

Friday, September 25, 2026
PCSD Study Session and Business Meeting

9:00 AM
Grandview Technology Center
1591 Jordan Ave.
Provo, UT 84604

A. 9:00 a.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, President Jennifer Partridge: (9:02am, 3 min)
Most meetings will include a training presented by rotating board members on the Board Handbook, USBE Guide, or Policies. This training will be on School Board Professional Governance Standards from the Utah School Board Association's Guide to Effective School Boards, Page 68
5. Timpanogos/Dixon Site Clarification (9:05am, 10 min)
6. Preschool Discussion (9:15am, 45 min)
7. 10 min Break (10:00am, 10 min)
8. Credit Guidelines and Course Catalog (10:10am, 30 min)
9. RDA Request from Philo Ventures, Lakeview Crossing (10:40am, 15 min)
10. Sex Education Committee (10:55pm, 5 min)
11. Audit Presentation (11:00am, 15 min)
12. DLI Discussion (11:15am, 40 min)
13. Adjourn for Lunch

B. 12:30 p.m. Study Session

1. Welcome
2. Roll Call
3. Motion to Convene
4. Student Travel: THS Chamber Orchestra, Madrigals and A Cappella Groups to CA, February (12:32pm, 8 min)
5. LEA Specific Licenses (12:40pm, 5 min)
State required board approval of Special Licenses for those who teach more than 25% of their time in an area for which they don't have the correct license.
6. Design Plans for the New Elementary School Building (12:45pm, 25min)

7. Discussion: Name for New Elementary School (1:10pm, 10 min)
8. Large Purchase Requests: CTE Vehicle and Security Cameras (1:20pm, 10 min)

Issue:

The board must approve expenditures over \$50,000. For review tonight:

1. CTE Vehicle
2. Security Cameras and Related Servers

9. Policy Review 1st Readings (1:30pm, 15 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 7010 Public Education Hotline
2. Updated 7270 Use of Electric Assisted Bicycles, Electric Assisted Scooters, and Micromobility Vehicles on School Campuses
3. Updated Policy 7050 School Community Councils
 1. Updated Procedure 7050 School Community Council Protocols
4. New 7650 Parent Guardian Rights to Academic Accommodations

10. Policy Review 2nd Readings (1:45pm, 30 min)

Policy Review, Second Readings

Superintendent Wendy Dau

Issue

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

Background

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

5. New Procedure 5090 P3 Employee Student Relations
6. Updated Policy 5325 Employee Placement on Salary Schedule
7. Updated Policy 6130 Cash Receipts
8. New Procedure 7140 P2 School Climate Surveys
9. New Policy 7280 Flags on School Property
10. New Policy 7400 Non-Student Data Privacy
11. New Policy 7600 Political Party Use of School Meeting Facilities
12. New Policy 7655 Educational Authority of Separated Parents

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].

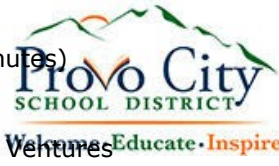
11. Motion to Adjourn

C. 2:15 p.m. Business Meeting

1. Welcome
2. Roll Call
Procedural
3. Motion to Convene
4. Pledge of Allegiance

D. **Community Connections**

1. Public Input (No more than 30 minutes)



E. **Business Items**

1. Business Item: RDA Request Philo Ventures
2. Business Item: Sex Education Committee
3. Business Item: THS Student Travel Request, Chamber Orchestra and Choirs to CA
4. Business Item: LEA Specific Licenses
5. Business Item: Elementary School Name
6. Business Item Large Purchase Request: CTE Vehicle
7. Business Item: Large Purchase Request Security Cameras and Related Servers
8. Business Item: Updated Policy 5325 Credit for Prior Teaching Experience and New Employee Placement on the Salary Schedule
9. Business Item: Updated Policy 6130 Cash Receipts
10. Business Item: New Policy 7280 Flags on School Property
11. Business Item: New Policy 7400 Non-Student Data Privacy
12. Business Item: New Policy 7600 Political Party Use of School Meeting Facilities
13. Business Item: New Policy 7655 Educational Authority of Separate Parents

F. **Motion to Adjourn the Business Meeting and Convene a Closed Executive Session for the Purpose of Discussing Real Property and The Character, Professional Competence, or Physical or Mental Health of an Individual.**

Roll Call Vote Required

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

1. Welcome
2. Roll Call
3. Real Property Discussion
4. Discussion of the Character, Professional Competence, or Physical or Mental Health of an Individual
5. Motion to Adjourn

A Guide to Effective Utah School Boards



Foreword

School board members are elected to represent the community and advocate for all public education students. This guide, produced by the Utah School Boards Association is based on best practice and research, and is designed for Local School Boards to use as a common framework of excellence in planning and carrying out effective school board meetings.

State laws that govern the meetings of public bodies are constantly amended by the legislature and subject to frequent interpretation by the courts. Therefore, for information regarding these laws, please rely on your local attorney or on publications that are frequently updated such as ["Convening Meetings Which Are Open to the Public"](#), updated by **Burbidge, Van Komen, Tanner & Scruggs**.

USBA Mission: Building Better Boards

USBA Vision: The Utah School Boards Association shall provide leadership training, member services, and advocacy for effective school board governance.

Belief Statements:

1. Public education provides opportunities for all children.
2. Public education's success depends on public support.
3. A sustained financial commitment is essential to public education.
4. Locally elected nonpartisan school boards best represent local education needs.
5. Effective local school boards influence student achievement when collaborating with parents, students, and the education community.
6. Multiple land use provides funding for public education.
7. School trust lands must be managed for the benefit of all Utah students in perpetuity.
8. Legislation should support excellence in public education.

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1. Why is it important to hold an effective school board meeting?

Effective school board meetings are crucial for several reasons:

- **Decision Making:** School board meetings are where important decisions are made regarding policies, budget allocations, curriculum changes, personnel matters, and other critical aspects that impact the school and its stakeholders. Effective meetings ensure that decisions are well-informed, transparent, and beneficial to the school community.
- **Accountability and Oversight:** Board meetings provide a platform for overseeing the school's operations, ensuring that policies and procedures are followed, and resources are allocated appropriately. Effective meetings facilitate discussions that hold administrators accountable for their actions and decisions.
- **Community Engagement and Transparency:** These meetings offer opportunities for community members, parents, teachers, and other stakeholders to engage with the school board, express concerns, offer suggestions, and gain insight into the decision-making processes. Transparency in meetings fosters trust and confidence in the school's leadership.
- **Strategic Planning and Vision Setting:** School board meetings often involve discussions about the school's long-term goals, vision, and strategic direction. Effective meetings enable meaningful conversations that shape the school's future and ensure alignment with its mission.
- **Efficiency and Productivity:** Well-run meetings with clear agendas and effective facilitation techniques result in productive discussions, efficient use of time, and better outcomes. They help prevent tangential discussions and keep the focus on important matters.
- **Legal and Compliance Requirements:** School boards have legal responsibilities and compliance requirements. Effective meetings ensure that these obligations are met, records are maintained accurately, and necessary procedures are followed, reducing the risk of legal issues.
- **Continuous Improvement:** By evaluating meeting effectiveness and seeking feedback, school boards can continuously improve their processes, communication, and decision-making, leading to better outcomes for the school and its stakeholders.

In summary, effective school board meetings play a vital role in governance, decision-making, accountability, community engagement, and the overall success of the

educational institution. They serve as a platform to address challenges, set goals, and create a positive impact on the school community.

2. How do I hold an effective school board meeting?

To conduct an effective school board meeting, consider the following steps and strategies:

Preparation:

- **Agenda Creation:** Develop a comprehensive agenda outlining the topics to be discussed. Allocate appropriate time for each agenda item.
- **Documentation:** Gather all necessary documents, reports, and presentations related to agenda items. Distribute these materials to board members in advance to allow for thorough review.
- **Venue and Technology:** Ensure the meeting space is set up with necessary technology for presentations, if applicable. If it's a virtual meeting, verify that the chosen platform is functional and accessible to all participants.
- **Time Management:** Establish a realistic timeframe for each agenda item to maintain meeting efficiency.

Communication:

- **Advance Notice:** Notify all board members and stakeholders of the meeting date, time, and agenda well in advance to allow for scheduling and preparation.
- **Expectations:** Clearly communicate meeting expectations, including participation guidelines, roles, and responsibilities.

Facilitation during the Meeting:

- **Punctuality:** Start the meeting on time to respect the schedules of attendees.
- **Introduction:** Begin with a brief introduction, outlining the agenda and any protocols for the meeting.
- **Engage Participants:** Encourage active participation and discussion among board members while ensuring everyone has the opportunity to express their viewpoints.
- **Manage Discussions:** Keep discussions focused on the agenda items. Encourage constructive dialogue and ensure that all perspectives are heard.

- **Decision Making:** Guide the board through decision-making processes, ensuring clarity on actions to be taken and assigning responsibilities as needed.
- **Note-taking:** Designate someone to take accurate meeting minutes, recording key decisions, action items, and assigned tasks.

Maintain Order and Respect:

- **Meeting Etiquette:** Establish and enforce meeting etiquette to ensure respectful communication and interaction among attendees.
- **Conflict Resolution:** If conflicts arise, address them calmly and professionally. Redirect the conversation back to the agenda items and meeting objectives.

Follow-up Actions:

- **Summary of Decisions:** At the meeting's conclusion, summarize key decisions, action points, and responsibilities to ensure clarity and consensus.
- **Assign Tasks:** Clearly assign follow-up tasks to specific individuals, outlining deadlines and expectations.
- **Progress Review:** Regularly review and track the progress of action items in subsequent meetings to ensure accountability.

Evaluation and Improvement:

- **Feedback:** Encourage feedback from board members to assess meeting effectiveness and identify areas for improvement.
- **Evaluation:** Periodically evaluate meeting efficiency and effectiveness to make necessary adjustments for future meetings.

Adaptability and flexibility are essential, as unforeseen circumstances or urgent matters might require adjustments to the agenda or meeting dynamics. By implementing these strategies, you can facilitate productive and efficient school board meetings that contribute to the school's success.

3. What behaviors in school board meetings are destructive?

Several behaviors in school board meetings can be destructive and hinder the effectiveness of the meeting and the board's overall functionality. Some of these destructive behaviors include:

- **Disruptive or Disrespectful Conduct:** Interruptions, side conversations, or disrespectful behavior towards other board members, staff, or meeting participants can disrupt the meeting flow and undermine a constructive atmosphere.
- **Personal Attacks or Hostility:** Engaging in personal attacks, confrontational behavior, or using hostile language towards other board members, staff, or stakeholders can create a toxic environment that hampers productive discussions and decision-making.
- **Dominating Discussions:** When a member monopolizes discussions, constantly interrupts others, or refuses to listen to different viewpoints, it can prevent diverse perspectives from being heard and stifle healthy debate.
- **Ignoring Meeting Etiquette:** Disregarding established meeting protocols, such as speaking out of turn, not adhering to time limits, or not following the meeting agenda, can lead to inefficiency and a lack of focus on important agenda items.
- **Lack of Preparation or Engagement:** Board members who consistently come unprepared, fail to review meeting materials beforehand, or show disinterest in participating actively can hinder meaningful discussions and decision-making processes.
- **Micromanaging or Overstepping Boundaries:** Board members who excessively involve themselves in day-to-day operational matters rather than focusing on governance responsibilities can disrupt the administration's ability to manage effectively.
- **Conflict Escalation and Unresolved Disputes:** Allowing conflicts to escalate without resolution or continually revisiting past disputes can create tension and prevent the board from moving forward on important issues.
- **Non-Constructive Criticism without Solutions:** Constantly criticizing without providing constructive solutions or alternatives can hinder progress and create a negative atmosphere within the board and the broader school community.
- **Lack of Respect for Roles and Responsibilities:** Not respecting the roles and responsibilities of other board members, school administrators, or stakeholders can lead to a breakdown in trust and collaboration.
- **Violating Confidentiality:** Sharing sensitive or confidential information discussed in closed sessions or using privileged information inappropriately can erode trust among board members and compromise the integrity of the board.

Addressing and mitigating these destructive behaviors through clear communication, adherence to meeting protocols, promoting a culture of respect and collaboration, and holding members accountable for their conduct are essential for fostering a positive and productive environment during school board meetings.

4. What is the best way to create an agenda for a school board meeting?

The responsibility for shaping the content of board meetings' agendas falls on the board president. Working in consultation with the president, the superintendent is tasked with preparing the agendas. Within these agendas, a section known as the consent agenda is designated for items that typically do not warrant discussion before board action. Any board member has the right to request the removal of an item from the consent agenda for separate consideration.

School board members can submit items to the superintendent or president for potential inclusion on the agenda. If a topic arises during a meeting from a member of the public that isn't on the agenda, the board may discuss it at the discretion of the president, but no final action can be taken (Utah Code [§52-4-202\(6\)\(b\)](#)).

Ahead of each meeting (except in emergency situations), the superintendent must provide each school board member with a copy of the agenda, containing sufficient data and background information.

Regarding the order of business at regular school board meetings, the board president has the authority to determine it. However, with the consent of the majority of present members, the order of business can be altered at any meeting.

Creating an effective agenda for a school board meeting involves careful planning and consideration of key topics that require discussion or decision-making. Here are steps to create a comprehensive agenda:

Identify Priority Topics:

- Review ongoing initiatives, pending decisions, upcoming events, budget updates, policy changes, personnel matters, and any pressing issues relevant to the school's governance.
- Consider input from board members, school administrators, staff, and stakeholders regarding agenda items.

Organize Agenda Items:

- Prioritize agenda items based on urgency, importance, and relevance to the school's mission and objectives.
- Group related topics together to streamline discussions and decision-making.

Time Allocation:

- Estimate the time needed for each agenda item realistically. Allocate more time for complex or critical topics and shorter durations for routine matters.
- Ensure the agenda allows for adequate discussion without overrunning the meeting schedule.

Include Standard Agenda Sections:

- Start with standard items such as approval of previous meeting minutes, reports from school administrators, financial updates, and new business.
- Consider including time for public comment or input if it's a regular part of the board meeting.

Distribute Meeting Materials:

- Gather relevant documents, reports, presentations, or proposals related to each agenda item.
- Distribute these materials to board members in advance, allowing sufficient time for review and preparation.

Consult with Key Stakeholders:

- Reach out to school administrators, staff, parent-teacher organizations, or community representatives to gather input on agenda items that may affect them directly.

Review and Finalize:

- Share the draft agenda with board members for feedback and input. Consider any necessary revisions based on their suggestions.
- Ensure the final agenda is structured logically and clearly outlines the sequence of topics to be discussed.

Communicate the Agenda:

- Circulate the final agenda to all board members and relevant stakeholders well in advance of the meeting date.
- Emphasize the meeting's objectives, expectations, and any specific actions required from attendees.

Flexibility and Adaptability:

- Remain open to adjustments or additions to the agenda if urgent matters arise before the meeting. Include provisions for addressing unforeseen issues during the meeting if necessary.

Review Meeting Effectiveness:

- After the meeting, assess the effectiveness of the agenda by gathering feedback from board members and stakeholders. Use this feedback to improve future agendas and meetings.

Creating an effective agenda involves a balance between addressing essential matters, allowing for meaningful discussions, and respecting the time of all participants. A well-structured agenda sets the tone for productive school board meetings and ensures that crucial matters are addressed efficiently.

4.1 Example Agenda (from [Alpine School District](#))

ORDER OF MEETING PROCEDURE

- Call to Order
- Pledge of Allegiance
- Inspirational Thought or Reflection
- Recognitions
- Community Comments
- Approval of Minutes
- Claims
- Routine Business - May include but is not limited to:
 - Budget Summary
 - Alpine Foundation Board Summary
 - Personnel Hiring and Releases
 - LEA Specific Licenses
 - Student Trip Request
- Action Items
- Discussion/Action Items
- Discussion Items
- Board Member and Superintendent Reports and Information Items
- Adjournment or Roll Call for Closed Session as needed to discuss
 - Personnel,
 - Property,
 - Litigation, and
 - Collective Bargaining

4.2 Consent Agenda

A consent agenda is a practice used in meetings, including school board meetings, to streamline the approval process for routine or non-controversial items. It's a way to

group together various items that are typically considered routine or administrative in nature and that are expected to be approved without any extensive discussion or debate.

In a school board meeting, the consent agenda often includes items such as:

- Meeting minutes from previous meetings.
- Routine financial reports or budgetary items.
- Personnel actions (such as hiring or resignations) for positions that don't require extensive discussion.
- Routine contracts, agreements, or purchases that are within the board's pre-approved limits.
- Other non-controversial matters that the board expects will meet unanimous or near-unanimous approval.

During the meeting, the chair or the board secretary will present the consent agenda to the board members. They'll ask if any member wishes to pull an item from the consent agenda for individual discussion and vote. If no board member requests to pull any items, the entire consent agenda is usually approved with a single vote.

This process helps save time during meetings, allowing the board to focus on more significant or contentious issues while efficiently handling routine matters. However, if any board member feels an item on the consent agenda requires discussion or further consideration, they have the opportunity to request its removal for separate deliberation and vote.

The specific items included in a consent agenda may vary from one school board meeting to another based on the agenda and the needs of the district.

5. Constructing a Calendar

Constructing a school board calendar involves planning and scheduling various meetings, events, and important milestones throughout the academic year. Here's a step-by-step guide on how a school board might construct its calendar:

- **Identify Key Dates and Events:** Begin by identifying significant dates and events such as regular board meetings, special sessions, budget meetings, school holidays, state testing dates, and any other important district-wide events.
- **Consult Stakeholders:** Consider input from various stakeholders including board members, school administrators, teachers, parents, and community members. Gather their input on the preferred timing and frequency of meetings or events.
- **Establish a Meeting Schedule:** Determine the regular meeting schedule for the school board. Decide on the frequency of meetings (e.g., monthly, bi-monthly) and the days/times that work best for board members and the community.
- **Allocate Time for Specific Topics:** Allocate specific meeting dates for discussions or decisions on critical topics such as budget approvals, curriculum changes, policy reviews, and community engagement.
- **Consider Seasonal Factors:** Take into account seasonal factors that might impact school operations, such as the start and end of the academic year, breaks (summer, winter, spring), testing periods, and major school events like graduation ceremonies.
- **Budget Planning:** Ensure that the budget planning process aligns with the calendar, allowing sufficient time for budget discussions, public input, and final approvals before the fiscal year begins.
- **Publish and Communicate the Calendar:** Once the calendar is constructed, publish it in a format accessible to the public. This might include posting it on the school district website, distributing it to board members and school staff, and informing the community through newsletters or announcements.
- **Flexibility and Adaptability:** Remain flexible and open to modifications if unforeseen circumstances arise or if changes are needed based on community feedback or emergent issues.
- **Evaluation and Review:** Periodically review the calendar to assess its effectiveness and make adjustments as necessary. Solicit feedback from board members and stakeholders to ensure the calendar meets the needs of the district.

Constructing a school board calendar involves collaboration, strategic planning, and consideration of the diverse needs of the school community. It's important to strike a balance between setting a structured schedule and allowing flexibility to accommodate changes or unforeseen events.

6. Some Legal Requirements

Utah school board meetings must be planned and conducted in compliance with state law. The following is a review of the broad statutory requirements. Many of the issues raised here should already be addressed in local school board policies or covered by the advice of local legal counsel. NOTE: Laws regulating school board meetings are continually changing. Therefore, this book should not be treated as authoritative on matters of law. Rather, any question involving the law should be taken up with your board's attorney.

6.1 The Open Meetings Law

Public policy in Utah requires that meetings of all public bodies, including school board meetings, be conducted openly. The Open and Public Meetings Act requires that, except in an emergency, all meetings be held at times and places convenient to the public and provides for public notice of all meetings.

Utah law also requires that school board meetings be held within the boundaries of the local district, except in the event of a disaster or to conduct a site visit pertaining to the education program (during which no final decisions shall be made). A quorum of the school board must be present to conduct business at any meeting. (A quorum for a seven-member school board is four members. A quorum for a five-member board is three.)

The Open and Public Meetings Act applies to more than official meetings where business is transacted. Board discussions leading up to formal decisions, as well as the voting itself, must be conducted in public. Particular topics may be discussed in closed meetings, but other requirements of the Open and Public Meetings Act apply to these meetings as well.

In general, Utah law recognizes several types of meetings at which business is transacted: regular, special, reconvened, emergency, closed, and rescheduled meetings. All school board meetings, whether open or closed, must satisfy the notice and record-keeping requirements contained in the Open and Public Meetings Act.

6.2 Annual meeting schedule

Most school board business is completed at regular meetings held in accordance with a prearranged schedule. The Open and Public Meetings Act provides that if a board

schedules regular meetings on an annual basis, it must give notice of the time and place of those meetings.

The Open and Public Meetings Act requires a school board, at the beginning of each fiscal or calendar year, to give public notice of the schedule of its regular meetings, including the date, time, and place of those meetings. The calendar of board meetings should be posted at the district administrative office, placed on the district website, provided to a newspaper of general circulation in the district or a local media correspondent, and posted on the Utah Public Notice Website. Boards must also give notice of their meetings to the mayor (or mayor's designee) for each municipality located entirely or partly within the district and to the appropriate county official for any unincorporated areas of the district.

6.3 Individual meetings

In addition to the meetings on the annual schedule, a school board may also schedule special meetings or reschedule a meeting on the annual schedule to another date. Whether a particular meeting is included on the annual schedule or not, the board must give public notice of each individual meeting, at least 24 hours in advance, by posting the date, time, location, and agenda for the meeting at the district office or at the location where the meeting will be held and on the Utah Public Notice Website.

Notice of each meeting must also be given to either one newspaper of general circulation within the district or a local media correspondent and to the mayor (or mayor's designee) for each municipality located entirely or partly within the district and to the appropriate county official for any unincorporated areas of the district. The agenda must be reasonably specific about the topics to be considered, and each topic must be listed under an agenda item.

6.4 Rescheduled meetings

A school board is at liberty to reschedule a regular meeting or to change its regular meeting schedule. However, public notice of any such changes must be given as set forth above.

6.5 Reconvened meetings

A reconvened meeting is a continuation of a regular or special meeting. When the board is not able to complete its work within a reasonable length of time or by an agreed-upon

closing time, or when more information is needed, the board may adjourn the meeting to a specified day and time when the meeting can be continued.

Proper adjournment to a later time may be accomplished by adopting a motion, such as: "I move that this meeting is temporarily adjourned to reconvene on January 17, 2021, at 7:30 p.m., in the Board of Education Office."

A reconvened meeting may be further adjourned any number of times, as long as the final meeting can be traced through the minutes back to a regular or special meeting. Obviously, it would rarely make sense to adjourn a regular meeting to a date beyond the next regular meeting date.

Notice of a reconvened meeting should be given in the same manner as notice of an individual meeting.

6.6 Emergency meetings

If faced with an emergency requiring immediate attention, the school board can call an emergency meeting as long as an attempt to contact all board members is made, a majority agree to hold the meeting and the district provides the best public notice possible of the time and place of the meeting and the topics to be considered.

6.7 Study sessions

Regular meetings are typically devoted to recurring business matters; special meetings often are called for specific issues or study sessions. Some school boards employ a "retreat" concept to emphasize the focus on discussion as opposed to formal action or decision-making.

Such sessions are entirely lawful as long as all statutory requirements are met for such matters as location, notice, agenda, and record keeping. The board should ensure that all meetings, including study sessions or "retreats" are scheduled for times and places convenient to the public.

6.8 Closed meetings

School board business is public business that must be deliberated in meetings open to the public. The Open and Public Meetings Act, however, provides exceptions. By adopting a proper motion, and voice vote, the school board may convene in a closed meeting to discuss certain specific topics listed in the law.

Closing a meeting does not waive any public notice requirements, whether it is a special meeting or part of a regular meeting. Moreover, final actions must be taken in an open meeting; the closed session is limited to discussion.

6.8.1 Authorized Reasons for Closed Meetings:

- Discussion of the character, professional competence, or physical or mental health of an individual;
- Strategy sessions to discuss collective bargaining;
- Strategy sessions to discuss pending or reasonably imminent litigation;
- Strategy sessions to discuss the purchase, exchange, or lease of real property when public discussion of the transaction would disclose the value of the property or prevent the school board from completing the transaction on the best possible terms;
- Strategy sessions to discuss the sale of real estate when:
 - Public discussion of the transaction would disclose the value of the property or prevent the board from completing the transaction on the best possible terms; and
 - The board has previously given notice that the property would be offered for sale; and
 - The terms of the sale are publicly disclosed before the board approves the sale;
- For purposes of procurement when the board is acting as an evaluation committee or as protest officer or when it is necessary for the board to consider trade secret or other nonpublic information as part of a procurement process; or"
- Discussion regarding deployment of security personnel, devices, or systems; or
- Investigative proceedings regarding allegations of criminal conduct.

6.9 Verbatim recordings

School boards must keep a verbatim audio or audio and video recording of most types of closed meetings, and may also make and keep minutes of the meeting. However, if the meeting deals exclusively with the character, performance, or ability of individuals or the deployment of security personnel and devices, no recording is required. The recordings and minutes are privileged under state law but may be reviewed by a judge in the case of legal proceedings related to the Open and Public Meetings Act.

6.10 Public hearings

Utah school boards may hold hearings. Some hearings are typically held in closed sessions, such as hearings relating to a student expulsion case or employee discipline or termination. Public hearings, on the other hand, include a variety of hearings required by law to allow citizens to voice their concerns and opinions. Examples include budget hearings, boundary-change hearings, and hearings initiated by school boards to obtain public input on key issues.

Public hearings are open meetings conducted by the local board of education to present information and gather public comment. As noted, many such hearings are necessary to satisfy legal requirements in state law or state board of education regulations. Unlike regular public meetings at which the citizenry generally observe members of the board as they conduct business, a hearing is explicitly designed to gather citizen viewpoints.

School boards are advised to consult with legal counsel to determine when they may be required to conduct public hearings. Required hearings include such matters as school district budget adoption; tax levies that require truth-in-taxation hearings; amendment of a tax levy; and proposed school closures or school boundary changes.

6.11 Agendas

The Open and Public Meetings Act requires that an agenda be posted at least 24 hours before each meeting. The school board may, at the discretion of the presiding board member, discuss items not listed on the agenda if members of the public raise such items during a meeting. Final action may not be taken on a matter not on the agenda. In the context of emergency meetings, where the notice of topics given was the best notice practicable, circumstances may permit the school board to take action on items not listed on the agenda.

6.12 Web publishing of notices

The Open and Public Meetings Act encourages school districts to make public notices available by electronic means, especially to reporters. Public notices of meetings must be posted on the Utah Public Notice Website. That website will enable newspapers or media correspondents to subscribe to notices. If a notice has been sent to a qualifying newspaper or media correspondent under such a subscription, the requirement of notice to the media has been satisfied.

6.13 Minutes of meetings

The Open and Public Meetings Act requires the school board to keep an audio or audio and video recording and written minutes of all open meetings, other than site visits or traveling tours, and an audio or audio and video recording of all closed meetings except for closed meetings held only to discuss an individual's character, competence, or health or to discuss security arrangements. The Open and Public Meetings Act requires that minutes include:

- the date, time and place of the meeting; school board members recorded as either present or absent;
- the substance of all matters proposed, discussed, or decided by the board, which may include a summary of comments made by board members;
- a record, by individual members of each vote taken;
- the name of each person who was recognized by the presiding board member and presented testimony or comments to the board and the substance, in brief, of such testimony or comments;
- the vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, the reason for the closed meeting, and the location of the closed meeting;
- any other information a board member requests to be included, as long as
- such information is a record of the proceedings of the meeting.

School board minutes also should include a record of all motions, the member making the motion, and the second.

Minutes are listed at "DRAFT" minutes after a meeting until approved at the next meeting of the board. The minutes will then be presented to the school board at the next board meeting for any necessary corrections and approval. Minutes of an open meeting must be posted to the public notice website within three business days after the board has approved them. Minutes of a closed meeting are privileged. All minutes are subject to GRAMA laws.

6.14 Public recordings

The Open and Public Meetings Act provides that any person may record any public school board meeting by film or tape or other means, subject only to "reasonable rules" of the school board. Boards usually make rules to ensure that the recording process does not interfere with the meeting or the rights of other parties. Reasonable requests for special support, such as seating, writing surfaces, lighting, and access to electrical power, should be accommodated.

Public access television stations may record and broadcast local school board meetings. Boards may welcome this as one more way to connect with their communities.

6.15 Use of electronic message transmissions

The use of electronic messages (email, text, etc.) by members of school boards raises several Open and Public Meetings Act questions. Although board members can use electronic messages lawfully for certain purposes, they may not be used to conduct board business, unless the board has adopted a rule authorizing an electronic meeting that makes use of electronic messages as provided by law.

Limiting board member electronic messages to disseminating information and messages that do not involve deliberation, debate, or decision-making will help to avoid Open and Public Meetings Act violations. If so authorized, board member electronic messages could contain the following types of content:

- agenda item suggestions (but not discussion of whether to add the item to the agenda);
- reminders regarding meeting times, dates, and places;
- board meeting agenda or public record information concerning agenda items; or
- individual responses to questions posed by the community, administrators, or school staff.

6.16 Establishing board procedures

[State law](#) governing local school boards requires the board to “adopt rules of order and procedure to govern public meetings of the local school board” and to “make and enforce rules necessary for the control and management of the district’s schools.” It can be assumed that this duty applies to the adoption of rules or policies for the conduct of meetings. Although various laws identified in this book prescribe numerous steps that boards must follow, wide discretion remains in the actual conduct of meetings. For example, a board may, by adopting a policy on electronic meetings, allow its members to attend meetings via telephone conference or by other electronic means, call and speaker phone provided that everyone, including the public, can hear the conversation, and the board complies with all other requirements of the law.

School board members should periodically review and discuss how the board would like to operate, that is, how they have agreed to do business. These agreements should be

included in the board policy manual. While such agreements should ensure compliance with legal requirements, they should also describe procedures desired by the board, including agenda development, the election of officers, establishing priorities and goals, planning, superintendent, business administrator, and board evaluation, and the maintenance of board member relationships.

A school district should make its policies and procedures available to the public. By including board process policies in the policy manual available for public inspection, the board helps all interested parties understand how the board operates.

Many boards post their policy manuals on district websites, which makes board intentions clear to everyone and helps citizens hold board members accountable for their actions. Web-based policies can be quickly updated following board action.

7. How should a school board president plan a school board meeting?

Planning a school board meeting as the president involves several crucial steps to ensure the meeting runs smoothly, covers essential topics, and fosters productive discussions among board members. Here's a guideline on how a school board president might plan a meeting:

- **Set the Agenda:** Collaborate with the superintendent, board members, and relevant stakeholders to create a comprehensive agenda. Include items such as approval of minutes, reports from committees, presentations, discussion topics, action items, and any new business.
- **Distribute the Agenda in Advance:** Work with the Superintendent and staff to share the agenda with board members and key participants well in advance of the meeting. Providing ample time allows members to review materials, gather information, and prepare for discussions.
- **Coordinate Presentations and Reports:** Work with the superintendent and staff to coordinate presentations and reports scheduled for the meeting. Ensure presenters are briefed on the allotted time and key points to cover.
- **Establish Meeting Protocols:** Set clear meeting protocols, including rules for discussions, time limits for agenda items, procedures for public comments, and guidelines for decision-making.

- **Prepare Meeting Materials:** Ensure all necessary materials, such as reports, documents, presentations, and supporting data, are assembled and made available to board members prior to the meeting.
- **Review Legal and Procedural Requirements:** Familiarize yourself with legal requirements, bylaws, and parliamentary procedures governing the board meeting. Ensure compliance with Open Meeting laws and other relevant regulations.
- **Facilitate Pre-Meeting Discussions:** Engage in discussions with the superintendent, committee chairs, and board members before the meeting to address any concerns, clarify agenda items, and gather input.
- **Manage Meeting Logistics:** Arrange the logistics for the meeting, including the meeting room setup, audio-visual equipment, seating arrangements, and any other necessary arrangements.
- **Start and Facilitate the Meeting:** As the meeting begins, call the meeting to order, follow the agenda, facilitate discussions, manage time, and maintain order throughout the proceedings.
- **Encourage Participation and Collaboration:** Encourage active participation from all board members, ensuring that diverse perspectives are heard while maintaining a respectful and constructive atmosphere.
- **Guide Decision-Making Process:** Guide the board through the decision-making process, ensuring that discussions are focused, relevant information is considered, and decisions are made effectively.
- **Conclude the Meeting Professionally:** Summarize key decisions, action items, and next steps at the end of the meeting. Set deadlines for follow-up actions and adjourn the meeting in an orderly manner.
- **Seek Feedback:** After the meeting, gather feedback from board members and stakeholders to assess the meeting's effectiveness and identify areas for improvement.

A well-planned and effectively conducted school board meeting can contribute significantly to the governance and success of the school district. Communication, preparation, and adherence to established procedures are key responsibilities of the school board president in planning and leading such meetings.

7.1 School Board Meeting Security

Security measures for a school board meeting are essential to ensure the safety of attendees, maintain order, and prevent potential disruptions. Here are some effective security measures that can be implemented:

Security Staff Presence:

- Ensure the presence of trained security personnel or law enforcement officers to respond to any security concerns swiftly.

Emergency Response Plan:

- Develop and communicate an emergency response plan that outlines procedures for different scenarios, such as disruptions, protests, medical emergencies, or security threats.

Crowd Management:

- Arrange seating to ensure clear aisles and walkways for easy movement and to prevent overcrowding.
- Clearly communicate meeting rules and expectations to attendees to maintain order and minimize disruptions.

Communication and Coordination:

- Establish clear communication channels among security personnel, staff, and law enforcement to facilitate prompt responses to any security incidents or concerns.

Regular Security Assessments and Updates:

- Conduct regular security assessments of meeting venues and procedures, making necessary updates and improvements based on identified vulnerabilities or changing security needs.

Implementing comprehensive security measures for school board meetings helps create a safe and secure environment for all attendees and contributes to the smooth conduct of meetings.

7.2. How to make a school board meeting interesting

Making a school board meeting interesting involves various strategies to engage participants, promote meaningful discussions, and ensure the meeting serves its purpose effectively. Here are some ways to make a school board meeting more engaging and productive:

- **Interactive Agenda Design:** Structure the agenda to include interactive components, such as engaging presentations, discussions on relevant and pressing issues, and opportunities for collaborative problem-solving.
- **Incorporate Varied Presentation Styles:** Encourage presenters to use diverse presentation styles, such as visuals, videos, infographics, or interactive tools, to convey information effectively and keep the audience engaged.

- **Highlight Student Achievements:** Dedicate a portion of the meeting to showcase student achievements, performances, or presentations, providing a direct connection to the school community's successes and talents.
- **Public Participation and Involvement:** Allocate time for public comments, allowing community members, parents, and students to share their perspectives, concerns, or ideas with the board.
- **Thematic Discussions or Workshops:** Introduce themed discussions or workshops on pertinent topics that affect the school community, encouraging collaborative brainstorming and problem-solving among board members and stakeholders.
- **Utilize Breakout Sessions or Small Group Discussions:** Divide board members into smaller groups to discuss specific agenda items or topics in more detail. This can foster more in-depth conversations and diverse perspectives.
- **Engage in Interactive Decision-Making:** Implement interactive decision-making methods, such as consensus-building exercises or polling, to involve board members actively in the decision-making process.
- **Time Management and Efficiency:** Strive to keep the meeting focused and efficient by managing time effectively, avoiding unnecessary delays, and ensuring discussions remain on track.
- **Guest Speakers or Panel Discussions:** Invite guest speakers or organize panel discussions with experts, educators, or community leaders to offer insights or expertise on relevant educational issues.
- **Celebrate Milestones or Achievements:** Acknowledge and celebrate important milestones, successes, or accomplishments within the school district or among board members.
- **Educational Workshops or Training Sessions:** Include educational sessions or workshops on topics relevant to the board's responsibilities, fostering continuous learning and professional development among members.
- **Engage Technology:** Use technology to enhance engagement, such as live polling tools, interactive presentations, or online collaboration platforms that allow real-time interaction and feedback.
- **Evaluate and Adjust:** Regularly seek feedback from board members and stakeholders to evaluate the effectiveness of meetings and make adjustments based on suggestions for improvement.

By incorporating these strategies, a school board meeting can become more engaging, informative, and inclusive, fostering a collaborative environment that benefits the entire school community.

8. Roles and Responsibilities

8.1 Board Members' Responsibilities

Utah Code [§53A-4](#) outlines the authority and duties of an elected local school board.

To fulfill his or her responsibilities to the students and taxpayers, each school board member must work for the welfare of all the children in the district and base decisions on what is best for the entire community. The law emphasizes that each school board is a "body corporate, with the powers and constraints of a governmental entity." Utah Code [§53G-4-401](#)(5) also states, " ... an elected member of a local school board serves and represents the residents of the local school board member's district, and that service and representation may not be restricted or impaired by the local school board member's membership on, or obligations to, the local school board."

The primary day-to-day responsibility of each board member is to be prepared. This means studying every agenda and its supporting documents. Any questions or need for more information should be referred to the superintendent or board president before a meeting. If a board member has received a complaint or is dissatisfied with the agenda, he or she should call the superintendent before the meeting and try to resolve the problem. Raising issues with the superintendent or board president ahead of the meeting allows them time to develop thoughtful answers that might not be possible without time to gather information.

The board should devote most of its time to significant issues and policies. A board member who is not thoroughly prepared may be embarrassed at the meeting and cause needless delay in reaching decisions on agenda items.

School board members sometimes demand more information before voting on a challenging issue or additional time to study the matter. Board members must feel reasonably comfortable with their votes. Sometimes this means trusting the judgment of the superintendent or other staff expert, delaying a decision for further research, or recognizing that a decision must be made quickly without all the desirable facts on hand.

When a board member refuses to vote without further information, other members of the board must listen closely to determine which reason best explains the abstention:

- The abstaining member disagrees with majority sentiment and wants to block a decision.
- The member failed to adequately study the information already provided.
- It truly is advisable to postpone the decision pending further research or study.

Some other essential responsibilities for the individual board member include:

- Know and follow board policies that govern meeting procedures.
- Keep an open mind in board deliberations.
- Be prepared to compromise where possible to reach a decision the entire board can support.
- Respect the confidentiality of privileged information that is made available in closed meetings or written material from the superintendent. Leaking information to favored friends or family members violates the trust of both the board and the individuals whose reputations might be harmed.
- Don't be afraid to ask questions when you don't understand or to ask, "why?" when you don't know the reason for something.

8.2 The Board President's Responsibilities

The most visible responsibility of the school board president, of course, is to preside at meetings. The president is, first and foremost, a member of the board and therefore, is expected to participate in discussions and to vote on all motions and as any other member.

In addition to presiding at meetings, Utah law requires the board president to "appoint all committees, and sign all warrants ordered by the board to be drawn upon the business administrator for school money." (Utah Code [§53G-4-205\(1\)](#)).

Many school boards also enact policies that impose additional duties on the president. For example:

- prepare board-meeting agendas in concert with the superintendent,
- serve as the board's official spokesperson to the media.
- represent the board on other boards or agencies.

The president plays a crucial role in the successful operation of a board of education meeting. He or she sets the tone for the meeting through fair, reasonable, and impartial treatment of all members. It is critical for the board president to remain calm and keep the meeting under control which may be difficult when board meetings deal with highly controversial issues, a discussion of a routine matter suddenly becomes charged with

emotion, or when an angry speaker makes derogatory remarks about the board or superintendent.

8.2.1 Presidential effectiveness

Before each meeting, the president should confer with the superintendent to build the agenda, identify potential trouble spots, and review any items that may need additional information.

During the meeting, the president should establish a businesslike tone by adhering to the agenda and the time allocation for each item. The meeting should begin on time, proceed efficiently, and adjourn at a reasonable hour.

Private conversations and digressions among board members also should be discouraged. The president must take charge of the meeting, ensuring that the discussion stays on topic, and managing the length of individual comments. When the discussion on an agenda item exceeds a reasonable time or the time allocated (if used), the president should consider deferring a decision until further research can be conducted.

The school board should have written policies for conducting board meetings, and the board president should follow them. Policies and procedures pertaining to school board meetings should be reviewed regularly and revised as needed.

While the president is expected to vote on all matters that come before the board, some restraint is necessary to maintain the impartiality demanded of a chair. The president should not attempt to influence the board unduly. For this reason, some board policies require the president to relinquish the chair to a president pro tem in order to make or second a motion. (This should be rare.) The president should not return to the chair until the motion is disposed of.

Because emotions are contagious, it is crucial for the board president to display a positive and enthusiastic attitude during board meetings. A lackluster or indifferent chair can hinder the productivity of the board. The president should prioritize setting aside personal feelings and maintain a consistent attitude that provides stability. As a presiding officer, the president is a facilitator who guides the meeting and fosters an environment for decision-making. It is important for the president not to dominate the meeting, but rather provide each member a reasonable opportunity to speak, debate, or challenge the rulings of the chair. A president should not take offense to a challenge

and should address it using parliamentary procedure. To meet these expectations, the president must be well informed about each agenda item.

8.2.2 Selecting a president

There are various ideas about who should be president, and how frequently an individual should be re-elected. Some boards regularly rotate this position among the membership. Other boards expect their most senior or longest-serving member to assume the position. Still, other boards have been led by a particular member for so long that it may not occur to them that someone else could do the job.

The quality of leadership should determine the board's president and how long he or she should serve. There should be no assurance that any individual will be elected or reelected, but a school board with a good president should keep him or her as long as the majority of the board agrees.

Regardless, school boards should not play musical chairs with the board presidency. The practice of taking turns or using longevity to determine the board's presidency indicates a lack of respect for leadership. The board should seek a president who has the knowledge, skills, time and desire to do the job well.

Among the characteristics to look for in a good president:

- The president should be able to subordinate personal views and represent those of the collective board.
- The president must be adept at communicating with the news media. Because the majority of the public does not attend school board meetings, most people rely on news media coverage of school board meetings for their information. The extent and quality of that coverage can be significantly improved by the president who properly, openly, candidly, and honestly deals with the media.
- The president should possess the skills necessary to preside over a meeting. This would include a basic knowledge of both parliamentary procedures and the laws regulating board meetings.
- The president must understand and respect the roles of the board and superintendent as defined in board policy.
- The president must be a person who avoids playing one member or group against another. At times it may be tempting to do so to pursue a particular goal. On certain issues, where there is a divided board and strong feelings, it isn't easy to rise above these differences and reach a majority conclusion.

- The president must be a leader, but not so far ahead of the other board members or constituents as to appear to abandon them or their interests. The president personifies the board. If the president is good, the board will be viewed as good. If the president is weak or ineffective, the public will view the board in that light.
- If conditions are right, the board president can capitalize on the visibility of the office to be a very effective cheerleader for the district, and especially for the superintendent and staff.

8.3 The Vice President

The School Board is also required to elect a vice president who performs the duties of the president in the event of a vacancy or if the president is unavailable to act. A board is well advised to select a vice president who has many of the same skills and qualities of the president. The term of office for both the president and vice president is two years.

8.4 Superintendent's Responsibilities

The law requires each local school board to "appoint a district superintendent of schools who serves as the board's chief executive officer." The superintendent's term of office is two years.

Before every board meeting, the superintendent should meet with the board president or designee to establish the agenda, clarify any points of concern, and provide a list of people who have, to that point, asked permission to address the board and the subjects of their interests.

Prior to an upcoming meeting the superintendent should meet with top administrative staff members, distribute the completed agenda and make plans for staff to present or participate on any agenda items.

During board meetings, the superintendent's involvement will depend on the nature of the agenda items and the expectations of the board. The superintendent's role must be clearly spelled out in the board policy manual. The superintendent should not dominate board meetings. His or her chief roles are to coordinate the preparation of the agenda and carry out decisions made at board meetings. The superintendent should not be expected to repeat orally at length what was already written and mailed in advance. However, he or she can clarify complicated matters to the public, as well as the board.

Other staff members should speak at meetings only at the request of the superintendent and recognized by the board chair. If the superintendent is to be held accountable, board communications with the staff must be through the superintendent. However, wise superintendents utilize the expertise of appropriate staff members by involving them in presentations at board meetings.

8.4.1 Administrative recommendations

When the agenda is planned, the superintendent should make a recommendation or take a position on most action items. During board meetings, members of the board discuss and vote on these recommendations. In general, boards tend to approve the recommendations made by their superintendents, assuming that the superintendent has adequately researched the issue and weighed the alternatives in light of existing board policy.

Where a recommended decision has financial implications, care must be taken to align board decisions with available district resources, such as staff, facilities, and operating funds. Steps may be needed to find the necessary resources by re-prioritizing existing programs or seeking new sources for funds.

If the board rejects all or a part of the superintendent's recommendation, the board should ask the superintendent to return to the board with a revised recommendation. When the final board decision is made, the superintendent is obligated to support and implement the board's decision.

Following each meeting, the superintendent is accountable for seeing that board decisions are carried out and is delegated the authority to do so. Some decisions will require immediate implementation, others can be delayed. There may be a time lag between board action and implementation. Variables to be considered include: the board's priorities; resources available, such as the size of the administrative staff; the need for a timetable; and the scope of the assignment.

If the superintendent has adequate staff, much of the work can be delegated. In a small school district, the superintendent probably will do most of the work and will need to establish priorities. A time-table that lists tasks, dates started, and dates to be completed is useful. Deadlines must be realistic. Tasks that require several months to complete need to be carefully scheduled and monitored. The superintendent should make progress reports to the board on how decisions made by the board are being implemented.

8.5 Business Administrator's Responsibilities

The law requires each local school board to appoint a business administrator whose term of office is also two years. Utah Code §53G-4-303 prescribes the duties of the business administrator, subject to the direction of the superintendent of schools:

- Attend all meetings of the local school board, keep an accurate record of its proceedings, and have custody of the seal and records.
- Be custodian of all district funds.
- Be responsible and accountable for all money received and disbursed.
- Keep accurate records of all revenues received and their sources.
- Countersign with the present of the local school board all warrants and claims against the district as well as other legal documents approved by the local school board.
- Prepare and submit a written monthly report of the district's receipts and expenditures to the local school board for approval.
- Use uniform budgeting, accounting, and auditing procedures and forms approved by the state board, which shall be under accordance with generally accepted accounting principles or auditing standards and Title 63J, Chapter 1, Budgetary Procedures Act.
- Prepare and submit a comprehensive annual statement to the local school board, detailing the district's revenue and expenditures for the period ending June 30. This statement should include the beginning and ending fund balances.
- Assist the superintendent in the preparation and submission of budget documents and statistical and fiscal reports required by law and the Utah State School Board.
- Ensure that adequate internal controls are in place to safeguard the district's funds.
- Perform other duties as the superintendent may require.

8.6 Monitoring Administrative Performance

The school board relies on the superintendent and business administrator for leadership and action. The board is the "governing body", and the superintendent is the "manager of the enterprise". This means the board must place a good deal of trust in the superintendent. Still, a school board also must be satisfied that the superintendent and business administrator are managing the district within board policies.

Here are some questions that each board must resolve for itself:

- Is our board prioritizing the decisions it should be making, or is it getting overwhelmed with administrative matters? Is the superintendent involved with making policy decisions?
- Does the board receive effective leadership from the superintendent in the form of information, advice, and recommendations on board actions?
- Do the board and superintendent understand and support one another? Is there mutual trust and respect?
- What kinds of problems are coming to the board? Would they be more readily solved by adequate policies and planning?
- Is the board adequately informed about the district's problems, progress, accomplishments, and needs? Do board members and the superintendent agree on what the schools are supposed to accomplish?
- Do board members feel comfortable with the programs and operations of the school district? Are they comfortable with the work of the superintendent? Is the feeling based on fact, informed opinion, or blind faith?

A board that does not have satisfactory answers to the above questions probably should consider reviewing the relationship between the superintendent and board and installing a system for monitoring the performance of both. An efficient monitoring and evaluation system offers advantages to both the board and the superintendent as it necessitates their collaboration to clearly define their individual roles and duties, and establish a mutual understanding on how the execution of those responsibilities will be assessed.

It is required and expected that school board, superintendent and business administrator evaluations be completed annually, but it is at the discretion of the board how these evaluations occur. As a service to local school districts, the Utah School Boards Association has developed effective evaluation tools for the school board, superintendent and the business administrator. These tools are available at the request of the board president and can be adapted to meet the individual needs of a school board. USBA would be glad to assist any Utah school board with any or all of these processes.

8.7 The School Board Attorney

Most school boards rely heavily on having immediate access to legal counsel, as the role of a school administrator is increasingly filled with numerous legal challenges and risks.

While it is not necessary for most boards to have an attorney present at all meetings, some may choose to do so. Matters needing legal analysis are typically referred to counsel through the superintendent, or the attorney is asked to be present whenever a particular matter deems it necessary. In any event, each school board should have a policy that sets forth how it will fill its needs for legal assistance. Board members need to know how they will select and work with an attorney.

9. Conducting a School Board Meeting

School board meetings should be conducted in an organized and professional manner to ensure efficient decision-making, collaboration among members, and transparency in governance. Here are steps for conducting a school board meeting effectively:

Establish an Agenda:

- Create a comprehensive agenda listing the topics to be discussed, actions to be taken, reports to be presented, and any other relevant items. Distribute the agenda to board members and the public before the meeting.

Start on Time and Follow Protocol:

- Begin the meeting promptly at the scheduled time. Follow established protocols for opening the meeting, such as calling it to order, reciting the Pledge of Allegiance (if customary), and reviewing the agenda.

Public Comment Period:

- Allocate time for public comments early in the meeting, allowing community members to address the board on relevant topics. Set time limits for each speaker to ensure fairness and manage the meeting's schedule.

Review and Approve Minutes:

- Review and approve the minutes from the previous meeting. Correct any inaccuracies or omissions before approval.

Reports and Presentations:

- Allow time for presentations and reports from the superintendent, board committees, staff, or guest speakers. Encourage concise and informative presentations.

Discussion of Agenda Items:

- Discuss agenda items thoroughly, allowing board members to ask questions, share perspectives, and deliberate on issues. Maintain focus and ensure discussions remain relevant to the agenda item being addressed.

Decision-Making and Voting:

- When necessary, take formal votes on motions or resolutions. Follow parliamentary procedures and ensure accurate recording of votes and decisions made during the meeting.

New Business and Action Items:

- Address any new business or action items that were not part of the original agenda but require immediate attention. Ensure these items are relevant and important for discussion.

Time Management:

- Manage time effectively to ensure that discussions and presentations stay within the allocated time frames. Consider setting time limits for each agenda item to maintain meeting efficiency.

Maintain Order and Decorum:

- Encourage respectful dialogue among board members and attendees. Ensure that discussions remain civil and focused on the issues at hand and that all board members are given equal opportunity to speak. Address any disruptions or violations of meeting decorum promptly.

Adjourn the Meeting:

- Properly conclude the meeting by summarizing key decisions, actions to be taken, and next steps. Announce the date, time, and location of the next meeting before adjourning.

Evaluate Meeting Effectiveness:

- After the meeting, assess its effectiveness by gathering feedback from board members and stakeholders. Use this feedback to improve future meetings and address any concerns raised.

Conducting a school board meeting in an organized, transparent, and respectful manner allows for productive discussions, informed decision-making, and effective governance of the school district.

9.1 Parliamentary Procedure

The following motions are common in school board meetings:

Main Motions:

- Purpose: Introduce new items or topics for discussion and decision-making during a board meeting.
- Example: "I move that we approve the proposal for a new after-school program."

Amend:

- Purpose: Modify or adjust the wording, details, or specifics within a main motion.
- Example: "I move to amend the motion by adding 'pending teacher approval' to the proposal for the after-school program."

Substitute Motion:

- Purpose: Substitute a new motion for the motion on the floor. Substitute motions should be used if there are significant changes to the original motion.
- Example: "I make a substitute motion to create a before-school program."

Refer to Committee:

- Purpose: Send the motion or proposal to a specific committee for further review, study, or recommendation.
- Example: "I move to refer the proposal for the after-school program to the Curriculum Committee for evaluation."

Postpone to a Certain Time:

- Purpose: Delay consideration or action on a motion until a specific future meeting or designated time.
- Example: "I move to postpone voting on the after-school program proposal until our next board meeting."

Close Debate (Limit or Extend Debate):

- Purpose: End or extend the discussion on a motion or topic under consideration.
- Example: "I move to close debate and proceed to a vote on the after-school program proposal."

Previous Question (End Debate):

- Purpose: Immediately conclude discussion and proceed to a vote on the motion.
- Example: "I call for the previous question on the after-school program proposal."

Postpone Indefinitely:

- Purpose: Set aside or discard a motion without outright rejecting it, effectively removing it from consideration.
- Example: "I move to postpone indefinitely the discussion on the after-school program proposal."

These simplified parliamentary motions can assist a school board in managing discussions, making decisions, and ensuring orderly and effective meetings. The specifics of parliamentary procedure may be governed by the board's bylaws or rules of order.

9.3 Voting Details

Voting during a school board meeting involves following established procedures to make decisions on various agenda items. Here's a guide on how a school board typically conducts voting:

- **Call for a Motion:** When an agenda item requires a decision or action, a board member usually makes a motion to address the issue. The motion must be clear and specific about what action is proposed.
- **Second the Motion:** Another board member must second the motion to indicate support for discussing the proposal. If no one seconds the motion, it typically dies without further discussion.
- **Discussion:** After the motion is seconded, the board engages in discussion on the proposed action. Board members can ask questions, express their viewpoints, and share opinions or concerns related to the motion.
- **Voting Procedure:**
 - The board president or chairperson calls for the vote by asking for all those who are in favor of the motion and then asking for those who are opposed.
 - Although Utah does not require a roll call vote for most decisions, a roll call vote is required to move into closed session. During a roll call vote, each board member responds individually, stating "yes," "no," or "abstain" when their name is called.
- **Counting the Votes:** The presiding officer or the board secretary tallies the votes to determine the outcome. The majority vote typically decides the action, but certain decisions might require a specific majority (e.g., simple majority, two-thirds majority) as specified in the bylaws or regulations.
- **Announcing the Results:** After the vote is counted, the presiding officer announces the results of the vote, specifying the number of votes for and against the motion, and whether the motion passed or failed.
- **Recording the Vote:** The minutes of the meeting should include a record of the motion, the names of board members voting for and against, and the outcome of the vote for documentation purposes.

- **Resolutions and Formal Actions:** For formal resolutions or significant decisions, the board might draft and approve a written resolution or official document summarizing the action taken.
- **Maintain Confidentiality and Transparency:** Ensure that votes and discussions are conducted with transparency, adhering to confidentiality requirements when discussing sensitive or private matters.

It's crucial for school boards to follow their established rules, bylaws, or parliamentary procedures regarding voting to ensure fairness, transparency, and effective decision-making during meetings.

10. Recording the Meeting

10.1 The Purpose of Minutes

A School board can transact business or take official action only by majority vote at a legal meeting. When the meeting is over, what assurance does the board have that its votes will actually set official actions in motion? It's in the minutes!

Through its minutes, for example, the school board directs its business administrator to pay the bills and tells county officials how much to levy in taxes. Minutes of school board meetings represent a good deal more than a record of who said what. They represent the only evidence that a board performed its lawful duties and did so in the manner prescribed by law.

Because board minutes have the status of legal documents, they must be accurate and complete. State law directs that the business administrator keeps an accurate record of all board proceedings.

10.2 Courts look to the minutes in deciding disputes

Important actions of the school boards, such as the dismissal of an employee, often call for the guidance of an attorney. It follows that the record of such actions, including the wording of any motions or resolutions, should be prepared with legal counsel.

10.3 The recording secretary

The taking, transcribing, and filing of school board minutes should be the responsibility of a competent recording secretary. This may be the business administrator, the superintendent's secretary, or other staff member as designated.

The secretary should accurately restate and record each motion, including who made and seconded the motion. Minutes should be drafted as soon after the meeting as possible. As the board's chief executive officer, the superintendent should review draft minutes before a final copy is prepared. The board secretary should do the same. During the meeting, the recording secretary must be located in a position where it is easy to see and hear all participants. The secretary should also be informed and knowledgeable about the agenda and its supporting materials. In many districts, the same person who prepares the agenda also records the minutes.

10.4 Recording the minutes

State law requires that a recording and an official set of board minutes be kept to record all transactions of the school board. The Open and Public Meetings Act lists several items that must be included in the recording and minutes.

Board meeting minutes should be as brief as possible but must also provide a clear and accurate record of each board action, as well as a summary of the discussion. In the interests of brevity, lengthy discussions may be summarized. Motions and resolutions must be worded carefully so they appear in the record precisely as the board acted upon them.

Documents the board acts upon, such as budgets, written plans, and lengthy resolutions, need not be repeated in the minutes. Copies can be incorporated by reference to a clearly distinguishing title and/or indexing number or filed together with the minutes. In any case, the related documents must be retained to make the record of the board's action complete. The minutes need to properly identify the document and where it is filed.

All the board's resolutions, awards of contracts, approval of executive actions, policy adoptions, and other actions can be numbered consecutively in chronological order of occurrence. Marginal notations or brief subject titles can be used to indicate the location of the more important items. They will be useful in searching for specific actions.

10.5 Disposition of a motion

The minutes should record the manner of disposing of each motion before another motion is made and recorded. This does not apply to subsidiary motions pertaining to the motion before the board, such as motions to amend, substitute, or table. Any

unrelated motion is out of order when a motion is before the board. If the presiding officer does not remember that a motion is before the board, it is the duty of the secretary or another member to remind him or her that such is the case.

State law requires that the minutes record the votes of individual members on each vote taken by the board. The word passed or carried following the statement of a motion in the minutes is insufficient. Each separate action should be recorded separately.

10.6 The Contents of Recordings and Minutes

The Open and Public Meetings Act requires that minutes of all open meetings include:

- the date, time, and place of the meeting;
- school board members recorded as either present or absent;
- the substance of all matters proposed, discussed, or decided by the board, which may include a summary of comments made by board members;
- a record, by individual member, of votes taken;
- the name of each person who is not a board member who was recognized by the presiding board member and presented testimony or comment to the board and the substance, in brief, of that testimony or comment;
- the vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, the reason for the closed meeting, and the location of the closed meeting; and
- any other information that a board member requests be included, as long as such information is a record of the proceedings of the meeting.

10.7 Type of meeting

The minutes should open with a statement as to whether the meeting is a regular, reconvened, special or emergency meeting and the time (date and hour) and place of the meeting. If it is an adjourned meeting, the minutes should show the date of the meeting from which the adjournment was taken. If the minutes pertain to a rescheduled or special meeting, the notice of that meeting should be included in the minutes by reference or by attaching a copy.

10.8 Reports and actions

Most open board meeting minutes will include notations or records of some or all of the following:

- board members who arrive late or leave early, including a record of the time;

- presentations from delegates or visitors who have oral communications or petitions to present, along with a record of any actions by the board referring such matters to committees or the superintendent for study;
- dated statement of written communications and petitions read, such as those from service clubs, parent- teacher groups teacher organizations, pupil groups, churches or individuals, and a record of any subsequent action;
- reports from committees and members of the board;
- reports requested from administrative staff, such as the business administrator, an architect, an athletic director, or a school nurse (written reports may be numbered and filed as documents and incorporated into the minutes by file and document number);
- reports from the superintendent;
- motions and actions on unfinished business taken from the table by the board;
- motions and actions on matters of new business, including names of each motion's maker and second;
- any motion (which should include purpose) to close the meeting to the public with the votes of individual members on the motion, a record of the times at which the meeting was closed and reopened, separate minutes of the closed session must be recorded, except where state law provides a specific exception; and
- motion to adjourn.

10.9 Monthly statements

The business administrator is required to present the board with a written report of the district's receipts and expenditures each month. The report may include information on (1) amounts budgeted, (2) amounts expended to date, (3) current bills, and (4) unexpended balances for each of the significant budgetary funds and extra-curricular activity accounts. Although a board action is not usually called for on the report, it is often included on the consent agenda, but the report should at least be incorporated into the minutes for reference.

10.10 Current bills

Even if the bills are incorporated in a consent agenda, a list of the audited invoices submitted for board approval may be incorporated in the minutes. Where invoices are too numerous to list individually in the minutes, the total amount approved can be

recorded with a reference to a separate itemized list. The record may show each itemized amount, to whom paid, for what purpose, and the budgetary item debited.

10.11 Contingent or special business

The school board frequently adopts resolutions to set complex transactions in motion. These resolutions must be incorporated into the minutes directly or by reference. It is good practice to introduce each resolution with a formal motion and to record the "yes" or "no" vote of each member, even though the law does not always require the latter.

Resolutions most often brought before school boards include the following:

- authorizing the issuance and sale of tax anticipation warrants, interest-bearing orders, bonds, or other obligations against the district, usually after advance approval of legal and bond counsel;
- authorizing the establishment of revolving funds or the rules governing the handling of student activity funds or other trust funds;
- authorizing "a person or persons designated," usually the superintendent, to prepare a tentative budget for the coming year;
- authorizing the acceptance of bids for maintenance, repairs, alterations, or new construction;
- authorizing the certification of the tax levy;
- authorizing the acceptance of bids for furnishing, supplies, equipment, or services (other than those furnished by teachers or regular employees);
- ratifying teacher contracts, as required in the employment of new teachers or where an increase in compensation is being authorized for teachers who hold continuing contracts;
- granting leaves of absence to administrators or teachers;
- submitting a public question to referendum;
- adopting the superintendent's contract;
- adopting the business administrator's contract; and
- recording the retirement of employees.

10.12 Initiating a referendum

When a board calls for an election, whether to vote upon increasing the tax rate or any other matter that must be submitted to a referendum of the voters, the minutes must show a meeting of the board and its order or resolution calling the election. A full resolution calling the election must cite the statute that authorized the referendum and must be incorporated by reference in the minutes of the meeting.

When the business administrator certifies the public question to the election authority (county clerk or election commission), the certification must include the form of the public question, a certified copy of the board's resolution, and the date on which the resolution was adopted.

10.13 Adjournment to another date

If an adjournment is to another date, the time and place of the reconvened meeting must be specified in the minutes. A copy of the board's agenda should be attached to the minutes.

10.14 Other Official Requirements

10.14.1 Approval of minutes

Although there is no requirement in statute for this action, it is advisable that the minutes be approved at the next regular meeting of the board, so that any inaccuracies may be corrected promptly. Minutes must accurately reflect what happened. A board cannot amend its previous actions by amending its minutes, although many actions can be rescinded or revised by subsequent actions.

10.14.2 Certification of minutes

The business administrator, as keeper of the board records, should certify the minutes of meetings as being the lawful record of board actions. Special certification forms may be adopted for this purpose.

10.14.3 Amendments to minutes

A board may amend its minutes at any time to conform to what, in fact, occurred at a given meeting. Amendments may be made to the minutes, even though the membership of the board has changed, and a long period of time has elapsed. However, the board may not amend its minutes to change the action taken. It may only change the record of such action so that the record may correctly reflect what transpired at the meeting.

Courts are reluctant to allow the amendment of minutes by oral evidence, but it may be concluded that minutes need to be amended where they are shown to be deficient. Any relevant evidence may be introduced to establish a definitive record.

10.14.4 Distribution of minutes

Minutes of each meeting should be duplicated and distributed to members of the board with the agenda for the next meeting. In some districts, the minutes are distributed to all board members as soon as possible after the meeting. Either practice provides members an opportunity to study the minutes carefully and to retain a copy for their files. It also makes it unnecessary to consume meeting time with an actual reading of the minutes. The minutes may be approved as circulated, or corrected and then approved.

The minutes of closed meetings present a different problem. Because of their confidential nature, and because disclosure of some issues can be devastating, some boards prefer to avoid distribution, even to members. In place of distribution, minutes may be shared at a subsequent closed meeting and then collected.

10.15 Storing and Indexing

Because recordings and minutes of school board meetings are official records, each school district is responsible for maintaining these records. The district may also devise some system for indexing the minutes of its school board meetings so that specific actions or topics can be located. Most districts also keep and maintain electronic versions of board agendas and minutes.

10.15.1 Storing minutes

The traditional method for conveniently storing minutes is in a loose-leaf book, of convenient size, with a stiff cover. It may be useful to print blank forms to be filled with regular and recurring data. Where meeting materials are more voluminous, business administrators may find it helpful to store meeting packets, complete with agendas, approved minutes, and other official documents related to each meeting.

The board's official copy of the minutes, signed by the business administrator (and sometimes the president) as approved, should be kept in a secure location. Documents that belong to or with the minutes should be kept in the same location.

The minutes of closed meetings should be kept in a separate confidential file and may only be made public under court order.

10.15.2 Indexing

Usually, the minutes are filed in a minute book with numbered pages, bound annually, and placed in a convenient location. A chronological index, arranged by meeting dates,

may be developed each year and bound with the official copy of minutes for that period. A topical or subject index is also recommended.

School system needs will determine the degree of sophistication required. A subject index can be maintained on separate pages bound with the minutes, in a separate computer file, or through computerized indexing of digitized records. Search engines in most database and word-processing programs make it easy to search records for key words or phrases.

Electronic indexing is particularly helpful to researchers and archivists, so even if an index is kept on pages of a paper minutes book, a computerized version should be maintained to allow efficient updating.

Electronically stored minutes and other records require regular back-ups. Moreover, means for public viewing of the electronic files must be provided during regular business hours, unless print versions of the public records are also available.

A simple way to keep track of documents approved or adopted by the board is to type, print or stamp "Adopted: (date)" on all policies, resolutions, salary schedules, contracts, and other documents. In this way, the document itself is referenced to the minutes of the appropriate meeting.

10.16 Public Records

The minutes of school board meetings are public records; therefore, the board has an obligation to see that its minutes are retained permanently and that the public is given access to the minutes under reasonable controls.

Board minutes, like other public records, should be made available for inspection at the school board's official place of business during regular office hours, under the supervision of a responsible employee, according to the Open and Public Meetings Act. Some school districts require advance notice (24 hours) from persons wishing to inspect board minutes or other available school records.

10.16.1 Utah Government Records Access Management Act (GRAMA)

Any citizen can request board meeting minutes under provisions of GRAMA. It is proper to charge an amount sufficient to cover costs when copies are requested.

Making appropriate meeting minutes and supporting documents publicly available online will reduce the number of requests for public inspection or copies of paper records.

10.16.2 Open meetings

As interpreted by the State Auditor, local school boards are subject to the requirements for state public bodies, which means that pending minutes have to be made available to the public within 30 days of the meeting, approved minutes have to (1) be posted to the state website and (2) be made available at the main office within 3 days of approval, and the RECORDING of the meeting must be made available by link or by posting on the state website within 3 business days of the meeting.

11. Encouraging Public Participation

Encouraging public participation in school board meetings is essential for fostering transparency, community engagement, and understanding between the board and the public. Here are some strategies that school boards can implement to promote and enhance public involvement:

- **Publicize Meeting Information:** Advertise meeting dates, times, and locations well in advance through various channels, such as the district website, social media, local newspapers, newsletters, and community bulletin boards.
- **Create a Welcoming Environment:** Ensure that the meeting location is easily accessible, welcoming, and accommodates the public's attendance comfortably. Consider factors like seating arrangements and accessibility for individuals with disabilities.
- **Provide Opportunities for Public Comment:** Allocate dedicated time during meetings for public comments or questions on agenda items or other relevant topics. Establish reasonable time limits per speaker to accommodate multiple voices.
- **Establish Clear Guidelines for Participation:** Develop and communicate clear guidelines or rules for public participation to maintain decorum, respect, and relevance during the meeting. Ensure that these guidelines are easily accessible to the public.
- **Offer Remote Participation Options:** Consider providing remote access or live streaming of meetings for those unable to attend in person. Virtual participation through video conferencing or online comment submissions can broaden participation.

- **Engage in Community Outreach:** Actively engage with the community through town hall meetings, forums, or focus groups to gather feedback and address concerns outside formal board meetings.
- **Include Diverse Perspectives:** Encourage participation from diverse community groups, including parents, students, teachers, local organizations, and minority groups, to ensure a broad representation of opinions.
- **Encourage Collaboration and Input:** Invite stakeholders to participate in decision-making processes by seeking their input on important matters, such as policy development, budget planning, and curriculum changes.
- **Respond to Public Input:** Acknowledge and address concerns raised by the public during meetings. Even if immediate solutions aren't possible, ensure that feedback is considered and responded to appropriately.
- **Seek Feedback on Meeting Format:** Periodically solicit feedback from the public regarding the meeting format, accessibility, timing, and overall effectiveness to make necessary improvements.
- **Promote Transparency:** Share meeting agendas, minutes, and relevant documents in advance to provide the public with sufficient time to review and prepare comments or questions.
- **Recognize and Appreciate Engagement:** Acknowledge and appreciate public participation to demonstrate the board's value for community involvement and contributions.

By implementing these strategies, school boards can foster an inclusive and participatory environment that encourages community members to engage actively in school board meetings and contribute meaningfully to the decision-making process.

11.1 Dealing With Complaints and Criticism

Dealing effectively with complaints and criticism is crucial for a school board to maintain transparency, address concerns, and uphold its responsibilities. Here are steps a school board can take to manage complaints and criticism effectively:

- **Establish Clear Procedures:** Develop clear and accessible procedures for receiving, documenting, and addressing complaints. Ensure these procedures are known to the public and stakeholders.
- **Listen Actively and Empathetically:** Create a culture of active listening and empathy when receiving complaints. Give individuals the opportunity to express their concerns fully without interruption or judgment.
- **Acknowledge and Validate Concerns:** Acknowledge the legitimacy of concerns or criticisms raised. Validate the emotions behind the complaints and express understanding of the impact they may have.

- **Respond Promptly and Professionally:** Create a procedure for board members to respond promptly to complaints, preferably within a reasonable timeframe. Responses should be professional, respectful, and address the specific issues raised.
- **Maintain Confidentiality When Appropriate:** Respect confidentiality where necessary, especially when dealing with sensitive matters or personal information.
- **Provide Transparent Updates:** Transparency builds trust and demonstrates commitment to resolution.
- **Offer Solutions or Redress:** Offer practical solutions or redress whenever possible. Work collaboratively with the complainant to follow proper chains of command and seek resolutions.
- **Learn and Improve:** Use complaints and criticisms as opportunities for improvement. Analyze recurring issues to identify underlying problems and implement changes to prevent similar problems in the future.
- **Document and Review:** Create process to document complaints received, actions taken, and resolutions reached. Regularly review complaint patterns to identify systemic issues that need attention. Most complaints should and will be resolved at the classroom/school level and should be filter to the lowest level for resolution before being resolved at the board level.
- **Provide Training and Support:** Train staff and board members in complaint handling, conflict resolution, documentation, and effective communication. Provide support to individuals handling complaints to ensure consistency and professionalism.
- **Seek Feedback on Process:** Encourage feedback from complainants about their satisfaction with the complaint resolution process. Use this feedback to refine and improve procedures.
- **Maintain a Positive Reputation:** Communicate the board's commitment to addressing concerns and criticisms effectively. Uphold a positive public image by demonstrating responsiveness and accountability.

Dealing with complaints and criticism in a proactive, respectful, and transparent manner not only resolves immediate issues but also fosters trust, enhances community relations, and strengthens the credibility of the school board.

11.2 Aggravating the General Public

School boards, like any governing body, can sometimes take actions or exhibit behaviors that may aggravate the public. Some common actions or behaviors that might lead to public dissatisfaction or aggravation include:

- **Lack of Transparency:** Making decisions behind closed doors or without providing adequate explanations to the public can lead to distrust and frustration.
- **Poor Communication:** Inadequate communication about decisions, policies, or changes within the school district can leave the public feeling uninformed or disconnected.
- **Ignoring Public Input:** Disregarding or not seriously considering community input or concerns when making decisions may alienate stakeholders and create a sense of disempowerment.
- **Frequent Changes in Leadership or Direction:** Rapid turnover in school board leadership or inconsistent policies can create confusion and a lack of stability, leading to public frustration.
- **Not Addressing Key Issues:** Failure to address pressing issues such as student safety, educational quality, or budget concerns can evoke public concern and dissatisfaction.
- **Lack of Accountability:** Failing to take responsibility for mistakes or not being transparent about addressing shortcomings may erode public trust.
- **Unilateral Decision-Making:** Making decisions without seeking adequate input from teachers, parents, or community members can lead to dissatisfaction, especially if decisions directly impact them.
- **Ineffective Conflict Resolution:** Mishandling disputes or conflicts within the board or with the community can create an impression of dysfunctionality and lack of professionalism.
- **Inflexibility and Resistance to Change:** Being resistant to new ideas, innovations, or improvements, and refusing to adapt to changing needs or circumstances, can alienate progressive-minded stakeholders.
- **Perceived Favoritism or Bias:** Public perception of favoritism toward certain schools, individuals, or groups within the district can breed resentment and distrust.
- **Not Prioritizing Student Well-being:** Actions perceived as prioritizing administrative or political interests over the well-being and educational needs of students can lead to public backlash.

Addressing these issues by promoting transparency, effective communication, active engagement with the community, and a focus on student welfare can help mitigate public aggravation and build a positive relationship between the school board and the community it serves.

11.3 Sample Policy: Public Participation at Board Meetings

From [Juab School District Policy](#) (9/20/2023)

Every meeting of the Board shall be open to the public unless closed pursuant to Utah Code §§ 52-4-204, 52-4-205, and 52-4-206.

Utah Code § 52-4-201(1) (2006)

Public Comment

At open meetings other than work sessions or emergency meetings, the Board will receive verbal and written comments from the public on topics which are germane to the Board's authority. Written comments can be submitted by sending them through email to the Superintendent before the meeting or by hand delivering them to District staff members at the meeting. Written comments will not be read at the meeting but will be provided to the members of the Board and will be included in the meeting minutes.

Verbal comments at the meeting shall be received from members of the public who sign up prior to the time for public comment and will be taken in the order that individuals sign up. Each individual will be allowed up to 3 minutes to provide comments to the Board. The Board's agenda will specify the amount of time for public comment, which will generally be between 30 minutes and 1 hour.

Utah Code § 52-4-201.3 (2023)

The Board does not by allowing public comment endorse any such comment. Therefore, persons providing comment bear any and all legal liability which may arise under governing law from making such comments. For example, defamatory comments about specific individuals may expose the commenter to legal liability from those individuals; similarly, threats of violence towards other individuals may expose the commenter to prosecution.

The public comment period is to allow members of the public to provide input to the Board in its capacity as a legislative body. The public comment period is not a forum for discussion or debate between the Board and members of the public. The Board does not engage in discussion during public comments, but may later follow up on comments made during public comment.

Public hearing

A public hearing is an open meeting at which members of the public are given a reasonable opportunity to comment on a subject of the meeting. The Board shall hold a

public hearing when considering whether to close a school or change the boundaries of a school, when submitting a ballot issue regarding bond authorization or a tax increase, when considering the adoption of the District budget, before authorizing issuance of bonds, and when considering changes to the Board member compensation schedules, as required by statute.

Utah Code § 11-14-318 (2023)

Utah Code § 53G-4-402(23) (2023)

Utah Code § 53G-7-303(3) (2019)

Utah Code § 53G-4-204(2) (2023)

Utah Code § 59-1-1605 (2016)

Interference With Conduct of Board Meetings

Those in attendance at Board meetings are prohibited from interfering with the conduct of the meeting by demonstrations, whether audible or visual or by conduct. Those who do not abide by Board procedures for orderly presentation of comments when permitted may be asked to leave or the Board may use appropriate legal means to remove those disrupting the meeting.

Distribution of handbills, flyers, or other printed materials by members of the public is prohibited during Board meetings. Similarly, members of the public may not circulate petitions or similar requests for participation during a Board meeting.

12. Working with the News Media

School boards can effectively work with the news media to ensure accurate reporting, share information, and maintain transparency. Here are some best practices for school boards to engage with the news media:

- **Establish Relationships:** Build and maintain positive relationships with local journalists and media outlets. Establishing rapport helps foster understanding and trust.
- **Appoint a Media Liaison:** Designate a spokesperson (often the superintendent) or media liaison within the school board or district administration to handle media inquiries and facilitate communication.
- **Be Accessible and Responsive:** The designated spokesperson for the board should be available and responsive to media requests for information or interviews. Timely responses can prevent misinformation or speculation.
- **Provide Accurate Information:** The designated spokesperson should ensure that information provided to the media is accurate, factual, and up-to-date. Avoid speculation or dissemination of unverified information.

- **Be Transparent and Open:** The designated spokesperson should practice transparency by sharing relevant information with the media, especially regarding important decisions, policies, or events within the school district.
- **Offer Opportunities for Engagement:** The board may consider organizing press conferences, media briefings, or interviews to provide insights into school board decisions, initiatives, or key educational issues.
- **Prepare Spokespersons:** Train and prepare designated spokespeople to effectively communicate key messages, stay on topic, and handle difficult questions from journalists.
- **Share Success Stories:** Highlight positive achievements, success stories, and innovative programs within the school district to showcase its strengths and successes.
- **Respect Deadlines and Press Ethics:** The designated spokesperson should honor media deadlines and respect the ethical standards of journalism. Avoid attempting to control the narrative or manipulating information.
- **Address Concerns or Issues Promptly:** Concerns or issues raised by the media should be addressed promptly and accurately, usually delegated to the superintendent. Be open to providing clarification or additional information when needed.
- **Use Social Media and Online Platforms:** Utilize social media and online platforms to share news updates, announcements, and information directly with the public and media.
- **Prepare Press Releases and Media Kits:** Create press releases, media kits, or information packets that provide comprehensive details about important events, policies, or initiatives.
- **Build Long-Term Relationships:** Foster ongoing relationships with journalists beyond immediate needs, establishing a foundation of mutual respect and understanding.

By following these practices, school boards can effectively collaborate with the news media, enhance public understanding, and ensure accurate reporting, ultimately contributing to a positive portrayal of the school district and its initiatives.

13. Reorganizing the School Board

Following each election of new members in even- numbered years, every Utah school board has an opportunity to start over. Utah school boards reorganize by electing or re-electing officers following the election, even if no new members are being seated. After electing officers, the new board is ready to conduct business.

13.1 Seating the New Board

The retiring president can act as temporary chairman for the new board unless someone else is selected, which the board may do at its discretion. The temporary chair retains power until a successor is elected.

The retiring board is generally understood to continue in existence until the new board is organized, and that occurs as soon as the new board elects its own president and vice president and thus becomes a body duly constituted to transact business.

13.2 Oath of office

"The term of office for an individual elected to a local board of education is four years beginning the first Monday in January after the election." "A member of a local board of education is 'qualified' when the member takes or signs the constitutional oath of office" (Utah Cod §20A-14-203).

Each board member, following their election, at the first January board meeting or after being appointed recites the following oath: *"I do solemnly swear (or affirm) that I will support, obey and defend the Constitution of the United States and the Constitution of the State of Utah, and that I will discharge the duties of my office with fidelity"* (Constitution of Utah Article IV, Section 10).

13.3 Election of officers (Utah Code §53G-4-203)

School board officers are the president and vice president, who are elected to two-year terms. These officers are elected at the first local school board meeting in January following a regular school board election.

A president pro tem chairs the organizational meeting of a new board. The president, who must be a member of the board, should be elected first.

Nominations need not be seconded, but may be, to show support for the candidate. If only one member is nominated, the business administrator is instructed to cast a unanimous ballot for that member, who is there upon declared elected. The president pro tem then relinquishes the chair to the newly elected president.

If two or more members are nominated, the election for president and vice president must be by an open vote and not by any form of secret ballot. There is no provision in

the law for a secret vote, and the declared public policy of the state, as expressed in the Open and Public Meetings Act, is that actions of public bodies be taken openly.

Typically, voting continues until one member receives a majority of the votes cast.

The newly elected president then takes over the duties of the chair, and the board proceeds to elect a vice president in the same manner it elected its president. The vice president, who also must be a member of the board, performs the duties of the president when the presidency is vacant or when the president is absent or unable to perform them.

Both the president and the vice president play key roles in the effective functioning of the school board. Individuals selected for these key positions should be fully aware of the responsibilities involved and possess the requisite skills.

13.3.1 Absence of officers

If the president is absent from any meeting or is unable or unwilling to perform his/her duties, the vice president serves as president pro tem.

In the absence of both officers, any other member of the board may be appointed president pro tem.

13.4 Establishing Regular Meetings

All school boards are required to hold regular meetings and public notice of the schedule must be given at least once a year.

13.5 Adoption of Policies

Board policy development and adoption is the primary responsibility of the school board. Every board should have a process for keeping all policies current. This process should include the opportunity for staff and community input. The board's annual agenda should include schedules for both reviewing policy appropriateness and monitoring policy compliance.

School board policies provide the continuity needed by the board and the district during a change in membership on the board. New board members should make it a priority to become familiar with the contents of board policy. (The board should maintain and make available copies of its policy manual to every new board member, as well as to all candidates for the board.)

Moreover, school board meetings cannot be successful unless members of the board agree on procedures for conducting board business. These procedures should be found in board policy.

Unfortunately, new board members often don't know how the board operates or believe they do not have the opportunity to influence how the board operates. They can feel frustrated in their attempts to contribute to the work of the board. Every board member must have the opportunity, through the board policy development, adoption, and review process, to suggest changes in how the board operates.

13.6 Board Structure and Committees

School board committees are most useful in gathering and summarizing information, identifying alternatives, and making recommendations to the full board. However, a committee cannot be empowered to act for the board; its authority is limited to making recommendations or advising the board. A board has no authority to delegate its discretionary powers, even to a committee of board members.

Some school boards create standing committees made up of staff and citizens who are not members of the board. State law requires some committees of this type, including school traffic safety committees.(Utah Code §53G-A-17,18)

13.6.1 Special or ad hoc committees

A special or temporary committee can prove useful, provided it is established for a specific purpose and with a predetermined lifespan. After the committee has made its report and recommendations to the full board, it should be thanked and disbanded. The decision to create a special committee should be made with input from the superintendent to be sure board and staff roles and responsibilities are understood. The charge to the committee should be very clear so that the committee does not misunderstand the extent of its authority.

13.6.2 Citizens' advisory committees

School board governance requires solid connections with the community. One way to do this is through a citizens' advisory committee. These board committees can be used to gather information about community aspirations for its children and its schools. Details and research about creating and working with citizens advisory committees can be explored beyond the scope of this book.

The role of any committee must be purely advisory to the board (or to the administration). Legally binding decisions may be made only by the Board of Education in a properly convened open public meeting. Committee members must understand the advisory and temporary nature of their roles from the outset.

13.7 New Member Orientation

Change is a challenging process for everyone, including School Boards. . Every two years, most school boards experience the addition of at least one new member, and some even undergo a significant shift in their composition with a majority being comprised of new members. This can lead to complex situations arising. To ensure a smooth transition, School Boards should anticipate the inevitability of change and develop plans that take into account both procedural aspects and the dynamics within the Board.

A school board does not function efficiently with members who are not prepared to contribute. The Board, therefore, has a responsibility to both itself and the community to support newly elected members in becoming integrated into the Board team.

New board members must work hard to acquire the factual knowledge, conceptual understanding, and interpersonal skills to do the job well. In addition to individual effort, finding a place on the board calls for teamwork. Many school boards adopt policies for getting the new member(s) "on board" as rapidly as possible. Workshops sponsored by school boards associations or other agencies can help the inexperienced board member become familiar with school board governance, school finance, school law, and other broadly applicable matters. Much of the knowledge a board member needs, however, is available only at the local level in the form of policies, financial statements, minutes of past meetings, administrative procedures, and the like.

The entire school board should take responsibility for encouraging board member development and providing new board member orientation. Training and orientation sessions for new school board members need not involve all members of the board, although even the most experienced veterans could find a "refresher course" helpful. Typically, the superintendent and board president work most closely in orienting new members, with help as needed, from other board members and staff.

School boards are in the business of education. New and experienced board members should take advantage of training and development opportunities to become better board members and to model life-long learning for the students in their district. Some school boards take steps to ensure that new members come on board with early preparation; others have found innovative ways to make new member training useful to a wider audience. Consider the following for example:

- Plan one or a series of orientation sessions with board candidates before the election. The winning candidate will be a jump ahead in the learning process. In addition, the campaign is more likely to focus on worthwhile issues as candidates make use of the accurate information they have acquired.
- Where possible, make formal presentations open and appealing to as many people as possible. Some school districts develop videos or other visual presentations to orient new board members and invite the public to view the presentations.

School boards function properly when members are knowledgeable, develop an understanding of the roles and responsibilities of the school board versus the superintendent and staff and act within those roles.

13.8 Filling Vacancies

Utah state law gives a local school board 30 days, after a vacancy on the board occurs, to appoint another individual to fill the remainder of the vacating board member's term. If the vacancy occurs because of the death of a board member, the board has 45 days to fill the vacancy. Otherwise, the county legislative body or municipal legislative body in a city district could appoint a new board member.

However, if the vacancy occurs more than 14 days before the filing deadline for the next board election and there are still two years remaining of the vacating board member's term of office, the vacancy will be filled by an interim appointment followed by an election to fill a two-year term. In other words, the interim appointee or another eligible candidate must run and be elected to complete the term of the vacating board member.

Two weeks before appointing a person to fill a vacancy, the local school board must give a public notice of the vacancy. The notice must include the date, time, and place of the meeting where the vacancy will be filled, the contact person who is accepting names for consideration, and the deadline for submitting a name. A board member appointed to fill a vacancy must live in the same school board precinct/district as their predecessor (Utah Code §20A-1-511)

Appendix A: Utah Open and Public Meetings Act (2023)

[52-4-101. Title.](#)

[52-4-102. Declaration of public policy.](#)

[52-4-103. Definitions.](#)

[52-4-104. Training.](#)

[52-4-201. Meetings open to the public – Exceptions.](#)

[52-4-201.3. Local school boards – Public comment.](#)

[52-4-202. Public notice of meetings – Emergency meetings.](#)

[52-4-203. Minutes of open meetings – Public records – Recording of meetings.](#)

[52-4-204. Closed meeting held upon vote of members – Business – Reasons for meeting recorded.](#)

[52-4-205. Purposes of closed meetings.](#)

[52-4-206. Record of closed meetings.](#)

[52-4-207. Electronic meetings – Authorization – Requirements.](#)

[52-4-208. Chance or social meetings.](#)

[52-4-209. Electronic meetings for charter school board.](#)

[52-4-210. Electronic message transmissions.](#)

[52-4-301. Disruption of meetings.](#)

[52-4-302. Suit to void final action – Limitation – Exceptions.](#)

[52-4-303. Enforcement of chapter – Suit to compel compliance.](#)

[52-4-304. Action challenging closed meeting.](#)

[52-4-305. Criminal penalty for closed meeting violation.](#)

Appendix B. Utah School Boards Association's Foundational Principles of Effective Governance

As the corporate entity charged by law with governing a school district, each school board sits in trust for its entire community. The obligation to govern effectively imposes some fundamental duties on the board:

- The Board Clarifies the District Purpose

As its primary task, the board continually defines, redefines and articulates district ends to answer the recurring question—who gets what benefits for how much?

- The Board Connects With the Community

The school board engages in an ongoing two way conversation with the entire community. The purpose of the conversation is to enable the board to hear and understand the community's educational aspirations and desires, to serve effectively as an advocate for continuous improvement, and to inform the community of the district's performance.

- The Board Employs a Superintendent and a Business Administrator

The board employs and evaluates two people, the superintendent and business administrator, and holds them accountable for the performance of the school district. The board delegates authority to the superintendent for employing and evaluating district staff.

- The Board Delegates Authority

The board delegates authority to the superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written policies that designate board ends and define operating limits.

- The Board Monitors Performance

The board constantly monitors progress toward district ends and compliance with written board policies.

- The Board Takes Responsibility for Itself

The board, collectively and individually, takes full responsibility for board activity and behavior. Board deliberations and actions are limited to board work, not staff work.

Appendix C. Possible Annual Agenda Items

The following are examples of items that a school board and superintendent may decide to include on the board meeting agenda each month.

The items listed on this "annual calendar" are merely suggested as possibilities. Some items are required by law, and have important deadlines which should be included in any school board's annual agenda. Many of the items listed here may be placed at different times throughout the year.

January

- Swear in newly elected board members (only in odd-numbered years).
- At the first board meeting in January the board shall elect a board president and vice president (only in odd numbered years).
- Swear in the board president and vice president.
- Review board goals and objectives.
- Attend the USBA Annual Conference.

February

- Consider a resolution to sell building bonds.
- Study the need for policy or adequacy of policy in selected areas.
- Review superintendent and business administrator evaluation policy and procedures.

March

- Confirm the sale of building bonds.
- Appoint leader preparation program candidates for next year.
- Approve professional leave requests for next year.
- Study the need for policy or adequacy of policy in selected areas.
- Remind board, superintendent, and business administrator to attend USBA Region meeting.

April

- Present Teacher of the Year awards.
- Establish board meeting schedule for the coming year.
- Review and adjust district fee schedules for the next school year.
- Study need for policy or adequacy of policy in selected areas.
- Report on board's attendance at NSBA convention, including possible new ideas for implementation.

May

- Thank the PTA organization for their volunteer service this school year.

- Approve retirement requests.
- Consider superintendent's recommendations for administrative appointments.
- Review the need for policy in consideration of actions at the Utah State Legislature.
- Review graduation attendance and speaking assignments.
- In closed session the board and the superintendent evaluate the work of the business administrator.

June

- Conduct budget hearings for old and new budgets.
- Adopt final legal budget for current year.
- Discuss and adopt tentative budget for next fiscal year.
- Appoint or re-appoint business administrator (every other year).
- Ratify or reject certified negotiated agreement for the coming year.
- Set administrative salary schedule for the coming year.
- Ratify or reject classified negotiated agreement for the coming year.
- Evaluate School Professional Development Plans, School Improvement Plans, Elementary Reading Achievement Plans, and School Trust Lands Plans.
- Study need for policy or adequacy of policy in selected areas.
- In closed session, evaluate the superintendent.

July

- Appoint or re-appoint superintendent (every other year)
- Set the tax rates for the coming year.
- Study the need for policy or adequacy of policy in selected areas.

August

- Conduct a board self-evaluation (best handled in a training session).
- Study the need for policy or adequacy of policy in selected areas.

September

- Review, evaluate and set board goals (best handled in a training session).
- Review tentative attendance numbers and their ramifications.
- Study the need for policy or adequacy of policy in selected areas.

October

- Review official attendance numbers and their ramifications.
- Review official annual state testing reports
- Study the need for policy or adequacy of policy in selected areas.
- Remind board, superintendent, and business administrator to attend USBA Region meeting.

November

- Approve school calendar for the next school year.
- Study the need for policy or adequacy of policy in selected areas.

- Remind board, superintendent and business administrator to register for USBA State Convention.

December

- Receive and approve or disapprove the Independent Financial Audit Report and report to the public on the district's financial health.
- Approve or disapprove the District Annual Financial Report.
- Study the need for policy or adequacy of policy in selected areas.

Appendix D: Items on Consent Agenda

State law requires the school board to take official action on a wide variety of matters that often include routine duties delegated to the superintendent and staff. However, because many of these duties are essential to the day-to-day functioning of the district, the school board cannot fail to act on them.

The presence of these board duties on the agenda explains in large part why many people may find school board meetings to be dull. Duties in this category include the formal approval of such things as minutes of the previous meeting, bills for payment and all contracts (including employment contracts).

Although most of these essential, but routine tasks fall in the category of "staff work," they can consume an inordinate amount of time at board meetings. In fact, some boards appear to focus their discussions primarily on work that must be (or already has been) performed by the superintendent and other staff. (A good test of whether a task is staff work and a candidate for the consent agenda, is whether the board must rely on the superintendent to put the item on the board meeting agenda).

It does appear that the trend is for boards to spend decreasing amounts of time on these routine actions, perhaps because they find so many other matters demanding their attention. Some boards ensure that required actions are disposed of in short order simply by adopting the superintendent's recommended actions with little or no discussion.

One growing practice is for school boards to roll many of the routine items into a single vote, using what is known as a "consent agenda." That is, members of the board agree that none of the items on the consent agenda requires separate discussion or action. The board adopts all of the measures with one vote.

Boards with consent agendas treat items on that agenda as essentially "staff work" and devote most of their meeting time to dealing with major policy questions, developing goals, refining and checking for compliance with school board policies, and monitoring district progress.

One critical aspect: It is critical that the term "consent" imply that every member consents to the consent agenda. Any member of the board must be empowered to remove any item from the consent agenda to be dealt with separately for any reason or no reason at all. Most boards wisely allow any member to pull any item from the

consent agenda without a vote. Once removed from the consent agenda, an item is then treated the same as any separate agenda item.

On the negative side, it is easy for a board to overlook the importance of clearly communicating to the superintendent and staff what it expects in the handling of these routine consent agenda items. That is, some or all members of the board may have some minimum standards in mind that the staff is expected to meet as a condition for routine board adoption. But if the board does not express those standards in advance, the superintendent and staff have no opportunity to address them.

Waiting until it is time to vote at a board meeting for a member to voice those expectations is a form of second-guessing likely to cause a rift between board and staff. If there is any chance, therefore, that an item placed on the consent agenda might become a topic of board questioning, then the school board should provide the superintendent with policy guidance in advance.

Moreover, the concept of "due diligence" suggests that board members need to know what they are voting upon. For that reason, board members often need to ask questions.

When a board member has questions about any agenda item, including any item on the consent agenda, good practice suggests a telephone call to the superintendent or other knowledgeable administrator who can answer the question. Getting questions answered in advance will save meeting time and should enable the board member to vote yes or no with a clear understanding of the issue.

What are some of the routine board actions that might reasonably be placed on a consent agenda and what sorts of standards might a board establish to govern them? Consider these:

- Approve the annual school calendar.

Board policy can direct the superintendent to develop a calendar that has the support of the teachers union (it may be a negotiated item), provides adequate emergency days, articulates with other key schools and other community groups, and meets all legal requirements. If the board wishes to judge the annual calendar by any other criterion, that criterion should be added to the policy by board vote. With these standards in place and with assurances from the superintendent that the recommended calendar complies with those standards, the calendar should be appropriate for the consent agenda.

- Approve bills for payment.

Bills represent legal obligations and ordinarily must be paid, but the business administrator needs board action authorizing payment. Moreover, routine expenditures

that were included in the budget when the board approved it have, as a policy matter, already been authorized. Any substantial expenditure that is un-budgeted was most likely addressed prior to the actual expenditure (or should have been). If the board is concerned about the staff's spending decisions, the focus should be on standards for such decisions that can be written into policy and the matter addressed as a separate item.

On the other hand, a small district may not have the financial expertise and staffing essential for thorough internal controls. In these situations, board members may feel a need to review expenditures listed among approved bills and to let the superintendent know if they have questions or concerns. (Again, these issues should be handled with a phone call prior to the meeting.) Board members should feel comfortable with the bills, regardless of whether they review them personally or know that they are reviewed with sound internal procedures.

- Approve contracts for goods and services.

Contracts of all kinds must be approved by the board and signed by the board president, including employment contracts as well as contracts for goods and services. Before putting contracts on the consent agenda, it would be prudent for the school board to enact policies that stipulate the dollar amount of contracts that the superintendent can authorize (even though the board must give final approval) and set forth any standards the board might want, such as those banning conflicts of interest and requiring compliance with state laws.

- Approve employment contracts.

Staff positions usually are included in the approved budget, so the only real issue is who will be selected for employment. Wise boards hold the superintendent accountable for hiring and developing a competent staff so they do not become involved in employment decisions. However, such boards often use policy to state their intent for the district to hire the best and avoid favoritism. In the hiring of coaches, for instance, a board might set forth in policy its goals for the athletic program, indicating whether winning is more or less important than wide participation and the teaching of values. If compliance with such policies is checked from time to time, employment contracts may be prudently added to the consent agenda.

- Select textbooks.

Although a school board rarely has the expertise necessary to select textbooks, and would be ill-advised to take this choice away from its teachers and staff even if it did, a board does need to ensure that the selection meets certain standards. First, it may be prudent for board policy to address the process for selecting textbooks, that is, who should be involved in the decision. The board might want to stipulate that no parent group should react unfavorably to the selection, or that textbooks must meet certain

standards of both morality and academic excellence. Once the board's criteria are expressed in policy, the staff can be turned loose with the task of textbook selection. The staff's final choice can be put on the board's consent agenda if the superintendent believes the board's criteria have been met.

- Approve budget and tax levy.

The superintendent and staff must do the heavy work of projecting expenses and estimating income for the annual district budget. Members of the board can pore over the budget and come up with ways to cut a few dollars here and there. However, in the final analysis, the budget belongs to the superintendent and staff. They know most about what is in the budget and they have to live with it. The board must approve a budget and then approve a tax levy to provide the local share of the budgeted revenue. Some boards also work hard at establishing priorities to guide the budget making process.

Budget development involves endless talking and consulting, including a public hearing on a tentative budget. Even the tax levy may require a truth in taxation hearing. Although the discussion may be over by the time the board finally votes to approve, the budget and tax levy probably should not go on the consent agenda. Both items are just too big and too important. However, the district budget needs a clear statement of board policies governing staff choices. That is, does the board insist on a balance between income and expenditures? Is the budget expected to reflect school board goals? What are the criteria by which the school board judges the budget, and can the superintendent assure the board that the budget meets those criteria? Some school boards test the budget primarily by evaluating the assumptions on which the staff based its projections for enrollment, expenses, revenue and other key factors.

Other decisions that a school board might consider for a consent agenda:

- approve employment decisions hiring, transfers, layoffs, notices to remedy, dismissals;
- set salaries (usually as negotiated with unions);
- adopt resolution putting public policy issue on the ballot (i.e., tax rate increase);
- suspend/expel students;
- approve construction and repair of buildings;
- approve school boundary changes.

NOTE: that many of these issues involve weighty choices. Some of them reach the voting stage only after several months of discussion and public and staff involvement. Whether any of these decisions calls for separate action or can go on a consent agenda

probably depends on how big the decision is and the comfort level of the individual board and superintendent.

Avoid the rubber stamp

Regardless of what the board puts on its consent agenda, the board president should regularly explain to the community what is on the agenda, why it is there, the kind of preparation that preceded placement of the issue on the consent agenda, and any relevant board policies governing the matter.

Appendix E: School Board Professional Governance Standards

School board members are elected to represent the community and advocate for all public education students.

These Standards, based on best practice and research, are designed for Local School Boards to use as a common framework of excellence in school board governance.

Duties of the School Board

1. Sets the general direction and expectations of the School District.
2. Hires, supervises, and evaluates the Superintendent and Business Administrator.
3. Determines employee compensation and makes ultimate decisions on hiring and termination.
4. Establishes the District vision, goals, and priorities.
5. Develops, adopts, and revises policies for District and Board operation as required by law and as determined by the Board.
6. Approves a balanced budget that supports District vision and goals, approving all expenditures.
7. Oversees implementation of the District plan, including establishment and operation of schools, and adoption of school curriculum.
8. Ensures accountability and sets clear expectations for administration and staff.
9. Reports as required by law to the Utah State Board of Education and communicates as required with parents.

Utah Code 53G

Effective board members are:

Respectful

- Approach role with integrity
- Treat board members, families, employees, students, and community members with dignity and consideration
- Listen to and acknowledge stakeholder input
- Safeguard confidentiality

Engaged

- Connect community and district by involving families and other stakeholders
- Commit to the work of the board with resilience and a spirit of inquiry
- Are prepared, attentive, and active participants in meetings

Collaborative

- Develop a cohesive board team
- Seek for understanding
- Problem-solve within proper roles
- Support board decisions
- Avoid promoting a personal agenda

Knowledgeable

- Understand and follow state and federal law, administrative rule, and board policy
- Understand board member duties, roles, and responsibilities
- Seek continual improvement through professional development
- Make decisions informed by data

Accountable

- Focus on student achievement
- Communicate data-driven results
- Ensure fiscal responsibility
- Model ethical and transparent behavior
- Build public trust

Advocates

- Champion public education
- Promote student success
- Seek support for local governance and district needs
- Develop relationships with community and state leaders

Appendix F: A Model for Orienting New Board Members

One of the USBA Foundational Principles of Effective Governance states that "the school board takes responsibility for itself," meaning its own procedures, activities and behaviors. An essential part of any board's activities should be the orientation and training of newly elected members.

Following is a comprehensive list of areas that might be covered during the orientation of new school board members. Each school board should review this list to determine what is applicable locally and should take action to ensure that new members are adequately prepared to take their seats at the board table.

Orientation to the Board:

These items are generally the school board's areas of expertise and, therefore, should be the board's responsibility in the orientation process. Often, the board president will take the lead for this part of the orientation process with the assistance of the superintendent and other members of the board.

1. A personal copy of the written board policy manual and explanation of its use development, review, etc., including the following:
 - A copy and explanation of the district's mission, vision, values and beliefs, and/or educational philosophy.
 - A copy and explanation of the district's latest short- and long-range goals, along with related needs assessment results.
 - An explanation of school board organization (including officers and standing or ad hoc committees, if any).
 - An explanation of any policies governing board member conduct and activities (for example, code of conduct, travel expenses, conflict of interest, and professional development).
 - An explanation of how board meetings are conducted, including parliamentary procedures used, Open and Public Meetings Act requirements, placing items on the agenda, superintendent's informational packets, etc.
 - A discussion about the board's need to speak with one voice, the authority of the board vs. the authority of any individual board member, the chain of command, etc.
 - An explanation of board processes, such as gathering community input, monitoring district progress, self evaluation and communication with the media.

2. A historical summary of the board's current work, including how to access minutes from the past year's board meetings.
3. An explanation of the superintendent's informational packets and communication methods.
4. An explanation and list of board and board member development opportunities available throughout the year including USBA's New Board Member Workshop and the Annual Conference.

Orientation to Board/Superintendent Roles and Relationships: These items are generally shared areas of expertise between the board and superintendent, and, therefore, should be a joint responsibility in the orientation process.

1. Clarification of roles and responsibilities including discussion about "who decides" particular types of issues.
2. Explanation of how authority is delegated to the superintendent.
3. Explanation of the administrative procedures manual.
4. A copy of the superintendent's job description and performance-based contract and discussion of how it evolved.
5. A copy of any superintendent evaluation materials and discussion of how and when they are used.
6. An explanation of how communication flows between board members and superintendent and how to use the chain of command.
7. A review of written board policies governing the board/superintendent relationship.
8. Orientation to the District:

These items are generally the superintendent's areas of expertise and responsibility in the orientation process.

1. School Finance
 - A copy of the district's budget. Explanation of how, when and by whom it is prepared; how the district's mission and goals are translated into a dollars and cents plan; where the money comes from, where it goes and how it gets spent.
 - An explanation of financial accountability processes: how funds are accounted for; how expenditures are authorized; what financial reports are provided and how to interpret them, etc.
 - An explanation of the state's financial plan and what it means in terms of local district budget.
 - Data on district per-pupil cost and expenditures.
 - An explanation of the assessed valuation and tax structure of the district.
 - An explanation of the funding process for the school district.

- A description of the district's student enrollment trends and projections.
 - Data on the existing bond indebtedness of the district and when various building debts will expire.
 - Information on federal and state aid to the district's education program.
2. School District Facilities and Transportation
- A list showing the number, location, and condition of schools and other buildings owned and/or operated by the district.
 - An explanation of construction projects contemplated and in process.
 - A description of the district's building maintenance program.
 - An explanation of the student transportation system the number, condition and maintenance program of district-owned vehicles and/or the contract for transportation services.
 - A description of the geographic boundaries and attendance zones of the school district.
3. School Curriculum and Instruction
- An explanation of curriculum standards required by state law and implemented by the State Board of Education.
 - Copies of recent state and/or accrediting agency evaluations.
 - An explanation of the district's overall curriculum program.
 - An explanation of local school improvement initiatives (what, why, who, how).
 - An explanation of the educational organization of the district, including student groupings, departmentalization, team-teaching, shared pupils/teachers, etc.
 - An explanation of how elementary and secondary curricula are coordinated.
 - Student dropout statistics.
 - Information on standardized testing, recent test results and the uses of test results.
 - Data on the percentages of students who go on to college or other post high school programs.
 - Documents showing teacher-pupil ratio and median class size for the district and for appropriate sub-groupings.
 - An explanation of the district's program for exceptional children: those with higher or lower than normal mentality, impaired sight or hearing, and emotional, neurological and other problems.
 - Data on age and condition of textbooks and other school equipment.
 - A description of libraries, technological tools and other instructional materials in use now or planned for the future.
 - A listing of extra- and co-curricular activities in the district.
4. Administration and Staff

- A copy of the job description of the superintendent, business administrator and other top administrators.
 - An organization chart of the school district's management structure.
 - An explanation of personnel recruitment and hiring procedures.
 - A copy of staff salary schedules and fringe benefit programs, including data on average and median salaries of teachers and administrators.
 - Data on staff-administrator ratios.
 - A copy of the district's collective bargaining agreements and a brief history of the recent collective bargaining activities in the district.
 - An explanation of the district's evaluation criteria and procedures for administrators, teachers and support staff.
 - An explanation of the district's orientation program for new teachers.
 - An explanation of the district's staff development program.
5. School-Community Relations
- An explanation of programs, activities and interests of education-oriented groups and associations (i.e., PTA/PTO, booster clubs, education foundations, advisory committees).
 - An explanation of the district's public relations program, how it is coordinated, and what activities regularly take place.

Appendix G: Screening Candidates to Fill a School Board Vacancy

Every school board at one time or another must face the task of filling a vacancy. In many cases, the remaining members find themselves in a recruitment mode, trying to find someone they want who is willing to serve.

However, where two or more people are interested in filling the school board vacancy, the challenge facing the board is obviously quite different. Here the remaining members must make a choice that is bound to displease someone. For boards in this situation, there are some simple procedures that can eliminate the confusion and emotion that often surround screening and choosing appointments and make the process go quickly and smoothly.

It's important to note that a school board has 30 days in which to fill a vacancy (45 in the case of the death of a board member). If the board fails to act within that time, "the county legislative body, or municipal legislative body in a city district, shall fill [the] vacancy by appointment" (Utah Code§ 20A-1-511(1) (b)).

In either case, the appointed member serves until the next regular election, at which time he/she may be elected to a new term. However, if the vacancy occurs more than 14 days before the filing deadline for the next board election and there are still two years remaining of the vacating board member's term of office, the vacancy will be filled by an interim appointment followed by an election to fill a two-year term. In other words, the interim appointee or another eligible candidate must be elected to complete the term of the vacating board member.

The process of screening candidates and making an appointment should have at least two purposes: to ensure selection of the most qualified applicant and to avoid haggling and hard feelings.

In addition, a vacancy presents a school board with a challenge to maintain its standards for excellence and to set an example for the staff. Put another way, if administrators are expected to do a good job of selecting staff members for employment, the board should do a good job of handpicking a board member for appointment.

To begin, members of the board must agree in advance on the qualifications they will seek in a new member. These qualifications can vary from board to board, depending upon how members view their role and the kinds of problems facing the district. One approach is to appoint the candidate who can be of most help to the board. However, this criterion may not be suitable for all boards. One board might place the highest value on intellectual capacity. Another might want someone with influence in the community. In any event, the board should produce a list of attributes that all members can agree on and then use that list to evaluate candidates.

The rating sheet below includes a list of attributes that might be appropriate where the board wants to appoint a person who can most help the board with its work. The list of attributes ranges from "desire to serve" to "knowledge of schools and board organization" to "availability."

Each school board should determine the qualifications it will seek. All members of the board must be committed to the agreed-upon attributes. If each member evaluates candidates by his or her own criteria or standards, the whole board will never agree on an appointee. The result may be an emotional and argumentative process with lingering resentment.

With criteria in hand, the board can set about recruiting and screening, a process that can be carried out in as little as two weeks. Here are the steps:

1. At least two weeks before the local school board meets, the school board shall give public notice of the meeting to fill the vacancy. The notice must identify the date, time, and place of the meeting where the vacancy will be filled, the deadline for submitting a person's name for consideration, and the person to whom the submission must be made.
2. As a whole board, in an open meeting, interview each candidate whose name was submitted for consideration and who meets the qualifications for office. All Interviews and discussions of a person applying to fill an elected position (or potential applicants) must be held in an open meeting. (Utah Code§ 52-4-205). Each board member should use a rating sheet as a guide to asking questions and evaluating responses. Interviews should be designed to determine how well the candidate fulfills the board's criteria.
3. Following the interviews, have each board member individually list all of the candidates who are acceptable—that is, those who meet the qualifications.
4. The board president tabulates the results and determines which candidates show up on all the lists, or at least those who show up most frequently. The aim is to get the top three candidates.

At this point, the board may adjourn to give each member time to consider the top candidates with the intent of making a selection at the next regularly scheduled board meeting. If the 30-day deadline comes before the next regular board meeting, the board will need to schedule a special meeting for the appointment.

Conducting interviews

- The critical part of this process is the interview in which board members must decide how well each candidate measures up. Proper questioning is extremely important.
- For example, in determining a person's level of interest, the board can examine past school activities. Does the candidate take part in parent organizations? Attend board meetings? Has the candidate ever run or board election?
- Candidates might receive credit for experience in fraternal organizations, because this indicates a desire to serve the community. If the candidate can display some knowledge of the schools and how the board functions, a higher score might also be given.
- The board might ask a candidate to identify district priorities. The answer indicates knowledge of the district's direction and major concerns. A candidate might also be expected to know the difference between board work and staff work and to respect the superintendent's role as distinct from the board's role.
- A board might also look for people with different skills and perspectives, such as management experience.

Appendix H: School Board Common Sense

by McKay Jensen, former President of the Utah School Boards Association.

The levels of complexity in public education can be overwhelming for school board members. Local boards are accountable to operate with regulations that come from rules from the State Board of Education, statutes from the State Legislature, and guidelines from the Federal Government. New board members are especially sensitive to the mountains of bureaucratic jargon, mazes of procedures, and conversations filled with too many acronyms.

In response to this complexity, I would like to offer a few simple things that will make your service on a school board a little more pleasant and a lot more productive.

Number 1 - Believe school boards matter and take your position seriously.

Every school board member should have a “big picture” perspective of what can be accomplished through education.

A school board member should believe in public education as a generator of hope, success, and well-being for individuals, families, and communities. You should believe in education as an indispensable solution to economic and social perils.

You should:

- Believe in education as a catalyst for opportunity.
- Believe in education as a disrupter of poverty.
- Believe in education as a facilitator of prosperity.
- Believe in education as a promoter of understanding and decency.
- Believe in education as an enabler of the disabled, a sanctuary for the sufferer, and a vital provider of services to the most vulnerable among us.

You should unequivocally affirm that public education is vitally important to both the immediate needs of your community and your community’s greatest ambitions for the future.

You should respect the power of education enough to come to your meetings on time and be prepared. You should allow the enormity of your responsibility to humble you enough to listen closely and motivate you to speak carefully. School boards make a

difference—if that is a positive difference or a negative difference is largely a function of how serious you take the job.

Number 2 - Embrace gratitude as a critical factor of leadership.

Being involved in public education is often rewarding, but it is also extremely challenging for all involved. It can really be a battle; therefore, you should be just as conscious that tools that can heal wounds are often more powerful than tools that are designed to inflict them.

An article from a division of the Harvard Medical School entitled “Giving thanks can make you happier” defines gratitude as “a thankful appreciation for what an individual receives, whether tangible or intangible,” and states that “with gratitude, people acknowledge the goodness in their lives.” Most importantly, the article summarizes research which shows that “Gratitude helps people feel more positive emotions, relish good experiences, improve their health, deal with adversity, and build strong relationships.” All of these outcomes are crucial for school board members.

School board members should remember that gratitude is a powerful tool to:

1. Help you, and those around you, feel more positive and confident in your decisions.
2. Relish the good that you see happening all around you.
3. Improve not only your own health but to improve the health and function of your board.
4. Deal effectively with the adversity that is here today and the adversity that is sure to come.

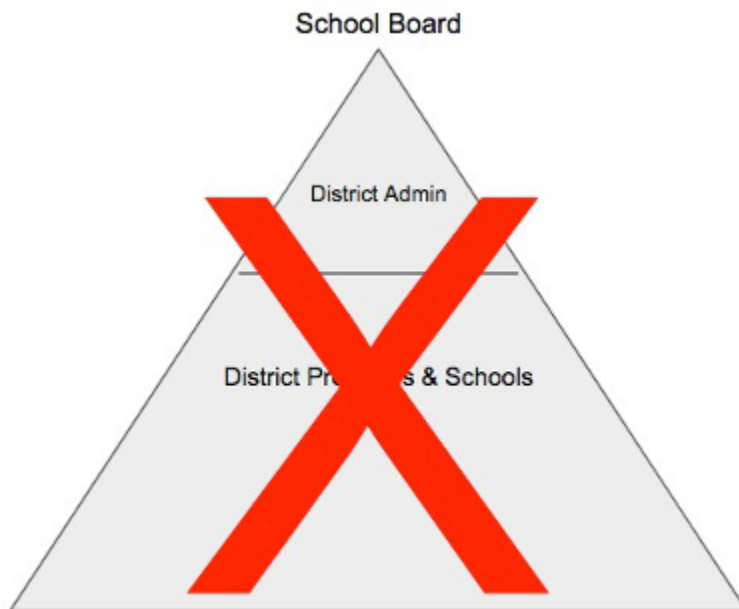
And perhaps most importantly, gratitude can:

5. Build strong relationships with your fellow board members—which will help you solve the problems that arise along the way.

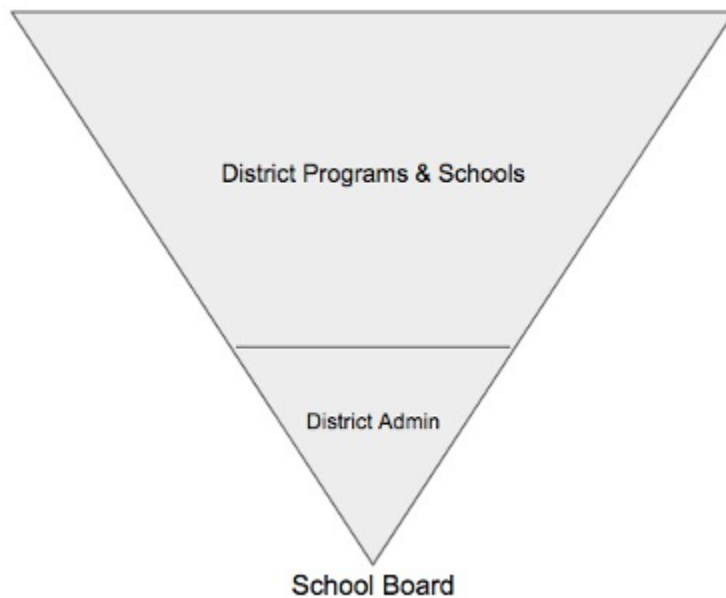
As a school board member, you should thank people publicly, often, and sincerely. You should write thank-notes and even take a little time each day to make mental notes of gratitude just to improve your own well-being and happiness. Practicing gratitude when things get difficult in your work on a school board (and they will get difficult) will make you more optimistic, more energetic, more satisfied, and more successful.

Number 3 - Remember, the success of a school board comes only one way—strength through unity.

Often, when we think of our district leadership structure, we think of the school board, superintendent, and district admin sitting at the top of an organizational pyramid. That concept is incorrect.



School board members should think of their district's leadership structure as almost the direct opposite of that, with the position of the board being at the bottom and the pyramid of the district organization rising up from there.



It is more important for the school board to demonstrate strength sufficient to support the district organization than to simply have the skills to administer the district from the top. Simply put, a school board has a choice to lift a district to new heights or to preside over an organization that slowly erodes from the top.

The strength of a board to lift and support from the bottom only comes from standing firmly together. Yes, there will be differences and disagreements; however, a school board's power truly comes from collaboration, compromise, and collegiality. As has been noted before, "For all practical purposes, a school board exists only while it is convened in a legal meeting" (Coming to Order , Page 62). A school board's authority is, therefore, derived from shared action. The more that authority is used in unity, the more powerful it is. Unity should always be the goal. Detractions from unity should always be recognized as a diminishment of authority and as a depreciation of the district's ability to do good.

This way of thinking about the authority of the school board should be natural for school board members, as the school board truly supports the entire district but actually supervises only two positions, the superintendent and the business administrator. That relationship between the board, the superintendent, and the business administrator is obviously key to the health of the entire district. It is much better to visualize that relationship as the fulcrum of district direction rather than conceive of it as simply the pinnacle of district authority.

Remember:

1. Believe school boards matter and take your position seriously.
2. Embrace gratitude as a critical factor of leadership.
3. The success of a school board comes only one way—strength through unity

These three things are the common sense keys to a school board's success. No one will make you do them, but your success will largely be measured by them.

Duties of the School Board

1. Sets the general direction and expectations of the School District.
2. Hires, supervises, and evaluates the Superintendent and Business Administrator.
3. Determines employee compensation and makes ultimate decisions on hiring and termination.
4. Establishes the District vision, goals, and priorities.
5. Develops, adopts, and revises policies for District and Board operation as required by law and as determined by the Board.
6. Approves a balanced budget that supports District vision and goals, approving all expenditures.
7. Oversees implementation of the District plan, including establishment and operation of schools, and adoption of school curriculum.
8. Ensures accountability and sets clear expectations for administration and staff.
9. Reports as required by law to the Utah State Board of Education and communicates as required with parents.

Utah Code 53G



School board members are elected to represent the community and advocate for all public education students.

These Standards, based on best practice and research, are designed for Local School Boards to use as a common framework of excellence in school board governance.



Ethical Leadership

School Board Professional Governance Standards

Effective board members are:



Respectful

- Approach role with integrity
- Treat board members, families, employees, students, and community members with dignity and consideration
- Listen to and acknowledge stakeholder input
- Safeguard confidentiality



Engaged

- Connect community and district by involving families and other stakeholders
- Commit to the work of the board with resilience and a spirit of inquiry
- Are prepared, attentive, and active participants in meetings



Collaborative

- Develop a cohesive board team
- Seek for understanding
- Problem-solve within proper roles
- Support board decisions
- Avoid promoting a personal agenda



Knowledgeable

- Understand and follow state and federal law, administrative rule, and board policy
- Understand board member duties, roles, and responsibilities
- Seek continual improvement through professional development
- Make decisions informed by data



Accountable

- Focus on student achievement
- Communicate data-driven results
- Ensure fiscal responsibility
- Model ethical and transparent behavior
- Build public trust



Advocates

- Champion public education
- Promote student success
- Seek support for local governance and district needs
- Develop relationships with community and state leaders

Timpanogos Elementary Relocation: Understanding the Decision

Recently, some community members have raised questions about relocating Timpanogos Elementary to the former Dixon Middle School site, particularly as declining enrollment at some schools prompts discussions about possible consolidation. These are reasonable questions. The Board of Education and district leadership team must consider both the responsible use of public funds and the learning environments students need.

Our goal is to explain the reasons for the relocation, the thorough process that led to the decision, community input that informed us, and how the project fits into the district's broader planning. We hope that the Provo community will recognize the care and thoughtful consideration that went into this decision.

Background: How did we get here?

The discussion began in spring 2024, as Dixon Middle School prepared to close and students anticipated moving to Shoreline Middle School that August. District leadership and the Board of Education held four community meetings to discuss two questions: how to address additional building problems identified during the Timpview High School rebuild, and how to use the Dixon property. A postcard was mailed to every Provo household inviting residents to attend.

These meetings took place at Centennial Middle School on May 1, Dixon Middle School on May 6, Timpview High School on May 15, and Provo High School on May 16, 2024.

The district presented several possibilities for the Dixon site, including an elementary school, a dual language immersion magnet school, a career and technical education center, space for district programs, and district offices. Community members also suggested a park or selling the property. Feedback gathered through meetings, conversations, emails, and 637 community survey responses supported keeping a school on the site.

The financial discussions initially included the possibility of two Municipal Building Authority bonds to support the Timpview and Dixon projects. The district's business administrator explained how payments could be structured to limit the annual impact on taxpayers.

As we explored options for the Dixon site further, we also examined several limitations of the nearby Timpanogos Elementary site:

- **Instructional and program needs:** Because Timpanogos uses all of its classrooms for grade level instruction, it needs additional spaces for intervention groups, music, art, and other instructional activities. We built other schools with these intervention spaces in mind, and for our older schools we use empty classrooms to provide this instruction. The needs of Timpanogos also require spaces for social workers, school psychologists, and behavior specialists to work with small groups of students. Currently, these spaces do not exist, which is why these small instructional groups are being held in cramped spaces not designed for students.

- **Student safety and traffic flow.** The small parking lot creates challenges during arrival and dismissal. The school's proximity to 500 West also presents concerns, particularly when a student unexpectedly leaves supervised areas. The Dixon site offers opportunities for better vehicle circulation and greater separation between student activity areas and busy streets. We acknowledge that students who cross 500 West would still need to do so, but the very entrance of the school would be off of a busy road and not near a bus stop.
- **Limited outdoor space.** Timpanogos occupies just five acres and serves approximately 600 students. It is our smallest school site and one of our largest populations. Its limited playground, field, and paved play areas complicate recess and lunch scheduling and restrict opportunities for students to play safely. It is the smallest elementary school site, and you can view these parcel maps at <https://maps.utahcounty.gov/parcelmap/parcelmap.html>. It is important to note that our elementary schools typically do not sit on a single parcel; there are several parcels that make up these schools and it is the total amount of parcels that is used to determine the acreage of our schools. The Dixon site is 8.25 acres, which is similar in size to Rock Canyon and Provo Peaks.

Expanding the existing building would require using more of an already constrained site, further reducing outdoor space or limiting opportunities to improve parking and traffic flow. Relocation offers a way to address these needs together.

Families and community members expressed support for relocating Timpanogos through comments at board meetings and emails to the Board from the spring of 2025 through the fall of 2025 when a final decision was made to move the school. The move also offered a second benefit: the existing Timpanogos building can house district programs currently operating in leased or limited spaces and other offsite locations, including transition services for young adults with disabilities, CAPS, Adult Education, and English as a Second Language programs. It is a benefit for these programs to be on a major road as bus access becomes important for students in these programs. While no decisions have been finalized, we are examining carefully the opportunity to save taxpayer dollars on these leased spaces while providing an adequate permanent home for these programs.

As planning progressed, the business administrator identified approximately \$20 million in building reserves, along with other available funding sources, that could support the project. Based on that analysis, a second Municipal Building Authority bond was considered unlikely to be necessary.

Although some elementary schools have experienced declining enrollment, Timpanogos continues to serve approximately 600 students and has additional demand for its dual language immersion program. Suggestions to transfer some students to lower-enrolled schools must therefore be considered alongside their effects on transportation, neighborhood continuity, program access, and staffing. We are evaluating our Dual Language Immersion programs, but it seems unlikely, with the demand for Spanish and the benefits that the Timpanogos model

provides to its multilingual learners, that the program would be eliminated from this elementary school. The demand is high enough that students are turned away from the program, and the sentiments expressed by the DLI & Boundary Study Parent Committee favor DLI at Timpanogos and even possibly expanding the model to other Title 1 schools.

The decision to relocate Timpanogos grew out of these connected considerations: community input about the Dixon property, the limitations of the current elementary site, opportunities to improve facilities for other district programs, and the available funding. The district's responsibility to address declining enrollment elsewhere continues alongside that decision.

Why is this decision a sound one?

Board members and district leaders believe relocating Timpanogos Elementary is a responsible investment in students and the district's long-term needs. The decision addresses limitations at the current site, preserves a neighborhood school community, and creates opportunities to improve facilities for programs serving students and families throughout Provo.

It provides a better learning environment for students.

The Dixon site allows the district to plan for safer arrival and dismissal, adequate outdoor play areas, and appropriate space for classroom instruction, interventions, social and emotional supports, and specialty programs. These improvements would support approximately 600 elementary students each year and serve future generations for decades.

It supports educational opportunity and neighborhood continuity.

Relocating Timpanogos keeps its neighborhood community together while providing sufficient space to accommodate the small group instruction that is an important aspect of supporting individual student academic achievement. It also allows us to have the space needed for a successful dual language immersion program which includes DLI and traditional classrooms. These opportunities matter when considering how facilities can best support students' learning.

It gives the existing Timpanogos building a valuable new purpose.

The current building can continue serving students even though its site presents limitations for a large elementary school. While final decisions have not been made, the board has discussed repurposing the existing building to provide a central location for several district programs such as:

- **Transition services for young adults with disabilities:** A school setting would provide space for instruction and independent living skills. Our students, parents, and program directors are excited about the possibility of being relocated to this site because of the opportunities it will provide. Proximity to public transportation would support students learning to navigate the community.
- **CAPS:** Dedicated space would better accommodate high school students in a program that has operated with facility limitations.

- **Adult Education and English as a Second Language:** A central location near public transportation would improve access for adult learners and families.
- **Support departments:** Bring district support departments that are currently located in out buildings at Hillside or Grandview to a central location, potentially freeing up property for sale.

Bringing these programs into a district-owned facility offers an opportunity to address needs that extend well beyond the Timpanogos neighborhood. These programs could be accommodated without major renovations to the current Timpanogos building.

It uses existing resources to address long-term needs.

The district's current funding plan draws on approved financing and available building reserves, with the expectation that a second Municipal Building Authority bond WOULD NOT be necessary. The district is in the process of securing a real estate consultant to assist us with assessing our current properties and their values to achieve our educational and financial goals. Repurposing the current school also preserves the value of an existing public asset. Renovation costs, ongoing operating expenses, and any additional program uses must remain part of the district's financial planning.

It allows the district to address enrollment challenges while creating greater equity for the Timpanogos population.

Timpanogos has relatively stable enrollment. Even if boundaries were changed and students at the current building site were sent to other district schools, it would not boost the numbers of these other schools significantly enough to avoid a possible school closure in the future. Keeping DLI at Timpanogos without four classes per grade would recreate inefficiencies seen at other DLI schools and limit educational opportunities for non-DLI students. Meanwhile, demand for Spanish DLI exceeds capacity at Timpanogos, where more than 60% of students are Hispanic. Although busing students to another Spanish DLI school may appear practical, it would divide a neighborhood community and distance students from the relationships and support that strengthen their school experience.

Declining enrollment at other schools warrants continued examination of boundaries, programs, and possible consolidations. Those decisions must account for available capacity, operating costs, transportation, and the effects on students and school communities. Moving Timpanogos forward does not resolve those questions or diminish their importance.

Why not pause the project?

We are moving forward because the relocation addresses safety, space, and educational needs at Timpanogos Elementary while creating opportunities to better serve students and families through the reuse of its current building. Those needs remain relevant as the district evaluates enrollment and potential school consolidations.

In October 2025, the Board approved relocating Timpanogos Elementary to the Dixon site and repurposing the existing building for district programs currently housed in separate or leased

facilities. The new school will replace the current Timpanogos Elementary; it will not increase the number of elementary schools in the district.

A \$70 million Municipal Building Authority Bond was approved to fund the rest of the Timpview High rebuild and a portion of this bond was designated for the design and planning of the new elementary school. Through a competitive selection process that followed all state laws and state and district policies, the district selected Core Architecture and Westland Construction and signed contracts for their services.

During a subsequent discussion about possible school consolidations, two board members requested consideration of a pause. The other five members did not support placing that proposal on a future agenda, and the project moved forward with the board voting to approve the construction manager/general contractor (CMGC) that evening.

Pausing at this stage would create additional costs associated with contractual commitments, project delays, and restarting work if the district ultimately proceeds. Contracts have been signed, plans are underway, and significant work has already been done. Backing out now would cost the district money and undermine our credibility, which would not be fiscally or otherwise responsible. These potential consequences must be weighed against any anticipated benefit of a pause, along with the effect of delaying improvements for students.

We are responsible for both students' educational needs and the careful use of taxpayer dollars. This decision reflects community input gathered since 2024 and a plan to put two district properties to productive educational use. As the work continues, the district will continue to communicate costs, progress, and remaining decisions, recognizing that all Provo residents have a stake in the outcome. But in the end, the students of Provo City School District will be at the center of all that we do.

The district will continue evaluating enrollment, program costs, and possible consolidations. Moving forward with Timpanogos does not remove our responsibility to address those broader challenges. We are moving forward with the relocation to give Timpanogos Elementary a safer, more appropriate space that can better meet students' educational needs, while reusing the current building to support students and families districtwide.

Early Childhood Education Preschool

PCSD School Board Presentation
September 25, 2026



Early Childhood Education Info

- No state or local funds for preschool allocated to the K-12 school system
- Legislative funds are allocated in as competitive grants for private and public preschool / managed by Dept. of Workforce Services
- Individuals With Disabilities Education Act Part C (IDEA): funds students with disabilities
- State and federal Early Childhood Education grants are very unstable
- Educator Licensing
 - Students with Disabilities must be served by a licensed professional in the area which they provide services, including preschool special education



Preschool in Provo School District



Program	Students	Total Served	FTE	Cost & Tuition	Other details
Sunrise <i>Located at Provo Peaks</i>	3 yr 4 yr	97 / 180 105/120	6 FTE ** IAs	*** IDEA	• Students with Disabilities (SWD) and Tuition Opt In Students • Tuition opt in cost is \$45-\$180 depending on program • Transportation provided for SWD outside of Sunrise Boundaries
Title I <i>Located at a few TI Schools</i>	4 yr	108 / 108	3 FTE 3 IAs	\$416,000 - TI funded @ only collect a total \$8,000 tuition \$20/month is charged	• Must reside in boundary of Title I school • Must serve students who are most at risk of meeting standards • Tuition \$20/month • Funded with Title I and some tuition (very minimal in collection) • 3 locations fy27 [<u>FRA</u>-TIMP // <u>SV</u>-AE // <u>PP</u> - PROV - SC] - 108 slots • No transportation provided

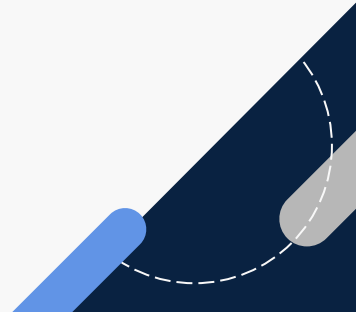


Three options

Option 1: Same Program

Option 2: Consolidate Resources

Option 3: Consolidate and wait for future funds for a West side location



Option 1: Same Program



Pros: Status Quo. Preserves a familiar program structure and avoids the uncertainty that comes with changing services.

Cons: Increased staffing costs and fewer federal funds available for K-6 support in schools

- *5 year trend is an average reduction of .5 - 1 instructional assistant per TI school*

The current cohort model does not consistently serve the students at greatest risk.

- TI funds (if used for prek) must go to *most need*; For PCSD - Screening information is gathered on every student to determine need (academic, behavior, parent, school input); score total = 100; students who fall between 0-70 have high needs; students above 70 generally considered aligned with typical peers. We have students "lower" in score at higher impacted schools that are not served because those classes are full. We have less impacted schools serving "higher" students who are not in the "most need" category.

It also makes teacher collaboration difficult

- One teacher per site; the team meets on Fridays for PLC but day to day collaboration is difficult

Limits the ability to adjust class placements or serve students with disabilities (SWD)

- The exception is speech: all prek speech students are served at their local elementary school
- State law for students with disabilities younger than 4, the classroom teacher needs to have a Sped license



Option 2: Consolidate Resources



Pros: Potential reduction in costs by filling classrooms to capacity in one location, combining resources and lowering per pupil spending.

Bringing staff together would strengthen collaboration across their different areas of expertise.

Transportation would improve access, and resources could be focused on students with the greatest needs. Transportation is already in place for Sunrise for SWD and we can add students to those routes at limited or no cost.

Ability to serve students with most need across the district.** (explain TI guidance for “District” model)

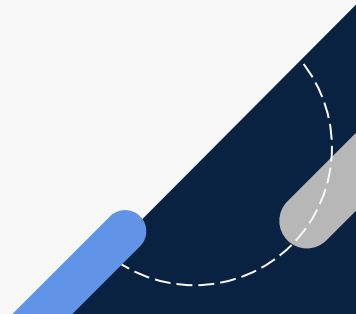
Cons: A centralized location may be less appealing to some families. Serving more students at one site could create unforeseen challenges.



Option 3: Consolidate and wait for future funds: West side location

Pros: The pros of option 2 remain intact. The benefit of running a functioning and full program while legislation is still unsure.

Cons: If funding does not materialize, the district may remain in a centralized model. Expanding to east and west sites later could require substantial investment and face frustration with stakeholders.



Title I Preschool 5 Year Trends

Year	TI Allocation	TI School Allocation <i>*Prek not included</i> TI coordinators, paras, parent engagement	TI Preschool Personnel	Screened	Wait List	Slots Unfilled After Movement	Tuition Collected <i>\$20/month</i>
2022	\$2,803,281	\$1,626,871	\$479,018	204	60	3	\$12,113
2023	\$2,829,213	\$1,677,748	\$547,351	217	73	6	\$8,985
2024	\$2,298,515	\$1,798,720	\$478,567 <i>*adjusted para support from 1.5 to 1</i>	177	39	11	\$10,452
2025	\$2,298,716	\$1,595,403	\$515,017	159	21	19	\$13,995
2026	\$2,308,983	\$1,571,544	\$547,275	142	0	31	\$6,274
2027	\$2,271,947	\$ TBT	\$ 421,000	108	20*	TBT	TBT



Next Steps

Collaboration with leadership teams
to discuss program design & resource
allocation



Questions?



CREDIT GUIDELINES

for Secondary Education



Credit Guidelines for High School Graduation

BOARD OF EDUCATION

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Gina Hales, Vice President

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Emily Harrison

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Superintendent of Schools

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INTRODUCTION

This handbook aims to provide Provo City School District administrators, school counselors, registrars, and other personnel with guidelines that will ensure consistent awarding of credit across the District. If, after consulting this document, you do not find answers to specific questions, please consult with your school principal, a school counselor consultant/specialist, or a school administrator.

I. CREDIT FOR REGULAR COURSEWORK FOR GRADUATION AND RELATED REQUIREMENTS (4410 P1)

This document defines "Regular Coursework" as all courses/programs listed in the Provo City School District (PCSD) Secondary Course Catalog.

A. Graduation Requirements- To graduate from a Provo City School District high school, a student must:

1. Earn the minimum number of credits designated by the Utah State Board of Education (USBE) and the Provo City School District Board of Education.
 - a) Diplomas - Three types of diplomas are available to students. These diplomas meet the requirements set by the State of Utah and the Provo City School District Board of Education.
 - (1) High School Advanced Diploma – Available to students who meet the district requirement of 27 credits. This is the primary diploma of the district. Students are counseled and placed on a track to complete the requirements for this diploma upon entering 9th grade. Its requirements reflect the knowledge and skills needed for success after high school. The additional three credits provide students an opportunity to further develop skills in a particular field of study such as music, health sciences, or engineering.
 - (2) High School Standard Diploma – Available to students who meet the minimum state and district requirement of 24 credits. This diploma is intended to meet the individual needs of students and should only be considered in collaboration with a student's parent and school counselor.
 - (3) Alternate Diploma – Available to a student with significant cognitive disabilities or who has received modifications to state and district graduation requirements through the IEP process. See [Policy 4160](#) for further details.



2. Meet [attendance requirements](#) as designated by the Provo City School District.
3. Civics and Government/Citizenship Course Requirements
 - a) Beginning with the 2025–2026 school year, the Civics Test requirement is no longer in effect.
 - b) Students in the Classes of 2025–2028 (i.e., 2025–26 through 2027–28 school years) are not required to take the Civics Test or complete the new U.S. Government/Citizenship course requirement.
 - c) Starting with the Class of 2029, students must complete:
 - (1) 1.0 credit of American Constitutional Government and Citizenship (two semesters)
 - a. Students must take two distinct semester courses that may not be duplicated to satisfy the requirement. [[State Board Rule 53E-4-205](#)]
4. Complete all graduation requirements prior to commencement exercises in order to participate.
Note: Meeting graduation requirements entitles a student to receive a diploma, but does not necessarily entitle a student to attend commencement. A student may be denied the privilege of attending commencement based on disciplinary action by the school administration. The type of diploma a student receives will be reflected on the student's official transcript. However, no distinction will be made on the diploma certificate presented during the commencement ceremony. Students who have completed the requirements to receive a diploma, regardless of the diploma type, are eligible to participate in the school's commencement ceremony.
5. For more information regarding Early Graduation, see section [V.C.](#)
6. Valedictorian Selection Process (Class of 2028): The selection of the high school valedictorian is based on a prioritized set of academic criteria designed to recognize the student with the strongest overall academic performance. The criteria are applied in the following order:
 1. Cumulative GPA (4.0 Scale): The primary determining factor is the student's cumulative grade point average. The student with the highest GPA, calculated on a 4.0 scale, is given first consideration.
 2. ACT Score: In the event that two or more students share the same GPA, their highest composite ACT scores are compared. The student with the highest ACT score is ranked above the others.
 3. Number of Advanced Courses Completed: If a tie still remains after considering GPA and ACT scores, the total number of advanced academic courses completed – such as AP and CE courses – is used as the next criterion. The student who has completed the greater number of advanced courses receives priority.
 4. CTE Pathway Completion: As a final tiebreaker, if all previous criteria are still equal, preference is given to students who have completed a full Career and Technical Education (CTE) pathway.
 5. Multiple Valedictorians: If a tie still persists after all criteria have been applied, the school will name all tied students as valedictorians.
7. Honors Distinction: The following GPA ranges are used to recognize students for academic excellence. These distinctions highlight consistent academic achievement and dedication to coursework.
 - a) Students earning a 3.8-4. GPA are awarded High Honors.
 - b) Students earning a 3.5-3.79 GPA are awarded Honors.

B. High School Graduation Courses and Credits (4410 P3 and Course Catalog)

Credit is awarded based on a student's participation, mastery of subject matter, and/or attainment of skills. Credit is granted for courses taken in grades 9-12. Credit earned prior to ninth grade may be applied toward graduation with prior authorization after meeting with the School Counselor and approval by the local LEA. Provo City School District requires the "minimum core curriculum" as specified by the [Utah State Board of Education Rule R277-700-6](#), along with the additional course credits listed below for high school graduation.



Based on the Utah State Board of Education (USBE) requirements for high school graduation, Provo City School District requires each student to complete the following courses and credits for high school graduation:

English/Language Arts4.0 Credits - 1.0 Language Arts 9 - 1.0 Language Arts 10 - 1.0 Language Arts 11 - 1.0 Language Arts 12 Core/Applied and Adv courses	Social Studies3.5 Credits - 1.0 World Geography (0.5 beginning class of 2029) - 1.0 World History - 1.0 U.S. History - 0.5 US Government and Citizenship (retires in 2028) - 1.0 American Constitutional Government and Citizenship (beginning class of 2029)
Mathematics**3.0 Credits - 2.0 Foundation/Core credits - 1.0 Additional Foundation/Core or Advanced Applied, or Foundation (AAF) credit	Science3.0 Credits - 2.0 Credits from two different Foundation/Core areas: Earth Science, Biology, Chemistry, Physics, or Computer Science - 1.0 Additional Foundation/Core or Advanced Applied, or Foundation (AAF) credit
Health and Physical Education2.0 Credits - 0.5 Health - 0.5 Participation Skills & Techniques - 0.5 Fitness for Life - 0.5 Individual Lifetime Activity One season of a UHSAA Athletic Participation /Team Sports - If a student participates in a complete season of a UHSAA-sanctioned sport and the LEA determines the sport aligns with course standards, the LEA may award the student .5 units of PE credit. If a student completes an additional season with a different sport and the LEA determines the sport aligns with course standards, the LEA may award the student with another .5 units of PE credit. If a student participates for more than two seasons on a school athletic team, elective credit may still be awarded. - UHSAA athletic participation may be awarded for Participation Skills and Techniques and/or Individual Lifetime Activities. Athletic participation credit does not apply to Fitness for Life.	Fine Arts1.5 Credits Career & Technical Ed.1.0 Credits Digital Studies0.5 Credits General Financial Literacy0.5 Credits Elective Courses*8.0 Credits
TOTAL CREDITS:	27.0 Credits*

Standard Diploma requires only five elective credits, so a diploma requires only 24 credits.

**According to the [Mathematics Competency Board Rule \(R277-700-9\)](#), four years of math may be required for a college degree-seeking student to meet the graduation requirements. Failure to meet this requirement will not prevent a student from earning a Diploma, but will affect their transcript.

- Provo City School District secondary schools will accept credit and grades awarded to students from schools or providers accredited by [Cognia](#) or the Utah State Board of Education. Credit from these approved sources will be posted on Provo City School District transcripts without alteration. [\[State Board Rule R277-705-3-2a\]](#). Provo District institutions shall also accept credit from institutions that are accredited by national, regional, or state accrediting agencies recognized by Cognia. Regional accrediting agencies include the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), Western Association of Schools and Colleges (WASC), the Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (MSA CESS), and New England Association of Schools and Colleges (NEASC).
 - While State Board Rule R277-705-3(10)(a) defines a transcript as including only courses completed, grades and units of credit earned, citizenship, and attendance records, Provo City School District expands this definition to also include a student's cumulative GPA as shown on the official transcript.



2. In addition to fulfilling high school graduation requirements, students should be advised to check college admission requirements, scholarships, and NCAA requirements.
3. Courses should be taken as recommended by the grade level outlined in the Provo City School District Course Catalog.
4. Students may take applied and advanced courses in the 12th-grade English/Language Arts category in lieu of 12th-grade English/Language Arts during their senior year unless they are on a plan to graduate early by the end of their junior year, as approved by the school LEA.

C. Other Guidelines Pertaining to Credits Earned in Local High Schools

1. Credit for Grading Period/Schedule Changes
 - a) To meet accreditation* guidelines and standard instructional time requirements, students seeking high school credit for a course should be enrolled in that class no later than ten school days after the beginning of a grading period. In addition, students seeking high school credit for a course should be transferred or withdrawn from a class no sooner than ten school days before the end of the grading period.
 - (1) **"Accreditation" means the formal internal and external review and approval process under the standards for Cognia. [\[State Board Rule R277-410-1A\]](#).
 - b) If a class change is necessitated after the first ten days of a grading period, the change should only occur within a content area or content level with school LEA approval.
 - c) If a student wishes to withdraw from a class due to extenuating circumstances after the first ten days of the grading period, but before the last ten days of the grading period, a Withdraw (W) should be posted on the high school transcript. A "W" signifies that the student was not in class long enough to be able to complete the necessary coursework to earn credit for that grading period. This is differentiated from a No Grade (NG), which signifies that the student did not meet the requirements to have a grade posted, such as in the case of excessive absences or tardiness.
 - d) Students who transfer from a school ten school days or less before the end of the grading period will receive their final grades from the previous school attended.
2. Students Completing Graduation Requirements the Summer Following Their Senior Year
 - a) All coursework earned toward completion of a regular high school diploma must be completed and submitted to the school registrar by *October 1st* following the student's graduating year. A student unable to meet this deadline is eligible for an adult high school diploma at Provo Adult Education.
3. Partial-Day Schedules
 - a) The Partial-Day Schedule guideline applies when a student combines studies at a District high school with studies at another accredited institution or online learning program and still qualifies for a diploma from the local school. For Annual Daily Membership/Weighted Pupil Unit (ADM/WPU) purposes, the "Partial-Day Schedule" applies to a student who attends school less than a full day, but at least half of the regular school day. In such instances, school administrators and counselors should apply the following guidelines:
 - (1) To complete the Student Release from School Request, a student must first meet with the school counselor and the parent/guardian.
 - (2) Release time for religious instruction counts as out-of-school time. Students must not be on the school campus during times when they have been released from the school.
 - (3) Parents/guardians assume responsibility for the student's progress toward completion of courses taken outside of school and for reporting grades and credit to the school.
 - (4) If students elect to discontinue the partial-day schedule and re-enroll in courses at the school, they may do so contingent upon LEA approval.
4. Residency Requirement



- a) Eligible students will receive a diploma from the high school at which they have been enrolled for an entire semester prior to the date they complete their graduation requirements. Provo City School District students are not allowed to transfer to any high school within the District during the second semester of their senior year unless the transfer is initiated by the school LEA or the parents/guardians move to another school area. Students transferring from out-of-district or out-of-state during the second semester of their senior year are encouraged to complete graduation requirements at the school where they seek to transfer. The school LEA will make a final determination upon reviewing the student's transcripts and verifying that the student has met all graduation requirements established by the Utah State Board of Education and the Provo City School District.
5. Military Children
- a) As per [Utah Code 53A-1-10-1001](#), military children have a claim to a special Student Education Plan for College and Career Readiness considerations when working toward a high school diploma. Considerations may be made in the following areas: transfer of credit, alternative means to acquire coursework, testing requirements, cooperation, and coordination with previous/present educational agencies. Those servicing military students should refer to the code directly for further direction.
6. Dual Enrollment
- a) **Definition:** A "dual enrollment student" is a student who is enrolled simultaneously in either a private school or a homeschool and a public school. The purpose of this rule is to provide consistent statewide procedures and criteria for a homeschool and private school student's participation in a public school course, co-curricular activity, or program. ([R277-438-2](#) and [Utah Code 53G-6-702-5](#).)
- b) **Private School Dual Enrollment (Allowed):** Students who are in regularly established private schools may enroll in up to three (3) periods (less than half-time, 0.499) in the student's Provo City School District boundary school. Students are required to show verification of private school enrollment status. Students are required to be enrolled part-time in the computer system, pay all necessary fees, and follow all public school rules and guidelines. If they wish to enroll in a public school for half-time or more than half-time, their private school full-time status is nullified, and the public school becomes the primary LEA. If a student is still enrolled in the Private School for less than half the day, then an [Affidavit for Homeschool Instruction](#) form is required.
- c) **Homeschool (Allowed):** Students acknowledged for homeschooling by the Board of Education may dual enroll in Provo City School District. Student enrollment must be less than half-time to maintain homeschool status.
- (1) If the student is enrolled for less than half of the regular school day (under 49%), they are primarily a homeschooled student. They may enroll in up to three classes and pay the required fees. An [Affidavit for Homeschool Instruction](#) form is required.
- (2) If the student is enrolled for more than half of the regular school day (50% or more), they are considered a Provo District student on a reduced schedule. They may enroll in four or more classes and pay the required fees. An [Affidavit for Homeschool Instruction](#) is required.
- (3) Using the half-day to determine whether they are in homeschool or public school is a guideline, not a rule
- d) **Public School (Including Online) Dual Enrollment (Allowed with conditions):** For a student to be enrolled in two LEAs at the same time, the LEAs are required to coordinate so that their combined claimed enrollment percentage for the student does not exceed 100%. Special circumstances for this enrollment are outlined below:
- (1) Dual Enrollment within Provo City School District: Secondary students may enroll in a class at another Provo City School District school that is not offered at their boundary school. Coordination with the counselors at both schools is required. The student may need to be given a reduced schedule using a Student Release Form to accommodate transportation needs. Elementary students may not dual enroll within the District.



- (2) Dual Enrollment with Provo City School District and Another LEA: Dual enrollment in this circumstance is allowed in Board rule. If a parent or student desires to enroll in classes from another LEA, the student's enrollment with Provo District must be reduced by the number of classes the student will enroll in at another LEA. The student may access more than 100% enrollment at a time only if they have declared excess enrollment/early graduation status with their primary LEA.
- (3) Co-Curricular Enrollment and Extra-Curricular Activity Participation with Charter Schools: A charter or online school student is eligible to participate in co-curricular and/or extracurricular activities (up to three) not offered by the student's charter school at their boundary (qualifying) school. Online schools sponsored by a traditional school District are not considered charter schools for the purposes of co-curricular enrollment. The Utah State Board of Education Charter School Directory can be accessed at [Utah Schools Directory](#). (Exception: Dual enrollment is allowed if a charter school participates in the Statewide Online Education Program for Grades 6-12.)
- e) **Statewide Online Education Program Dual Enrollment (Allowed)**: According to *Utah Code 53A-15-12-1204* and [Utah State Board of Education R277-726](#), students are eligible to earn up to six high school credits through the Statewide Online Education Program if they are enrolled in Grades 6-12 at a public district school or charter school in Utah. Students attending a private or homeschool and having a custodial parent or legal guardian who is a resident of Utah are also eligible for the program. The approved Statewide Online Education Program providers can be accessed at the [Statewide Online Education Program \(SOEP\)](#). A student enrolled in the program may earn no more credits in a year than the number of credits a student may earn by taking a full course load during the regular school day in the student's primary school of enrollment, unless they meet with the school counselor and acquire LEA approval for an early graduation plan.
 - (1) Students earning high school credit in grades 6-8, through a State Online Education Provider, will need to provide the transcript to the primary LEA to ensure credit is entered on the official high school transcript.
 - (2) Credit for high school can be entered on the official transcript any time after 8th grade.
- f) **Guideline for Distribution of Required and Non-Required Classes for Home and Private-Schooled Students**:
 - (1) [Utah Code 53A-11-102.5](#) provides the legal basis for home and private-schooled students to enroll in public school classes or "dual enrollment."
 - (2) Dual-enrollment rules are further articulated in Utah State Board Rule [R277-438 Miscellaneous Issues. Rule R277-438-5 \(2\)](#), which states: "A dual enrollment student who attends an activity or a portion of the school day is subject to the administrative scheduling and teacher discretion of the public school."
 - (3) The District administration has determined that dual-enrolled students may access required and elective classes in Provo District schools on an equal basis with public school students in accordance with the distribution of classes of a regular enrolled student.
 - (4) The District administration has determined that students who are dual-enrolled in the Statewide Online Education Program courses can access required and elective classes in Provo District schools on an equal basis in accordance with the distribution of classes of a regular enrolled student.
 - (5) Dual Enrollment and Co-Curricular Students may take less than half of the scheduled academic day without a Student Release Form.
 - (6) Students enrolled more than half-time must be enrolled at the school, and a Student Release Form must be completed. (Refer to the Provo City School District Student Services website for the definition of [Dual Enrollment](#)).
- g) **Utah Fits All Scholarship**:
 - (1) PCSD is not a participating vendor for the Utah Fits All Scholarship. Students who want to participate in Utah Fits All are not eligible to use PCSD courses ([Policy 3120 Dual Enrollment](#))



- a) Students enrolled in concurrent enrollment courses will receive either a term grade or a semester grade, depending on the course structure and the recommendation of the partnering university. The final grade will be posted to the student's high school transcript at the conclusion of the applicable grading period or course. Interim grades will not be posted unless required by the course. This practice aligns district grading procedures with university expectations and maintains the integrity of concurrent enrollment agreements between the district and its higher education partners.
- 8. Test for Credit
 - a) Students should exercise caution when using any test-for-credit program for acceleration, enrichment, or make-up credit. Some college and scholarship programs do not recognize test-for-credit courses in their qualification criteria (e.g., NCAA and USHE Scholarship options).
- 9. National Collegiate Athletic Association (NCAA) Clearinghouse Guidelines
 - a) The NCAA home page is available at Want to Play College Sports? - NCAA.org. The "Student-Athlete Registration" link takes students and counselors to the NCAA Eligibility Center, which contains links for students and administrators.
 - b) The *NCAA Guide for the College-Bound Student* is available at GUIDE FOR THE COLLEGE-BOUND STUDENT-ATHLETE.
 - c) To learn more about NCAA core course requirements for eligibility, visit: Core Courses - NCAA.org. This page contains a link that lists available courses offered at a student's primary LEA. Students are advised to verify that the core courses listed are up-to-date with courses offered at the student's boundary school.
 - d) School counselors and students should also note that the NCAA does not recognize packets and some online courses offered for original credit. As a result, the NCAA may deny Division 1 access opportunities to students who have used such programs for either original or make-up credit.
 - e) NCAA guidelines indicate that credit-by-exam courses may not be used to satisfy core-course requirements. Therefore, credit earned through state or district-demonstrated competency assessments does not count toward NCAA Clearinghouse core requirements for eligibility.
 - f) Ultimately, ***the responsibility of tracking if a student is taking the appropriate NCAA-approved courses falls upon the student and their parents/guardians***. They are accountable for ensuring their schedule satisfies the core requirements for NCAA eligibility, as well as online courses taken outside the school, and that they have been approved through the NCAA Clearinghouse.
- 10. National Guard High School Career Training Credit
 - a) Credit may be granted for National Guard high school career training in lieu of either required or elective high school credits. Approval by the District shall be obtained prior to a student's participation in a National Guard training program as follows:
 - b) MIL Form 115 or an equivalent form now or hereafter provided by the National Guard shall be completed and filed with the School District.
 - c) The number of credits toward high school graduation to be granted shall be calculated, agreed upon by the student and an authorized representative of the School District, and such agreement noted on MIL Form 115 or such equivalent form.
 - d) Credit toward high school graduation may be granted by the School District upon certification by a National Guard training unit commander on the completion component of MIL Form 115 or such equivalent form that the student has met all program requirements. See also Policy 4425.

D. Middle School Program of Study

More information can be found in sections [III.A.1.f](#) and [V.B.](#)



Provo City School District Middle School Program of Study		
Required Areas	7th Grade	8th Grade
MATH	GRADE 7 MATHEMATICS 1.0 Credit	GRADE 8 MATHEMATICS 1.0 Credit
ENGLISH LANGUAGE ARTS (ELA)	GRADE 7 LANGUAGE ARTS 1.0 Credit	GRADE 8 LANGUAGE ARTS 1.0 Credit
INTEGRATED SCIENCE	GRADE 7 INTEGRATED SCIENCE 1.0 Credit	GRADE 8 INTEGRATED SCIENCE 1.0 Credit
SOCIAL STUDIES	UTAH STUDIES 0.5 Credit *Some schools may require 1.0 credit.	U.S. HISTORY 1.0 Credit
PHYSICAL EDUCATION (PE)	FITNESS 7 0.5 Credit	FITNESS 8 0.5 Credit
CTE	COLLEGE AND CAREER AWARENESS 1.0 Credit	
HEALTH		HEALTH 0.5 Credit
DIGITAL LITERACY	DIGITAL LITERACY 0.5 Credit Can be taken in either 7th or 8th.	
ART, MUSIC, THEATRE, or DANCE	FINE ARTS 2.0 - 2.5 Credits Can be taken in either 7th, 8th, or both.	
ELECTIVES	ELECTIVES 2.0 - 2.5 Credits Some schools may have required electives. See Additional Considerations below.	
TOTAL REQUIRED MIDDLE SCHOOL CREDITS	14.0 CREDITS	
ADDITIONAL CONSIDERATIONS		
WORLD LANGUAGE	Recommended for students reading on or above grade level and interested in post-secondary education. 1.0 Credit	Recommended for students reading on or above grade level and interested in post-secondary education. 1.0 Credit
FUNDAMENTAL READING	Students who demonstrate proficiency according to the rubric are exempt from the reading requirement and may take an elective.	



	1.0 Credit for each year needed	
DUAL LANGUAGE IMMERSION (DLI)	CULTURE & MEDIA 0.5 Credit	CULTURE & MEDIA 0.5 Credit
ENGLISH LEARNER (EL)	ENGLISH LANGUAGE DEVELOPMENT 1.0 Credit	ENGLISH LANGUAGE DEVELOPMENT 1.0 Credit

II. PROGRAMS OF STUDY

A. Traditional High Schools

1. Provo City School District supports two traditional high school locations and programs. Each operates within a two-semester academic year. Each semester runs on a block schedule (an eight-period schedule composed of two four-period blocks, with each block meeting every other day).
2. Both traditional high schools offer regular, accelerated, and special education levels of coursework, as well as an ample selection of elective course options.
3. Both traditional high school locations offer various student activities and athletic programs. The Utah High School Activities Association (UHSAA) sponsors all athletic teams and competitions. Athletic opportunities are listed on each high school's website and on the [UHSAA](#) website.

B. Online Courses:

1. Online courses are available for students in grades 7-12 through a partnership with Utah Online School.
2. Utah Online offers original credit, grade replacement, credit recovery, and demonstrated competency assessments.
3. To register for online courses, students must meet with their school counselor first and then complete Utah Online's registration form.

C. Focused Graduation Pathway

1. Students who are deficient in credits may earn up to 13 credits by passing the GED. Students must meet the following eligibility requirements. Students must:
 - a) Be at least 16 years old
 - b) Be a junior or senior in high school
 - c) Remain enrolled in high school
 - d) Be significantly deficient in credits:
 - (1) Junior: 6 credits
 - (2) Senior: 3 credits
 - e) Have a 9th-grade reading level
2. Any credits earned by passing the GED will be recorded as Pass on a student's transcript. Students can earn up to:
 - a) 4 language arts credits
 - b) 3 mathematics credits
 - c) 3 social studies credits
 - d) 3 science credits
3. Any credits students have earned in those four subject areas prior to taking the GED may be applied to elective credits to optimize credits earned.



D. Statewide Online Education Program (SOEP)

1. SOEP allows Utah students in one school district to take online courses through another school district that is an authorized SOEP provider.
2. Courses taken through SOEP are part of and not supplemental to a student's course schedule at their high school. Counselors are responsible for ensuring students are not taking more than a full load of courses. If a student requests an SOEP course in excess of a full schedule, the school has the right to reduce the student's school-year schedule so the total credit load stays within that cap. [See Utah State Board Rule [R277-726\(4\)\(5\)](#).
 - a) Summer courses completed through SOEP should be recorded on the student's schedule for the upcoming year (Q1) to ensure accurate membership [[SOEP Manual](#)].
3. Additional information can be found at <https://schools.utah.gov/soep/index>.

E. Provo CAPS

1. The Provo Center for Advanced Professional Studies (CAPS) is a nationally recognized, innovative high school program that immerses students in a professional culture by engaging them in profession-based learning to solve real-world problems for local businesses and community partners. Students fast-forward into their future by using industry-standard tools and being mentored by actual employers, all while receiving high school credit. The curriculum focuses on an active learning model—combining project-based, problem-based, and design-based methods—to cultivate essential professional skills development and an entrepreneurial mindset. Provo CAPS offers courses across four main strands: **Digital Design & Software Development; Business, Marketing, & Entrepreneurship; Engineering & Industrial Design; and Medicine & Health Science.** Each prepares students for high-skill, high-demand careers and post-secondary education.
2. Enrollment: Students must be in the 11th or 12th grade and attend one of the high schools in Provo City School District. Students must be on track to graduate and have good attendance in their home schools. Students who will be a junior or senior during the 2026-27 academic school year are encouraged to apply to Provo CAPS.
3. CAPS is a two-period class that is taken during the last two periods of the same day. It can be taken for one or two semesters, and students are allowed to take different courses (i.e., a student can take Engineering one semester and Medicine and Health Science the next semester).
4. Students work on projects from local business partners and receive 1 CTE credit per semester.

F. Independence High School

1. Independence High School is Provo City School District's alternative high school. It is designed to meet the needs of high school students who did not want to participate in a comprehensive high school extracurricular program. It is for students who want a more direct approach to a high school graduation pathway.
2. Independence High School is available to Provo City School District students and any student seeking registration on a limited-enrollment basis. The Independence Administration reviews applications and then decides if the student is eligible for enrollment based on a variety of factors.
3. Independence High School students must adhere to a strict attendance policy to maintain enrollment.
4. Independence High School is fully accredited. As stipulated by the Provo City School District and Utah State Board of Education, students must earn 24 credits to graduate.
5. Independence High School offers unique schedule options to meet the needs of diverse students. It runs an abbreviated schedule with shorter class periods (6/day) and a later start time to accommodate students.



6. Note: Special education enrollment is limited to Provo District students who complete the enrollment process. (For details, check with your special education department.)

G. Provo Adult Education

1. Seniors who do not have enough credits to graduate with their high school class in June are invited to earn their adult high school diploma at Provo Adult Education (PAE). It is recommended that students stay at their home high school until the end of their senior year. Students may dual enroll at Provo Adult Education. Credit at PAE may be earned through attending classes, directed studies, and/or online courses. Students who complete their graduation credits while attending the Adult Education Program will receive an Adult Education Diploma.
2. Provo Adult Education also accepts out-of-school youth (16, 17, and 18 years of age whose cohort has not graduated) who are officially withdrawn and released from the traditional school day. The completed *GED Candidate and Adult Eligibility Form* with requisite signatures is required for the student's acceptance into this program.
3. Provo Adult Education registration is completed online on the Adult Ed [website](#).
4. Students leaving Provo Adult Education to return to the traditional high school program should work with the traditional high school LEA.
5. GED Testing: PAE offers a GED preparation course. When you pass the GED, you will earn the Utah High School Completion Diploma. Classes are available in the morning, afternoon, and evening. Call the PAE office for specific times and registration information (801-374-4840). Actual GED testing is currently available at Utah Valley University Testing Center.

H. Homebound

1. For information on services for homebound or hospitalized students, please see [Policy 3410](#).

III. TRANSFER CREDIT

A. Transfer Credit from Accredited Institutions

1. In accordance with State Board Rule [R277-705-3-2a](#), Provo City School District secondary schools will accept credit and grades awarded to students from schools or providers accredited by [Cognia](#) or the Utah State Board of Education. Grades will be posted on Provo District transcripts without alteration.
 - a) Credits awarded for courses taken to fulfill graduation requirements may be completed at accredited public or private secondary schools. These credits may be transferred to a Provo City School District secondary school transcript.
 - b) When a student is registered in a Provo City School District secondary school and completes a course of study in another accredited public or private educational program, the student and/or parent is responsible for the official transfer of documentation for a listing of those courses on the school transcript. A school's accreditation status may be viewed at [Cognia - Accreditation Registry Search](#). Questions regarding the accreditation of specific schools/programs that are not accredited by Cognia should be directed to the Provo City School District's Director of Special Programs.
 - c) Grades, credits, and course titles submitted on a transcript from an accredited source will be transcribed to the high school transcript without alteration, as per State Board Rule [R277-705-3-2a](#). Parents and students should consult with a school counselor prior to taking a course to ensure that the course will count toward the desired graduation credit requirement.
 - d) When a student transfers from an accredited institution that only awards credit at the semester, trimester, or the end of the year, the transfer grades or transcripts that they bring from that institution will not post any credit if the student transfers before the end of the semester, trimester,



or at the end of the year. Upon arriving at the Provo City School District, students must be enrolled in a course for a minimum of 30 days to receive credit from a PCSD school.

- e) When a student attends an accredited institution that reports credit in the form of hours instead of numerical credits, the hours reported will be converted to numerical credits according to the Carnegie Unit (120 hours = 1 credit). Proportional credit shall be converted at a rate of .25 credit for every 30 hours reported. If a grade is reported in conjunction with hours, that grade will be posted without alteration. If only hours are reported with no indicated grade, a "P" will be posted in conjunction with the credit.
- f) Students in grades 6-12 may earn credit toward graduation by any of the following methods:
 - (1) Successful completion of credit-bearing courses (in-person or online courses) offered by secondary schools accredited by [Cognia](#) or approved by the State Board of Education.
 - (2) Successful completion of concurrent enrollment classes.
 - (3) For more information regarding high school credit earned in grades prior to grade 9, [see Section V.A.](#)

B. Transfer Credit from Non-Accredited Institutions/Programs

- 1. Provo City School District does not accept transfer credit from non-accredited schools.
- 2. Homeschool students and students transferring from a non-accredited private school, who enter the District between the ninth and twelfth grades, may be eligible for a local high school diploma if they can obtain all required Provo City School District credits from accredited sources by the time their class graduates. The student must live within the boundaries of the school district.
- 3. LEAs may make final decisions on approval for credit requests.
- 4. See [Section VI](#) for Demonstrated Competency.

C. Foreign Exchange Study

Students studying abroad may have their credits accepted toward high school graduation under the following conditions:

- 1. The student and parent shall have an individual Plan for College and Career Readiness with a high school counselor prior to the year abroad and have in writing all conditions, with administrative approval, for credit transfer. Written documentation should include:
 - a) Credits/courses the student needs for graduation.
 - b) A signed statement by a parent acknowledging that some foreign study credit may only count for elective credit if a course does not match the state core guidelines.
- 2. Upon returning from foreign study, before grades and credit are posted, the student must provide the school with an official transcript from the foreign educational institution that includes the following:
 - a) Courses completed.
 - b) Grades for all courses completed.
 - c) The amount of credit/hours earned.
 - d) A description of the grading system used.
 - e) The high school from which the credit is transferred must be accredited by a recognized accreditation organization for that country.
- 3. For more information, see [Student Services Foreign Student Admissions](#).

D. Foreign Non-Resident Students

Foreign exchange students with F1 visas provide a diverse learning environment and enhance the experience of students in our schools. Each year we welcome students from around the globe who are seeking a cultural experience in an American high school, as well as those who may be seeking a high school diploma.

- 1. Certificates of Participation: Foreign exchange students who attend a district high school for only one year (F1) may receive a Certificate of Participation at the completion of the school year and



may be afforded the opportunity to participate in the school's Commencement Ceremony.

2. High School Diploma: Foreign exchange students (F1 and J1) who attend a district high school seeking a high school diploma must complete all credit requirements as dictated by the Utah State Board of Education and the Provo City School District Board. Students may submit a foreign high school transcript for evaluation to transfer previously completed credits.
3. When evaluating an exchange student's potential progress towards earning a high school diploma, schools shall adhere to the Graduation Courses and Credits section outlined in Procedure 4410 P1 and Current Courses Meeting the Criteria for Graduation Requirements in Procedure 4410 P3. In addition, the following guidance is provided:
 - a) Students may receive no more than 1.0 credit for an advanced world language in place of 12th grade ELA. This will permit foreign exchange students to receive no more than 1.0 for their native language. The other 3.0 credits must come from ELA courses.
 - b) Students may NOT receive ELA credit for any ESL course, whether completed in a district school or in an exchange student's home country. Courses that are titled as English on a foreign transcript are typically ESL and may not count towards the ELA requirement for a diploma unless a syllabus is provided demonstrating that the course meets state learning standards for ELA. This applies to all students enrolled in ESL.
 - c) In accordance with federal guidelines, F1 and J1 students do not qualify for ESL or Special Education services and should not be enrolled in these courses.
 - d) Students must complete 1.0 credit in US History and 0.5 credit in US Government.
 - e) Students must complete a math sequence through Secondary Math III or the equivalent of Algebra II.
 - f) Students must complete a minimum of 2.0 credits in foundational science courses.

Any credits that are accepted from a foreign transcript will be recorded as credit only and will be noted as Pass/Fail on a Provo City School District transcript. These credits will not be calculated into a grade-point average and may not be calculated in the formula for Valedictorian/Salutatorian or any graduation honors.

Disagreements or concerns with the acceptance of transfer credits from a foreign transcript may be appealed to the Assistant Superintendent of Secondary Schools by May 1 of each school year. The decision of the Assistant Superintendent shall be final in these matters.
4. For international institutions not accredited by the [Cognia Accreditation Commission, a division of Advance Education Inc.](#), student transcripts will be vetted through the LEA team in consultation with the School Counselor Consultant. See [International Transcript Guidelines](#).

IV. MAKE-UP CREDIT FOR CLASSES FAILED & GRADE FORGIVENESS

A. Make-Up Credit for Classes Failed

The following guidelines should only be applied in cases where a student has failed courses that the student must make up to meet graduation requirements (i.e., F, NG, NC is transcribed on a report card). Credit Recovery courses may not be used for original credit, enrichment, or to improve a GPA for a class that was not failed. Although this grade may be factored into the cumulative GPA, it may not replace the original grade or posting on the transcript.

Provo City School District secondary schools will accept credit and grades awarded to students from schools or providers accredited by Cognia. Credit from these approved sources will be posted on Provo District transcripts without alteration [\[State Board Rule R277-705-3-2a\]](#). Questions regarding the accreditation of specific schools/programs should be directed to the Director of Special Programs in Provo City School District.

Credit recovery credit for any public or private accredited course will be added to a student's high school transcript upon student and/or parent request when accompanied by appropriate documentation. Grades, credits, and course titles submitted on a transcript from an accredited source will be transcribed to the high school transcript



without alteration as per [State Board Rule R277-705-3-2a](#).

1. LEA Credit Recovery Guidelines

The following guidelines are provided for use by a school LEA that develops a credit recovery program as an option for students who need to make up credit for failed courses. Local schools may have the option to offer credit recovery courses over the summer months in accordance with all established guidelines. LEAs shall refer to [Utah Code § 53E-3-501\(7\)\(a\)](#) for all applicable guidance and procedural requirements.

- a) Credit Recovery Programs
 - (1) Credit recovery programs are determined by each high school.
- b) Grading
 - (1) In accordance with 53E-3-501-7a, Pass or Fail (P/F) grades will be awarded for course completion.
 - (2) The program must ensure that grades are appropriately channeled to the school registrar and entered on the student's official transcript.
 - (3) The course grade for credit recovery will not replace the previous grade. If a student wishes to replace the previous grade [[State Board Rule R277-717-3](#)], the [Notification of Intent to Enroll for Course Grade Forgiveness](#) form must be submitted prior to taking the course and be taken for original credit, not recovery credit.
 - (4) Time limits for completion of courses will be left to the discretion of the LEA.
- c) Accountability
 - (1) The school principal is responsible for ensuring the school credit recovery program is viable.

2. Utah High School Activities Association (UHSAA) Eligibility Exception

- a) To maintain eligibility for UHSAA-sanctioned activities, a student must:
 - (1) Earn a minimum GPA of 2.0 in the preceding grading period, and
 - (2) Not receive more than one failing grade.
- b) A failure in a multiple-period course will count as multiple failures. For example, a class that meets for two periods and is failed will count as two failing grades.
- c) Students who do not meet the GPA or pass rate requirements will be ineligible for participation in UHSAA activities during the following grading period.
- d) If the deficiencies occur during the final grading period (4th term) of the school year, eligibility may be restored if:
 - (1) The student completes remediation in the same subject area, and
 - (2) The work is completed prior to the first term of the succeeding school year.
- e) When recalculating GPA for summer remediation:
 - (1) The failing or deficient grade from the last term is replaced with the new grade earned in a summer course in the same subject area.
 - (2) The GPA is recalculated using the same number of total classes from the original term (e.g., divide by 8 if the student had 8 classes).
 - (3) If the makeup course uses a Pass/Fail grading system, the "P" may replace the "F" for eligibility and GPA purposes. The "P" carries no point value but will not be treated as a failing grade.
- f) Grades earned during summer remediation may **not** replace the original grade on the transcript unless:
 - (1) The course was taken for original credit, and
 - (2) A completed application for grade replacement has been submitted and approved.
- g) Eligibility is determined based on posted grades. Grades are considered "posted" once the registrar has finalized and entered all grades electronically. In no case may posting occur more than five school days following the last day of the grading period.
- h) Grade changes made after the posting deadline may **not** restore lost eligibility unless a documented clerical error is identified and corrected.
- i) Some teams may conduct weekly grade checks and apply their own eligibility standards. However:
 - (1) These internal standards do not override official UHSAA eligibility, which is based solely on posted final grades.



- (2) Coaches may choose to suspend student-athletes from practice or play based on performance during a grading period, but this is separate from UHSAA regulations.
- j) For more details, refer to the [UHSAA Scholastic Rule, Section 8](#).

B. Grade Forgiveness/Replacement

1. Students who repeat a course or complete a comparable course with a higher grade may have the prior course and grade excluded from their transcript.
2. Students who have earned a grade of D- or better in a course may repeat a course to improve the grade but may not earn additional credit toward graduation by repeating the course. Students who repeat the course and earn a passing grade forfeit the credit previously earned. Students who repeat the course and then earn an F do retain credit and the higher grade from the previous attempt.
3. Please see [Policy 4420 P2](#) for additional details
4. Original credit will ONLY be accepted from an accredited institution for replacement credit consideration. Pre-approval is required. Both the school principal and the student must confirm the student's intent to enroll for the purpose of replacing a grade already received. [[State Board Rule R277-717-3](#)].
5. Students wanting to use SOEP/SEATS to replace a grade will need to pay a \$150 fee per quarter credit. This can be paid at the PCSD finance office or over the phone by calling 801-374-4864.
6. This rule does not apply to concurrent enrollment classes. Concurrent enrollment courses are college courses, and any change of that grade would have to come from the USHE institution that issued the grade. Students can only take a concurrent enrollment class once as per legislation. To retake a concurrent enrollment class, a student would have to pay full tuition and attend the class on campus.

V. ENRICHMENT/ACCELERATION CREDIT

A. Earning High School Credit Prior to 9th Grade

1. High School requirements successfully completed prior to 9th grade through accredited entities may be eligible for credit toward graduation and can be included on the high school transcript.
2. Per [State Board Rule R277-700-6-9](#), a student who successfully completes a mathematics foundation course before 9th grade is required to earn 3.0 units of additional mathematics in high school.
3. Students must earn a minimum of 27 credits toward graduation during grades 9-12 to maintain the integrity and rigor expected for a High School Diploma, unless there is an early graduation plan.
4. For more information on how to earn high school credit in middle school, see sections [I.C.](#) and [III.A.1.f](#).

B. Early Graduation

5. In the Provo City School District, any student may declare intent to graduate early. An [Early Graduation Form -4410 F1](#) should be submitted by November 15 of the student's senior year.
6. The school LEA has the authority to create an alternative plan within the parameters of state law, District policy, and administrative guidelines.
7. The guidelines and accreditation standards cited in the *Provo District Credit Guidelines Booklet*, "Section III. [Transfer Credit](#)," also apply to this section.



8. Fulfilling high school graduation requirements does not necessarily satisfy NCAA eligibility requirements or qualify the student for admission to the college of their choice. The student should inquire about NCAA eligibility and admissions requirements for the colleges or universities they may wish to attend.
9. Credit earned during the summer between the eighth and ninth-grade years may be applied toward a high school diploma.
10. A student intending to graduate early must complete all mandated requirements for graduation. Some modifications of requirements for purposes of early graduation include:
 - a) World Language Level 3, World Language Level 4, Advanced Placement, Concurrent Enrollment, and International Baccalaureate courses, as well as select Language Arts electives, may count as senior Language Arts credit. For those students graduating early, these Language Arts courses/levels, when taken in the 9th, 10th, and 11th grade, may be applied toward the senior Language Arts credit.
 - b) Although a student cannot concurrently enroll in junior and senior Language Arts, a student enrolled in junior Language Arts may take any senior elective Language Arts course. (This may be individually negotiated with the student's school counselor/administrator, depending upon the acceleration needs of the early graduation student.)
11. For early graduation, Provo City School District accepts credit earned through accredited programs per State Board Rule [R277-705-3-2a](#).
 - a) Students graduating as juniors may have the option to attend commencement exercises in the year they graduate if all graduation requirements are met. However, students will not have the option of returning to the commencement for the senior class, in which they would have graduated.
 - b) Students intending to graduate early may complete the required work during the summer after their junior year. Early graduates will complete a thorough exit interview with their counselor to review all credits and the transcript. A student may not participate in any commencement exercises until all graduation requirements are completed.
 - c) Early graduates in their senior year will have the option of attending commencement exercises with their class. Diplomas will not be available until after commencement. Dates for ordering caps and gowns for graduation practices, etc., are the responsibility of the early graduate.
 - d) A student who chooses early graduation may not participate in athletic, extracurricular, or academic activities after the date the student has completed early graduation requirements. This includes concurrent enrollment courses and Advanced Placement testing.

C. Out-of-District Credit for Enrichment/Acceleration

The following guidelines should be applied in situations when a student enrolled in Provo City School District desires to use credit earned from programs outside the jurisdiction of Provo City School District for graduation. In accordance with Utah State Law, the Utah State Board of Education ([State Board Rule R277-700-1](#)), and the Provo City School District Board of Education requirements, a student must complete all prescribed graduation requirements to receive a high school diploma.

1. All earned enrichment/acceleration courses, credits, and programs should be planned, coordinated, and reviewed with the school counselor.
2. Provo City School District secondary schools will accept credit and grades awarded to a student by any public or private secondary source that is accredited or recognized by Cognia [[State Board Rule R277-705-3-2a](#)] or associated as a member of the International Council of School Accreditation Commissions.
3. When a student is registered in a Provo City School District secondary school and completes a course of study in another accredited public or private educational program, the student and/or parent are responsible for the official transfer of documentation for a listing of those courses on the school transcript. Grades, credits, and course titles submitted on a transcript from an accredited source will be transcribed to the high school transcript without alteration, as per [State Board Rule R277-705-3-2a](#).



D. Military Training

Students completing Military training (summer boot camp) can receive two (2.0) credits:

4. 1.0 credit = Health and Physical Education and/or Health
5. 1.0 credit = Elective Class
6. A certificate of completion from the military branch would need to be submitted prior to granting credit.

VI. DEMONSTRATED COMPETENCY

A. Demonstrated Competency Options and Procedures

The purpose of a Demonstrated Competency Assessment is to provide original first-time credit to students who have not taken a course through an accredited program. Students who choose this option will be given a series of tests where they demonstrate understanding of the Utah State core standards for the credit they are attempting. Students are awarded a letter grade and credit for the **course** based on their competency level. There are no study guides provided for demonstrated competency assessments. There is no penalty for attempting an assessment, and scores will not be recorded if not successful. Demonstrated Competency credits are not NCAA eligible.

1. Through the District's online partnership with Utah Online, students may enroll in a credit recovery course in order to take the pre-test. If a student passes the pre-test, credit will be awarded. It will appear as a Pass on their transcript. There is a \$50 fee for the pre-test, payable at the PCSD financial office or over the phone by calling 801-374-4864

INTERLOCAL AGREEMENT FOR THE LAKEVIEW PARKWAY COMMUNITY REINVESTMENT PROJECT AREA

THIS INTERLOCAL AGREEMENT is entered into as of this _____ day of _____ 2026, by and between the **REDEVELOPMENT AGENCY OF PROVO CITY**, a political subdivision of the State of Utah (the “**Agency**”), and **PROVO CITY SCHOOL DISTRICT**, a political subdivision of the State of Utah (the “**Taxing Entity**”). The Agency and the Taxing Entity may be referred to individually as a “**Party**” and collectively as the “**Parties**”.

A. WHEREAS the Agency was created pursuant to the provisions of Utah redevelopment law, and continues to operate under the Limited Purpose Local Government Entities – Community Reinvestment Agency Act, Title 17C of the Utah Code (the “**Act**”), and is authorized thereunder to conduct project area development activities within its boundaries, as contemplated by the Act; and

B. WHEREAS the Agency created the Lakeview Parkway Community Reinvestment Project Area (the “**Project Area**”) and adopted a project area plan for the Project Area on February 10, 2026 (the “**Project Area Plan**”), which is incorporated herein by this reference, and which includes the legal description and map of the Project Area, pursuant to which the Agency desires to provide for redevelopment within the Project Area; and

C. WHEREAS, the Project is to be located in a portion of the Project Area as shown on **Exhibit A**, attached hereto (the “**Site**”); and

D. WHEREAS the Taxing Entity and the Agency have determined that it is in the best interests of the Taxing Entity to provide certain financial assistance through the use of Tax Increment (as defined below) and other funds in connection with the development of the Project Area as set forth in the Project Area Plan and as allowed by the Act; and

E. WHEREAS the Agency anticipates using tax increment (as defined in Utah Code Annotated (“UCA”) § 17C-1-102(60) (hereinafter “**Tax Increment**”)), created by development within the Project Area, to assist in the project area development within the Project Area as provided in the Project Area Plan; and

F. WHEREAS the Act authorizes the Taxing Entity to consent to the payment to the Agency of amounts equal to all or a portion of the Tax Increment generated from the Project Area for the purposes set forth therein; and

G. WHEREAS in order to facilitate development of the Project, the Taxing Entity desires to pay to the Agency a portion of the Tax Increment generated by development within the Site attributable to the Taxing Entity’s tax levy on taxable property within the Project Area in accordance with the terms of this Agreement; and

H. WHEREAS UCA § 11-13-215 further authorizes the Taxing Entity to share its tax and other revenues with the Agency; and

I. WHEREAS the provisions of applicable Utah State law shall govern this Agreement, including the Act and the Interlocal Cooperation Act, Title 11 Chapter 13 of the UCA, as amended (the “**Cooperation Act**”).

NOW, THEREFORE, in consideration of the mutual promises set forth herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. Tax Increment.

a. Pursuant to the Act and Section 11-13-215 of the Cooperation Act, the Taxing Entity hereby agrees and consents that the Agency shall be paid an amount equal to eighty percent (80%) of the Taxing Entity’s portion of the Tax Increment generated within the Site (the “**Agency Share**”) for fifteen (15) years, for tax years 2027 through 2041 inclusive (the “**Project Area Funds Collection Period**”). The Agency Share shall be used for the purposes set forth in the Act and in the Project Area Plan and shall be disbursed as specified herein. The calculation of annual Tax Increment shall be made using (a) the Taxing Entity’s tax levy rate during the year for which Tax Increment is to be paid and (b) the base year value for purposes of calculating Tax Increment generated within the Site shall be \$4,360,000.00.

b. The Taxing Entity hereby authorizes and directs Utah County officials and personnel to pay directly to the Agency all amounts due to the Agency under this Agreement for the periods described herein.

c. The Agency Share shall be paid to the Agency no later than April 1st of the year following the tax year for which the Agency Share is to be paid.

d. The Agency Share may be paid to the Agency from any funding source available to the Taxing Entity.

e. The total cumulative amount of Agency Share paid to the Agency under this Agreement shall not exceed \$2,480,000.00 (the “**Maximum Amount**”).

f. The Agency Share shall not include any portion of the Tax Increment generated by the Taxing Entity’s tax levy that is attributable to an increase in the Taxing Entity’s tax rate pursuant to Utah Code § 59-2-919 and applicable hearing procedures that occurs after the effective date of this Agreement.

g. The Agency Share does not include any funds generated by development outside of the Site.

h. All Tax Increment generated by the Taxing Entity’s tax levy in excess of the Maximum Amount or for periods beyond the end of the Project Area Funds Collection Period shall be paid by Utah County directly to the Taxing Entity.

i. This agreement is contingent on Provo City entering into an interlocal agreement with the Agency whereby Provo City agrees to contribute at least eighty percent (80%) of Provo City's property tax increment generated within the Site for a term of at least 15 years, under terms substantially similar to this Agreement. Notwithstanding any other provisions of this Agreement, this Agreement shall be null and void if Provo City and the Agency have not approved and executed such interlocal agreement prior to June 30, 2027.

2. **Authorized Uses of Tax Increment and Incentive.** The Parties agree that the Agency may apply the funds collected hereunder to encourage the development of the Project Area as deemed appropriate by the Agency and contemplated in the Project Area Plan, including but not limited to the cost and maintenance of public infrastructure and other improvements located within or benefitting the Project Area, incentives to developers or participants within the project area, administrative, overhead, legal, and other operating expenses of the Agency, and any other purposes deemed appropriate by the Agency, all as authorized by the Act.

3. **No Third-Party Beneficiary.** Nothing in this Agreement shall create or be read or interpreted to create any rights in or obligations in favor of any person or entity not a party to this Agreement. Except for the parties to this Agreement, no person or entity is an intended third-party beneficiary under this Agreement.

4. **Due Diligence.** Each of the Parties acknowledges for itself that it has performed its own review, investigation, and due diligence regarding the relevant facts upon which this Agreement is based, including representations of the Agency concerning the Project and the Project's benefits to the community and to the Parties, and each Party relies upon its own understanding of the relevant law and facts, information, and representations, after having completed its own due diligence and investigation.

5. **Consent to Project Area Budget.** As required by UCA § 17C-5-304, the Taxing Entity consents to the Project Area Budget adopted by the Agency for the Project Area.

6. **Interlocal Cooperation Act.** In satisfaction of the requirements of the Cooperation Act in connection with this Agreement, the Parties agree as follows:

a. This Agreement shall be authorized and adopted by resolution of the legislative body of each Party pursuant to and in accordance with the provisions of Section 11-13-202.5 of the Cooperation Act.

b. This Agreement shall be reviewed as to proper form and compliance with applicable law by a duly authorized attorney on behalf of each Party pursuant to and in accordance with the Section 11-13-202.5(3) of the Cooperation Act.

c. Once executed, a copy of this Agreement shall be filed immediately with the keeper of records of each Party pursuant to Section 11-13-209 of the Cooperation Act.

d. The Chair of the Agency is hereby designated the administrator for all purposes of the Cooperation Act.

e. Following the execution of this Agreement by all Parties, the Agency shall cause a notice regarding this Agreement to be published on behalf of all Parties in accordance with Section 11-13-219 of the Cooperation Act, upon which this Agreement shall become effective.

f. No separate legal entity is created by the terms of this Agreement and no facility, improvement, or other asset shall be jointly owned, jointly acquired, or jointly operated by the Parties to this Agreement.

g. The term of this Agreement shall commence on the publication of the notice described in Section 11-13-219 of the Cooperation Act and shall continue through the date that is 180 days after the date on which all of the final payment as contemplated herein has been paid to the Agency. Notwithstanding any provision in this Agreement to the contrary, this Agreement shall automatically terminate on December 31, 2050.

h. Notwithstanding any provision in this Agreement to the contrary, the total cumulative amount of the Agency Share paid to the Agency shall not exceed the Maximum Amount.

7. **Modification and Amendment.** Any modification of or amendment to any provision contained herein shall be effective only if the modification or amendment is in writing and signed by all Parties. Any oral representation or modification concerning this Agreement shall be of no force or effect.

8. **Further Assurance.** Each of the Parties hereto agrees to cooperate in good faith with the others, to execute and deliver such further documents, to adopt any resolutions, to take any other official action, and to perform such other acts as may be reasonably necessary or appropriate to consummate and carry into effect the transactions contemplated under this Agreement. Further, in the event of any question regarding the calculation or payment of amounts contemplated hereunder, the Parties shall cooperate in good faith to resolve such issue.

9. **Due Diligence.** Each Party acknowledges for itself that it has performed its own review, investigation, and due diligence as to this Agreement, the Project Area, the Project Area Plan, and the expected benefits to the Parties and that each of the Parties has performed such investigation to its satisfaction and relies on its own understanding of the relevant facts and information.

10. **Entire Agreement.** This Agreement constitutes the entire agreement between the Parties hereto pertaining to the subject matter hereof and the final, complete, and exclusive expression of the terms and conditions thereof. All prior agreements, representations, negotiations, and understandings, whether oral or written and whether express or implied, of the Parties hereto are hereby superseded and merged herein.

11. **Governing Law.** This Agreement shall be governed by, and construed and interpreted in accordance with, the laws of the State of Utah.

12. **Interpretation.** The terms “include,” “includes,” “including” when used herein shall be deemed in each case to be followed by the words “without limitation.”

13. **Severability.** If any provision of this Agreement shall be held invalid or unenforceable by any court of competent jurisdiction or as a result of future legislative action, and if the rights or obligations of any Party hereto under this Agreement will not be materially and adversely affected thereby,

- a. such holding or action shall be strictly construed;
- b. such provision shall be fully severable;
- c. this Agreement shall be construed and enforced as if such provision had never comprised a part hereof;
- d. the remaining provisions of this Agreement shall remain in full force and effect and shall not be affected by the invalid or unenforceable provision or by its severance from this Agreement; and
- e. in lieu of such illegal, invalid, or unenforceable provision, the Parties hereto shall use commercially reasonable efforts to negotiate in good faith a substitute, legal, valid, and enforceable provision that most nearly effects the Parties' intent in entering into this Agreement.

14. **Assignment.** No Party may assign any rights, duties, or obligations under this Agreement without the prior written consent of all Parties hereto.

15. **Authorization.** Each of the Parties hereto represents and warrants to the others that the warranting Party has taken all steps, including the publication of public notice where necessary, in order to authorize the execution, delivery, and performance of this Agreement by each such Party.

16. **Time of the Essence.** Time shall be of the essence in the performance of this Agreement.

17. **Incorporation of Recitals.** The recitals set forth above are hereby incorporated by reference as part of this Agreement.

18. **Incorporation of Exhibits.** The exhibits to this Agreement are hereby incorporated by reference as part of this Agreement.

19. **Prior Agreements.** The execution of this Agreement shall be deemed to constitute the termination of any and all prior agreements between the Agency and the Taxing Entity relating to tax increment generated within any portion of the Project Area. All such prior agreements and understandings are hereby terminated and deemed of no further force or effect.

20. **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

ENTERED into as of the day and year first above written.

[Remainder of page intentionally left blank; signature pages follow]

**REDEVELOPMENT AGENCY OF PROVO
CITY**

Craig Christensen, Board Chair

ATTEST:

Heidi Allman, Secretary

Attorney Review for the Agency:

The undersigned, as counsel for the Redevelopment Agency of Provo City, has reviewed the foregoing Interlocal Agreement and finds it to be in proper form and in compliance with applicable state law.

Adam S. Long

[signatures continue on next page]

PROVO SCHOOL DISTRICT

By: _____
Jennifer Partridge, Board President

ATTEST:

Devyn Dayley, Business Administrator

Attorney Review for the Taxing Entity:

The undersigned, as attorney for Provo School District has reviewed the foregoing Interlocal Agreement and finds it to be in proper form and in compliance with applicable state law.

Name:

Site Description and Map

BOUNDARY DESCRIPTION

A PORTION OF SECTION 10, TOWNSHIP 7 SOUTH, RANGE 2 EAST, SALT LAKE BASE AND MERIDIAN LOCATED IN PROVO, UTAH, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT A POINT ON THE NORTH RIGHT-OF-WAY LINE OF LAKEVIEW PARKWAY, LOCATED WEST 2862.39 FEET AND SOUTH 178.55 FEET FROM THE SOUTHEAST CORNER OF SECTION 10, TOWNSHIP 7 SOUTH, RANGE 2 EAST, SALT LAKE BASE AND MERIDIAN, THENCE ALONG THE NORTH RIGHT-OF-WAY LINE OF LAKEVIEW PARKWAY THE FOLLOWING (2) COURSES, THENCE S89°00'59W 405.97 FEET, THENCE SOUTHWESTERLY ALONG THE ARC OF A 980.00 FOOT RADIUS CURVE 7°10'00" (CHORD BEARS: S89°03'59W 483.61 FEET), TO THE EAST RIGHT-OF-WAY LINE OF 2770 WEST STREET, THENCE ALONG SAID EAST RIGHT-OF-WAY LINE OF 2770 WEST STREET, THE FOLLOWING (2) COURSES, THENCE NORTHERLY ALONG THE ARC OF A 473.00 FOOT RADIUS NON-ANNUENT CURVE, TO THE RIGHT 69.64 FEET, THROUGH THE CENTRAL ANGLE OF 98°28'11" (CHORD BEARS: N65°40'00W 69.35 FEET), THENCE N65°40'00W 450.03 FEET, THENCE N67°00'00E 171.95 FEET, TO THE NORTH RIGHT-OF-WAY LINE OF LAKEVIEW PARKWAY AND THE POINT OF BEGINNING.

CHAMPIONSHIP DRIVE

LAKEVIEW PARKWAY

SOUTH 178.65' (TIE)

WEST 2862.39' (TIE)

POINT OF BEGINNING

FOUND SOUTHEAST CORNER SECTION 10, T.7S, R.2E, 2' UTAH COUNTY BRASS CAP (95-38)

N00°29'54"E 2661.69' BASIS OF BEARING

FOUND EAST QUARTER CORNER 10, 11 3' UTAH COUNTY BRASS CAP (95-38)

PROFESSIONAL ENGINEER
CHAD J. HILL
UTAH STATE
077537955

PROVO CITY REDEVELOPMENT
COMMUNITY REINVESTMENT AREA
NOVEMBER 2025

PROVO CITY

REMARKS

Drawing 1
Sheet 1 of 1

provo
PROBLOWN
ENGINEERING

PROVO SCHOOL DISTRICT

RESOLUTION NO. _____

A RESOLUTION APPROVING AN INTERLOCAL AGREEMENT BETWEEN THE REDEVELOPMENT AGENCY OF PROVO CITY AND PROVO CITY SCHOOL DISTRICT REGARDING THE PROVO LAKEVIEW PARKWAY COMMUNITY REINVESTMENT PROJECT AREA.

WHEREAS pursuant to the provisions of the Interlocal Cooperation Act, Title 11, Chapter 13, Utah Code Annotated 1953, as amended (the “**Act**”), public agencies, including political subdivisions of the State of Utah as therein defined, are authorized to enter into mutually advantageous agreements for joint and cooperative actions, including the sharing of tax and other revenues; and

WHEREAS the Redevelopment Agency of Provo City (the “**Agency**”) and Provo City School District (the “**District**”) are “public agencies” for purposes of the Act; and

WHEREAS the Agency adopted a Project Area Plan and a Project Area Budget for the Lakeview Parkway Community Reinvestment Project Area (the “**Project Area**”); and

WHEREAS after careful analysis and consideration of relevant information, the District desires to enter into an interlocal agreement with the Agency (the “**Interlocal Agreement**”) whereby the District consents to the Agency receiving for an extended period of time a portion of the tax increment produced by the District’s levy on real and personal property within a certain portion of the Project Area; and

WHEREAS Section 11-13-202.5 of the Act requires that certain interlocal agreements be approved by resolution of the legislative body of a public agency.

THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE PROVO SCHOOL DISTRICT AS FOLLOWS:

1. The Interlocal Agreement for the Project Area, substantially in the form attached hereto as **EXHIBIT A**, is approved and shall be executed by the District.
2. The Board President shall make such additions, changes, and emendations as the Board President deems necessary prior to the execution of the Interlocal Agreement.
3. Pursuant to Section 11-13-202.5 of the Act, the Interlocal Agreement has been submitted, or will be submitted prior to execution, to legal counsel for review and approval as to form and legality.
4. Pursuant to Section 11-13-209 of the Act and upon full execution of the Interlocal Agreement, a copy thereof shall be filed immediately with the keeper of records of the District.

5. The Interlocal Agreement shall be effective on the date of publication of the notice required by Section 17C-5-205, Utah Code; such notice shall be published by the Agency on behalf of each Taxing Entity according to the terms of the Interlocal Agreement.

6. This Resolution shall take effect upon adoption.

APPROVED AND ADOPTED by the Board of Education for Provo School District on the _____ day of _____ 2026.

PROVO SCHOOL DISTRICT

By: _____
Jennifer Partridge, Board President

ATTEST:

Devyn Dayley, Business Administrator

EXHIBIT A

Interlocal Agreement

2026–2027 Sex/Health Education Committee

The committee's role is defined in [Policy 4023: Sex Education](#)

The committee:

- Reviews videos, guest speakers, presentations, and other supporting materials for alignment with state requirements.
- Approves or disapproves guest speakers, presenters, and their materials before they are used.
- Makes recommendations to the Board regarding proposed sex education instructional materials.
- Reviews adopted materials annually and considers whether their use should continue.
- Provides recommendations to the Board when a district resident appeals adopted materials.
- Meets at least annually, establishes operating procedures, selects officers, designates a chair, and follows the Utah Open and Public Meetings Act.

The **Board of Education retains final authority** to determine which sex education instructional materials are used, except that the committee directly approves guest presenters and their associated materials.

2026-2027 Sex/Health Education Committee Members		
District & Board Representatives		
• Becky Robinson, Health Content Specialist • Judy Rose, Director of Elementary Teaching & Learning • Kimberly Boyd, Middle School Teacher • Clint Wolfe, Elementary Administrator • Tara Buck, Elementary Teacher • Dana Finlayson, High School Teacher • Erin Hoehne, School Nurse • Megan Van Wagenen, School Board Member • Cami White, Secondary Administrator • Ben Young, Social Worker/Psychologist/Counselor		
Parent Members		
Cycle A, Year 1 of 2 • Sunset View: Unfilled • Timpanogos: Unfilled • Provost: Sarah Reimschuessel • Spring Creek: Nohemi Rae • Wasatch: Unfilled • Independence: David Padron	Cycle B, Year 2 of 2 • Amelia Earhart: Cyleste Leslie • Lakeview: Audrey Mangum • Canyon Crest: Lyssandra Harper • Provo Peaks: Elizabeth Wheatley • Centennial: Becky Bundy • Provo High: Doug Gardner & Michelle Wages	Off-Cycle Schools: <i>Parent Representative Cycle Begins in 2027–2028</i> • Franklin • Rock Canyon • Westridge • Edgemont • Edgemont • Shoreline • Timpview

DLI & Boundary Study Parent Committee

Meeting Report from
September 17, 2026

Takeaways from this past month

- Complex – much more than just DLI
- District to provide academic achievement, what are the “premium” programs for the entire district - besides DLI.
- Every child should have equal access to a good education.
- Data doesn't exist to make the hard decision.

Info Requests

- Data on academics- outcomes for students in DLI and non-DLI. Can we see academic data disaggregated?
 - [Data charts](#)

Info Requests

- Need info about whether there really are more IEP and behavioral concerns in the non-DLI class at a DLI school. Is this only anecdotal?
 - [Comparison charts](#)

Info Requests

- What are the correct numbers of DLI students from out of the district? Do out-of-district students create a financial burden?

All Students

DLI Information Schools	Year					Grand Total
	22-23	23-24	24-25	25-26	26-27	
Canyon Crest	269	281	300	315	303	1468
Edgemont	275	271	255	258	267	1326
Lakeview	273	290	292	303	290	1448
Timpanogos	278	269	299	307	307	1460
Wasatch	348	329	302	292	287	1558
Grand Total	1443	1440	1448	1475	1454	7260

These numbers reflect the number of DLI students at each school.

Out of Provo

DLI Information Schools	Year					Grand Total
	22-23	23-24	24-25	25-26	26-27	
Canyon Crest	26	34	34	32	32	158
Edgemont	33	41	38	46	48	206
Lakeview	50	47	52	55	57	261
Timpanogos	20	18	24	24	18	104
Wasatch	29	29	20	19	17	114
Grand Total	158	169	168	176	172	843

What Problem Are We Trying to Solve?

"What is the most equitable way for the District to serve both DLI and non-DLI students and schools?"

- Address issues that arise for the English-only students/teachers/classrooms

Issues that we've identified as most problematic:

- Class sizes and number of classes
- Supporting multiple languages at the secondary level
- School culture
- Financial inequities

Let's explore potential solutions to address the issues

Discussion

Does it matter to families
which language, or just that
there is one?

Does the Language Matter?

The prevailing feedback is that it's about learning a language and the rigor – which language is less important.

The majority of parents seem to select the DLI program that is at their neighborhood school.

Discussion

How many languages
should we have?

How Many Languages?

Not a clear answer on this.

Committee members expressed that languages that connect to our community have more appeal, specifically Spanish.

Keeping all 4 languages seemed more reasonable with a magnet school model.

Disagreement as to how to determine which language to eliminate if we were to do so.

For the Board

Should we create a policy that would guide us in determining the feasibility of keeping a language (or of what triggers eliminating a language)?

Questions for the Next Committee Meeting

What does the Board need to discuss today to
help guide the committee's input?

Discussion

Pros & cons for magnet DLI
school(s):

Busing, English students may need
to go further to their new
neighborhood school.

Is a magnet school an acceptable solution?

Discussion

Pros & cons of keeping DLI at
neighborhood school:

4 classes per grade level, this
could lead to school closures

Is this an acceptable solution? Are families
more likely to support this model or a magnet?

Discussion

Is there value in adding Spanish DLI to schools with high populations of native speakers?

What are the pros & cons?

Next Committee Meeting:
Thursday
October 8
6:00-8:00pm



PCSD Application for Overnight Student Travel

Request Requires Board Approval

4006 F1

Provo City School District				
Application For Overnight Student Travel				
All trips must be submitted AND approved at least 60 calendar days prior to departure.				
Name of School:	TIMPVIEW HIGH SCHOOL			
Group Requesting Trip:	CHAMBER ORCHESTRA, MADRIGALS AND A CAPE			
Advisor/Coach/Teacher:	Russel Oliphant, Marcel Bowman, John Bolton			
Destination:	Anaheim, CA	Distance from Provo: 640 miles		
Dates of Trip:	Departure Date: 2/24/27 pn Return Date: 2/28/27 pm			
Number of School Days Missed:	2 (NOT to exceed 2)			
Number of Students in Group:	F: 75	M: 75	Total: 150	
Number of Adult Supervisors:	F: 8	M: 8	Total: 16	(minimum ratio 1:10)
Did You Send and Receive Parent Consent for Each Participant? Y ☒ N ☐				
Most recent travel: Destination: St George, UT		Date: 2/26	Cost: \$450.00	
Anticipated Costs per Student				
(If no amount is being collected for a particular category, please enter \$0)				
Transportation: \$320.00	Lodging: \$300.00		Food: \$320.00	
Registration Fee: \$0.00	Other: \$460.00			
Estimated Cost Per Student*:	\$ 1400.00			
Less Amount Per Student from Fundraiser:	-\$ 0.00			
Estimated Maximum Cost Per Student:	=\$1400.00		(total student out of pocket)	
* The total prior to fundraising may not exceed \$2000.00 per student.				
Itinerary, transportation, fundraising, and lodging plans are described in detail on attached forms.				
Y ☒ N ☐				
You must include all methods of travel used on the trip.				

Parent Meeting to Discuss Trip Plans

Date of Parent Meeting:	9/15/26	
Number of Parents Approving the Trip:	98	Only One Vote Per Student
Number of Parents Opposing the Trip:	0	
Total Number of Students in Group:	150 max	
Approval %	100	
Have parents signed the consent form?	Y ☐ N ☒	but they will prior to travel
Plan has been made with the Principal for fee waived student:	Y ☒ N ☐	
All trips must be approved 60 days before travel. Exceptions will be approved only when an invitation to a national event or national competition occurs outside of the 60-day deadline. If an exception is requested, a letter from the principal is required.		

This request will not be considered for approval without complete answers to the following questions. Be specific and answer ALL parts of each question:

****If you have handouts that you have provided to parents that clearly address each of these areas, you may attach these documents to this request.**

Request Reduces Board Approval



PCSD Application for Overnight Student Travel

4006 F1

Educational Justification: What are the educational objectives of the trip? Can these objectives be replicated with closer, less expensive travel? Why not? Please be specific.

Students are preparing professional level music for spring festivals and concerts. We will be working in clinic (2 days) with university level band, choir and orchestra directors to improve performance quality. Students will performing in studio rehearsal and recording sessions at Disney Studios.

Standards for Participants: What are the academic and behavioral standards that must be met by participating students? How were students and parents notified of these requirements?

Students are expected to be academically eligible at all times throughout the season. (maintain a 2.0 GPA, with no more than 1 "F" grade)
Students are expected to maintain their attendance eligibility.
Students are expected to act and speak and maintain a positive social media presence that reflects well on the school and community.

Safety: In what ways will you ensure the safety of students while traveling or participating in activities? Describe special instructions to students, supervision guidelines to chaperones, accommodations that are specific to the destination.

Student travel will be contracted with a bonded and insured transportation provider. We will maintain recommended levels of student supervision with approved, fingerprinted and background checked chaperones. Students, parents/chaperones and staff will discuss district policy regarding student safety

Financial: As a school-sponsored activity, fee waivers apply. How will you cover the potential costs of fee waivers or are you expecting the district to offset these costs? What specific fundraisers do you anticipate you will use to offset student costs? Have these fundraisers been approved by your principal with appropriate approval paperwork completed? Attach paperwork.

Students will have the opportunity to participate in multiple fundraisers to meet their financial obligations. We anticipate using SuccessFund to run a donation campaign, stating that we are doing so to cover scholarships and fee waiver expenses. Students will also have the opportunity to sell the Starving Student Cards which is a recurring fund raiser for our department.

Optional: Please provide details of any additional information that you feel is pertinent.

I have read and I agree to comply with all the stipulations contained in PCSD Policy 4006.
Initial here: RO, MB, JB

PCSD Application for Overnight Student Travel



4006 F1

Board Meeting Approval Date (if required):

John Bolton 9/3/26
Advisor's Signature Date

C. White 9/3/26
Principal's Signature Date

Wendy J. Orr 9/16/2020
Superintendent's Signature Date

Board President's Signature Date

Special Conditions that must be met before Superintendent or Board Approval is granted:

INFINITY

TOURS + EVENTS

TIMPVIEW HIGH SCHOOL PERFORMING ARTS

Anaheim, CA

2026-2027 School Year

TRIP INCLUSIONS

- 2 Infinity Tour Hosts
- Hotel Accommodations
- Luxury Charter Bus
- All Meals Included
- University Clinic in Cedar City
- High School Exchange
- 1 Day Disneyland Park - Hopper pass
- Disneyland Workshop
- Performance at a Cathedral
- Santa Monica Pier
- Hard Rock Cafe
- Fiddler on the Roof, Ahmanson Theatre or Dinner Cruise
- LA Philharmonic

PAYMENT SUMMARY

tour cost: **\$1,400**

4 payments will be made to the School Finance Office (see plan below).

possible add-ons:

Grammy Museum+\$15
Warner Bros. Studio Tour+\$60
Academy of Motion Pictures (Oscar Museum) +\$7
Santa Monica Pier Ride Pass+\$25
Double Chaperone Occupancy: +\$295
Single Chaperone Occupancy: +\$680
Optional Travel Insurance: +\$150-\$200

COST BREAKDOWN

- Tour Bus \$320
- Hotel accommodations \$300
- Meals \$320
- Activities \$460

Wednesday, February 24

Meet at Timpview High School^{departing after school}
Depart for Las Vegas
Cedar City Clinic
Pizza Party Dinner
Arrive at Las Vegas Hotel/Check in

Thursday, February 25

Breakfast at Hotel
High School Exchange
Depart for Santa Monica, CA
Rest Stop
Option 1: Lunch at Santa Monica Pier
Free time at Santa Monica Pier
Option 2: Lunch at Balboa Island
Free time at Balboa Island
Optional Night Activities:

- Fiddler on the Roof
- Dinner Cruise
- Medieval Times

Arrive at Hotel

Friday, February 26

Breakfast at Hotel
Morning Activities:
Performance at Cathedral Of Our Lady of our Angels or similar
Lunch at LA Farmers Market
Optional Afternoon Activities:

- The Getty Art Museum
- Griffith Observatory
- Grammy Museum+\$\$
- Oscar Museum+\$\$
- Warner Bros. Studio Tour+\$\$

Dinner at Hard Rock Cafe
LA Philharmonic
Return to Hotel

Saturday, February 27

Breakfast at Hotel
Morning Activity
Disneyland - Park Hopper
\$40 Disney Dining Card for lunch and Dinner
Return to Hotel

Sunday, February 28

Breakfast at Hotel
Depart for Utah
Lunch
Sing for Pleasure at St George Tabernacle
Dinner in Saint George
Arrive at School

HOTEL DETAILS

1 night in Las Vegas, NV
3 nights at Embassy Suites Hotel North Anaheim
3100 E Frontera St. Anaheim, CA 92806
Double Queen rooms with sofa sleeper total (at max occupancy, chaperones 3)
Hot made to order breakfast included daily.
Quote Priced for 26 doubles and 8 kings

Payment 1: **\$560**

Payment 2: **\$560**

Payment 3: **\$140**

Payment 4: **\$140**

Student Payment Plan

Due: August 26, 2026

Due: September 23, 2026

Due: October 28, 2026

Due: January 6, 2027

all payments are non-refundable, all students are obligated to make ALL above payments even if they decide later not to attend.

LEA Specific Licenses Sept 25.2026 Report

School	Last Name	First Name	License Area 1	Endorsement 1	Endorsement 2
District	BOLLINGER	Sydney	SPED DOPL		
CMS	HAWS	Mindy	Secondary	Literacy Intervention	
CMS	ROBINSON	Elena	Secondary	Literacy Intervention	
PHS	ROSE	Janae	Secondary	Math Levek 4	
THS	REICHNER	Chanell	Secondary	Psych or Social Studies Composite	
THS	SNOW	Ethan	Secondary	English as a Second Language	Art History / Social Studies Composite

We have prepared a quote for you

9/8/26 - Security Refresh

Quote # 032196 Version 1

Prepared for:

Provo School District

Prepared by:

Zach Brady

Products

MPN	Product Description	Qty	Price	Ext. Price
BCD Server	BCD212X-PVS-410Y-60T-12 2) INTEL XEON SILVER 4410Y - (4) 16GB DDR5 RAM - (2) 480GB M.2. BCD-SA-IDRAC-ENT-16G DELL IDRAC ENTERPRISE LICENSE 16G SERVERS - "NONCANCELABLE, NON. BCD-SA-BVA-1.6T 1.6TB ENTERPRISE NVME MIXED USE FLASH STORAGE (HHHL) - PCI	5	\$33,056.72	\$165,283.60
02100-001	Axis M4308-PLE - Panoramic Camera, 12 MP sensor with 360° overview, Stereographic lens and Sharpdome 360, Lightfinder, Forensic WDR, OptimizedIR, Support for analytics with deep learning, 4 microphones with voice enhancer - 02100-001	30	\$942.65	\$28,279.50
02634-001	AXIS P3737-PLE - Exterior Panoramic Camera, 4 x 5MP, IR, Deep Learning, SD Slot x 2 - 02634-001	5	\$1,665.15	\$8,325.75
03150-001	AXIS P3275-LVE - High-performance 2 MP dome camera with AI analytics, 3.4 -9.8mm Varifocal Lens - 03150-001	15	\$721.65	\$10,824.75

Subtotal: **\$212,713.60**

Estimated Tax: **\$0.00**

Statement of Work

Deliverable

Resale Only

NASPO PA5125

Tax Exempt

9/8/26 - Security Refresh

Prepared by:

Stone Security, LLC

Zach Brady
+18014008934

Zach.Brady@stonesecurity.net

Ship To:

Provo School District

527 S 1600 W
Provo, UT 84601-3930

Matt Morden

matthewmo@provo.edu

Bill To:

Provo School District

280 West 940 North
Provo, UT 84604

Matt Morden

matthewmo@provo.edu

Quote Information:

Quote #: 032196

Version: 1

Delivery Date: 09/16/2026

Expiration Date: 10/08/2026

Net 30

Quote Summary

Description	Amount
Products	\$212,713.60

Total: **\$212,713.60**

This quote is issued subject to BearCom's standard terms of sale: <https://bearcom.com/terms-of-sale>

Quote valid until expiration date as noted on quote and prices are subject to change.

Video Recording Server pricing valid for 14 days.

Pricing:

Payment of all applicable state and local taxes are the responsibility of the customer. Please verify that all taxes are correct based on your organization and notify Stone Security if any changes are needed.

Quotes and pricing terms are negotiated between Customer and Stone Security and may be unique to the Customer. Therefore, and except as otherwise provided by law, Customer hereby agrees to keep the pricing arrangement confidential for a period of no less than three (3) years from the date of the signed quote. Customer will not use this confidential Information in furtherance of its business, or the business of anyone else, whether or not in competition with Stone Security.

Credit Card payments are subject to a 3% processing fee.

Return Policy:

Purchases are subject to a 30 day return policy on products which are unopened and in new condition. Returns may be subject to a restocking fee depending on manufacturer restrictions. Custom products and open boxes are nonreturnable.

Support:

Systems not covered by a Support Agreement will be billed time and materials.

Warranty:

Stone Security warrants all labor and materials installed at the job site for 90 days from the installation date, excluding normal wear and tear or product abuse. A representative will assess any damage caused by Stone Security. If found to be due to faulty workmanship or materials, Stone Security will repair or replace the defective material at no cost.

Acceptance:

By signing below, you agree to the Pricing, Deliverables, Return Policy and Support of this Quote and are duly authorized to sign on behalf of the Company. Please note that all materials will be invoiced upon quote acceptance or receipt of Purchase Order.

Stone Security, LLC

Provo School District

Signature: _____

Name: Zach Brady

Title: Account Manager

Date: 09/16/2026

Signature: _____

Name: _____

Date: _____

Quote Information:

Quote # 032196 Version 1



American Fork

Ken Garff American Fork Ford
597 E 1000 S
American Fork, UT 84003
(801) 763 - 6800

Jim Elliott
Sales: (801) 763 - 6800
Direct: (801) 362 - 1261
jime@kengarff.com

Deal#: 194137



2025 Ford Expedition
Oxford White | 5 mi | Active 4x4
VIN: 1FMJU1J8XSEA69475 | Stock#: 1FD2759

Provo School District

+1-(801) 374 - 4864 | +1-(801) 897 - 1919 | tinaf@provo.edu
280 W 940 N, PROVO, UT 84604

Cash	\$58,967.00
Tot. Cash	\$0.00 Rebates

Payment Details	Cash
MSRP	\$66,895.00
Dealer Discount	\$7,928.00
Adjusted Sales Price	\$58,967.00
Total Savings	\$7,928.00
Taxes	\$0.00
Total Amount Due	\$58,967.00

X

Customer Signature & Date

X

Jim Elliott | Manager Signature & Date

Payments offered here are all subject to final credit and loan approval from a lending institution. The Retail Price includes accessories and products that must be purchased with the vehicle, but does not include accessories and products you choose to purchase, applicable taxes and licensing fees, a documentary fee, licensing fees. Leases may require an additional cash payment for a Security Deposit. At the end of the lease term, the lessee is responsible for any mileage exceeding the amount specified in the lease agreement, a disposition fee, and any charges for wear and tear on the vehicle as outlined in the lease documents. All prices, specifications, and availability are subject to change without notice.



Public Education Hotline
Policy Series: 7000 Community

Policy No. 7010

Purpose

The Board of Education is committed to promoting integrity, accountability, transparency, and ethical conduct in district operations. The board establishes a confidential reporting process through a State Board of Education Hotline to provide employees, contractors, and members of the public with a means of reporting suspected improper governmental activities. This policy establishes the process for receiving, reviewing, investigating, and resolving hotline complaints while protecting individuals who report concerns in good faith.

Definitions:

Improper governmental activity means conduct involving waste or misuse of public funds, property, or manpower; violations of applicable laws, rules, or regulations; gross mismanagement; abuse of authority; or unethical conduct.

Establishment of the Public Education Hotline

The State Board of Education has established a hotline to provide an avenue for citizens, including district employees and contractors, to report alleged violations of law or State Board of Education regulations, including by members of the board of education.

The board shall maintain a link to the Public Education Reporting Hotline to receive reports of suspected improper governmental activities. This link can be found at the bottom of the home page of the Provo City School District's website and each school's website and is also linked here: [Public Education Report a Concern Hotline](#).

Improper governmental activities include, but are not limited to:

- Waste or misuse of public funds, property, or manpower;
- Violations of applicable federal, state, or local laws, rules, or regulations;
- Gross mismanagement;

- Abuse of authority; and
- Unethical conduct.

The district shall make information regarding the hotline readily available through the district website and other appropriate communication methods.

Filing a Hotline Complaint

Complaints should be submitted in writing using the ~~District's~~ **Public Education's** Hotline Reporting Form whenever practicable. **Hotline complaints go directly to the State Board of Education Internal Audit Department and may be referred back. These complaints are typically forwarded by the State Board of Education's Audit and Fraud Department to Provo City School District's Board President, Board Vice-President, and Superintendent for investigation.**

Complainants should provide sufficient information to permit an appropriate review, including:

- The identity of the person or persons involved;
- A description of the alleged improper governmental activity;
- The date, time, and location of the alleged conduct;
- The names of witnesses, if known; and
- Any documents or other evidence supporting the complaint.

Complaints may be submitted through:

- ~~• The District's online hotline reporting system;~~
- ~~• Email to the designated hotline email address;~~
- ~~• United States Mail to the Board of Education's designated mailing address; or~~
- ~~• Any other reporting method approved by the Board.~~
- **The Public Education's Hotline**
- **Email to the board of education at boardofeducation@provo.edu.**

~~The District may also provide a hotline telephone number for questions regarding the complaint process.~~

Review and Investigation

Upon receipt of a complaint, ~~the Board~~ **board leadership** shall **work with the superintendent to** appoint an investigator or otherwise designate an appropriate individual to conduct a preliminary review.

In determining whether an investigation should proceed, the board or its designee may consider:

- Whether the allegation concerns a person or activity within the board's authority;

- Whether the complaint alleges improper governmental activity;
- Whether the complainant has attempted to resolve the concern through normal administrative procedures when appropriate;
- The seriousness, timing, frequency, and continuing nature of the alleged conduct;
- Whether another governmental agency has jurisdiction over the matter; and
- Whether sufficient information exists to permit an effective investigation.

Following the preliminary review, the investigator shall report to the board regarding:

- The allegations presented;
- Facts supporting or refuting the allegations; and
- A recommendation regarding further action.

The board may:

- Close the complaint without further investigation;
- Authorize a formal investigation;
- Refer the matter to another governmental agency or appropriate authority; or
- Take any other action authorized by law.

If a board member is the subject of the complaint, that board member shall not participate in decisions regarding the complaint. If the complaint is about the superintendent, the superintendent shall not conduct the investigation or participate in decisions regarding the complaint.

When a formal investigation is authorized, the board shall establish the scope of the investigation and appropriate resources necessary to complete the investigation.

If the complainant's contact information is provided to or available to the district, the district must promptly contact the complainant and must document the district personnel that contacted the complainant, the type of contact made (such as phone or email), the date of the contact, and the results of the contact (resolution of the concern or action steps to be taken). The district must make at least two good-faith efforts to contact the complainant. If the district has been unable to contact the complainant after those efforts, the district will proceed to evaluate and respond to the complaint without input from the complainant.

The district shall timely respond to the Internal Audit Division regarding the complaint, as provided below. In addition, to the extent that the investigation discloses conduct which violates district policies or warrants disciplinary action under district policies, the applicable district processes shall be followed. If the district determines that the allegations in the complaint are issues that are the sole responsibility of the district or are allegations that are required to be evaluated according to district policy, the district may provide that response to the Internal Audit Division.

Generally, the district is required to respond to the Internal Audit Division within 45 days of receiving the referred complaint. However, if the complaint relates to prohibited discriminatory

practices, trainings, or submissions as described in Utah Code § 53G-2-103, § 53G-2-104, and § 53G-2-105, the district is required to respond within 14 days of receiving the referred complaint. A complaint is “resolved” when the district’s investigation and evaluation has been completed (it does not mean or require that the findings are satisfactory to any specific individual, entity, or the district). If the complaint has not been resolved within the applicable time, the district will provide an initial response and will then update the Internal Audit Division every 30 days until the complaint is resolved.

Upon completion of the investigation, the investigator shall submit a written report to the board summarizing the investigation, findings, and conclusions. The board shall review the report and determine any appropriate corrective or administrative action. If the complainant did not submit the complaint anonymously, the complainant will be notified of pertinent information that is within the board’s scope to share.

Referrals from the Utah State Board of Education

Complaints referred by the Internal Audit Department of the Utah State Board of Education shall be processed under this policy.

Within forty-five (45) days after receiving a referral from the Internal Audit Department, the district shall provide the required status update or summary to the Internal Audit Department.

Training

The president of the board of education shall ensure that members of the board of education and district administration are trained regarding the requirements of this policy as part of the onboarding process. The training shall use the training and informational materials provided by the Internal Audit Division, available under “Trainings” at: <https://www.schools.utah.gov/internalaudit/index#Public%20Education%20Hotline>

Whistleblower Protection

The district prohibits retaliation against any employee who, in good faith, reports suspected governmental waste, abuse, fraud, violations of law, or other improper governmental activities as provided by law. A district employee is presumed to have communicated in good faith if the employee has given written notice or otherwise formally communicated the conduct to the board of education, a member of the board of education, the superintendent, or to a government official with authority to audit the district.

Nothing in this policy limits any protections or remedies available under the Utah Protection of Public Employees Act or other applicable law.

173
174
175 **Hotline Reporting Form**
176

177 The board adopts the attached **Hotline Reporting Form** as Exhibit 1 to this policy. Hotline
178 Reporting Form as found on the website. The Superintendent or designee may make
179 administrative changes to the form that do not alter its substantive purpose or required content.
180

181
182 **Legal References:**

183 Utah Admin. Rules R277-123-2(3)

184 Utah Admin. Rules R277-123-4

185 Utah Admin. Rules R277-123-7(3) (August 7, 2025)

186 Utah Code § 67-21-3

187 Utah Admin. Rules R277-123-7(5) – (12) (August 7, 2025)

188 Utah Admin. Rules R277-123-4(8) (August 7, 2025)

189 Utah Admin. Rules R277-123-7(1), (2) (August 7, 2025)
190
191
192

193 **Board Approved:**
194
195



School Community Councils Policy Series: 7000 Community

Policy No. 7050

Purposes of Community Councils

The purposes of school community councils are to involve parents or guardians of students in decision making at the school level, improve the quality of education of students, prudently expend School LAND Trust Program money, and increase public awareness of school trust lands and related land policies, management of the State School Fund, and educational excellence.

Definitions:

Digital citizenship means the norms of appropriate, responsible, and healthy behavior related to technology use, including digital literacy, ethics, etiquette, and security.

Formation of School Community Councils

The Provo City School District Board of Education recognizes that parental participation is an essential component in school decision-making. ~~The Board of Education directs each school to establish and maintain a school community council for the purpose outlined in Utah Code referenced below.~~ Unless the board of education has granted an exemption as set out below in Exemption from Council Requirement, each school within the district shall, in consultation with the Board, establish a school community council at the school building level.

In general, community councils are formed to serve specific functions, namely the planning, development and implementation of school improvement and professional development plans for the purpose of increasing student achievement. A school or district administrator may not prohibit or discourage a community council from discussing issues, or offering advice or recommendations, regarding the school and its programs, school district programs, the curriculum, or the community environment for students.

~~In addition, the councils serve to advise and make recommendations to school and district administrators regarding other school and district programs. The board may ask school community councils for information to inform board decisions and may also ask school community councils to address local issues at the school community council level before bringing those issues to the board.~~ Nothing in this policy is meant to supersede the intent of [Utah Code 53G-7-1202](#) that authorizes School Community Councils.

The board shall report approval dates of required plans (listed below) to the State Board of Education.

Role

~~School Community Councils shall:~~

- ~~1. Develop a School LAND Trust Plan that must be focused at the school's most critical need to improve student achievement.~~
- ~~2. Assist in planning and implementation of staff development following district professional development guidelines.~~
- ~~3. Advise and make recommendations to the principal regarding School Improvement Plan, Safe Technology Use and Digital Citizenship, Positive Behavior Interventions and Supports (PBIS), and Behavior Plans, and other school programs.~~
- ~~4. Approve the School Improvement Plan prior to submission to the Board of Education.~~

Duties of School Community Councils

Each school community council shall advise and make recommendations to the school, school district administrators, and the local school board regarding the school and its programs, school district programs, and other issues relating to the community environment for students. School community councils shall report on a plan at least annually to the board and shall cooperate with State Board of Education monitoring and audits.

Councils may also advise and inform the board and other members of the school community regarding the uses of School LAND Trust Program funds. They shall also encourage participation on the council and may recruit potential applicants to apply for open council positions. Councils shall establish clear written procedures which govern removal from office of members who move away or who consistently do not attend meetings, as well as additional

clarifications to assist in the efficient operation of the council consistent with the law and with board rule.

Each school community council shall also:

1. Create a School LAND Trust plan for the school in accordance with [§ 53G-7-1206](#) and as set out below; and
2. Advise and make recommendations to school and district administrators and the school board regarding the school and its programs and the district and its programs.
3. Develop and maintain a Safe Routes to School plan at each Elementary and Middle School in accordance with [§ 53G-4-402](#).
4. Advise and make recommendations for safe technology use and digital citizenship, the school's positive behaviors plan, and other issues relating to the community environment for students.

Each school community shall also provide for education and awareness on safe technology use and digital citizenship that empowers students to make smart media and online choices and students' parents or guardians to know how to discuss safe technology use with their students. To fulfill these duties, a school community council may create a subcommittee and may also partner with one or more non-profit organizations.

To assist the community council in fulfilling these responsibilities, the district and school shall provide the community council with an annual report that outlines the processes and steps the administration implements to provide a safe school environment, including a responsible and safe online experience for students and which includes the data and information necessary to engage the school community council in an annual discussion to fulfill its responsibilities. In addition, the principal shall annually provide the council with a report which summarizes the current safety principles and practices used by the district and school regarding technology and digital citizenship, including (1) information on internet filtering protocols for school and District devices which access the internet, (2) instructional practices, monitoring, and reporting procedures, and (3) and required internet safety training provided to a student and parent by the school or the district.

Legal References

[Utah Code § 53G-7-1202\(2\) \(2026\)](#)

[Utah Code § 53G-7-1202\(1\)\(d\), \(2\) \(2026\)](#)

[Utah Code § 53G-7-1202\(2\) \(2026\)](#)

[Utah Admin. Rules R277-491-7\(1\)\(b\)\(iii\), \(2\) \(February 9, 2026\)](#)

[Utah Code §53G-7-1202\(3\) \(2026\)](#)

[Utah Code § 53G-7-1202\(1\)\(a\), \(e\) \(3\)\(a\)\(iii\), \(b\)\(ii\) \(2026\)](#)

126 [Utah Code § 53G-7-1202\(3\) \(2026\)](#)
127 [Utah Admin. Rules R277-491-7\(3\) \(February 9, 2026\)](#)

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132 **Board Approved:** May 14, 2013
133 Revised: August 24, 2015
134 September 10, 2024
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DRAFT



School Community Council [Protocols](#)
Policy Series: 7000 Community

Policy No. 7050
Procedure 1

Composition of Councils

Each school community council shall consist of school employees (including the school's principal) and parents of students who are attending the school.

The recommended composition of school community councils for high schools is six (6) parent members and four (4) school employee members (including the principal). The recommended composition of school community councils for other schools is four (4) parent members and two (2) employee members (including the principal). The school community council is not required to have the recommended composition and can by majority vote of a quorum of the council determine how many members the council will have, provided that there are at least two (2) school employee members and there are at least two (2) more parent members than school employee members, [and the school community council documents the vote in its rules of order and procedure.](#)

[The recommended membership of a high school community council is six \(6\) parent members and four \(4\) school employee members. For all other schools, the recommended membership is four \(4\) parent members and two \(2\) school employee members. In each case, the principal is included among the school employee members.](#)

[A council may establish a different membership size by a majority vote of a quorum, provided the council includes at least two \(2\) school employee members and at least two \(2\) more parent members than school employee members. The council shall document the vote in its rules of order and procedure.](#)

The number of parent members of a school community council who are not educators employed by the school district shall exceed the number of parent members who are educators employed by the school district. If, after an election, the number of parent members who are not educators employed by the school district does not exceed the number of parent members who are

educators employed by the school district, the parent members of the school community council shall appoint one or more parent members to the school community council so that the number of parent members who are not educators employed by the school district exceeds the number of parent members who are educators employed by the school district.

Each community council shall elect a chair from its parent members and a vice chair from its parent members or school employee members other than the principal.

Notice of Available Community Council Positions

At least 10 days before the date of a community council election, the principal of the school, or the principal's designee, shall provide notice to each school employee or parent of the opportunity to vote in, and run as a candidate in, the election. The notice shall include:

1. the dates, times, and location of the election;
2. a list of council positions that are up for election;
3. instructions for becoming a candidate for a community council position;
4. the location where a ballot may be cast; and
5. the means by which a ballot may be cast, whether in person, by mail, or by electronic transfer.

At least once per year, on or before October 20, the principal shall post on the school website an invitation to parents to serve on the school community council, the dollar amount the school receives each year from that program, a copy or link to the school's current Teacher and Student Success Plan, approved minutes of the school's council meetings for at least a year, a proposed council meeting schedule for the year; a means to directly contact the members of the school community council; a copy of or a link to the school's plan or final report for the most recent two years, consistent with [Utah Code § 53G-7-1206](#); and a copy of or link to the school's current year plan.

Selection of School Employee Members

The principal shall serve as an *ex officio* member with full voting privileges. A school administrator may not serve as chair or vice chair of the school community council.

Employee members shall be elected by secret ballot by a majority vote of the school employees. The employee member election shall be held in the same season as the election for parent or guardian members. The principal, or the principal's designee, shall oversee the elections. Results of the election shall be made available to the public upon request.

If the number of employee candidates is less than or equal to the number of open employee positions, no election is required.

If an employee position on the council remains unfilled following an election or after appointment when no election is required, the other employee members of the council shall appoint an employee to fill the position.

Selection of Parent Members

Parent members shall be elected by secret ballot by a majority vote of those voting in an election held at the school. Only parents of students attending the school are eligible to vote in this election. However, when elections are held in the spring, parents of students who will be attending the school in the fall are eligible to vote and to be candidates. Ballots cast in this election shall be deposited in a secure ballot box.

If the number of parent candidates is less than or equal to the number of open parent positions, no election is required.

School community councils may establish procedures that allow for ballots to be clearly marked and mailed to the school in the case of geography or school distances that would otherwise discourage parent participation. Hand-delivered or mailed ballots shall meet the same timelines for voters voting in person. Schools may allow parents to vote by electronic ballot through a district-approved election process consistent with this policy. If a school allows voting by electronic means, the opportunity shall be clearly explained on the school's website including:

1. directions for electronic voting;
2. security provisions for electronic voting;
3. a statement to parents and community members that violations of a school's voting procedures may disqualify a parent's vote or invalidate an election, or both.

The principal, or the principal's designee, shall oversee the elections. Results of the election shall be made available to the public upon request. Following the election, the principal shall enter and electronically sign a principal's assurance on the School LAND Trust website, affirming the school community council's election, that unfilled positions were filled by appointment as necessary (consistent with [Utah Code § 53G-7-1202\(5\)](#)), and that the council's bylaws or procedures comply with law.

Any parent who qualifies to be a candidate may file or declare himself or herself as a candidate for election to the council. An individual qualifies to be a candidate if she or he is the parent of a student who will be enrolled at the school during the parent's term of office; however, if the parent is also an educator employed at the school, the parent is not eligible to be a "parent" candidate or member of the council.

The election for the parent members shall be held in the spring or in the fall, as determined by each school's principal. However, once the election season has been determined, it must remain the same for at least four years before it can be changed.

Commented [1]: What does this typically look like? I will ask principals.

Commented [2]: Do we need to define what this looks like?

124 Spring elections for parent members shall be scheduled by the principal on a date or dates such
125 that the election is completed before the last week of school. For spring elections, the school
126 community council shall attempt to notify the parents of incoming students of the opportunity to
127 run for the council and shall provide those parents with the opportunity to vote in the election.

128 Fall elections for parent members shall be scheduled by the principal on a date or dates near
129 the beginning of the school year.

130 If a parent position on the council remains unfilled following an election or after appointment
131 when no election is required, the other parent members of the council shall appoint a parent
132 who meets the above qualifications to fill the position.

133 Term of Office

134 Elected or appointed members of the council shall serve a two (2) year term beginning either
135 the first day of the school year (for spring elections) or on November 1 (for fall elections).
136 However, terms shall be staggered so that no more than approximately half of council members
137 stand for election in any one year. A member's term shall be extended as needed until his or her
138 replacement's term begins (for example, to avoid a gap that would result from a shift from one
139 election season to the other). A school community council member may serve successive terms
140 so long as the member continues to meet the eligibility requirements to be a parent member or
141 an employee member. If a change to a statute or regulation affects the composition of the
142 council, a council member who was elected or appointed before the change may complete the
143 term to which she or he was elected.

144 Updating Council Membership

145 By or before October 20 of each year, the principal shall enter the names of the council
146 members on the state School LAND Trust Program website.

147 Duties of Councils

148 Each school community council shall advise and make recommendations to the school, school
149 district administrators, and the local school board regarding the school and its programs, school
150 district programs, and other issues relating to the community environment for students. School
151 community councils shall report on a plan at least annually to the Board and shall cooperate
152 with State Board of Education monitoring and audits. Councils may also advise and inform the
153 Board and other members of the school community regarding the uses of School LAND Trust
154 Program funds. They shall also encourage participation on the council and may recruit potential
155 applicants to apply for open council positions. Councils shall establish clear written procedures
156 which govern removal from office of members who move away or who consistently do not
157 attend meetings, as well as additional clarifications to assist in the efficient operation of the
158 council consistent with the law and with Board rule.

159 Each school community council shall also:

1. Create a School LAND Trust Program and LAND Trust plan for the school in accordance with § 53G-7-1206; and
2. Advise and make recommendations to school and district administrators and the school board regarding the school and its programs, school district programs, a child access routing plan in accordance with § 53G-4-402, safe technology use and digital citizenship, the school's positive behaviors plan, and other issues relating to the community environment for students.

Each school community shall also provide for education and awareness on safe technology use and digital citizenship that empowers students to make smart media and online choices and students' parents or guardians to know how to discuss safe technology use with their students. ("Digital citizenship" means the norms of appropriate, responsible, and healthy behavior related to technology use, including digital literacy, ethics, etiquette, and security.) Each school community council shall also partner with the school's principal or other administrators to ensure that adequate on- and off-campus Internet filtering is installed and consistently configured to prevent viewing of harmful content by students and school personnel. Each school community council shall also work with students, families, and educators to incorporate safety principles at the school and hold at least an annual discussion with the school's principal and District administrators regarding safety principles at the school and District level in order to coordinate the school community council's effort to develop and incorporate safety principles at the school. ("Safety principles" means safety principles that, when incorporated into programs and resources, impact academic achievement by strengthening a safe and wholesome learning environment, including continual efforts for safe technology utilization and digital citizenship.) To fulfill these duties, a school community council may create a subcommittee and may also partner with one or more non-profit organizations.

To assist the community council in fulfilling these responsibilities, the principal shall annually provide the council with a report which summarizes the current safety principles and practices used by the District and school regarding technology and digital citizenship, including (1) information on internet filtering protocols for school and District devices which access the internet, (2) instructional practices, monitoring, and reporting procedures, and (3) and required internet safety training provided to a student and parent by the school or the District.

Duties of Council Chair

With respect to meetings, the school community council chair (or designee) shall:

1. Set each meeting's agenda;
2. Conduct each meeting according to the council's rules;
3. Keep written minutes which meet the requirements of this policy and law; and
4. Welcome and encourage public participation.

196 The chair shall also inform council members about resources available on the School LAND
197 Trust website.

198 Community Council Meeting Procedures

199 Each community council shall adopt rules of order and procedure to govern its meetings which
200 prescribe parliamentary procedure, ethical behavior, and civil discourse. The council's meetings
201 shall be conducted in accordance with these rules. These rules shall also outline the process for
202 (1) electing the school community council (including the number of parent members and school
203 employee members and member positions beginning in odd years or even years to ensure half
204 of the council member positions are open for election each year), (2) selecting a chair and vice
205 chair (3) removing from office a member who moves away or fails to attend meetings regularly,
206 and (4) for a member to declare a conflict of interest. Copies of these rules shall be made
207 available at each meeting of the council and shall be posted on the school's website.

208 Community Council Training

209 The superintendent or designee shall provide annual training to the community councils of the
210 district. This training shall include education of the chair and vice chair regarding their
211 responsibilities, informing council members about the resources available on the state School
212 LAND Trust website, and educating the members about the following statutes which govern
213 school community councils: Utah Code § 53G-7-1202 (relating to the establishment,
214 composition, and duties of community councils); Utah Code § 53G-7-1203 (regarding open
215 meeting requirements applicable to community councils); and Utah Code § 53G-7-1206
216 (regarding the School LAND Trust program).

217 Community Councils Open Meetings Requirements

218 School community councils are not a "public body" subject to the requirements of and are
219 exempt from the Utah Open and Public Meetings Act. However, a school community council
220 shall conduct its business in an open and transparent manner according to the following
221 requirements:

- 222 1. A meeting of a school community council is open to the public.
- 223 2. A school community council may not close any portion of a meeting.
- 224 3. A school community council shall, at least one week prior to a meeting, post the
225 following information on the school's website:
 - 226 ○ a notice of the meeting, time, and place;
 - 227 ○ an agenda for the meeting; and
 - 228 ○ the minutes of the previous meeting.
 - 229 ○ An agenda required under Subsection (4)(ii) shall provide reasonable
230 specificity to notify the public as to the topics to be considered at the

- meeting. Each topic shall be listed under an agenda item on the meeting agenda.
4. The notice requirement of Subsection (4) may be disregarded and an emergency meeting held if:
- because of unforeseen circumstances it is necessary for a school community council to hold an emergency meeting to consider matters of an emergency or urgent nature; and
 - the school community council gives the best notice practicable of:
 - the time and place of the emergency meeting; and
 - the topics to be considered at the emergency meeting.
5. An emergency meeting of a school community council may not be held unless:
- an attempt has been made to notify all the members of the school community council; and
 - a majority of the members of the school community council approve the meeting.
6. A school community council may not take final action on a topic in a meeting unless the topic is:
- listed under an agenda item as required by Subsection (4)(a); and
 - included with the advance public notice required by Subsection (4).
7. Written minutes shall be kept of a school community council meeting.
8. Written minutes of a school community council meeting shall include:
- the date, time, and place of the meeting;
 - the names of members present and absent;
 - a brief statement of the matters proposed, discussed, or decided;
 - a record, by individual member, of each vote taken;
 - the name of each person who:
 - is not a member of the school community council; and
 - after being recognized by the chair, provided testimony or comments to the school community council;
 - the substance, in brief, of the testimony or comments provided; and
 - any other information that is a record of the proceedings of the meeting that any member requests be entered in the minutes.
9. The written minutes of a school community council meeting are a public record under Title 63G, Chapter 2, Government Records Access and Management Act and shall be retained for three years.

269 The LAND trust plan is a school's plan to use School LAND Trust Program money to implement
270 a component of the school's teacher and student success plan, including a description of
271 programs, practices, materials or equipment needed to implement the component of the plan.

272 The program developed by the council to use the School LAND Trust funds is subject to the
273 approval of the Board of Education. The program, as approved by the Board of Education, shall
274 be implemented by the school. The school shall provide ongoing support for the council's plan.
275 The school shall also publicize to its patrons and the general public how the School LAND Trust
276 funds were used to implement a component of the teacher and student success plan and the
277 results of those efforts. The principal shall ensure that the school website fully communicates
278 how parents can directly influence expenditure of School LAND Trust Program funds and
279 includes the dollar amount of funds received by the school each year. Also, the school shall
280 prepare and post on the state School LAND Trust Program website an annual report before the
281 council submits a plan for the following year which details the use of School LAND Trust funds
282 and which assesses the results obtained from the use of those funds. (To assist with this annual
283 report, the district shall record expenditures of School LAND Trust Program funds through a
284 financial reporting system identified by the State Board of Education.) A summary of this report
285 shall be provided to parents or guardians of students who attend the school.

286 The council shall create and vote to adopt a LAND trust plan in a meeting of the school
287 community council at which a quorum is present.

288 If a majority of the quorum votes to adopt a LAND trust plan, the LAND trust plan is adopted.

289 A school community council shall:

- 290 1. post a LAND trust plan that is adopted on the state School LAND Trust Program
291 website; and
- 292 2. include with the LAND trust plan a report noting the number of community council
293 members who voted for or against the approval of the LAND trust plan and number
294 of members who were absent for the vote.

295 The Board of Education shall approve or disapprove the LAND trust plan. If the Board of
296 Education disapproves a LAND trust plan, the Board will provide a written explanation of the
297 reasons for disapproval and request the council to revise the plan and the council shall submit a
298 revised plan to the Board of Education for approval.

299 Once the Board of Education has approved a LAND trust plan, the school community council
300 may amend the plan by majority vote of the council subject to Board of Education approval.

301 The school shall implement the program as approved, provide ongoing support for the program,
302 and meet State Board of Education reporting requirements regarding financial and performance
303 accountability of the program.

304 The president of the Board of Education shall ensure that the members of the Board are
305 provided annual training on the School LAND Trust Program and its requirements.

306 Permissible uses of School LAND Trust Program Funds

307 School LAND Trust Program expenditures shall have a direct impact on the instruction of
308 students in the particular school's areas of most crucial academic need and consistent with the
309 academic priorities of the Board of Education to increase achievement in English, language arts,
310 mathematics, and science, and for secondary schools to increase graduation rates and promote
311 college and career readiness. The school community council shall review school wide
312 assessment data annually and use School LAND Trust Program funds in data-driven and
313 evidence-based ways to improve educational outcomes, consistent with the academic goals of
314 the school's teacher and student success plan framework and the priorities of the Board of
315 Education. This includes strategies that are measurable and show academic outcomes with
316 multi-tiered systems of support and counselors and educators working with students and
317 families on academic and behavioral issues when a direct impact on academic achievement can
318 be measured.

319 School LAND Trust Program funds may not be used for (a) costs related to district or school
320 administration, including accreditation, (b) expenses for construction, maintenance, facilities,
321 overhead, furniture, security, or athletics, or (c) expenses for non-academic in-school, co-
322 curricular, or extracurricular activities.

323 A school that demonstrates appropriate progress and achievement consistent with the
324 academic priorities of the Board of Education may request Board approval of a plan to address
325 other academic goals if the plan includes (a) how the goal is in accordance with the core
326 standards established by the State Board of Education in Utah Administrative Rules R277-700,
327 (b) how the action plan for the goal is data-driven, evidence-based, and has a direct impact on
328 the instruction of students consistent with the requirements above, (c) the data driving the
329 decision to spend the School LAND Trust Program funds for these academic needs, and (d) the
330 anticipated data source the school will use to measure progress.

331 Student incentives implemented as part of an academic goal in the School LAND Trust Program
332 may not exceed \$2 per awarded student in an academic school year.

333 Child Access Routing Plan

334 Each school community council shall annually develop a child access routing plan for its school
335 and submit it to the school traffic safety committee.

336 Subcommittees and Task Forces

337 A school community council may create subcommittees or task forces to advise the council or
338 make recommendations to the council, or to develop all or part of the plans that the council's

339 duties require it to prepare. However, any plan or portion thereof developed by a subcommittee
340 or task force shall be subject to the approval of the council.

341 A school community council may appoint individuals who are not members of the council to
342 serve on a subcommittee or task force (including parents, school employees, or other
343 community member

344

345 Legal References:

346 [Utah Code § 53G-7-1202\(4\), \(5\)\(i\) \(2026\)](#)

347 [Utah Code § 53G-7-1202\(5\)\(c\) \(2026\)](#)

348 [Utah Admin. Rules R277-477-4\(3\)\(c\) \(February 9, 2026\)](#)

349 [Utah Admin. Rules R277-491-3\(1\) \(February 9, 2026\)](#)

350 [Utah Admin. Rules R277-491-5\(2\) \(February 9, 2026\)](#)

351

352 Approved by the Board of Education

- 353
 - August 31, 2015

354 Revised

- 355
 - Sept. 10, 2024

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**Use of Electric Assisted Bicycles, Electric Assisted Scooters, and Micromobility Vehicles
and Pedestrian Conveyances
on School Campuses
Policy Series 7000: Community**

Policy No. 7270

Purpose:

The purpose of this policy is to regulate the use of **electric assisted bicycles and scooters, other micromobility vehicles, and** non-motorized modes of transportation ~~and micromobility vehicles~~ on school campuses in Provo City School District to ensure the safety and wellbeing of students, staff, and visitors.

Scope: This policy applies to all students, staff, and visitors **who operate electric assisted bicycles and scooters, golf carts, and other micromobility vehicles** ~~who operate micromobility vehicles and pedestrian conveyances, including golf carts,~~ on school campuses.

Definitions:

- **Electric assisted bicycle (E-bicycle) Classifications:**
 - Class 1
 - Only provides motor assistance when you pedal (pedal assist)
 - The motor stops assisting at 20 mph
 - Does not have throttle
 - Class 2
 - Has a throttle
 - Can move without pedaling
 - If it has a throttle above 20 mph, it is either an e-motorcycle or high electric device
 - Class 3
 - Can go up to 28 mph with pedal assist
 - Can be “jail broken” to go even faster
 - Often too powerful for kids

- **Electric Motorcycle/High Power Electric Devices:** Go over 20 mph without pedaling and are treated as motor vehicles. They require riders to be 16+, have a driver's license, registration, and insurance.
- **Micromobility vehicles:** The U.S. Department of Transportation and Federal Highway Administration defines a micromobility vehicle as any small, low-speed, human- or electric-powered transportation device, including bicycles, scooters, electric-assist bicycles, electric scooters (e-scooters), and other small, lightweight, wheeled conveyances.
- **Pedestrian Conveyances:** any human-powered device by which a pedestrian may move other than by walking (i.e. roller skates, roller blades, skateboard, non-motorized wheelchairs)

Policy Statement:

4-)Authorized Use:

~~a) Micromobility vehicles and pedestrian conveyances may be used on a school campus by individuals who are:~~

- ~~i) students or staff members of the school.~~
- ~~ii) visitors who have obtained prior authorization from the school administration.~~

- E-bicycles and e-scooters and other micromobility vehicles may be used on school campuses by students, staff members, and visitors.
- Use of these devices is restricted to designated areas only and users must adhere to local traffic and safety laws.
- Principals of each school will determine where these devices micromobility vehicles and pedestrian conveyances may be used along with any restrictions that will result in greater safety for students and patrons on their school campuses.
- Under current Utah Law, children 8-14 must be accompanied by an adult to ride a class 1 or class 2 e-bicycles and e-scooters. Must be 16+ to ride a class 3 electric assisted bicycles, electric motorcycles, and high-powered electric devices.
- E-bicycle and e-scooter regulations starting in May 2027: Ages 8-15 need certification or supervision to ride, 16+ no certification required. E-course safety certificates will be required for riders ages 8-15 to ride without adult supervision. The e-course will be available online, and upon completion will grant a "personal electric vehicle safety certificate" allowing children ages 8-15 to ride any class of electric bicycle or scooter without supervision. (<https://highwaysafety.utah.gov/ebikes/>)

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87 2) Safety Regulations:

- 88 • a) All users must adhere to traffic laws and regulations while operating e-bicycles and e-
89 scooters, and other micromobility devices.
- 90
- 91 • b) School campus sidewalks experience high traffic volumes during class change times,
92 lunch breaks, and before and after school. Pedestrians have the right of way on
93 sidewalks at all times. Anyone riding a device on campus must yield to pedestrians.
- 94
- 95 • c) Protective gear, including helmets, must be worn at all times while riding. Under Utah
96 law, anyone under 21 is required to wear a helmet while operating an e-bicycle or e-
97 scooter on public roads.
- 98
- 99 • d) The speed limit for all e-bicycles, e-scooters, micromobility vehicles and pedestrian
100 conveyances on a school campus is 10 mph.
- 101
- 102 • e) E-bicycles, e-scooters, micromobility vehicles and pedestrian conveyances must be
103 operated in a responsible manner, avoiding reckless or dangerous behavior and
104 demonstrating awareness of surroundings, particularly on sidewalks and in parking lots.
- 105
- 106 • f) Bicyclists have the same rights as motor vehicles but also must yield to pedestrians.
- 107
- 108 • g) All users should remove headphones, airpods, and earbuds and avoid cell phone
109 distractions while riding on campus.
- 110

111 3) Parking and Storage:

- 112 • a) Designated parking areas for e-bicycles, e-scooters, micromobility vehicles and
113 pedestrian conveyances may be provided on the school campus.
- 114
- 115 • b) Users must park and store their vehicles in the designated areas only. Parking in
116 nondesignated areas is strictly prohibited.
- 117

118 4) Prohibited Activities:

- 119 • a) ~~Riding~~ Operating e-bicycles, e-scooters, micromobility vehicles and pedestrian
120 conveyances indoors or in areas not designated for their use.
- 121
- 122 • b) Operating e-bicycles, e-scooters, micromobility vehicles and pedestrian conveyances
123 under the influence of alcohol or drugs.
- 124
- 125 • c) Allowing unauthorized individuals to use micromobility vehicles. Students may not
126 drive golf carts on a school campus unless supervised by a campus employee.

127
128 **5) Enforcement:**
129

- 130 • a) Report unsafe behavior on sidewalks and school campuses to the school
131 administration.
132
133 • b) Violations of this policy may result in disciplinary action, which may include warnings,
134 fines, confiscation of vehicles, or other appropriate measures deemed necessary by the
135 school administration.
136
137 • c) Repeat violations may lead to more severe disciplinary action, including suspension or
138 revocation of privileges to operate micromobility vehicles and pedestrian conveyances
139 on the school campus.
140

141 **Implementation:**
142

- 143 • 1) The school administration will be responsible for developing specific requirements and
144 restrictions on their individual school campuses.
145
146 • 2) Education and awareness programs may be conducted to inform the school
147 community about the regulations and safety guidelines related to the use of
148 micromobility vehicles and pedestrian conveyances on the school campus.
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150

151 **Review:**
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153 This policy shall be reviewed periodically to ensure its effectiveness and compliance with
154 applicable laws and regulations. Amendments may be made as deemed necessary by the
155 Board of Education. This policy shall be communicated to all students, staff, and visitors.
156
157

158 **Legal References:**
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160 [Utah Code 41-6a-1115](#) Bicycles and Other Vehicles, Regulation of Operation
161 [Utah Code 41-6a-1115.5](#) Bicycles and Other Vehicles, Regulation of Operation
162 [Utah House Bill 381 Electric Mobility Device Amendments](#)
163

164 **Approved by the Board of Education:** May 14, 2024



Parent/Guardian Rights to Academic Accommodations for Their Students

Policy Series: 7000 Community

Policy No. 7650

Purpose

The Board of Education recognizes that parents/guardians are the primary individuals responsible for the education of their children and that public education serves in a secondary and supportive role. The board is committed to working collaboratively with parents/guardians by providing reasonable academic accommodations consistent with state and federal law while balancing the educational needs of all students and maintaining safe, efficient, and effective school operations.

Definitions:

Reasonably accommodate means making the district's best effort to enable a parent/guardian to exercise rights established by this policy without substantially affecting district resources, employee working conditions, school safety, supervision, classroom instruction, or efficient school operations while balancing:

- Parental/Guardian rights;
- The educational needs of other students;
- Classroom academic and behavioral impacts;
- Teacher workload; and
- Safe and efficient operation of the school.

Parent/Guardian Rights to Academic Accommodations

The district shall reasonably accommodate requests made by a student's parent/guardian in accordance with this policy and applicable law.

Each request shall be considered individually. No student shall receive greater or lesser consideration than another student solely because an accommodation is requested.

An accommodation may be granted only if it is consistent with applicable federal law and, when applicable, the student's Individualized Education Program (IEP) or Section 504 Plan.

Nothing in this policy shall be interpreted to limit any additional parental/guardian rights provided by state or federal law.

Academic Accommodations

Each school shall reasonably accommodate a parent/guardian's written request to:

- Retain a student in kindergarten through grade eight based upon the student's academic ability or social, emotional, or physical maturity;
- Request the initial assignment of a teacher or request a change of teacher;
- Visit and observe any class attended by the student;
- Place a student in a specialized class, specialized program, or advanced course, with the school considering multiple measures of academic performance when evaluating the request; and
- Meet with a teacher at a mutually agreeable time if the parent cannot attend a regularly scheduled parent-teacher conference.

Alternative Credit and Competency-Based Learning

~~Students shall be permitted to earn course credit toward high school graduation without completing the course through the district when authorized by State Board of Education requirements, including by demonstrating competency or successfully testing out of the course.~~

Students may earn credit toward high school graduation without completing the corresponding district course by meeting State Board of Education requirements, including demonstrating competency or successfully passing an approved assessment.

State Assessments

Upon a parent's request, a student shall be excused from participating in state assessments as permitted by Utah law and State Board of Education rules.

The district shall not impose procedures beyond those established by the Utah State Board of Education for opting out of state assessments.

The district shall not provide nonacademic incentives or rewards to encourage participation in assessments from which students may legally be excused.

Excused Absences

~~A school shall record an excused absence for:~~

- ~~• A scheduled family activity; or~~
- ~~• A scheduled proactive health care visit;~~

~~Provided that:~~

- ~~1. The parent submits written notice at least one school day before the absence; and~~
- ~~2. The student agrees to complete missed coursework in accordance with District attendance policies.~~

Student Discipline

~~Parents shall receive notice of student discipline and due process rights as provided in District policy governing student conduct and discipline.~~

~~When a student is suspended or recommended for expulsion, the student's parent shall receive notice of the alleged violation and an opportunity to respond as required by District policy and applicable law.~~

Annual Notice

~~The district shall annually notify parents/guardians of the rights established by this policy and other parental/guardian rights required by law.~~

~~Notice may be provided through:~~

- ~~• The district website;~~
- ~~• Individual school websites;~~
- ~~• Electronic communications;~~
- ~~• Student registration materials; or~~
- ~~• Other reasonable methods determined by the district.~~

Legal References:

~~[Utah Code § 53G-6-801](#)~~

~~[Utah Code § 53G-6-802](#)~~

~~[Utah Code § 53G-6-803](#)~~

~~[Utah Code § 53G-10-205](#)~~

Board Approved:



District Employee and Student Relations

Policy Series: 5000 Personnel

**Policy No. 5090
Procedure 3**

Definitions:

Official school matters: Communications related to an employee's professional role in supporting student learning, safety, well-being, or participation in school programs and activities. This includes educational and career guidance and appropriate mentoring of former students, including graduates, regarding college, scholarships, employment, references, and career development. Communications must maintain professional boundaries and comply with district communication policies. Primarily personal or social communications unrelated to these purposes are not official school matters.

Professional and Ethical Relationships

District employees shall maintain professional and appropriate demeanor and relationships with students, both during and outside of school hours, as well as both on and off campus, that foster an effective, non-disruptive and safe learning environment. District employees shall establish and maintain appropriate personal boundaries in teaching, supervising and interacting with students and avoid behavior that could reasonably lead to even an appearance of impropriety.

Therefore, **the following prohibitions shall continue to apply for an additional two years after the graduation, or separation from the district, of any student who was enrolled in a District school**, including a prohibition during this period on entertaining or socializing with former students in such a manner as to create the perception that a dating or intimate relationship exists. (The two-year extension shall apply to all staff over the age of twenty-one.)

Flaskamp v. Dearborn Public Schools, 385 F.3D 935, 944 (6th Cir. 2004)

Prohibited Employee Behavior

Prohibited district employee behavior toward students includes, but is not limited to:

1. Flirting;

2. accepting personal gifts from or giving gifts to students that would suggest or further an inappropriate relationship;
3. engaging in frequent personal communication with a student (via phone, e-mail, texts, letters, notes, etc.) unrelated to course work or official school matters;
4. providing inappropriate physical displays of affection;
5. making suggestive comments;
6. dating;
7. making requests for sexual activity;
8. Following students on social media;
9. Requiring students to follow an employee's personal/private account on social media or requiring them to share their account with the employee.
10. engaging in inappropriate touching or any sexual contact and/or sexual relations; and
11. any conduct prohibited by Policy 5090.

Such behavior is inappropriate and a violation of district policy regardless of whether the student may have "consented."

District employees are prohibited from dating or engaging in any undue familiarity with students, regardless of the student's age. Any action or comment by a district employee that would reasonably invite romantic or sexual involvement with a student is in violation of district policy.

Employees are not authorized to allow students in their homes for school-related social activities without prior written permission from the school principal. Because many of our employees live in our neighborhoods in Provo, we recognize that these individuals may be connected through neighborhood communities and their own children may be friends with students attending our schools. Employees must notify their principals at least annually of such relationships and still abide by all professional standards of conduct listed above.

Reporting

Any district employee who has knowledge of or witnesses any possible occurrence of prohibited employee behavior toward students shall report the incident to the school principal or a district administrator. Anonymous complaints of prohibited employee behavior toward students shall also be investigated by the district. Reports of allegations of prohibited employee behavior toward students shall be promptly investigated and follow the procedures utilized for complaints of harassment within the district, including confidentiality.

If a student initiates inappropriate behavior toward a district employee, that employee shall promptly document the incident and report it to a building principal or supervisor.

Recommendations

The district strongly advises that employees follow the recommendations below to avoid any appearance of impropriety:

1. If a teacher or coach must text a student, always include the parent/guardian in the text or make it part of the larger group text that is used to communicate with a team or group of students.
2. Keep social media private and do not let students follow your personal/private accounts.
3. Keep work-related social media completely separate from personal/private accounts.
4. Remember that public school employees are in the public eye, and their postings on personal accounts can contribute to the overall classroom environment and safety of students.

Board Adopted:



**Credit for Prior Teaching Experience and New Employee Placement on the Salary
Schedule**

Policy Series: 5000 Personnel

Policy No. 5325

Purpose

The purpose of this policy is to establish uniform standards and procedures for awarding credit for prior teaching experience in accordance with Utah law, applicable licensure requirements, and district compensation practices. The Board of Education recognizes the importance of hiring and maintaining a high-quality work force to promote student learning. The board believes that having an excellent staff throughout the district is critical to provide quality education for students. The Board of Education is committed to ensuring that prior qualifying educational experience is evaluated consistently, fairly, and transparently to support the recruitment and retention of highly qualified educators. Please see [Procedure 1](#) of this policy for further directions.

Credit for Prior Teaching

The district advertises for many staff vacancies each year, and the applicant pools for each position can be extremely varied. Excellent educators from outside the district who are selected for positions may request placement on the respective salary scale beyond what has, to this point, been common practice in Provo City School District.

This policy is in recognition of the need to hire well-qualified staff and in further recognition that excellent veteran teachers and other staff may need to be granted additional credit on the salary schedule in a way that gives appropriate credit for verifiable years of previous relevant work. This practice applies to ~~contracted~~ **licensed teaching** staff new to Provo City School District. The board directs the superintendent to develop procedures to define the criteria and circumstances where such salary schedule placements for ~~contracted~~ **licensed teachers** ~~employees~~ might be accomplished.

Some of the criteria to justify such salary schedule placements may include:

- Verifiable excellence in the position prior to coming to Provo City School District
- The in-demand nature of the position (such as math teachers, special education teachers, technical teachers, other contracted [licensed](#) specialists)
- Unsuccessful prior attempts to hire the position within the same hiring season
- The lack of a deep pool of viable applicants
- Positions for difficult/demanding assignments that generally garner low levels of qualified applicants (English-Debate, principals, athletic directors)
- Positions requiring other unique experience

Credit for Experience

In the event the district negotiates the amount paid as salary, step placement, or lane placement for an individual contract of employment with a new certified employee in the district, the board may grant credit for prior teaching experience in the public schools.

Partial Year Experience

In calculating credit for experience for compensation purposes only, a certified employee shall be given partial credit for less than a full school year in an amount proportionate to the part of the year worked by the employee.

Interpretation of this Policy

Nothing in this policy shall be construed to require recognition of prior credit for teaching outside the district or for partial credit for less than a full school year in determining whether a certified employee has an expectation of continued employment under the district's Orderly Termination Policy.

Nothing in this policy shall be construed to mean that teaching experience is the only or most important factor in making employment decisions. Certified employees shall be employed based upon all factors related to professional qualifications.

~~The Board of Education recognizes the importance of hiring and maintaining a high quality work force to promote student learning. The Board believes that having an excellent staff throughout the district is critical to provide quality education for students.~~

Board Approved: August 13, 2013
Revised: August 18, 2014
October 10, 2017



Cash Receipts

Policy Series: 6000 Finance and Operations

Policy No. 6130

Purpose

The purpose for the receipts/petty cash policy is to 1) safeguard district assets 2) provide accurate and timely information and 3) record revenue appropriately per government and accounting standards. This policy applies to all departments and schools within Provo City School District.

Please see fundraising [Policy 6110](#) for donations and fundraising event receipts.

Cash Management

Departments within Provo City School District will occasionally charge for services performed to entities outside the District Office. If not billed through Account Receivable, cash or some form of payment is received for these services. The Business Office is ultimately responsible for accurately reporting all received and expected revenue. Any questions regarding this policy can be directed to Provo City School District Business Office [Services](#). [State law requires all money to be deposited within 72 hours of receipt from patrons.](#)

District Office Responsibilities

[District](#) departments within the District office shall send all cash/check/credit card transactions to the district cashier. [The district receptionist and Student Services can take credit card receipts throughout the day and remit receipts to the district cashier at the end of day. All deposits at the bank will be done as often as possible by the district cashier, but no more than 72 hours after receiving cash and checks. Credit cards will be automatically deposited by the credit card processor.](#)

~~The only exception is for Student Services, who may receive funds from patrons, and remit to the Cashier in the aggregate at the end of the day.~~

~~If the payment is for a previously billed Account Receivable, the payment should be remitted to the Cashier to apply to the proper billing the day it is received. Include the AR invoice number for proper payment application.~~

The district Child Nutrition Department will be responsible for gathering, verifying and entering all deposits from schools for school lunch. Deposit information will be completed and funds delivered to the district cashier as often as possible but no later than 72 hours after initial receipt of the money.

School Responsibilities

~~Schools charge for various class fees, books, registration and collect funds for activities at the school. If not billed through Account Receivable, cash or some form of payment is received for these services.~~ Elementary school secretaries are responsible for collecting and entering cash receipts at each school. Receipts will be entered as money is received for correct accounting.

The school's principal and ~~lead finance secretary~~ are ultimately responsible for accurately reporting all received and expected revenue. Deposits will be brought to the district cashier and verified with reported total. The district cashier will deposit all money when received at the district or no more than 72 hours after initial receipt. Any questions regarding this policy can be directed to the ~~Provo School District Business Office~~ Business Services.

Secondary finance secretaries are responsible for collecting and entering cash receipts at each school. All regular cash receipts and fee collections will be recorded as received. Deposits will be verified and taken to the bank daily, or no more than 72 business hours after initial receipt in rare cases. Traditional secondary finance secretaries will be responsible for deposit delivery to the bank.

Cash received at secondary school events must be receipted and deposited by the school financial secretary at the bank daily, or within 72 business hours on rare occasions. See [Policy 6110](#) for additional guidelines and requirements for cash handling at fundraisers or events.

Principal/Financial Secretary Responsibilities

~~Principals are responsible for providing the school secretary with the current fee schedule. Student fees shall be set up in TES under each student's name using the appropriate fee schedule. Thus, any fee a student owes to the school for classes/activities will be tracked appropriately. The financial secretary is responsible for receipting payments in TES, and creating the deposit for the bank (see procedures for details.)~~

School employee responsibilities

~~Employees of the school shall send ALL cash/check/credit card transactions to the school's Cashier/finance secretary. Employees other than the financial secretary should not accept payments from students, with the exception of Elementary school field trips which involve a minimal donation. In this case the teacher shall keep a log of payments made by students and remit it daily to the school secretary for deposit.~~

81 ~~If the payment is for a previously billed Account Receivable, the payment should be remitted to~~
82 ~~the Cashier to apply to the proper billing the day it is received.~~

83
84 District Office and Schools

85
86 ~~All cash checks and other receipts should be deposited daily and must be deposited no later~~
87 ~~than three business days after receipt per state law. All checks received must be written to~~
88 ~~Provo City School District or the school who is receiving the check.~~

89 90 **Petty Cash**

91
92 ~~District Petty Cash is kept in the cashier's office at the District Office. Petty cash may be kept by~~
93 ~~other District departments and the School's MAIN OFFICE for miscellaneous use and must~~
94 ~~abide by the following:~~ Petty cash is kept in the cashier's office at the district, the financial office
95 in secondary schools and the main office in elementary schools. All petty cash must always be
96 kept in a locked safe or drawer. If there is not a locked safe or drawer in an office, petty cash
97 may not be kept.

98
99 District Business Services keep cash bags for elementary school events, i.e. book fairs,
100 beginning of school activities, etc. Schools must send a request for cash bag at least 72 hours
101 in advance to make sure all requests can be fulfilled.

102
103 Elementary school petty cash shall not exceed \$50 unless approved by Business Services.
104 Cash received that brings petty cash over \$50 must be recorded in the school account and
105 brought to the district for deposit within three business days.

106
107 Secondary school petty cash shall not exceed \$1,500 unless approved by Business Services.
108 Cash received that brings petty cash over \$1,500 must be recorded in the school account and
109 taken to the bank with the daily deposit.

110
111 Petty cash may not be used to reimburse employees for purchases made. Purchases made
112 must be entered into Linq for reimbursement.

113
114 ~~All petty cash funds and amounts must be approved by the accounting director~~
115 ~~Total Petty Cash on hand shall not exceed \$50 unless approved by Accounting Director~~
116 ~~Shall not be used for receipting monies for services provided (change only for fees under \$5~~
117 ~~may be made from petty cash)~~

118 ~~Shall be accounted for on an imprest basis with a monthly reconciliation (see imprest account~~
119 ~~procedures)~~

120 ~~Shall be kept in a safe/locked location 6. "Change Funds" are considered Petty Cash and follow~~
121 ~~the Petty Cash policies and procedures.~~

122 ~~In compliance with Utah State Code, all receipts must be deposited within three business days~~
123 ~~for receipt.~~

124

125

126 **Legal References**

127

128 [Utah Code § 51-4-2](#)

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130 **Board Approved:**

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DRAFT



School Climate Surveys

Policy Series: 7000 Community

Policy No. 7140
Procedure 2

Purpose

This procedure establishes standards for the administration, confidentiality, and use of school climate surveys. The district may administer school climate surveys to assess perceptions of the educational environment, identify areas of strength and opportunities for improvement, and support continuous school improvement while protecting the privacy of survey participants.

Definitions:

1. *School climate survey* means a survey designed to evaluate various aspects of the educational environment to assess perceptions and identify strengths and opportunities for improvement within a school. A school climate survey may also include additional questions approved by the district in compliance with applicable law and district policy.
2. *School community* means the relevant stakeholders of a school, including parents, students, administrators, school employees, teachers, and school resource officers.

Administration of School Climate Surveys

The district may administer a school climate survey but is not required to do so. If the district administers a school climate survey, the survey shall:

- Utilize a provider **or survey questions** approved by the Utah State Board of Education;
- Be administered at least once every other year;
- Be administered during the year opposite the administration of the District Employee Engagement Survey;
- **Follow state requirements to provide parents/guardians with notice and an opportunity to opt-out of any surveys;**
- Be conducted in accordance with all applicable federal and state laws; and
- Comply with applicable district policies governing surveys and student privacy.

School climate surveys shall be administered to the district's school community in an anonymous and randomized manner.

To the extent reasonably practicable, the district shall:

- Provide survey materials in languages commonly used within the school community;
- Ensure the survey complies with the Americans with Disabilities Act; and
- Administer the survey to all adult members of the school community and to the lesser of four hundred (400) students or thirty-five percent (35%) of the district's student population.

A student may request that a different individual administer the survey.

When appropriate, a survey may be administered orally to a student provided that the parent/guardian has requested the survey be administered in this way and that reasonable measures are implemented to protect:

- The confidentiality of the student's responses; and
- The confidentiality and identity of the survey administrator from the general public.

Confidentiality

Responses submitted by adult participants are private records and shall be maintained and disclosed only as permitted by district policy governing records access and the Government Records Access and Management Act (GRAMA).

Responses submitted by students constitute education records and shall be maintained and disclosed only as permitted by the Family Educational Rights and Privacy Act (FERPA), applicable state law, and District policy governing student records.

Survey responses shall be used for school improvement purposes and shall not be used to identify individual participants except as permitted by law.

Access to Model Survey

The Utah State Board of Education's Model School Climate Survey is available through the Utah State Board of Education and may be accessed through the State Board's website or other official publication.

The superintendent or designee shall ensure that any school climate survey administered by the district complies with current Utah State Board of Education requirements.

Legal References:

85 [Utah Admin. Rules R277-623](#)

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88 **Board Approved:**

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Flags on School Property

Policy Series: 7000 Community

Policy No. 7280

Purpose

The Board of Education recognizes the importance of maintaining district property as a neutral and orderly educational environment. This policy establishes the flags that may be displayed on district property in accordance with Utah law and clarifies that only authorized official flags may be prominently displayed by the district or its schools.

Definitions:

Display, when used in reference to a flag, means placing the flag in a prominent location on District property where it is easily visible.

Flag means a usually rectangular piece of fabric bearing a specific design that symbolizes a location, governmental entity, institution, organization, or cause.

School property means district-owned, leased, or controlled buildings, grounds, facilities, and other property.

Authorized Flags

Only the following flags may be displayed on district property:

1. The current flag of the United States of America;
2. A historic version of the flag of the United States of America;
3. The current official flag of the State of Utah;
4. A historical version of the official flag of the State of Utah;
5. The current official flag of another country;
6. The current official flag of another state;
7. The current official flag of a political subdivision of another country or state;
8. A flag representing a Utah city, municipality, county, or other political subdivision;
9. A flag representing a branch, unit, or division of the United States military;

10. The National League of Families POW/MIA flag;
11. A flag representing an Indian tribe as defined by federal law;
12. An officially licensed flag of a college or university that depicts only the colors, logos, and marks consistent with the institution's official branding;
13. An official public school flag;
14. An official flag of:
 - a. The United States Olympic Committee;
 - b. The United States Paralympic Committee;
 - c. The International Olympic Committee; or
 - d. The International Paralympic Committee;
15. An official flag of an Olympiad or Paralympiad that occurred or will occur in Utah; and
16. A flag of an organization authorized to use a district school facility, provided the flag is displayed only:
 - a. At the location where the organization is authorized to use the facility; and
 - b. During the time the organization is authorized to use the facility.

Display Requirements

An authorized flag shall be displayed without alterations to its official:

1. Colors;
2. Symbols; or
3. Appearance.

A flag may not be modified or combined with other words, symbols, designs, or images in a manner that changes its official appearance.

Application of Policy

This policy applies to flags prominently displayed on district property by the district, a district school, or an organization authorized to use district facilities.

This policy does not prohibit:

1. Images of flags appearing in textbooks, library materials, instructional materials, historical displays, or other printed or digital educational resources;
2. Images of flags depicted on personal clothing or apparel; or
3. Images of flags appearing on personally owned property.

Nothing in this policy limits the district's authority to regulate personal property, apparel, displays, or conduct under another applicable district policy or law.

Administration

The superintendent or designee shall administer this policy.

A principal or district administrator may remove or direct the removal of a flag that is not authorized by this policy or that has been altered in a manner inconsistent with this policy.

Questions concerning whether a flag is authorized under this policy shall be referred to the Superintendent or designee.

Legal References:

[Utah Code § 63G-1-704\(1\)](#)

[Utah Code § 63G-1-704\(2\), \(3\)](#)

Board Approved:

DRAFT



Government Data Non-Student Data Privacy
Policy Series: 7000 Community

Policy No. 7400

Purpose

The Board of Education recognizes the importance of protecting the privacy of personal data collected and maintained by the district. This policy establishes standards for the collection, processing, use, sharing, protection, and management of personal data in accordance with the Government Data Privacy Act. This policy applies to personal data collected by the district relating to individuals other than students and is intended to promote transparency, accountability, and responsible data stewardship while ensuring compliance with applicable state and federal law.

Policy Application

This policy does not apply to student data or education records, which are governed by [Policy 3650, Student Data Protection](#); [Policy 3200, Student Records](#); [Policy 3210 the Family Educational Rights and Privacy Act \(FERPA\)](#); and other applicable federal and state laws.

This policy applies to all personal data collected or processed by the district concerning individuals other than students.

The district shall apply this policy to all new processing activities. For processing activities implemented before May 7, 2025, the district shall identify and document any processing activities that are not compliant with the [Government Data Privacy Act](#), develop a strategy to bring those activities into compliance, and include that information in the district's annual privacy report no later than July 1, 2027.

Definitions:

1. *Data breach* means the unauthorized access, acquisition, disclosure, destruction, or loss of access to personal data maintained by the district, unless the district determines,

40 using standards established by the Utah Cyber Center, that there is a low probability that
41 personal data has been compromised.

- 42
- 43 2. *High-risk processing activity* means processing of personal data that may significantly
44 affect an individual's privacy interests because of the nature, sensitivity, amount, or use
45 of the information.
- 46
- 47 3. *Personal data* means information that is linked or can reasonably be linked to an
48 identified or identifiable individual.
- 49
- 50 4. *Process, processing, or processing activity* means any operation performed on personal
51 data, including collecting, recording, organizing, storing, retrieving, using, disclosing,
52 transferring, modifying, restricting, deleting, or destroying personal data.
- 53
- 54 5. *Sell* means exchanging personal data for monetary consideration and does not include
55 fees authorized under the Government Records Access and Management Act
56 (GRAMA).
- 57

58

59 Privacy Program

60

61 The district shall establish and maintain a comprehensive privacy program designed to ensure
62 compliance with the Government Data Privacy Act.

63

64 The privacy program shall include policies, procedures, administrative safeguards, technical
65 safeguards, employee training, privacy notices, risk assessments, and annual reporting
66 sufficient to protect personal data maintained by the district.

67

68 Provo City School District has adopted the [CIS Controls Cybersecurity Framework](#), and the
69 district aligns all our cybersecurity and privacy decisions to this framework. According to that
70 framework, the report shall include:

- 71 • Access Controls and Least Privilege
 - 72 • MFA and Account Security
 - 73 • Encryption Where Appropriate
 - 74 • Endpoint Protection
 - 75 • Network and System Security
 - 76 • Secure Configuration and Patching
 - 77 • Logging and Monitoring
 - 78 • Data Backup and Recovery
 - 79 • Incident / Breach Response Support
 - 80 • Secure Data Transmission and Storage
 - 81 • Vendor / Application Security Review
 - 82 • Data Retention and Secure Disposal
- 83

~~The district may satisfy the requirement to establish a privacy program through completion of the annual privacy reporting requirements established by this policy.~~

Collection and Processing of Personal Data

The district shall collect, use, maintain, and process only the minimum amount of personal data reasonably necessary to accomplish a lawful governmental purpose.

Personal data shall be used only for the purposes identified in the privacy notice provided to the individual at the time the information is collected unless otherwise authorized by law.

The district shall not establish, maintain, or use covert surveillance of individuals except as expressly authorized by law.

The district shall not sell personal data except where expressly authorized or required by law.

The district shall not share personal data except as authorized by the Government Records Access and Management Act (GRAMA), the Government Data Privacy Act, or other applicable law.

Annual Privacy Report

On or before December 31 of each year, the superintendent or designee shall prepare an annual privacy report describing the district's privacy program.

The report shall include:

- Whether the district has implemented a privacy program;
- Privacy practices currently implemented by the district;
- Strategies for improving the district's privacy program;
- Any high-risk processing activities conducted by the district;
- Categories of personal data the district shares, sells, or purchases;
- The legal authority for sharing, selling, or purchasing personal data;
- The categories of persons or entities with whom personal data is shared, sold, or purchased;
- The percentage of district employees who completed required privacy training; and
- Any identified non-compliant processing activities together with the district's plan for achieving compliance.

Legal References:

[20 U.S.C. § 1232g](#)

128 [20 U.S.C. § 1232h](#)
129 [Utah Code Title 63A, Chapter 19 – Government Data Privacy Act](#)
130 [Utah Code § 63A-16-110](#)
131 [Utah Code § 63A-19-101](#)
132 [Utah Code § 63A-19-401](#)
133 [Utah Code § 63A-19-401.2](#)
134 [Utah Code § 63A-19-401.3](#)
135 [Utah Code § 63A-19-401.4](#)
136 [Utah Code § 63A-19-402](#)
137 [Utah Code § 63A-19-403](#)
138 [Utah Code § 63A-19-405](#)
139 [Utah Code § 63A-19-406](#)
140 [Utah Code § 63G-2-301](#)

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142 **Board Approved:**

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Political Party Use of School Meeting Facilities

Policy Series: 7000 Community

Policy No. 7600

Purpose

The Board of Education recognizes that registered political parties may use school meeting facilities for authorized political activities as provided by Utah law. This policy establishes procedures governing the scheduling, use, supervision, and care of district facilities while ensuring that school operations, student activities, and district property are protected.

Definitions:

1. *Meeting facility* means a room, auditorium, gymnasium, cafeteria, or other district space that is available for authorized public use under District policy.
2. *Registered political party* means a political party recognized under Utah law and authorized to conduct party activities in accordance with the Utah Election Code.

Use of School Meeting Facilities

Meeting facilities within district buildings shall be available for use by registered political parties in accordance with ~~Utah law~~ Utah Code § 20A-8-404 and this policy.

Use of district facilities under this policy shall not constitute district sponsorship or endorsement of any political party, candidate, campaign, issue, or political activity.

Scheduling Requirements

A registered political party requesting use of a district meeting facility shall follow the rental policy (Policy 6810 and its accompanying procedures) and submit a request no later than 5:00 p.m. on the last business day occurring at least thirty (30) calendar days, and no more than sixty (60) calendar days before the requested date of use.

A request shall be denied if the requested facility has previously been reserved for another authorized use during the requested time.

District employees responsible for scheduling facility use shall, whenever reasonably practicable, avoid scheduling district-sponsored activities in the same building on the evening of an announced political party caucus meeting.

Fees

A political party using district meeting facilities shall reimburse the district for:

- Coordinating facility use;
- ~~Determining eligibility for facility use;~~
- ~~Collecting required fees;~~
- Scheduling custodial or other necessary personnel; and
- Ensuring compliance with district facility use requirements, including the reimbursement of any and all damages that may occur during the event.

Supervision

The building principal shall ensure that adequate supervision is provided whenever district facilities are used under this policy.

Each political party using district facilities shall provide sufficient adult supervision to maintain order, protect district property, and ensure compliance with applicable laws and district policies.

District facilities shall not be opened for use until the agreed-upon supervisors are present.

A district custodian shall be present during facility use to safeguard district property. Charges for custodial services shall be limited to those authorized by this policy and applicable law.

When the principal is unavailable, the assigned custodian shall have authority over the facility during the period of use.

Standards of Conduct

Individuals using district meeting facilities shall conduct themselves in a safe, orderly, and respectful manner.

The following are prohibited on district property:

- Smoking, vaping, or the use of tobacco or electronic cigarette products;

- Possession or use of alcoholic beverages or intoxicating substances;
- Disorderly, disruptive, or boisterous conduct;
- Vandalism or intentional damage to district property, including the defacing or alteration of any classroom or hallway displays or spaces;
- Unauthorized use or misuse of district furniture, equipment, or facilities; and
- Theft, misuse, or destruction of district books, supplies, athletic equipment, or other district property.

Violation of this policy may result in immediate termination of facility use, denial of future facility use, reimbursement for damages, or any other remedy authorized by law.

Legal References:

[Utah Code § 20A-8-404](#)

Board Approved:



Educational Authority of Separated Parents

Policy Series: 7000 Community

Policy No. 7655

Purpose

The Board of Education recognizes the rights of parents to participate in the education of their children while acknowledging that parental authority may be affected by divorce, legal separation, custody orders, or other court orders. This policy establishes how the district will determine educational decision-making authority for students whose parents are divorced or legally separated and provides consistent procedures for school personnel when questions regarding parental authority arise.

Definitions:

Court order means a divorce decree, custody order, parenting order, or other order signed and entered by a court of competent jurisdiction that establishes parental rights or responsibilities.

Educational decision means a decision relating to a student's education, including school attendance, educational programming, academic services, **extracurricular activities**, and other matters entrusted by law to a parent or legal guardian.

Joint physical custody means a custody arrangement in which both parents share physical custody of a child as established by court order.

Sole physical custody means a custody arrangement in which one parent has primary physical custody of a child as established by court order.

Court Orders Govern Educational Authority

When a student's parents are divorced or legally separated, educational decision-making authority shall be governed by the most recent court order addressing custody or parental rights, including a divorce decree, custody order, or other order signed and entered by a court of competent jurisdiction.

A motion, petition, or other filing that has not been adopted by the court is not binding upon the district.

If a parent believes an existing court order no longer reflects the parties' legal rights or circumstances, it is the responsibility of that parent to obtain a modified court order. Until the district receives a subsequent court order, the district shall continue to rely upon the most recent valid court order provided to the district.

Unless specifically prohibited by a court order, the district may recognize educational decisions agreed upon by all individuals who possess legal decision-making authority for the student.

Access to student education records shall be governed by district policy regarding student records and applicable federal and state law.

Educational Authority When No Court Order Specifies Authority

If no court order addresses educational decision-making authority, or if a court order does not exist, the district shall recognize parental authority as follows.

1. Sole Physical Custody

- a. When one parent has sole physical custody of a student, that parent shall have authority to:
 - i. Determine the student's residence for school attendance purposes or the school the student will attend;
 - ii. Make educational decisions if the parents disagree; and
 - iii. Determine who may access the student during school hours or check the student out of school.

2. Joint Physical Custody with Unequal Parenting Time

- a. When parents share joint physical custody but one parent has physical custody a majority of the time:
 - i. The parent exercising the majority of physical custody shall determine the student's residence for school attendance purposes or the school the student will attend;
 - ii. The parent exercising the majority of physical custody shall make educational decisions if the parents disagree; and
 - iii. Both parents may access the student during school hours and check the student out of school unless otherwise restricted by court order.

3. Joint Physical Custody with Equal Parenting Time

- a. When parents share equal physical custody:

- 84 i. Both parents have equal authority to determine the student's residence
85 for school attendance purposes or the school the student will attend;
86 ii. Both parents have equal authority to make educational decisions
87 regarding the student; and
88 iii. Both parents may access the student during school hours and check the
89 student out of school.
90

91 If parents sharing equal authority disagree regarding an educational decision, the district shall
92 maintain the student's current educational placement and administrative practices until:

- 93 • The parents reach a mutual agreement; or
94 • A court issues an order resolving the dispute.
95

96 The district shall not resolve custody disputes between parents and shall remain neutral
97 regarding disagreements concerning parental rights.
98
99

100 **District Responsibilities**

101
102 Parents are responsible for providing the district with complete and current court orders
103 affecting custody or educational decision-making authority.
104

105 The district may rely upon the most recent court order provided to the district and shall not be
106 responsible for interpreting conflicting legal documents or enforcing custody orders beyond the
107 authority granted by law.
108
109

110 **Legal References:**

111 [Utah Code § 81-9-203\(11\)\(e\)](#)
112
113

114 **Board Approved:**

115

PROVO SCHOOL DISTRICT

RESOLUTION NO. _____

A RESOLUTION APPROVING AN INTERLOCAL AGREEMENT BETWEEN THE REDEVELOPMENT AGENCY OF PROVO CITY AND PROVO CITY SCHOOL DISTRICT REGARDING THE PROVO LAKEVIEW PARKWAY COMMUNITY REINVESTMENT PROJECT AREA.

WHEREAS pursuant to the provisions of the Interlocal Cooperation Act, Title 11, Chapter 13, Utah Code Annotated 1953, as amended (the “**Act**”), public agencies, including political subdivisions of the State of Utah as therein defined, are authorized to enter into mutually advantageous agreements for joint and cooperative actions, including the sharing of tax and other revenues; and

WHEREAS the Redevelopment Agency of Provo City (the “**Agency**”) and Provo City School District (the “**District**”) are “public agencies” for purposes of the Act; and

WHEREAS the Agency adopted a Project Area Plan and a Project Area Budget for the Lakeview Parkway Community Reinvestment Project Area (the “**Project Area**”); and

WHEREAS after careful analysis and consideration of relevant information, the District desires to enter into an interlocal agreement with the Agency (the “**Interlocal Agreement**”) whereby the District consents to the Agency receiving for an extended period of time a portion of the tax increment produced by the District’s levy on real and personal property within a certain portion of the Project Area; and

WHEREAS Section 11-13-202.5 of the Act requires that certain interlocal agreements be approved by resolution of the legislative body of a public agency.

THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE PROVO SCHOOL DISTRICT AS FOLLOWS:

1. The Interlocal Agreement for the Project Area, substantially in the form attached hereto as **EXHIBIT A**, is approved and shall be executed by the District.
2. The Board President shall make such additions, changes, and emendations as the Board President deems necessary prior to the execution of the Interlocal Agreement.
3. Pursuant to Section 11-13-202.5 of the Act, the Interlocal Agreement has been submitted, or will be submitted prior to execution, to legal counsel for review and approval as to form and legality.
4. Pursuant to Section 11-13-209 of the Act and upon full execution of the Interlocal Agreement, a copy thereof shall be filed immediately with the keeper of records of the District.

5. The Interlocal Agreement shall be effective on the date of publication of the notice required by Section 17C-5-205, Utah Code; such notice shall be published by the Agency on behalf of each Taxing Entity according to the terms of the Interlocal Agreement.

6. This Resolution shall take effect upon adoption.

APPROVED AND ADOPTED by the Board of Education for Provo School District on the _____ day of _____ 2026.

PROVO SCHOOL DISTRICT

By: _____
Jennifer Partridge, Board President

ATTEST:

Devyn Dayley, Business Administrator

EXHIBIT A

Interlocal Agreement

INTERLOCAL AGREEMENT FOR THE LAKEVIEW PARKWAY COMMUNITY REINVESTMENT PROJECT AREA

THIS INTERLOCAL AGREEMENT is entered into as of this ____ day of _____ 2026, by and between the **REDEVELOPMENT AGENCY OF PROVO CITY**, a political subdivision of the State of Utah (the “**Agency**”), and **PROVO CITY SCHOOL DISTRICT**, a political subdivision of the State of Utah (the “**Taxing Entity**”). The Agency and the Taxing Entity may be referred to individually as a “**Party**” and collectively as the “**Parties**”.

A. WHEREAS the Agency was created pursuant to the provisions of Utah redevelopment law, and continues to operate under the Limited Purpose Local Government Entities – Community Reinvestment Agency Act, Title 17C of the Utah Code (the “**Act**”), and is authorized thereunder to conduct project area development activities within its boundaries, as contemplated by the Act; and

B. WHEREAS the Agency created the Lakeview Parkway Community Reinvestment Project Area (the “**Project Area**”) and adopted a project area plan for the Project Area on February 10, 2026 (the “**Project Area Plan**”), which is incorporated herein by this reference, and which includes the legal description and map of the Project Area, pursuant to which the Agency desires to provide for redevelopment within the Project Area; and

C. WHEREAS, the Project is to be located in a portion of the Project Area as shown on **Exhibit A**, attached hereto (the “**Site**”); and

D. WHEREAS the Taxing Entity and the Agency have determined that it is in the best interests of the Taxing Entity to provide certain financial assistance through the use of Tax Increment (as defined below) and other funds in connection with the development of the Project Area as set forth in the Project Area Plan and as allowed by the Act; and

E. WHEREAS the Agency anticipates using tax increment (as defined in Utah Code Annotated (“UCA”) § 17C-1-102(60) (hereinafter “**Tax Increment**”)), created by development within the Project Area, to assist in the project area development within the Project Area as provided in the Project Area Plan; and

F. WHEREAS the Act authorizes the Taxing Entity to consent to the payment to the Agency of amounts equal to all or a portion of the Tax Increment generated from the Project Area for the purposes set forth therein; and

G. WHEREAS in order to facilitate development of the Project, the Taxing Entity desires to pay to the Agency a portion of the Tax Increment generated by development within the Site attributable to the Taxing Entity’s tax levy on taxable property within the Project Area in accordance with the terms of this Agreement; and

H. WHEREAS UCA § 11-13-215 further authorizes the Taxing Entity to share its tax and other revenues with the Agency; and

I. WHEREAS the provisions of applicable Utah State law shall govern this Agreement, including the Act and the Interlocal Cooperation Act, Title 11 Chapter 13 of the UCA, as amended (the “**Cooperation Act**”).

NOW, THEREFORE, in consideration of the mutual promises set forth herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. Tax Increment.

a. Pursuant to the Act and Section 11-13-215 of the Cooperation Act, the Taxing Entity hereby agrees and consents that the Agency shall be paid an amount equal to eighty percent (80%) of the Taxing Entity’s portion of the Tax Increment generated within the Site (the “**Agency Share**”) for fifteen (15) years, for tax years 2027 through 2041 inclusive (the “**Project Area Funds Collection Period**”). The Agency Share shall be used for the purposes set forth in the Act and in the Project Area Plan and shall be disbursed as specified herein. The calculation of annual Tax Increment shall be made using (a) the Taxing Entity’s tax levy rate during the year for which Tax Increment is to be paid and (b) the base year value for purposes of calculating Tax Increment generated within the Site shall be \$4,360,000.00.

b. The Taxing Entity hereby authorizes and directs Utah County officials and personnel to pay directly to the Agency all amounts due to the Agency under this Agreement for the periods described herein.

c. The Agency Share shall be paid to the Agency no later than April 1st of the year following the tax year for which the Agency Share is to be paid.

d. The Agency Share may be paid to the Agency from any funding source available to the Taxing Entity.

e. The total cumulative amount of Agency Share paid to the Agency under this Agreement shall not exceed \$2,480,000.00 (the “**Maximum Amount**”).

f. The Agency Share shall not include any portion of the Tax Increment generated by the Taxing Entity’s tax levy that is attributable to an increase in the Taxing Entity’s tax rate pursuant to Utah Code § 59-2-919 and applicable hearing procedures that occurs after the effective date of this Agreement.

g. The Agency Share does not include any funds generated by development outside of the Site.

h. All Tax Increment generated by the Taxing Entity’s tax levy in excess of the Maximum Amount or for periods beyond the end of the Project Area Funds Collection Period shall be paid by Utah County directly to the Taxing Entity.

i. This agreement is contingent on Provo City entering into an interlocal agreement with the Agency whereby Provo City agrees to contribute at least eighty percent (80%) of Provo City's property tax increment generated within the Site for a term of at least 15 years, under terms substantially similar to this Agreement. Notwithstanding any other provisions of this Agreement, this Agreement shall be null and void if Provo City and the Agency have not approved and executed such interlocal agreement prior to June 30, 2027.

2. **Authorized Uses of Tax Increment and Incentive.** The Parties agree that the Agency may apply the funds collected hereunder to encourage the development of the Project Area as deemed appropriate by the Agency and contemplated in the Project Area Plan, including but not limited to the cost and maintenance of public infrastructure and other improvements located within or benefitting the Project Area, incentives to developers or participants within the project area, administrative, overhead, legal, and other operating expenses of the Agency, and any other purposes deemed appropriate by the Agency, all as authorized by the Act.

3. **No Third-Party Beneficiary.** Nothing in this Agreement shall create or be read or interpreted to create any rights in or obligations in favor of any person or entity not a party to this Agreement. Except for the parties to this Agreement, no person or entity is an intended third-party beneficiary under this Agreement.

4. **Due Diligence.** Each of the Parties acknowledges for itself that it has performed its own review, investigation, and due diligence regarding the relevant facts upon which this Agreement is based, including representations of the Agency concerning the Project and the Project's benefits to the community and to the Parties, and each Party relies upon its own understanding of the relevant law and facts, information, and representations, after having completed its own due diligence and investigation.

5. **Consent to Project Area Budget.** As required by UCA § 17C-5-304, the Taxing Entity consents to the Project Area Budget adopted by the Agency for the Project Area.

6. **Interlocal Cooperation Act.** In satisfaction of the requirements of the Cooperation Act in connection with this Agreement, the Parties agree as follows:

a. This Agreement shall be authorized and adopted by resolution of the legislative body of each Party pursuant to and in accordance with the provisions of Section 11-13-202.5 of the Cooperation Act.

b. This Agreement shall be reviewed as to proper form and compliance with applicable law by a duly authorized attorney on behalf of each Party pursuant to and in accordance with the Section 11-13-202.5(3) of the Cooperation Act.

c. Once executed, a copy of this Agreement shall be filed immediately with the keeper of records of each Party pursuant to Section 11-13-209 of the Cooperation Act.

d. The Chair of the Agency is hereby designated the administrator for all purposes of the Cooperation Act.

e. Following the execution of this Agreement by all Parties, the Agency shall cause a notice regarding this Agreement to be published on behalf of all Parties in accordance with Section 11-13-219 of the Cooperation Act, upon which this Agreement shall become effective.

f. No separate legal entity is created by the terms of this Agreement and no facility, improvement, or other asset shall be jointly owned, jointly acquired, or jointly operated by the Parties to this Agreement.

g. The term of this Agreement shall commence on the publication of the notice described in Section 11-13-219 of the Cooperation Act and shall continue through the date that is 180 days after the date on which all of the final payment as contemplated herein has been paid to the Agency. Notwithstanding any provision in this Agreement to the contrary, this Agreement shall automatically terminate on December 31, 2050.

h. Notwithstanding any provision in this Agreement to the contrary, the total cumulative amount of the Agency Share paid to the Agency shall not exceed the Maximum Amount.

7. **Modification and Amendment.** Any modification of or amendment to any provision contained herein shall be effective only if the modification or amendment is in writing and signed by all Parties. Any oral representation or modification concerning this Agreement shall be of no force or effect.

8. **Further Assurance.** Each of the Parties hereto agrees to cooperate in good faith with the others, to execute and deliver such further documents, to adopt any resolutions, to take any other official action, and to perform such other acts as may be reasonably necessary or appropriate to consummate and carry into effect the transactions contemplated under this Agreement. Further, in the event of any question regarding the calculation or payment of amounts contemplated hereunder, the Parties shall cooperate in good faith to resolve such issue.

9. **Due Diligence.** Each Party acknowledges for itself that it has performed its own review, investigation, and due diligence as to this Agreement, the Project Area, the Project Area Plan, and the expected benefits to the Parties and that each of the Parties has performed such investigation to its satisfaction and relies on its own understanding of the relevant facts and information.

10. **Entire Agreement.** This Agreement constitutes the entire agreement between the Parties hereto pertaining to the subject matter hereof and the final, complete, and exclusive expression of the terms and conditions thereof. All prior agreements, representations, negotiations, and understandings, whether oral or written and whether express or implied, of the Parties hereto are hereby superseded and merged herein.

11. **Governing Law.** This Agreement shall be governed by, and construed and interpreted in accordance with, the laws of the State of Utah.

12. **Interpretation.** The terms “include,” “includes,” “including” when used herein shall be deemed in each case to be followed by the words “without limitation.”

13. **Severability.** If any provision of this Agreement shall be held invalid or unenforceable by any court of competent jurisdiction or as a result of future legislative action, and if the rights or obligations of any Party hereto under this Agreement will not be materially and adversely affected thereby,

- a. such holding or action shall be strictly construed;
- b. such provision shall be fully severable;
- c. this Agreement shall be construed and enforced as if such provision had never comprised a part hereof;
- d. the remaining provisions of this Agreement shall remain in full force and effect and shall not be affected by the invalid or unenforceable provision or by its severance from this Agreement; and
- e. in lieu of such illegal, invalid, or unenforceable provision, the Parties hereto shall use commercially reasonable efforts to negotiate in good faith a substitute, legal, valid, and enforceable provision that most nearly effects the Parties' intent in entering into this Agreement.

14. **Assignment.** No Party may assign any rights, duties, or obligations under this Agreement without the prior written consent of all Parties hereto.

15. **Authorization.** Each of the Parties hereto represents and warrants to the others that the warranting Party has taken all steps, including the publication of public notice where necessary, in order to authorize the execution, delivery, and performance of this Agreement by each such Party.

16. **Time of the Essence.** Time shall be of the essence in the performance of this Agreement.

17. **Incorporation of Recitals.** The recitals set forth above are hereby incorporated by reference as part of this Agreement.

18. **Incorporation of Exhibits.** The exhibits to this Agreement are hereby incorporated by reference as part of this Agreement.

19. **Prior Agreements.** The execution of this Agreement shall be deemed to constitute the termination of any and all prior agreements between the Agency and the Taxing Entity relating to tax increment generated within any portion of the Project Area. All such prior agreements and understandings are hereby terminated and deemed of no further force or effect.

20. **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

ENTERED into as of the day and year first above written.

[Remainder of page intentionally left blank; signature pages follow]

**REDEVELOPMENT AGENCY OF PROVO
CITY**

Craig Christensen, Board Chair

ATTEST:

Heidi Allman, Secretary

Attorney Review for the Agency:

The undersigned, as counsel for the Redevelopment Agency of Provo City, has reviewed the foregoing Interlocal Agreement and finds it to be in proper form and in compliance with applicable state law.

Adam S. Long

[signatures continue on next page]

PROVO SCHOOL DISTRICT

By: _____
Jennifer Partridge, Board President

ATTEST:

Devyn Dayley, Business Administrator

Attorney Review for the Taxing Entity:

The undersigned, as attorney for Provo School District has reviewed the foregoing Interlocal Agreement and finds it to be in proper form and in compliance with applicable state law.

Name:

Site Description and Map

BOUNDARY DESCRIPTION

A PORTION OF SECTION 10, TOWNSHIP 7 SOUTH, RANGE 2 EAST, SALT LAKE BASE AND MERIDIAN LOCATED IN PROVO, UTAH, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT A POINT ON THE NORTH RIGHT-OF-WAY LINE OF LAKEVIEW PARKWAY LOCATED WEST 2862.59 FEET AND SOUTH 178.55 FEET FROM THE SOUTHEAST CORNER OF SECTION 10, TOWNSHIP 7 SOUTH, RANGE 2 EAST, SALT LAKE BASE AND MERIDIAN, THENCE ALONG THE NORTH RIGHT-OF-WAY LINE OF LAKEVIEW PARKWAY THE FOLLOWING (2) COURSES; THENCE S87°01'59\" N 406.97 FEET; THENCE S87°01'59\" N 406.97 FEET; THENCE S87°01'59\" N 406.97 FEET TO THE SOUTH RIGHT-OF-WAY LINE OF CHORD BEARS; S60°55'39\" W 483.01 FEET); TO THE EAST RIGHT-OF-WAY LINE OF 2770 WEST STREET; THE FOLLOWING (2) COURSES; THENCE NORTHERLY ALONG THE ARC OF A 473.00 FOOT RADIUS NON-TANGENT CURVE TO THE RIGHT 69.64 FEET; THROUGH THE CENTRAL ANGLE OF 10°28'01\" (CHORD BEARS; N06°00'00\" E 69.64 FEET; THROUGH THE CENTRAL ANGLE OF 10°28'01\" (CHORD BEARS; N06°00'00\" E 69.64 FEET TO THE NORTH RIGHT-OF-WAY LINE OF LAKEVIEW PARKWAY AND THE POINT OF BEGINNING.

AREA: 221.256 SQUARE FEET OR 5.079 ACRES

PROFO CITY REDEVELOPMENT COMMUNITY REINVESTMENT AREA
NOVEMBER 2025

PROVO CITY

REMARKS

provo PUBLIC WORKS ENGINEERING

2026–2027 Sex/Health Education Committee

The committee's role is defined in [Policy 4023: Sex Education](#)

The committee:

- Reviews videos, guest speakers, presentations, and other supporting materials for alignment with state requirements.
- Approves or disapproves guest speakers, presenters, and their materials before they are used.
- Makes recommendations to the Board regarding proposed sex education instructional materials.
- Reviews adopted materials annually and considers whether their use should continue.
- Provides recommendations to the Board when a district resident appeals adopted materials.
- Meets at least annually, establishes operating procedures, selects officers, designates a chair, and follows the Utah Open and Public Meetings Act.

The **Board of Education retains final authority** to determine which sex education instructional materials are used, except that the committee directly approves guest presenters and their associated materials.

2026-2027 Sex/Health Education Committee Members		
District & Board Representatives		
• Becky Robinson, Health Content Specialist • Judy Rose, Director of Elementary Teaching & Learning • Kimberly Boyd, Middle School Teacher • Clint Wolfe, Elementary Administrator • Tara Buck, Elementary Teacher • Dana Finlayson, High School Teacher • Erin Hoehne, School Nurse • Megan Van Wagenen, School Board Member • Cami White, Secondary Administrator • Ben Young, Social Worker/Psychologist/Counselor		
Parent Members		
Cycle A, Year 1 of 2 • Sunset View: Unfilled • Timpanogos: Unfilled • Provost: Sarah Reimschuessel • Spring Creek: Nohemi Rae • Wasatch: Unfilled • Independence: David Padron	Cycle B, Year 2 of 2 • Amelia Earhart: Cyleste Leslie • Lakeview: Audrey Mangum • Canyon Crest: Lyssandra Harper • Provo Peaks: Elizabeth Wheatley • Centennial: Becky Bundy • Provo High: Doug Gardner & Michelle Wages	Off-Cycle Schools: <i>Parent Representative Cycle Begins in 2027–2028</i> • Franklin • Rock Canyon • Westridge • Edgemont • Edgemont • Shoreline • Timpview

LEA Specific Licenses Sept 25.2026 Report

School	Last Name	First Name	License Area 1	Endorsement 1	Endorsement 2
District	BOLLINGER	Sydney	SPED DOPL		
CMS	HAWS	Mindy	Secondary	Literacy Intervention	
CMS	ROBINSON	Elena	Secondary	Literacy Intervention	
PHS	ROSE	Janae	Secondary	Math Levek 4	
THS	REICHNER	Chanell	Secondary	Psych or Social Studies Composite	
THS	SNOW	Ethan	Secondary	English as a Second Language	Art History / Social Studies Composite



American Fork

Ken Garff American Fork Ford
597 E 1000 S
American Fork, UT 84003
(801) 763 - 6800

Jim Elliott
Sales: (801) 763 - 6800
Direct: (801) 362 - 1261
jime@kengarff.com

Deal#: 194137



2025 Ford Expedition
Oxford White | 5 mi | Active 4x4
VIN: 1FMJU1J8XSEA69475 | Stock#: 1FD2759

Provo School District
+1-(801) 374 - 4864 | +1-(801) 897 - 1919 | tinaf@provo.edu
280 W 940 N, PROVO, UT 84604

Cash	\$58,967.00
Tot. Cash	\$0.00 Rebates

Payment Details	Cash
MSRP	\$66,895.00
Dealer Discount	\$7,928.00
Adjusted Sales Price	\$58,967.00
Total Savings	\$7,928.00
Taxes	\$0.00
Total Amount Due	\$58,967.00

X

Customer Signature & Date

X

Jim Elliott | Manager Signature & Date

Payments offered here are all subject to final credit and loan approval from a lending institution. The Retail Price includes accessories and products that must be purchased with the vehicle, but does not include accessories and products you choose to purchase, applicable taxes and licensing fees, a documentary fee, licensing fees. Leases may require an additional cash payment for a Security Deposit. At the end of the lease term, the lessee is responsible for any mileage exceeding the amount specified in the lease agreement, a disposition fee, and any charges for wear and tear on the vehicle as outlined in the lease documents. All prices, specifications, and availability are subject to change without notice.

We have prepared a quote for you

9/8/26 - Security Refresh

Quote # 032196 Version 1

Prepared for:

Provo School District

Prepared by:

Zach Brady

Products

MPN	Product Description	Qty	Price	Ext. Price
BCD Server	BCD212X-PVS-410Y-60T-12 2) INTEL XEON SILVER 4410Y - (4) 16GB DDR5 RAM - (2) 480GB M.2. BCD-SA-IDRAC-ENT-16G DELL IDRAC ENTERPRISE LICENSE 16G SERVERS - "NONCANCELABLE, NON. BCD-SA-BVA-1.6T 1.6TB ENTERPRISE NVME MIXED USE FLASH STORAGE (HHHL) - PCI	5	\$33,056.72	\$165,283.60
02100-001	Axis M4308-PLE - Panoramic Camera, 12 MP sensor with 360° overview, Stereographic lens and Sharpdome 360, Lightfinder, Forensic WDR, OptimizedIR, Support for analytics with deep learning, 4 microphones with voice enhancer - 02100-001	30	\$942.65	\$28,279.50
02634-001	AXIS P3737-PLE - Exterior Panoramic Camera, 4 x 5MP, IR, Deep Learning, SD Slot x 2 - 02634-001	5	\$1,665.15	\$8,325.75
03150-001	AXIS P3275-LVE - High-performance 2 MP dome camera with AI analytics, 3.4 -9.8mm Varifocal Lens - 03150-001	15	\$721.65	\$10,824.75

Subtotal: **\$212,713.60**

Estimated Tax: **\$0.00**

Statement of Work

Deliverable

Resale Only

NASPO PA5125

Tax Exempt

9/8/26 - Security Refresh

Prepared by:

Stone Security, LLC

Zach Brady
+18014008934

Zach.Brady@stonesecurity.net

Ship To:

Provo School District

527 S 1600 W
Provo, UT 84601-3930

Matt Morden

matthewmo@provo.edu

Bill To:

Provo School District

280 West 940 North
Provo, UT 84604

Matt Morden

matthewmo@provo.edu

Quote Information:

Quote #: 032196

Version: 1

Delivery Date: 09/16/2026

Expiration Date: 10/08/2026

Net 30

Quote Summary

Description	Amount
Products	\$212,713.60

Total: **\$212,713.60**

This quote is issued subject to BearCom's standard terms of sale: <https://bearcom.com/terms-of-sale>

Quote valid until expiration date as noted on quote and prices are subject to change.

Video Recording Server pricing valid for 14 days.

Pricing:

Payment of all applicable state and local taxes are the responsibility of the customer. Please verify that all taxes are correct based on your organization and notify Stone Security if any changes are needed.

Quotes and pricing terms are negotiated between Customer and Stone Security and may be unique to the Customer. Therefore, and except as otherwise provided by law, Customer hereby agrees to keep the pricing arrangement confidential for a period of no less than three (3) years from the date of the signed quote. Customer will not use this confidential Information in furtherance of its business, or the business of anyone else, whether or not in competition with Stone Security.

Credit Card payments are subject to a 3% processing fee.

Return Policy:

Purchases are subject to a 30 day return policy on products which are unopened and in new condition. Returns may be subject to a restocking fee depending on manufacturer restrictions. Custom products and open boxes are nonreturnable.

Support:

Systems not covered by a Support Agreement will be billed time and materials.

Warranty:

Stone Security warrants all labor and materials installed at the job site for 90 days from the installation date, excluding normal wear and tear or product abuse. A representative will assess any damage caused by Stone Security. If found to be due to faulty workmanship or materials, Stone Security will repair or replace the defective material at no cost.

Acceptance:

By signing below, you agree to the Pricing, Deliverables, Return Policy and Support of this Quote and are duly authorized to sign on behalf of the Company. Please note that all materials will be invoiced upon quote acceptance or receipt of Purchase Order.

Stone Security, LLC

Provo School District

Signature: _____

Name: Zach Brady

Title: Account Manager

Date: 09/16/2026

Signature: _____

Name: _____

Date: _____

Quote Information:

Quote # 032196 Version 1



**Credit for Prior Teaching Experience and New Employee Placement on the Salary
Schedule**

Policy Series: 5000 Personnel

Policy No. 5325

Purpose

The purpose of this policy is to establish uniform standards and procedures for awarding credit for prior teaching experience in accordance with Utah law, applicable licensure requirements, and district compensation practices. The Board of Education recognizes the importance of hiring and maintaining a high-quality work force to promote student learning. The board believes that having an excellent staff throughout the district is critical to provide quality education for students. The Board of Education is committed to ensuring that prior qualifying educational experience is evaluated consistently, fairly, and transparently to support the recruitment and retention of highly qualified educators. Please see [Procedure 1](#) of this policy for further directions.

Credit for Prior Teaching

The district advertises for many staff vacancies each year, and the applicant pools for each position can be extremely varied. Excellent educators from outside the district who are selected for positions may request placement on the respective salary scale beyond what has, to this point, been common practice in Provo City School District.

This policy is in recognition of the need to hire well-qualified staff and in further recognition that excellent veteran teachers and other staff may need to be granted additional credit on the salary schedule in a way that gives appropriate credit for verifiable years of previous relevant work. This practice applies to ~~contracted~~ [licensed teaching](#) staff new to Provo City School District. The board directs the superintendent to develop procedures to define the criteria and circumstances where such salary schedule placements for ~~contracted~~ [licensed teachers](#) employees might be accomplished.

Some of the criteria to justify such salary schedule placements may include:

- Verifiable excellence in the position prior to coming to Provo City School District
- The in-demand nature of the position (such as math teachers, special education teachers, technical teachers, other contracted [licensed](#) specialists)
- Unsuccessful prior attempts to hire the position within the same hiring season
- The lack of a deep pool of viable applicants
- Positions for difficult/demanding assignments that generally garner low levels of qualified applicants (English-Debate, principals, athletic directors)
- Positions requiring other unique experience

Credit for Experience

In the event the district negotiates the amount paid as salary, step placement, or lane placement for an individual contract of employment with a new certified employee in the district, the board may grant credit for prior teaching experience in the public schools.

Partial Year Experience

In calculating credit for experience for compensation purposes only, a certified employee shall be given partial credit for less than a full school year in an amount proportionate to the part of the year worked by the employee.

Interpretation of this Policy

Nothing in this policy shall be construed to require recognition of prior credit for teaching outside the district or for partial credit for less than a full school year in determining whether a certified employee has an expectation of continued employment under the district's Orderly Termination Policy.

Nothing in this policy shall be construed to mean that teaching experience is the only or most important factor in making employment decisions. Certified employees shall be employed based upon all factors related to professional qualifications.

~~The Board of Education recognizes the importance of hiring and maintaining a high quality work force to promote student learning. The Board believes that having an excellent staff throughout the district is critical to provide quality education for students.~~

Board Approved: August 13, 2013
Revised: August 18, 2014
October 10, 2017



Cash Receipts

Policy Series: 6000 Finance and Operations

Policy No. 6130

Purpose

The purpose for the receipts/petty cash policy is to 1) safeguard district assets 2) provide accurate and timely information and 3) record revenue appropriately per government and accounting standards. This policy applies to all departments and schools within Provo City School District.

Please see fundraising [Policy 6110](#) for donations and fundraising event receipts.

Cash Management

Departments within Provo City School District will occasionally charge for services performed to entities outside the District Office. If not billed through Account Receivable, cash or some form of payment is received for these services. The Business Office is ultimately responsible for accurately reporting all received and expected revenue. Any questions regarding this policy can be directed to Provo City School District Business Office [Services](#). [State law requires all money to be deposited within 72 hours of receipt from patrons.](#)

District Office Responsibilities

[District](#) departments ~~within the District office~~ shall send all cash/check/credit card transactions to the district cashier. [The district receptionist and Student Services can take credit card receipts throughout the day and remit receipts to the district cashier at the end of day. All deposits at the bank will be done as often as possible by the district cashier, but no more than 72 hours after receiving cash and checks. Credit cards will be automatically deposited by the credit card processor.](#)

~~The only exception is for Student Services, who may receive funds from patrons, and remit to the Cashier in the aggregate at the end of the day.~~

~~If the payment is for a previously billed Account Receivable, the payment should be remitted to the Cashier to apply to the proper billing the day it is received. Include the AR invoice number for proper payment application.~~

The district Child Nutrition Department will be responsible for gathering, verifying and entering all deposits from schools for school lunch. Deposit information will be completed and funds delivered to the district cashier as often as possible but no later than 72 hours after initial receipt of the money.

School Responsibilities

~~Schools charge for various class fees, books, registration and collect funds for activities at the school. If not billed through Account Receivable, cash or some form of payment is received for these services.~~ Elementary school secretaries are responsible for collecting and entering cash receipts at each school. Receipts will be entered as money is received for correct accounting.

The school's principal and ~~lead finance secretary~~ are ultimately responsible for accurately reporting all received and expected revenue. Deposits will be brought to the district cashier and verified with reported total. The district cashier will deposit all money when received at the district or no more than 72 hours after initial receipt. Any questions regarding this policy can be directed to the ~~Provo School District Business Office~~ Business Services.

Secondary finance secretaries are responsible for collecting and entering cash receipts at each school. All regular cash receipts and fee collections will be recorded as received. Deposits will be verified and taken to the bank daily, or no more than 72 business hours after initial receipt in rare cases. Traditional secondary finance secretaries will be responsible for deposit delivery to the bank.

Cash received at secondary school events must be receipted and deposited by the school financial secretary at the bank daily, or within 72 business hours on rare occasions. See [Policy 6110](#) for additional guidelines and requirements for cash handling at fundraisers or events.

Principal/Financial Secretary Responsibilities

~~Principals are responsible for providing the school secretary with the current fee schedule. Student fees shall be set up in TES under each student's name using the appropriate fee schedule. Thus, any fee a student owes to the school for classes/activities will be tracked appropriately. The financial secretary is responsible for receipting payments in TES, and creating the deposit for the bank (see procedures for details.)~~

School employee responsibilities

~~Employees of the school shall send ALL cash/check/credit card transactions to the school's Cashier/finance secretary. Employees other than the financial secretary should not accept payments from students, with the exception of Elementary school field trips which involve a minimal donation. In this case the teacher shall keep a log of payments made by students and remit it daily to the school secretary for deposit.~~

81 ~~If the payment is for a previously billed Account Receivable, the payment should be remitted to~~
82 ~~the Cashier to apply to the proper billing the day it is received.~~

83
84 District Office and Schools

85
86 ~~All cash checks and other receipts should be deposited daily and must be deposited no later~~
87 ~~than three business days after receipt per state law. All checks received must be written to~~
88 ~~Provo City School District or the school who is receiving the check.~~

89 90 **Petty Cash**

91
92 ~~District Petty Cash is kept in the cashier's office at the District Office. Petty cash may be kept by~~
93 ~~other District departments and the School's MAIN OFFICE for miscellaneous use and must~~
94 ~~abide by the following:~~ Petty cash is kept in the cashier's office at the district, the financial office
95 in secondary schools and the main office in elementary schools. All petty cash must always be
96 kept in a locked safe or drawer. If there is not a locked safe or drawer in an office, petty cash
97 may not be kept.

98
99 District Business Services keep cash bags for elementary school events, i.e. book fairs,
100 beginning of school activities, etc. Schools must send a request for cash bag at least 72 hours
101 in advance to make sure all requests can be fulfilled.

102
103 Elementary school petty cash shall not exceed \$50 unless approved by Business Services.
104 Cash received that brings petty cash over \$50 must be recorded in the school account and
105 brought to the district for deposit within three business days.

106
107 Secondary school petty cash shall not exceed \$1,500 unless approved by Business Services.
108 Cash received that brings petty cash over \$1,500 must be recorded in the school account and
109 taken to the bank with the daily deposit.

110
111 Petty cash may not be used to reimburse employees for purchases made. Purchases made
112 must be entered into Linq for reimbursement.

113
114 ~~All petty cash funds and amounts must be approved by the accounting director~~
115 ~~Total Petty Cash on hand shall not exceed \$50 unless approved by Accounting Director~~
116 ~~Shall not be used for receipting monies for services provided (change only for fees under \$5~~
117 ~~may be made from petty cash)~~

118 ~~Shall be accounted for on an imprest basis with a monthly reconciliation (see imprest account~~
119 ~~procedures)~~

120 ~~Shall be kept in a safe/locked location 6. "Change Funds" are considered Petty Cash and follow~~
121 ~~the Petty Cash policies and procedures.~~

122 ~~In compliance with Utah State Code, all receipts must be deposited within three business days~~
123 ~~for receipt.~~

124

125

126 **Legal References**

127

128 [Utah Code § 51-4-2](#)

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130 **Board Approved:**

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Flags on School Property

Policy Series: 7000 Community

Policy No. 7280

Purpose

The Board of Education recognizes the importance of maintaining district property as a neutral and orderly educational environment. This policy establishes the flags that may be displayed on district property in accordance with Utah law and clarifies that only authorized official flags may be prominently displayed by the district or its schools.

Definitions:

Display, when used in reference to a flag, means placing the flag in a prominent location on District property where it is easily visible.

Flag means a usually rectangular piece of fabric bearing a specific design that symbolizes a location, governmental entity, institution, organization, or cause.

School property means district-owned, leased, or controlled buildings, grounds, facilities, and other property.

Authorized Flags

Only the following flags may be displayed on district property:

1. The current flag of the United States of America;
2. A historic version of the flag of the United States of America;
3. The current official flag of the State of Utah;
4. A historical version of the official flag of the State of Utah;
5. The current official flag of another country;
6. The current official flag of another state;
7. The current official flag of a political subdivision of another country or state;
8. A flag representing a Utah city, municipality, county, or other political subdivision;
9. A flag representing a branch, unit, or division of the United States military;

10. The National League of Families POW/MIA flag;
11. A flag representing an Indian tribe as defined by federal law;
12. An officially licensed flag of a college or university that depicts only the colors, logos, and marks consistent with the institution's official branding;
13. An official public school flag;
14. An official flag of:
 - a. The United States Olympic Committee;
 - b. The United States Paralympic Committee;
 - c. The International Olympic Committee; or
 - d. The International Paralympic Committee;
15. An official flag of an Olympiad or Paralympiad that occurred or will occur in Utah; and
16. A flag of an organization authorized to use a district school facility, provided the flag is displayed only:
 - a. At the location where the organization is authorized to use the facility; and
 - b. During the time the organization is authorized to use the facility.

Display Requirements

An authorized flag shall be displayed without alterations to its official:

1. Colors;
2. Symbols; or
3. Appearance.

A flag may not be modified or combined with other words, symbols, designs, or images in a manner that changes its official appearance.

Application of Policy

This policy applies to flags prominently displayed on district property by the district, a district school, or an organization authorized to use district facilities.

This policy does not prohibit:

1. Images of flags appearing in textbooks, library materials, instructional materials, historical displays, or other printed or digital educational resources;
2. Images of flags depicted on personal clothing or apparel; or
3. Images of flags appearing on personally owned property.

Nothing in this policy limits the district's authority to regulate personal property, apparel, displays, or conduct under another applicable district policy or law.

Administration

The superintendent or designee shall administer this policy.

A principal or district administrator may remove or direct the removal of a flag that is not authorized by this policy or that has been altered in a manner inconsistent with this policy.

Questions concerning whether a flag is authorized under this policy shall be referred to the Superintendent or designee.

Legal References:

[Utah Code § 63G-1-704\(1\)](#)

[Utah Code § 63G-1-704\(2\), \(3\)](#)

Board Approved:

DRAFT



Government Data Non-Student Data Privacy
Policy Series: 7000 Community

Policy No. 7400

Purpose

The Board of Education recognizes the importance of protecting the privacy of personal data collected and maintained by the district. This policy establishes standards for the collection, processing, use, sharing, protection, and management of personal data in accordance with the Government Data Privacy Act. This policy applies to personal data collected by the district relating to individuals other than students and is intended to promote transparency, accountability, and responsible data stewardship while ensuring compliance with applicable state and federal law.

Policy Application

This policy does not apply to student data or education records, which are governed by [Policy 3650, Student Data Protection](#); [Policy 3200, Student Records](#); [Policy 3210 the Family Educational Rights and Privacy Act \(FERPA\)](#); and other applicable federal and state laws.

This policy applies to all personal data collected or processed by the district concerning individuals other than students.

The district shall apply this policy to all new processing activities. For processing activities implemented before May 7, 2025, the district shall identify and document any processing activities that are not compliant with the [Government Data Privacy Act](#), develop a strategy to bring those activities into compliance, and include that information in the district's annual privacy report no later than July 1, 2027.

Definitions:

1. *Data breach* means the unauthorized access, acquisition, disclosure, destruction, or loss of access to personal data maintained by the district, unless the district determines,

using standards established by the Utah Cyber Center, that there is a low probability that personal data has been compromised.

2. *High-risk processing activity* means processing of personal data that may significantly affect an individual's privacy interests because of the nature, sensitivity, amount, or use of the information.
3. *Personal data* means information that is linked or can reasonably be linked to an identified or identifiable individual.
4. *Process, processing, or processing activity* means any operation performed on personal data, including collecting, recording, organizing, storing, retrieving, using, disclosing, transferring, modifying, restricting, deleting, or destroying personal data.
5. *Sell* means exchanging personal data for monetary consideration and does not include fees authorized under the Government Records Access and Management Act (GRAMA).

Privacy Program

The district shall establish and maintain a comprehensive privacy program designed to ensure compliance with the Government Data Privacy Act.

The privacy program shall include policies, procedures, administrative safeguards, technical safeguards, employee training, privacy notices, risk assessments, and annual reporting sufficient to protect personal data maintained by the district.

Provo City School District has adopted the [CIS Controls Cybersecurity Framework](#), and the district aligns all our cybersecurity and privacy decisions to this framework. According to that framework, the report shall include:

- Access Controls and Least Privilege
- MFA and Account Security
- Encryption Where Appropriate
- Endpoint Protection
- Network and System Security
- Secure Configuration and Patching
- Logging and Monitoring
- Data Backup and Recovery
- Incident / Breach Response Support
- Secure Data Transmission and Storage
- Vendor / Application Security Review
- Data Retention and Secure Disposal

~~The district may satisfy the requirement to establish a privacy program through completion of the annual privacy reporting requirements established by this policy.~~

Collection and Processing of Personal Data

The district shall collect, use, maintain, and process only the minimum amount of personal data reasonably necessary to accomplish a lawful governmental purpose.

Personal data shall be used only for the purposes identified in the privacy notice provided to the individual at the time the information is collected unless otherwise authorized by law.

The district shall not establish, maintain, or use covert surveillance of individuals except as expressly authorized by law.

The district shall not sell personal data except where expressly authorized or required by law.

The district shall not share personal data except as authorized by the Government Records Access and Management Act (GRAMA), the Government Data Privacy Act, or other applicable law.

Annual Privacy Report

On or before December 31 of each year, the superintendent or designee shall prepare an annual privacy report describing the district's privacy program.

The report shall include:

- Whether the district has implemented a privacy program;
- Privacy practices currently implemented by the district;
- Strategies for improving the district's privacy program;
- Any high-risk processing activities conducted by the district;
- Categories of personal data the district shares, sells, or purchases;
- The legal authority for sharing, selling, or purchasing personal data;
- The categories of persons or entities with whom personal data is shared, sold, or purchased;
- The percentage of district employees who completed required privacy training; and
- Any identified non-compliant processing activities together with the district's plan for achieving compliance.

Legal References:

[20 U.S.C. § 1232g](#)

128 [20 U.S.C. § 1232h](#)
129 [Utah Code Title 63A, Chapter 19 – Government Data Privacy Act](#)
130 [Utah Code § 63A-16-110](#)
131 [Utah Code § 63A-19-101](#)
132 [Utah Code § 63A-19-401](#)
133 [Utah Code § 63A-19-401.2](#)
134 [Utah Code § 63A-19-401.3](#)
135 [Utah Code § 63A-19-401.4](#)
136 [Utah Code § 63A-19-402](#)
137 [Utah Code § 63A-19-403](#)
138 [Utah Code § 63A-19-405](#)
139 [Utah Code § 63A-19-406](#)
140 [Utah Code § 63G-2-301](#)

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142 **Board Approved:**

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Political Party Use of School Meeting Facilities

Policy Series: 7000 Community

Policy No. 7600

Purpose

The Board of Education recognizes that registered political parties may use school meeting facilities for authorized political activities as provided by Utah law. This policy establishes procedures governing the scheduling, use, supervision, and care of district facilities while ensuring that school operations, student activities, and district property are protected.

Definitions:

1. *Meeting facility* means a room, auditorium, gymnasium, cafeteria, or other district space that is available for authorized public use under District policy.
2. *Registered political party* means a political party recognized under Utah law and authorized to conduct party activities in accordance with the Utah Election Code.

Use of School Meeting Facilities

Meeting facilities within district buildings shall be available for use by registered political parties in accordance with ~~Utah law~~ Utah Code § 20A-8-404 and this policy.

Use of district facilities under this policy shall not constitute district sponsorship or endorsement of any political party, candidate, campaign, issue, or political activity.

Scheduling Requirements

A registered political party requesting use of a district meeting facility shall follow the rental policy (Policy 6810 and its accompanying procedures) and submit a request no later than 5:00 p.m. on the last business day occurring at least thirty (30) calendar days, and no more than sixty (60) calendar days before the requested date of use.

A request shall be denied if the requested facility has previously been reserved for another authorized use during the requested time.

District employees responsible for scheduling facility use shall, whenever reasonably practicable, avoid scheduling district-sponsored activities in the same building on the evening of an announced political party caucus meeting.

Fees

A political party using district meeting facilities shall reimburse the district for:

- Coordinating facility use;
- ~~Determining eligibility for facility use;~~
- ~~Collecting required fees;~~
- Scheduling custodial or other necessary personnel; and
- Ensuring compliance with district facility use requirements, including the reimbursement of any and all damages that may occur during the event.

Supervision

The building principal shall ensure that adequate supervision is provided whenever district facilities are used under this policy.

Each political party using district facilities shall provide sufficient adult supervision to maintain order, protect district property, and ensure compliance with applicable laws and district policies.

District facilities shall not be opened for use until the agreed-upon supervisors are present.

A district custodian shall be present during facility use to safeguard district property. Charges for custodial services shall be limited to those authorized by this policy and applicable law.

When the principal is unavailable, the assigned custodian shall have authority over the facility during the period of use.

Standards of Conduct

Individuals using district meeting facilities shall conduct themselves in a safe, orderly, and respectful manner.

The following are prohibited on district property:

- Smoking, vaping, or the use of tobacco or electronic cigarette products;

- Possession or use of alcoholic beverages or intoxicating substances;
- Disorderly, disruptive, or boisterous conduct;
- Vandalism or intentional damage to district property, including the defacing or alteration of any classroom or hallway displays or spaces;
- Unauthorized use or misuse of district furniture, equipment, or facilities; and
- Theft, misuse, or destruction of district books, supplies, athletic equipment, or other district property.

Violation of this policy may result in immediate termination of facility use, denial of future facility use, reimbursement for damages, or any other remedy authorized by law.

Legal References:

[Utah Code § 20A-8-404](#)

Board Approved:



Educational Authority of Separated Parents

Policy Series: 7000 Community

Policy No. 7655

Purpose

The Board of Education recognizes the rights of parents to participate in the education of their children while acknowledging that parental authority may be affected by divorce, legal separation, custody orders, or other court orders. This policy establishes how the district will determine educational decision-making authority for students whose parents are divorced or legally separated and provides consistent procedures for school personnel when questions regarding parental authority arise.

Definitions:

Court order means a divorce decree, custody order, parenting order, or other order signed and entered by a court of competent jurisdiction that establishes parental rights or responsibilities.

Educational decision means a decision relating to a student's education, including school attendance, educational programming, academic services, **extracurricular activities**, and other matters entrusted by law to a parent or legal guardian.

Joint physical custody means a custody arrangement in which both parents share physical custody of a child as established by court order.

Sole physical custody means a custody arrangement in which one parent has primary physical custody of a child as established by court order.

Court Orders Govern Educational Authority

When a student's parents are divorced or legally separated, educational decision-making authority shall be governed by the most recent court order addressing custody or parental rights, including a divorce decree, custody order, or other order signed and entered by a court of competent jurisdiction.

A motion, petition, or other filing that has not been adopted by the court is not binding upon the district.

If a parent believes an existing court order no longer reflects the parties' legal rights or circumstances, it is the responsibility of that parent to obtain a modified court order. Until the district receives a subsequent court order, the district shall continue to rely upon the most recent valid court order provided to the district.

Unless specifically prohibited by a court order, the district may recognize educational decisions agreed upon by all individuals who possess legal decision-making authority for the student.

Access to student education records shall be governed by district policy regarding student records and applicable federal and state law.

Educational Authority When No Court Order Specifies Authority

If no court order addresses educational decision-making authority, or if a court order does not exist, the district shall recognize parental authority as follows.

1. Sole Physical Custody

- a. When one parent has sole physical custody of a student, that parent shall have authority to:
 - i. Determine the student's residence for school attendance purposes or the school the student will attend;
 - ii. Make educational decisions if the parents disagree; and
 - iii. Determine who may access the student during school hours or check the student out of school.

2. Joint Physical Custody with Unequal Parenting Time

- a. When parents share joint physical custody but one parent has physical custody a majority of the time:
 - i. The parent exercising the majority of physical custody shall determine the student's residence for school attendance purposes or the school the student will attend;
 - ii. The parent exercising the majority of physical custody shall make educational decisions if the parents disagree; and
 - iii. Both parents may access the student during school hours and check the student out of school unless otherwise restricted by court order.

3. Joint Physical Custody with Equal Parenting Time

- a. When parents share equal physical custody:

- 84 i. Both parents have equal authority to determine the student's residence
85 for school attendance purposes or the school the student will attend;
86 ii. Both parents have equal authority to make educational decisions
87 regarding the student; and
88 iii. Both parents may access the student during school hours and check the
89 student out of school.
90

91 If parents sharing equal authority disagree regarding an educational decision, the district shall
92 maintain the student's current educational placement and administrative practices until:

- 93 • The parents reach a mutual agreement; or
94 • A court issues an order resolving the dispute.
95

96 The district shall not resolve custody disputes between parents and shall remain neutral
97 regarding disagreements concerning parental rights.
98
99

100 **District Responsibilities**

101
102 Parents are responsible for providing the district with complete and current court orders
103 affecting custody or educational decision-making authority.
104

105 The district may rely upon the most recent court order provided to the district and shall not be
106 responsible for interpreting conflicting legal documents or enforcing custody orders beyond the
107 authority granted by law.
108
109

110 **Legal References:**

111 [Utah Code § 81-9-203\(11\)\(e\)](#)
112
113

114 **Board Approved:**

115