approval.

Invoicing & Payment. Invoice will be issued to Client upon completion of the Work. Client shall pay invoice within 30 days of Client's receipt of the invoice. Client shall also pay a late charge of 1-1/2% per month on all balances unpaid.

Signature _____ **Date** _____



Employee Associations and Wage Deductions
Policy Series: 5000 Personnel

Policy No. 5027

Purpose

The purpose of this policy is to establish guidelines regarding employee associations and the deduction of membership dues from employee wages in accordance with applicable Utah law. The district recognizes the rights of employees to voluntarily join and participate in professional organizations or employee associations while also ensuring that employee compensation is protected from unauthorized or prohibited payroll deductions. This policy is intended to provide clear standards for voluntary wage deductions, maintain compliance with state requirements governing public employers, and ensure that all payroll practices are administered fairly, consistently, and transparently.

Association Membership

No person shall be granted or denied district employment by reason of membership or non-membership in any labor organization, labor union or any other lawful type of association.

Deductions for Association Dues

The district shall, upon written request from an employee, deduct a specified sum from the employee's wages, not to exceed 3% per month, and pay such sum to the employee association designated by the employee for association dues. The District shall cease making such deductions upon written request from the employee directing that the deductions cease.

Both the district and the association encourage employees to use electronic funds transfer (EFT) instead of payroll deductions.

Deductions for Political Purposes Prohibited

The district may not deduct any amount from an employee's wages which are to be paid to:

- A candidate;
- A personal campaign committee;
- A political action or political issues committee;
- A registered political party;
- A political fund; or,
- Any entity established by a labor organization (including any employee association) to solicit, collect, or distribute monies primarily for political purposes.

The district shall comply with the requirements of this policy in employing any personnel either by individual contract or collective bargaining.

Legal References

[Utah Code § 34-34-2 \(2011\)](#)

[Utah Code § 34-32-1 \(2011\)](#)

[Utah Code § 34-32-1.1 \(2023\)](#)

[Utah Code § 53G-11-202 \(2018\)](#)

[Utah Code § 20A-11-101\(4\), \(33\), \(35\), \(39\), \(52\) \(2025\)](#)

[Utah Code § 20A-11-1402\(1\)\(c\) \(2004\)](#)

Board Approved:



Employee Associations and Leave

Policy Series: 5000 Personnel

Policy No. 5028

Purpose

The purpose of this policy is to establish guidelines governing employee associations and the use of district-approved leave for association-related business in accordance with applicable Utah law. The district recognizes the rights of employees to participate in lawful professional or employee associations while ensuring that employee leave practices support the effective operation of schools and the responsible use of public resources. This policy is intended to define the circumstances under which leave may or may not be approved for association activities, promote consistent administration of leave requests, and ensure compliance with state requirements applicable to public education employers.

Definitions

1. *Employment Association* is an association that negotiates employee salaries, benefits, contracts, or other conditions of employment or performs union duties.
2. *Association Leave* is leave from a district employee's regular responsibilities granted for the employee to spend time for association, employee association, or union duties.

Prohibited Paid Leave

The district may not allow paid association leave for an employee to perform employee association or union duties, unless:

1. The duty performed by the employee on paid association leave will directly benefit the school district, including representing the district's licensed educators; and does not:
 - a. include political activity including advocating for or against a candidate for public office in a partisan or nonpartisan election;

- 40 b. solicit a contribution for a political action committee, a political issues committee,
41 a political party, or a candidate as defined by [Utah Code § 20A-11-101](#); or
42 c. initiate, draft, solicit signatures for or advocate for or against a ballot proposition
43 as defined by [Utah Code § 20A-1-102](#).
44

- 45 2. On a board or committee, such as the district's foundation, a curriculum development
46 board, insurance committee, or catastrophic leave committee;
47
48 3. At a school district leadership meeting; or
49
50 4. At a workshop or meeting conducted by the district's board of education.
51

52 53 **District Reimbursement**

54
55 An employee taking association leave that does not qualify as an exception as stated above,
56 shall reimburse to the district, the costs, including benefits, for the time they are:
57

- 58 1. On unpaid association leave; or
59
60 2. Participating in a paid association leave activity that does not provide a direct benefit to
61 the district.
62

63 Reimbursement may be paid to the district by the employee, association or union.
64

65 If, prior to January 1, 2011, the district allowed association unpaid leave or paid association
66 leave that does not provide a direct benefit to the district, up to 10 days of any such leave may
67 be allowed without reimbursement to the district.
68

69 70 **Legal References**

71 [Utah Code § 20A-11-101](#)

72 [Utah Code § 20A-1-102](#)
73

74
75 **Board Approved:**
76
77



Employee Transfers

Policy Series: 5000 Personnel

Policy No. 5245

Purpose

It is the practice of district administration to assign personnel to the positions that best meet the needs of the district. Transfers shall be used to maintain a proper balance of experience and specialized competence among the schools of the district.

Definitions

1. *Transfer:* the assignment to a different work location in the same job classification and at the same pay rate.
2. *Employee-initiated transfer or voluntary transfer:* a transfer requested by an employee from one position, assignment, department, program, or work location to another within the district. Such transfers are initiated by the employee rather than directed by the district and are subject to applicable qualifications, staffing needs, administrative approval, and district hiring and transfer procedures.
3. *District-initiated transfer or involuntary transfer:* a transfer directed by the district requiring an employee to move from one position, assignment, department, program, or work location to another within the district. Such transfers are initiated by the district to address operational, staffing, programmatic, enrollment, licensure, performance, or other educational or administrative needs and are not based upon a request from the employee.

Employee Initiated Transfer or Voluntary Transfer

The Personnel Office human resources department shall facilitate discussion regarding employee initiated transfers.

By April 1 of each school year, the district will advertise known job vacancies, together with required endorsements and skill requirements of the particular position, for the upcoming school year to all current employees. The district will also make reasonable efforts to advertise to all current employees any vacancy which occurs after the April 1 deadline. Transfer requests will be made according to the following guidelines:

1. Application for Transfer: to apply for a transfer, the employee must submit a written request to the district human resources office. The employee is responsible to:
 - a. Check job postings at the district office or at www.provo.edu; and
 - b. Apply for such openings by submitting the information requested in the job posting within five (5) working days of the job posting or by the deadline identified on the job posting; and
 - c. shall notify his/her immediate supervisor of the transfer request.
- ~~2. Information from the first transfer request will be forwarded to other schools upon the request of the teacher, providing the contact is received before the five (5) day deadline.~~
3. Using a common set of criteria such as personnel files, requested qualifications, experience, etc., principals will review all letters of request for transfer applications and select the candidates to be interviewed. Successful candidates will be notified in writing.
4. Interview for Transfer
 - a. Transfer requests will not be automatically granted. As with all district employment, the position will be filled by the individual who best meets the requirements and qualification of the particular job description.
 - b. In granting transfers, the district will give preference to district employees providing all other qualifications for the particular position are equal.
5. Transfer Approval: Employee initiated transfers should be approved by the administrator of the unit where the vacancy exists.
- ~~6. When the position has been filled, all candidates making an application will be notified through a district communication sent to the local schools. Whenever possible, this notification shall be made before the end of the current school year.~~
7. Employees who do not have an overall rating of effective or are under a plan of performance improvement may not transfer without approval from the deputy superintendent and the superintendent.
8. Principals/directors will appropriately inform applicants not chosen for open positions.

District Initiated Transfer or Involuntary Transfer

1. A principal or immediate supervisor may request the transfer of an employee when in their judgment it will benefit the employee, the school, or the district. Involuntary transfer requests stating specific reasons for the transfer shall be made to the Superintendent. Staff members may be transferred by the district from one assignment to another when the district believes there are compelling reasons for doing so.
 - a. A copy of the request shall be made available to the employee. Those reasons will be discussed with the transferred employee and the principal(s)/director(s), prior to transfer.
 - b. The superintendent or the superintendent's designee may unilaterally review and approve or deny the involuntary transfer request.
 - c. Salary of a district initiated transferred employee shall not be decreased.
2. Transfer Approval: ~~District initiated transfers shall be approved by the Deputy Superintendent with authorization from the Superintendent. The Superintendent's designee~~ The director of human resources shall review the request and recommend approval or denial to the administrator of Personnel Director of Human Resources or the Superintendent or superintendent's designee, who will approve or deny the involuntary transfer request.
3. Authority: The superintendent's designee with authorization from the superintendent has final authority for all transfers.

Involuntary Transfers due to Reduction in Force or Staff Imbalance

In situations where an involuntary transfer becomes necessary due to a reduction in staff or for staff imbalance, a call for volunteers shall be made and if there are no volunteers, selection shall be made in the best interests of the district. In the case of an involuntary transfer due to a reduction in staff or for staff balance, the administrator shall adhere to the following guidelines:

1. Employees required to transfer involuntarily shall be notified of the available openings for which they are qualified.
2. Employees identified for involuntary transfer shall list their preference for available positions. Positions will be filled by the district with consideration given to the employees' priority listing.
3. Program need shall be based on the primary assignment description.
4. Whenever possible, an employee being transferred to a different assignment shall be notified of the transfer prior to the end of the school year.

128 5. The transferring employee shall be notified of the change in assignment in a conference
129 with his or her supervisor or a designee.

130
131 6. When a teacher who has been involuntarily transferred cannot be placed in a position
132 commensurate with appropriate endorsements and skill requirements, reduction in force
133 (RIF) guidelines will be implemented (**Policy 5290**).

134 135 136 137 **Restrictions on Transfer of Employees**

138
139 An employee whose performance is unsatisfactory may not be transferred to another school
140 unless the board specifically approves the transfer of the employee.

141
142 If an employee who is under an order of probation or remediation in one assignment in a school
143 in Provo City School District is transferred or given a new assignment in the district, the order
144 shall stand until its provisions are satisfied (Policy 5280 Disciplinary Action, Orderly Termination,
145 Suspension and Non-Renewal). An employee who is under an order of probation or remediation
146 may not be transferred to another school unless the superintendent or **their designee** ~~the~~
147 ~~administrator of Personnel~~ specifically approves the transfer of the employee.

148 149 150 151 152 **Legal References**

153
154 [Utah Code 34A-5-106](#)

155 [Utah Code 53G-11-517](#)

156 [Utah Code § 53G-11-517 \(2018\)](#)

157 [Utah Code § 53G-11-503 \(2018\)](#)
158
159

160 **Approved by Board of Education:**

January 14, 2014

161 Revised:
162
163
164
165



Reduction in Force and Position Elimination Policy Series: 5000 Personnel

Policy No. 5290

Purpose

The Board of Education recognizes that from time to time it may be necessary to reduce in force under certain circumstances. Any time a reduction in force becomes necessary, the primary goal of the board is to identify those positions which can be eliminated, combined, or reduced to meet the needs of the district in best serving districts students. The maintenance of educational programs is the top priority when a reduction in force becomes necessary.

Overview

This policy ~~is to establish~~ establishes an orderly procedure used to separate, transfer, reassign, or demote employees when the board determines that a reduction in force (RIF) is necessary. This policy will be applied in a fair and equitable manner without regard for age, race, color, religion, sex, or national origin and in accordance with state and federal law cited at the end of this document. The district may not RIF an employee without following the procedures established for this policy.

Reasons for a Reduction in Force

The board acknowledges its authority to conduct a reduction in force (RIF) when there is a decrease in district enrollment, discontinuance of or a reduction in a particular service or program, ~~the a~~ shortage of anticipated revenue after the budget has been adopted, discontinuation of temporary funding, or school consolidation.

The district may consider the results of employee evaluation and a school's personnel needs when reducing positions and re-assigning staff. The board may direct the superintendent to eliminate individual positions ~~when there is a decrease in district enrollment, discontinuance of or a reduction in particular service or program, the shortage of anticipated revenue after the budget has been adopted, or school consolidation,~~ for the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the district. ~~i.e. educating students.~~

The board directs the superintendent to develop procedures for the effective implementation of this policy.

Delegation

The board of education hereby delegates to the superintendent the duty to identify which programs or positions should be eliminated, combined, or reduced whenever a reduction in force becomes necessary. In suggesting such action, the superintendent should consider and notify the board:

1. Why the reduction in force is necessary.
2. Which positions can best be eliminated, combined or modified to meet the educational goals of the school district.

In considering which positions to eliminate, combine or modify in the best interests of education in the school district, the superintendent may, at their discretion, consider the following factors:

1. the results of an employee's performance evaluation; and
2. a school's personnel needs.

"Last Hired, First Fired" Procedure for Layoffs Prohibited

The district may not utilize a last-hired, first-fired procedure for layoffs when terminating district employees. "Last-hired, first-fired procedure for layoffs" means staff reduction that mandates the termination of an employee who started to work for the district most recently before terminating a more senior employee.

Scope of Policy

This policy applies to reduction in force of both certified employees and education support professional employees.

Legal References

[Title VII, Civil Rights Act of 1964](#)
[Age Discrimination in Employment Act of 1967](#)
[Equal Pay Act of 1963](#)
[Title I, Americans with Disabilities Act of 1990](#)
[Civil Rights Act of 1991](#)

85 [Section 501 of the Rehabilitation Act of 1973](#)
86 [Pregnancy Discrimination Act](#)
87 [Utah Code 53G-11-516](#)
88
89

90 **Approved by Board of Education** May 13, 2014
91

DRAFT



Religious Neutrality: Constitutional Freedom in Public Schools
Policy Series: 4000 Curriculum, Instruction, and Assessment

Policy No. 4340

Purpose

The purpose of this policy is to affirm and protect the constitutional rights and religious freedoms of students, employees, and members of the public within the district's schools and programs in accordance with the United States Constitution, the Utah Constitution, and applicable federal and state law. The district is committed to maintaining a learning environment that neither promotes nor inhibits religion and that respects the rights of individuals to express sincerely held religious beliefs, engage in protected speech, and exercise other constitutional freedoms in a lawful and nondisruptive manner. This policy is intended to provide guidance regarding the appropriate balance between individual rights and the district's obligation to maintain neutrality, ensure equal access, preserve instructional integrity, and provide a safe and inclusive educational environment for all students.

Constitutional Freedom in Public Schools

Any school in Provo City School District, in accordance with State Office of Education policy, may undertake any instructional activity, performance or display which includes examination of or presentations about religion, political or religious thought or expression, or the influence thereof on music, art, literature, law, politics, history or any other element of the curriculum, including the comparative study of religions, provided it is designed to achieve secular educational objectives included within the context of a course or activity and conducted in accordance with applicable rules of the district.

No aspect of cultural heritage, political theory, moral theory, or societal value shall be either included within or excluded from school curricula for the primary reason that it affirms, ignores, or denies religious belief, religious doctrine, a religious sect, or the existence of a spiritual realm or supreme being.

American history and heritage documents may not be excluded from study or censored due to their religious or cultural nature.

Religious Neutrality

Provo City School District school officials and employees may not use their positions to endorse, promote, or disparage a particular religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint. District schools may not sponsor prayer or religious devotionals.

Participation Waivers

A student may refrain from participation in any aspect of school that violates a religious belief or right of conscience of the student. A student's parent may waive the student's participation in any aspect of school that violates the student's or the student's parent's religious belief or right of conscience. A student may not be penalized or discriminated against for refraining from participation due to the student or student's parent's religious belief or right of conscience. A student may not be required or incentivized to affirm or deny the religious belief or right of conscience of the student or the student's parent.

When a student refrains from participation, the school shall promptly notify the student's parent **unless the student is emancipated**. The school may elect one of the following options: 1) To waive the participation requirement; 2) To provide a reasonable alternative to the requirement that does not violate the student's or the student's parent's religious belief or right of conscience but may not require the student or student's parent to explain, defend, or justify the religious belief or right of conscience.

~~If a parent with legal custody or other legal guardian of a student, or if a secondary student, determines that the student's participation in a portion of the curriculum or in an activity would require the student to affirm or deny a religious belief or right of conscience or engage or refrain from engaging in a practice forbidden or required in the exercise of a religious right or right of conscience, the parent/guardian or secondary student may request either (1) a waiver of the requirement to participate or (2) a reasonable alternative that requires reasonably equivalent performance by the student of the secular objectives of the curriculum or activity in question.~~

~~If a student makes a request under the above paragraph for a waiver or a reasonable alternative, the school administration shall promptly notify the student's parent or guardian that such a request has been made, including the substantive nature of the portion of the curriculum or activity for which the student requests a waiver or alternative.~~

~~The Principal, in consultation with the student's teacher, and after consulting with the student and the student's parents, shall notify the student and the student's parent/guardian of the Principal's decision. The school may elect one of the following options: 1) To waive the participation requirement; 2) To provide a reasonable alternative to the requirement; or, 3) To notify the requesting party that the participation is required. If the school determines that~~

participation is required, the school shall ensure that any limitation on student expression, practice or conduct shall be by the least restrictive means necessary to satisfy the school's interest in fulfilling curriculum objectives, or that the limitation satisfies another specifically identified compelling governmental interest.

Expressions of Belief

Expression of personal beliefs by a student participating in school-directed curricula or activities may not be prohibited or penalized unless the expression unreasonably interferes with order or discipline, threatens the well-being of persons or property, or violates concepts of civility or propriety appropriate to the school setting. [Limitations on student expression, practice, or conduct shall be by the least restrictive means necessary to satisfy the school's interests or to satisfy another specifically identified compelling governmental interest.](#) Teachers and principals will safeguard opportunities for all students to safely share their beliefs in appropriate ways.

Expressions of Belief During Discretionary Time

Free expression of voluntary religious practice or freedom of speech by students during discretionary time, (non-instructional time during which a student is free to pursue personal interests), shall not be denied unless: 1) The conduct unreasonably interferes with the ability of school officials to maintain order and discipline; 2) Unreasonably endangers persons or property; or, 3) Violates concepts of civility or propriety appropriate to the school setting. Any limitation under this section on student expression, practice, or conduct shall be by the least restrictive means necessary to satisfy the school's interests in fulfilling curriculum objectives or to satisfy another specifically identified compelling governmental interest.

Legal References

[Utah Code § 53G-10-202\(1\) \(2025\)](#)

[Utah Code § 53G-10-206 \(2024\)](#)

[Utah Code § 53G-10-202\(2\) \(2025\)](#)

[Utah Admin. Rules R277-475-3\(4\) \(August 7, 2024\)](#)

[Utah Code § 53G-10-202\(3\), \(4\) \(2025\)](#)

[Utah Code § 53G-10-205 \(2023\)](#)

[Utah Code § 53G-10-203\(1\), \(3\) \(2023\)](#)

[Utah Code § 53G-10-203\(2\), \(3\) \(2023\)](#)

Board Approved: October 14, 2014

Revised:



**Drug Free Workplace
Policy Series: 5000 Personnel**

Policy No. 5200 + ~~Exhibit #1~~

Purpose:

Provo City School District has a responsibility to maintain public trust and confidence by providing a safe school environment for students and citizens and a safe work place for employees. The district is committed to provide a drug-free, tobacco/smoke-free, ~~vape-free~~ and alcohol-free workplace. Employees of Provo City School District are expected to follow the federal, state, and local laws regarding use, distribution, manufacturing, and/or possession of alcohol, drugs, and tobacco. Depending on the severity of the infraction, violation of this policy may result in discipline, up to and including termination.

~~5200 Exhibit #1 (DAG)~~

Drug & Alcohol Policy Notice to Employees

NOTICE: The following notice shall be provided to all employees of the District.

YOU ARE HEREBY NOTIFIED that it is a violation of the policy of the School District for any employee to distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor, or to unlawfully manufacture, distribute, dispense, possess, use, or be under the continued influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or any other controlled substance, as defined in the Utah Controlled Substances Act, schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. § 812), and as further defined by regulation at 21 CFR § 1300.01 et seq., before, during, or after school hours at school or in any other school district location as defined below.

"School district location" means any school building and any school premises; any school-owned vehicle or other school-approved vehicle used to transport students to and from school or school activities; any school-sponsored or school-approved activity, event, or function where students are under the jurisdiction of the school district; or any period of time when the employee is supervising students on behalf of the school district or otherwise engaged in school district business.

39 YOU ARE FURTHER NOTIFIED that if you are engaged either directly or indirectly in work on a
40 federal grant, it is a condition of your continued employment on any such federal grant that you
41 shall abide by the terms of the school district policy on alcohol and drugs and shall notify your
42 supervisor in writing of your conviction of any criminal drug statute for a violation occurring in
43 any of the locations described above where work on a school district federal grant is performed,
44 no later than five (5) calendar days after such conviction.

45 Any employee who violates the terms of the School District's drug and alcohol policy may be
46 non-renewed, suspended, or terminated, at the discretion of the Board. In the alternative, an
47 employee who violates the terms of this ~~the School District's~~ drug and alcohol policy and
48 procedures may be required to satisfactorily participate in a drug abuse assistance or
49 rehabilitation program approved by the board. If the employee fails to satisfactorily participate in
50 such a program, the employee may be non-renewed, suspended, or terminated, at the
51 discretion of the board.

52
53 **Legal References:**

54 [21 U.S.C. § 801 et seq.](#)

55 [41 U.S.C. § 8101 et seq.](#)

56 [34 C.F.R. Part 84](#)

57 [20 U.S.C. §§ 7101–7118](#)

58 [Utah Code § 32B-1-101 et seq.](#)

59 [Utah Code § 58-37-1 et seq.](#)

60 [Utah Code § 26-38-1 et seq.](#)

61 [Utah Code § 53G-8-602](#)

62
63 **Board Approved:** November 10, 2015

64 **Revised:**

DRAFT



Student Internships

Policy Series: 4000 Curriculum, Instruction, Assessment

Policy No. 4412

Purpose

The purpose of this policy is to establish guidelines for student internship experiences that support career exploration, work-based learning, and college and career readiness. The board recognizes the educational value of internships in providing students with meaningful opportunities to apply academic knowledge, develop workplace skills, and explore career pathways. This policy is intended to ensure that internship opportunities are aligned with educational objectives, comply with applicable federal and state laws, protect student health and safety, and provide equitable access to high-quality learning experiences.

Definitions

1. *Intern*: A student enrolled in a school-sponsored work experience and career exploration program involving both classroom instruction and work experience with a cooperating employer, regardless of whether the student receives compensation.
2. *Cooperating employer*: A public or private entity that, as part of a work experience or career exploration program offered through a school, provides interns with educational resources, training, and work experience in activities related to the entity's ongoing business activities.
3. *Internship*: The work experience segment of an intern's school-sponsored work experience and career exploration program performed under the direct supervision of a cooperating employer.
4. *Internship safety agreement*: An agreement between the District and a cooperating employer that satisfies the requirements established by Utah law and District policy.

Internships Authorized

The district may offer internships in connection with work experience and career exploration programs operated in accordance with rules of the Utah State Board of Education.

Internship Standards

To be approved, an internship program shall:

1. Provide training for interns, intern supervisors, and cooperating employers regarding workplace health hazards and safety procedures;
2. Specify standards and procedures for approval of off-campus work sites;
3. Discuss transportation options for interns to and from work sites (transportation is not provided by the district);
4. Provide for appropriate employer supervision at the work site;
5. Provide for appropriate school supervision and assessment of interns;
6. Address insurance coverage and ensure adequate insurance coverage through the intern, the program, or the district;
7. Provide for parent involvement in and approval of the internship program;
8. Address risks and liabilities inherent in the internship program in consultation with State Risk Management or the district's insurance provider; and
9. Ensure that any credit awarded for internship participation maintains the integrity and rigor required for high school graduation.

Recognition of Cooperating Employers

The district or participating school may recognize a cooperating employer participating in an approved internship program, including posting the employer's name and a brief description of the employer's business on school property or in official district or school publications.

Workers' Compensation and Risk Management Coverage

An intern participating in an approved internship program shall be considered a volunteer government worker of the district solely for purposes of workers' compensation medical benefits and risk management fund coverage.

84 Receipt of workers' compensation medical benefits shall be the exclusive remedy against the
85 district and the cooperating employer for injuries or occupational diseases arising from
86 participation in the internship.

89 **Internship Safety Agreements**

91 The district shall attempt to establish an internship safety agreement with each cooperating
92 employer.

94 An internship safety agreement shall require the cooperating employer to:

- 96 1. Ensure that an adult officer or employee of the cooperating employer is not intentionally
97 alone with an intern for a significant amount of time during internship activities;
- 98 2. Maintain compliance with all applicable federal and state laws relating to workplace and
99 student safety, privacy, and welfare; and
- 100 3. Provide a safe, educational, courteous, and welcoming professional environment free
101 from harassment or discriminatory conduct that may result in a hostile, intimidating,
102 abusive, offensive, or oppressive learning environment.

107 **Criminal Background Checks**

109 If an internship safety agreement is in place with a cooperating employer, officers and
110 employees of the cooperating employer are exempt from criminal background check
111 requirements under District policy.

113 If the district does not have an internship safety agreement with a cooperating employer, each
114 officer or employee of the cooperating employer who will have significant unsupervised access
115 to a student intern shall complete a criminal background check consistent with District policy
116 before the internship begins.

118 If a criminal background check discloses information calling into question the appropriateness of
119 an individual having access to a student intern, the District shall modify internship conditions or
120 discontinue participation with the cooperating employer as necessary to protect student safety
121 and well-being.

123 **Synopsis**

- 124 ● ~~Student Internships~~
- 125 ● ~~Internship Standards~~
- 126 ● ~~Internship Safety Agreements~~
- 127 ● ~~Cooperating Employers~~

- ~~Criminal Background Checks~~
- ~~Workers' Compensation Coverage~~

Legal References:

[Utah Code § 53G-7-901](#)

[Utah Code § 53G-7-902](#)

[Utah Code § 53G-7-903](#)

[Utah Code § 53G-7-904](#)

[Utah Code § 53G-7-905](#)

[Utah Code § 53G-11-402](#)

[Utah Administrative Rule R277-915](#)

Board Approved:

DRAFT



Health Care Occupation Programs

Policy Series: 4000 Curriculum, Instruction, Assessment

Policy No. 4411

Purpose

The Board of Education recognizes the value of Health Science and Health Care Occupation programs in preparing students for careers in the healthcare industry and for postsecondary education and training. The purpose of this policy is to establish guidelines for the operation of health care occupation programs that provide students with high-quality classroom instruction, clinical experiences, and work-based learning opportunities.

Notice of Clinical Experience Component

Prior to a student registering in a health care occupation program offered by or through the district that includes a clinical experience segment, the student's parent or guardian shall be provided written notice that the program includes a clinical experience segment in which the student may observe and perform specific health care procedures, including personal care, patient bathing, and bathroom assistance.

The district shall also provide similar written notice to the student's parent or guardian before the student participates in the clinical experience segment.

Written Consent for Student Participation

Before a student may register for or participate in a health care occupation program that includes a clinical experience segment, the student's parent or guardian shall provide specific written consent authorizing the student's registration and participation in the clinical experience segment.

The written consent shall specifically state that the student may observe and perform specific health care procedures, including personal care, patient bathing, and bathroom assistance. If

the student is over eighteen years of age, the student provides their own written consent to participate.

Synopsis

- Health Care Occupation Programs
- Clinical Experience Notification
- Parent Notice Requirements
- Written Parent Consent for Clinical Experience Participation

Legal References:

[Utah Code § 53E-3-507](#)

Board Approved: