Tuesday, October 27, 2026
PCSD Study Session and Business Meeting

4:00 PM
Provo City School District
280 West 940 North
Provo, UT 84604

A. **4:00 p.m. Study Session**
The public is welcome to attend our open meetings at the district office.

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

The following YouTube links are available to watch the meetings live or at the viewer's convenience:
PCSD Live YouTube Channel: youtube.com/channel/UCFmB8Jxqa9-RMOSvfwbylUQ

1. Welcome
2. Roll Call
   Procedural
3. Motion to Convene
4. Board Member Training: Student Board Member Shyah Ward (4:02pm, 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 the District Strategic Plan, Mission and Vision
5. Student Travel Request: PHS Ballroom to CA (4:05pm, 5 min)
   Per Policy 4006 Procedure 2 the board reviews certain student travel requests for approval. Tonight the board will review:

   PHS Ballroom to Costa Mesa, CA, February 2027
6. Provo Peaks Relocation of Self-Contained Classrooms (4:10pm, 20 min)
7. DLI Discussion (4:30pm, 10 min)
8. Report Card Data and Updated Strategic Plan Goals (4:40pm, 30 min)
9. Certification of Timpview Parent Support Organization (5:10pm, 5 min)
10. Open Enrollment Numbers (5:15pm, 15 min)
11. Policy Review 1st Readings
    Policy Review, 1st Readings
    Wendy Dau, Superintendent
    Issue
    District administration generates or revises policies from time to time as needed, whether due to state legal requirements or local identified needs. The policy committee, including select board members, helps in this process and, when ready, the policies come before the board in multiple readings, are posted on the district website for public review and finally are voted on by the board.
    Background
    The following policies will be discussed by the board tonight as 1st readings before being posted on the district website for public comment.

1. New Policy 5005 (Replaces 5150) Nondiscrimination and Harrassment

1. 5005 P1

12. Policy Review 2nd Readings

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.

2. Updated Policy 1005 Board Powers and Duties
3. New Policy 4450, Early Literacy
    1. 4450 P1 IRP
    2. 4450 P2 Retention
4. New Policy 7030 Electronic Submission of Information

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].

13. Motion to Adjourn

B. **6:00 p.m. Business Meeting**

1. Welcome
2. Roll Call
   Procedural
3. Motion to Convene
4. Pledge of Allegiance: Shyah Ward Student Board Member

C. **Community Connections**

1. Magic Moment: Choose Provo Campaign
2. Public Input (No more than 30 minutes)

D. **Business Items**

1. Business Item: Student Travel Request PHS Ballroom to CA
2. Business Item: Consideration of Approval of Timeline and Public Hearing Process for Proposed Special Education Classroom Relocations
3. Business Item: Certification of Timpview Parent Support Organization
4. Business Item: Open Enrollment
5. Business Item: Policy 1005 Board Powers and Duties
6. Business Item: Policy 4450 Early Literacy
7. Business Item: Policy 7030 Electronic Submission of Information

E. **Motion to Adjourn**

F. **Closed Executive Session for the Purpose of Discussing Real Property UT Code 54-4-205**

1. Welcome
2. Real Property
3. Adjourn

STRATEGIC PLAN
2025-2030

PCSD

MISSION

Welcome ◆ Educate ◆ Inspire

VISION

The Provo City School District is a vibrant learning environment where all students become lifelong learners and engaged community members.

CORE VALUES

Belonging
Creating a welcoming and supportive environment where differences are valued and everyone feels respected and included.

Growth
Striving for academic rigor, innovative teaching methods, and continuous improvement to foster student success and achievement.

Empowerment
Providing tools, resources, and opportunities to build confidence, develop capacity, and achieve greatness.

Creativity
Encouraging innovation, curiosity, imagination, and critical thinking.

Community
Establishing strong partnerships between schools, families, and the broader community to enhance educational experiences and address needs of students effectively.

PRIORITIES

1. Academic Achievement

Increase the percentage of students achieving proficiency in core subjects (M/LA/S) by 15% within 5 academic years.

Increase the percentage of students who meet college & career readiness benchmarks (ACT >18, Graduation, Adv Courses) by 5% within 5 academic years.

2. Wellness & Safety

Increase the number of students and families who feel that our schools and district provide welcoming and supportive environments.

Reduce the number of major offenses tied to bullying, harassment, discrimination, school safety, and physical aggression to 4% or lower across all student groups by 2030.

Decrease the number of students who are chronically absent.

3. Stewardship of Resources

Increase the retention of high quality teachers between years 5 and 15 by 15% over 5 years.

Improve communication about decision-making, resource allocation, and facilities management b6 15% over 5 years as measured by specific survey data.

Request Requires Board Approval

PCSD Application for Overnight Student Travel

Provo City School District

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:	Provo High						
Group Requesting Trip:	Provo High Ballroom						
Advisor/Coach/Teacher:	Laura Snow						
Destination:	Costa Mesa, CA			Distance from Provo: 650 mi			
Dates of Trip:	Departure Date: 2/10/2026 Return Date: 2/14/2026						
Number of School Days Missed:	2 (NOT to exceed 2)						
Number of Students in Group:	F:	16	M:	13	Total:	29	
Number of Adult Supervisors:	F:	5	M:	2	Total:	7	(minimum ratio 1:10)

Did You Send and Receive Parent Consent for Each Participant? Y[x] N[ ]

Most recent travel: Destination New York	Date: 4/9/26	Cost: $2000

Anticipated Costs per Student
(If no amount is being collected for a particular category, please enter $0)

Transportation: $ 360	Lodging: $ 219	Food: $ 155
Registration Fee: $ 64	Other:$ 266	

Estimated Cost Per Student*:	$ 1044	
Less Amount Per Student from Fundraiser:	-$ 544	
Estimated Maximum Cost Per Student:	=$ 500	(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[x] N[ ]
You must include all methods of travel used on the trip.

Parent Meeting to Discuss Trip Plans

Date of Parent Meeting:	9/1/26	
Number of Parents Approving the Trip:	25	Only One Vote Per Student
Number of Parents Opposing the Trip:	1	
Total Number of Students in Group:	26	
Approval %	96.2%	
Have parents signed the consent form?	Y[ ] N [x], 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 competitionoccursoutsideofthe60-daydeadline.Ifanexceptionisrequested, a letterfromtheprincipalisrequired.

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.**

PCSD Application for Overnight Student Travel

Provo City School District

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.

Provo High School Ballroom students will participate in the California Open DanceSport Championships in Costa Mesa, California, as preparation for the US National DanceSport event at BYU in March. California Open offers a broader range of divisions and a larger, more diverse competitive field than competitions available in Utah, providing students with an opportunity to compete against dancers they are likely to encounter at Nationals.

The competition provides students the opportunity to apply their current Ballroom coursework in an authentic competitive setting. Students are currently learning the Latin and Ballroom dances used in their formation team events, while additional medley routines are being developed through after-school practices. Students apply skills in discipline, teamwork, choreography, musicality, partner communication, physical conditioning, goal setting, and performance.

An additional educational component is a Disney Performing Arts performance. Students must audition by submitting a performance video before being accepted. This opportunity allows students to adapt their choreography to a different venue, perform for a large public audience, and represent Provo High School in a unique performance environment.

Utah offers Ballroom competitions, but none provide the same combination of competitive scale, diversity of events, exposure to a broader competitive field, preparation for Nationals, and the opportunity to perform through Disney Performing Arts. The trip therefore provides educational and performance experiences that cannot be fully replicated through a closer local competition.

Cali Itinerary

Wednesday, February 10 — Travel to California

- **5:00 PM:** Meet at Provo Airport
- **7:31 PM:** Flight to John Wayne Airport (SNA)
- **8:30 PM:** Arrive in California
- **9:00 PM:** Pick up rental vehicles
- **10:00 PM:** Hotel check-in and Dinner
- **10:30 PM:** Room check and lights-out/curfew

Thursday, February 11 — Performance & Dance Enrichment

- **6:00 AM:** Hotel breakfast
- **6:30 AM:** Travel to Disneyland Resort
- **Morning:** Disney Performing Arts performance at California Adventure
- **12:30 PM:** Group lunch/check in
- **5:00 PM:** Group dinner/check in
- **8:15 PM:** Meet at vehicles and return to hotel
- **9:00 PM:** Supervised hotel free time
- **10:30 PM:** Room check/curfew

Friday, February 12 — Team Development & Competition

- **8:00 AM:** Hotel breakfast
- **9:00 AM:** Travel to Huntington Beach
- **Morning–afternoon:** Structured team-building activities and group exploration
- **12:00 PM:** Group lunch
- **2:00 PM:** Return to hotel and prepare for competition
- **4:30 PM:** Group dinner
- **5:30 PM:** Travel to California Open DanceSport Championships
- **7:00 PM:** Formation Medley Team Ballroom Event
- **9:30 PM:** Return to hotel
- **10:30 PM:** Room check/curfew

Saturday, February 13 — Competition & Dance Education

- **8:00 AM:** Hotel breakfast
- **9:00 AM:** Freetime/Get ready for competition
- **12:30 PM:** Group lunch
- **2:00 PM:** Travel to California Open DanceSport Championships
- **4:00 PM:** Formation Showdance Team — Ballroom and Latin competitions
- **5:00 PM:** Group dinner

- **6:00 PM:** Masterclass — dance technique and enrichment
- **8:00 PM:** Escape-room – communication and problem-solving
- **9:15 PM:** Return to hotel
- **10:30 PM:** Room check/curfew

Sunday, February 14 — Return to Utah

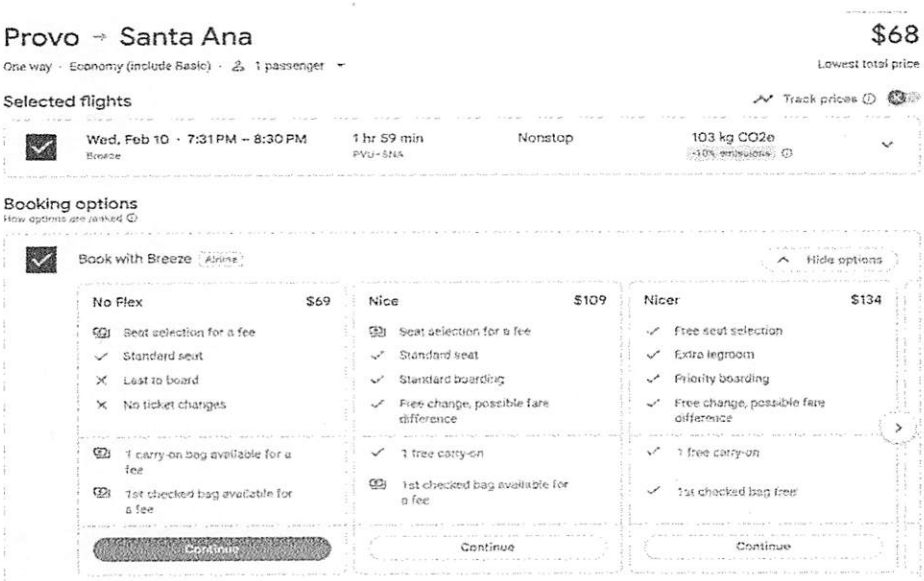
- **6:30 AM:** Hotel checkout
- **6:45 AM:** Travel to John Wayne Airport
- **7:00 AM:** Return rental vehicles
- **7:45 AM:** Breakfast at airport
- **9:21 AM:** Flight to Provo
- **12:04 PM:** Arrive at Provo Airport

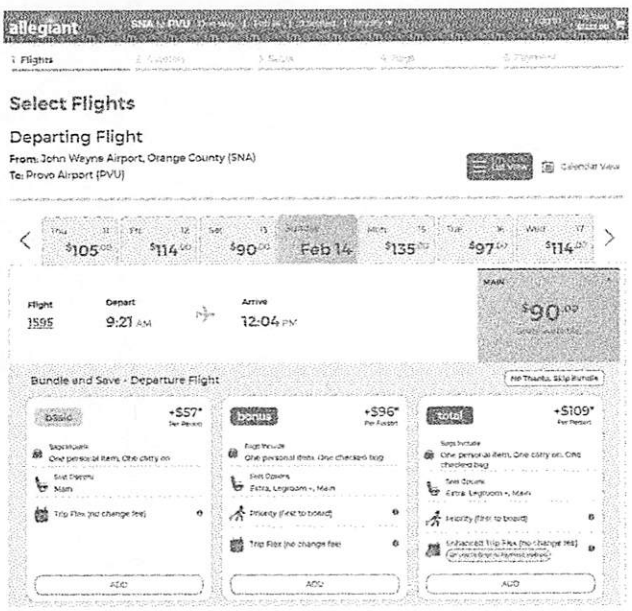
Itemized Estimated Expected Expenses (Rounded up)

	Transportation	Per Person		Students	29
Flights	8960	$249	Breeze/ Allegiant	Adults	7
Vehicle Rentals (4- 7 passenger)	2922.92	$82		Total	36
Gas	800	$23			
	Total	$360			
	Lodging				
Hotel	$7,862.40	$219			
	Total	$219			
	Food				
Snacks	$540.00	$15	They burn a lot of calories and need snacks to keep up their energy.		
Breakfast	$540.00	$15	Hotel has breakfast, but we will have to check out on Sunday before they serve it. We will have to get it at the airport. Per diem meal planned.		

Lunch	$1,620.00	$45	(2 per diem meals and 1 group pick up order, $15 per meal)		
Dinner	$2,160.00	$60	(2 per diem meals and 1 group pick up order, $20 per meal)		
	Total	$135			
	Registration Fee				
Cali Open Registration Fee	$500.00	$14			
Cali Open Admission	$1,778.00	$50			
	Total	$64			
	Other				
Disneyland 1 Day Hopper	$6,630.00	$185			
Disneyland Performance	$986.00	$28			
Master Class	$500.00	$14			
Escape Room	$1,404.00	$39			
	Total	$266			
Total Per Person		$1,044			
Less Amount from Fundraiser		-$544			
Estimated Max Cost Per Student		$500			

Flights: We will need 35 flights. The 36th person will drive down a personal vehicle to transport costumes and anything that does not fit in a personal item and carry on and that vehicle will be used to transport students so we do not have to rent a 5th vehicle. The price for flight will be the price that accommodates 1 carry-on bag for Breeze it will be the *Nice* price $109 per ticket and Allegiant will be the *basic* price $147 power ticket. We are using different airlines because these accommodated the time we wanted to fly in and out the best. We wanted Wednesday after school to fly out and Sunday morning to fly back. Breeze did not have a flight for Sunday morning going back, it did have one for later in the day, but we did not want to keep the kids away from school that long. It would be more expensive to keep them there longer because we would have to find things to do. Allegiant had the opposite problem and didn't have a flight in the evening on Wednesday that would make it so the students wouldn't miss part of school that day.





Rentals: We are looking at renting 4 - 7 passenger minivans that fit 28 people from National Car Rental. The personal vehicle being brought will fit 8 people. (28+8=36 people) This will perfectly fit our group. The minivans were chosen because they have nice cargo space that will fit the kids bags for competition. This quote is for renting 1 of the vans for 4 days.

Itinerary

PICK UP

JOHN WAYNE ARPT (SNA)
Wed, February 10, 2027
12:00 PM

19051 AIRPORT WAY NORTH
SANTA ANA CA 92707 US
(833) 679-2045

Sun-Sat 6:00 AM-11:30 PM
Hours subject to change. Please call to verify.

JOHN WAYNE ARPT (SNA) Arrival Instructions

When you arrive, please proceed to the lower level of the parking garage across from baggage claim to the National Counter.

RETURN

JOHN WAYNE ARPT (SNA)
Sun, February 14, 2027
12:00 PM

Vehicle
7 Passenger Minivan
Chrysler Pacifica or similar
Auto Unspecified Drive



RATES & CHARGES

Vehicle		
TIME & DISTANCE	4 DAILY @ $146.41	$585.64
Mileage		
Unlimited		
Taxes and Fees		
CONCESSION RECOVERY FEE	11.11%	$65.97
TOURISM COMMISSION REC 3.50 PCT	3.5%	$20.50
VEHICLE LICENSE RECOVERY FEE	4 DAILY @ $2.03	$8.12
SALES TAX	7.75%	$50.50

Estimated Total **$730.73**
(includes taxes and fees)

Total may vary slightly at time of rental based on the election of prepaid gas, optional coverage items or changes in taxes, surcharges and fees.

Hotel: We chose the Comfort Inn because it is a location that is less expensive than a lot of the other hotels in that location, and it is central to all the locations we want to go. It has free breakfast and free parking which will save us money to not have to pay for those separately since we will have 36 people and 5 vehicles.

Get Away Today

GET AWAY TODAY, Inc.

1650 E 5700 S
Ogden, Utah 84403
801-317-1190
801-476-1309 Fax

Invoice date: 10/5/26

Bill to: Provo High School Ballroom Dance

Project	Amount

GROUP ROOM RESERVATIONS

Comfort Inn & Suites Orange County- John Wayne Airport

February 10-14, 2027

	Occup.	Rooms	#Nights	Rate Per Room	Total
Standard Queen Queen	1-4	10	4	$604.80	$6048.00
Standard King	1-2	3	4	$604.80	$1814.40

Sleeping rooms total: $7862.40

Total for 36- 1 Day Park Hopper 29 Performance Tickets $7616.00

Total rooms and Disneyland Tickets $15,478.40

Thank you!

Disneyland: Get Away Today offers comparable rates to what Disneyland tickets are normally through Disneyland's website, and we get 2 free by going through them.

Get Away Today

GET AWAY TODAY, Inc.

1650 E 5700 S
Ogden, Utah 84403
801-317-1190

Invoice date: 10/5/26

Bill to: Provo High School Ballroom Dance

Project	Amount

Disneyland Park Tickets

Disney Youth 1 Day Park Hopper Tickets February 11, 2027

	Number Paid Tickets	Price Per Ticket	Total For Tickets
1 Day Park Hopper Youth	29	$195	$5655
Performance Participant	29	$34	$986
1 Day Park Hopper Paid Chaperone	5	$195	$975
1 Day Park Hopper Complimentary Chaperone	2	$0	$0

Total for 36- 1 Day Park Hopper 29 Performance Tickets $7616.00

Thank you for booking with Get Away Today!


Strengthening Our Continuum of Services, Expanding Opportunity
Building a stronger school community together

Why Are We Reexamining Our Model?

Managing concentration. Strengthening student support.

Student Concentration

The concentration of students with intensive service needs places significant demands on instructional, behavioral, and schoolwide support systems.

Our focus: Create manageable concentrations of student needs across three school communities.

Comprehensive School Improvement

Provo Peaks' new CSI designation reinforces the need to systematically evaluate educational outcomes, instructional practices, and the effectiveness of student supports.

Our focus: Strengthen coordinated, evidence-based supports and monitor student progress.

Our goal is not simply to change where students are served.
It is to strengthen the capacity of each school community to meet students' individual needs and improve educational outcomes.

Why three regional schools

Student Concentration

Distribute significant-needs classrooms so no single school carries a disproportionate concentration of intensive support needs.

Instructional Capacity

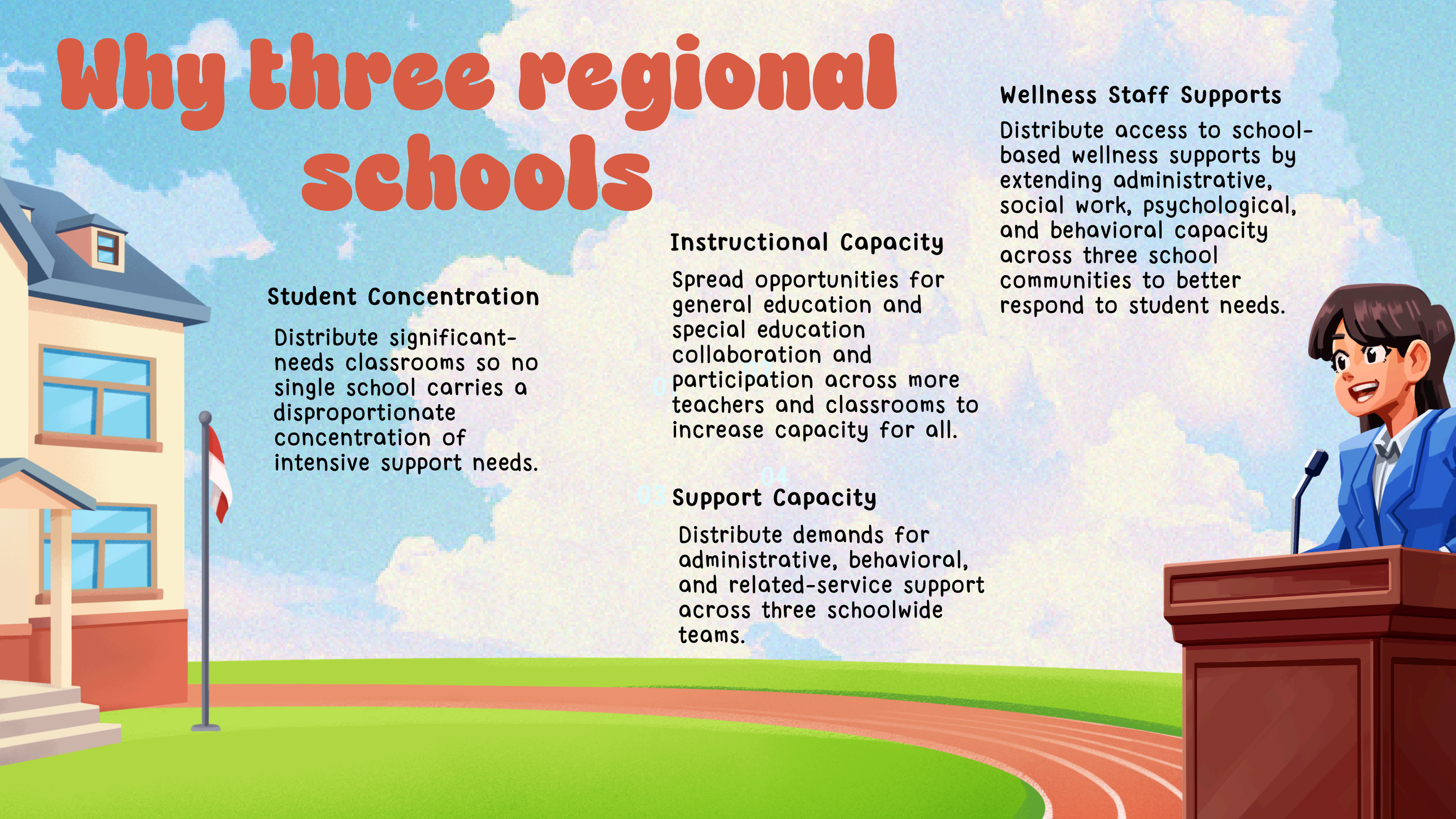
Spread opportunities for general education and special education collaboration and participation across more teachers and classrooms to increase capacity for all.

Support Capacity

Distribute demands for administrative, behavioral, and related-service support across three schoolwide teams.

Wellness Staff Supports

Distribute access to school-based wellness supports by extending administrative, social work, psychological, and behavioral capacity across three school communities to better respond to student needs.



Current Special Education Service Concentration (K–6)

Comparison of Provo Peaks, Rock Canyon, and Sunset View

Measure	Provo Peaks	Rock Canyon	Sunset View
K–6 enrollment	460	453	566
Time A	39	46	63
Time B	22	5	13
Time C	**67**	**4**	**3**
Total K–6 students with IEPs	128	55	79
K–6 special education prevalence	27.8%	12.1%	14.0%
Time C as % of K–6 enrollment	**14.6%**	**0.9%**	**0.5%**

Time A = 1–59 minutes/day • Time B = 60–179 minutes/day • Time C = 180+ minutes/day

Current Comparison of Three Elementary School Communnities

Comparable schoolwide support roles, very different concentrations of student need

Assumed foundational schoolwide supports at each site: 2 administrators • 1 social worker • 0.5 school psychologist • 1 instructional coach

Provo Peaks		Rock Canyon		Sunset View	
K–6 enrollment	460	K–6 enrollment	453	K–6 enrollment	566
K–6 students with IEPs	128	K–6 students with IEPs	55	K–6 students with IEPs	79
Special education prevalence	27.8%	Special education prevalence	12.1%	Special education prevalence	14.0%
Time C students	67	Time C students	4	Time C students	3
Time C as % of K–6 enrollment	14.6%	Time C as % of K–6 enrollment	0.9%	Time C as % of K–6 enrollment	0.5%

Equity concern: students with the most intensive service needs are currently concentrated far more heavily at Provo Peaks than at the other two schools.

Time C = 180+ minutes/day of special education and related services

Across these three schools, Provo Peaks currently serves 67 of the 74 Time C students.

Projected Comparison of Three Elementary School Communnities

Comparable schoolwide support roles with more balanced concentrations of student need

Assumed foundational schoolwide supports at each site: 2 administrators • 1 social worker • 0.5 school psychologist • 1 instructional coach

Provo Peaks

K–6 enrollment	460
K–6 students with IEPs	85
Special education prevalence	18.5%
Time C students	25
Time C as % of K–6 enrollment	5.4%

Rock Canyon

K–6 enrollment	453
K–6 students with IEPs	75
Special education prevalence	16.6%
Time C students	24
Time C as % of K–6 enrollment	5.2%

Sunset View

K–6 enrollment	566
K–6 students with IEPs	102
Special education prevalence	18%
Time C students	26
Time C as % of K–6 enrollment	4.6%

Equity Balance: **The projected model creates more balanced concentrations of student needs across our three elementary school communities, supporting equitable access to resources, consistent services, and improved outcomes for all students.**

Time C = 180+ minutes/day of special education and related services

Across these three schools, Provo Peaks currently serves 67 of the 74 Time C students.

How This Structure Strengthens Our Strategic Plan Commitment

By distributing intensive support needs across three school communities, this structure strengthens our strategic plan commitment by expanding instructional capacity, increasing coordinated supports, and using resources more equitably to improve outcomes for students.

Academic Achievement

- Expands access to instructional coaching and PLC collaboration
- Supports stronger progress monitoring and coordinated interventions
- Builds greater shared responsibility for student learning

Wellness & Safety

- Strengthens social work, psychological, and administrative support
- Improves proactive behavioral support and timely response
- Creates more opportunities for belonging and interaction with peers

Stewardship of Resources

- Distributes intensive service needs more equitably across schools
- Leverages existing schoolwide teams and specialized staff more effectively
- Supports more sustainable staffing, planning, and transportation decisions

A stronger structure helps us align our supports, responsibilities, and resources with the needs of every student.



What Would Equity Require at Provo Peaks?

Proportionate schoolwide support based on the current comparison ratios

Current foundational supports at Rock Canyon and Sunset View: 2 administrators • 1 social worker • **0.5 school psychologist** • 1 instructional coach per school

Current comparison basis

Rock Canyon + Sunset View (combined)

- **134** students with IEPs
- **7** Time C students
- **4** administrators
- **2** social workers
- **1.0** school psychologist
- **2** instructional coaches

Provo Peaks

- **128** students with IEPs
- **67** Time C students
- **2** administrators
- **1** social worker
- **0.5** school psychologist
- **1** instructional coach

If support were proportional by total IEP count

Approximate support needed at Provo Peaks

- **3.8** administrators
- **1.9** social workers
- **1.0** school psychologist
- **1.9** instructional coaches

Based on 128 IEP students compared with 134 across Rock Canyon + Sunset View.

Additional Resources Needed at Provo Peaks

(to reach proportional support)

Position	Additional FTE Needed	Estimated Annual Cost
Administrators	+1.8	$292,734 ($97,630 + $65,000 per 1.0 FTE)
Social Worker	+1.0	$100,000 (per 1.0 FTE)
School Psychologist	+0.5	$50,000 (per 1.0 FTE)
Instructional Coach	+0.9	$90,000 (per 1.0 FTE)

Total Additional Investment (Annual) **$532,734**

Equity Balance: Providing proportionate schoolwide support at Provo Peaks will better align resources with the level of student need, strengthen our strategic plan commitment to every student, and support improved academic achievement, wellness and safety, and the effective stewardship of resources.

Based on 128 IEP students compared with 134 across Rock Canyon + Sunset View. This illustration shows proportional capacity using current ratios; it is not a proposed staffing plan.



Building on the Strengths of Provo Peaks

Safeguarding program outcomes in the possible transition.

- Targeted Instruction
- Compassion & Advocacy
- Fluidity & Collaboration

Expanding Meaningful Opportunities for students

The purpose of the regional model is to strengthen the quality and effectiveness of specialized instruction by creating more manageable program sizes, improving staff capacity to meet individual student needs, and expanding meaningful opportunities for students to participate in school routines, engage with peers, access varied instructional environments, and develop greater independence. While these opportunities exist within the current model, high student volume limits the consistency, depth, and individualization of these experiences.



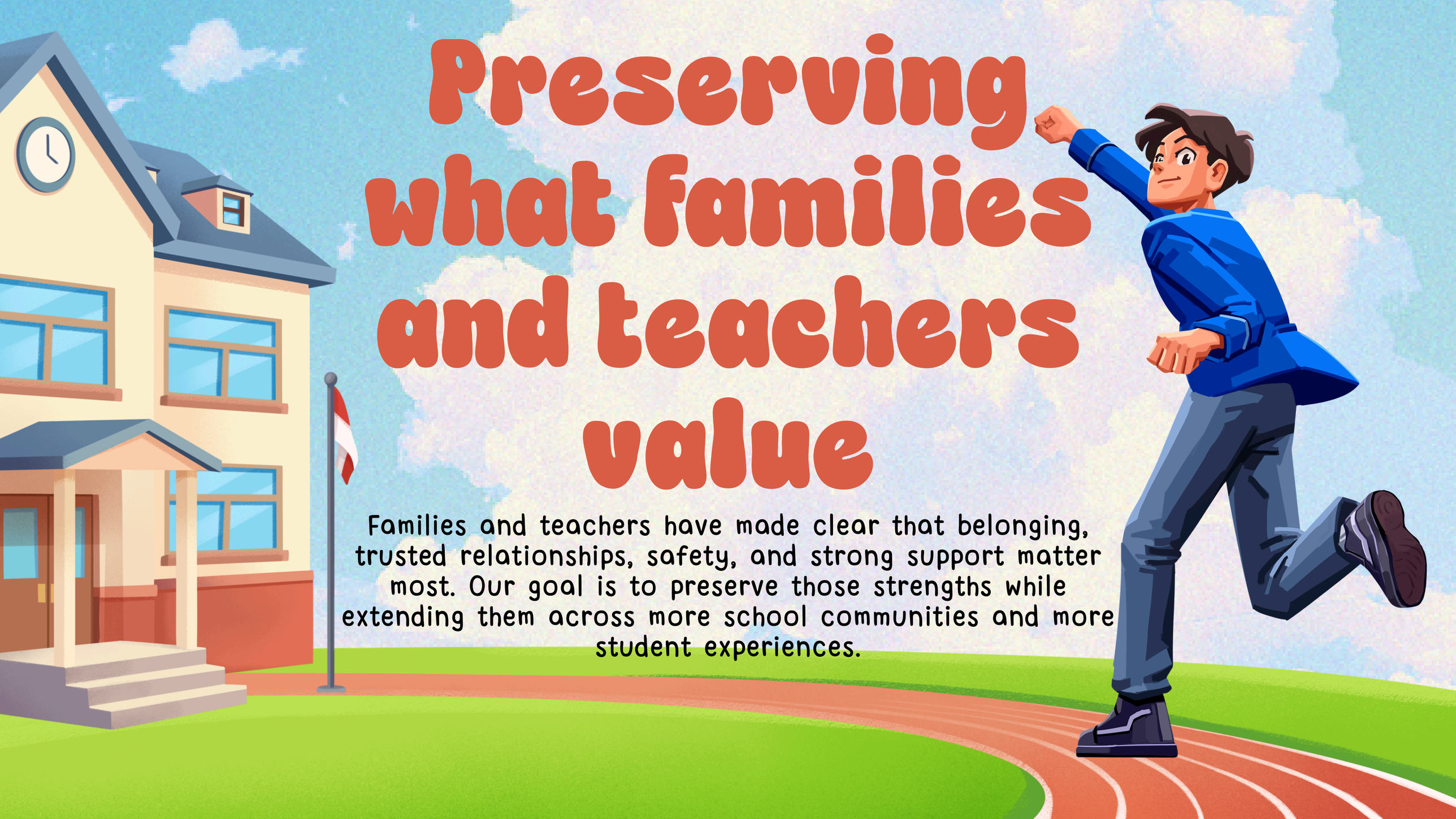


Build Strong Teams around students

A sample implementation plan has been developed to illustrate how the regional model could establish measurable outcomes in three priority areas: general and special education collaboration, staff capacity and professional learning, and natural supports and community connections. This plan would be further developed collaboratively with regional sites to establish specific goals, monitor progress, and evaluate effectiveness.

Preserving what families and teachers value

Families and teachers have made clear that belonging, trusted relationships, safety, and strong support matter most. Our goal is to preserve those strengths while extending them across more school communities and more student experiences.





Planning for successful student transitions

A sample transition plan has been developed to outline key steps for successful implementation, including staff preparation, family engagement, individualized student transitions, and coordination of facilities, transportation, and support services. If approved, the plan would be refined with regional sites to establish timelines, responsibilities, and readiness measures that support a smooth transition for students, families, and staff.

Responsible stewardship and implementation

Regional programming involves additional costs and operational considerations, particularly transportation. However, preliminary discussions with our transportation department suggest that retaining existing buses and exploring flexible staffing arrangements may reduce the need for new bus purchases.

At the same time, maintaining the current concentration of student needs at Provo Peaks would require us to consider substantial additional investments in schoolwide support capacity.
Our responsibility is to evaluate both the immediate costs of implementation and the ongoing investment required to provide equitable, sustainable supports that improve student outcomes.



How We Will Measure Success

Key indicators for student outcomes, school supports, and confidence in the regional model

Student Progress & Achievement



- IEP goal progress in communication, academics, behavior, and independence
- Progress on DLM/alternate standards and other relevant academic measures
- Timely progress monitoring, intervention, and follow-up
- Consistent instructional planning and support implementation

Measured by stronger IEP growth, improved instructional coordination, and consistent progress monitoring.

Wellness & Safety



- Fewer crisis events requiring emergency response
- Fewer student and staff injury incidents
- Increased use of proactive behavior supports
- Improved student belonging and school climate indicators

We expect stronger proactive supports, safer school environments, and improved student belonging.

System Capacity & Support



- More collaborative planning between general and special education staff
- Increased access to instructional coaching and related school supports
- Greater consistency in staff training and schoolwide understanding of student needs
- More balanced distribution of intensive service needs across school communities

School teams will be better positioned to share responsibility for student success and respond effectively to student need.

Family & Staff Confidence



- Family feedback on belonging, communication, and support quality
- Staff feedback on collaboration, capacity, and support
- Transition satisfaction measures for families and receiving teams
- Increased confidence in schoolwide support systems

We want families and staff to experience stronger communication, stronger support systems, and greater confidence in the model.

Success will be reflected in stronger student growth, safer and more supportive schools, stronger team capacity, and greater family and staff confidence.

Provo City School District

Board of Education Action Item

Proposed Relocation of Self-Contained Special Education Classrooms: Timeline and Public Notification Process

Board Meeting Date: October 27, 2026
Presented by: Wendy Dau, Superintendent
Action Requested: Approval of Proposed Timeline and Authorization to Initiate Public Notification

Background and Purpose

District leadership is considering the relocation of designated self-contained special education classrooms currently housed at Provo Peaks Elementary School to three elementary school sites.

The purpose of this proposal is to expand opportunities for students receiving special education services to interact with their grade-level peers, participate in their school communities, and experience greater continuity as they progress through the district's elementary, middle, and high school feeder systems.

Under the proposed plan, one group of classrooms would remain at Provo Peaks Elementary, while the remaining classrooms would be distributed between Rock Canyon Elementary and Sunset View Elementary.

The proposed feeder pathways are as follows:

Elementary School	Middle School	High School
Provo Peaks Elementary	Centennial Middle School	Timpview High School
Rock Canyon Elementary	Centennial Middle School	Timpview High School
Sunset View Elementary	Shoreline Middle School	Provo High School

These proposed changes are intended to increase access to age-appropriate peers and inclusive educational opportunities while maintaining the specialized instruction and services required by students' Individualized Education Programs (IEPs).

Proposed Timeline

October 27, 2026: Board Authorization

The Board of Education will consider authorizing district leadership to:

1. Develop and finalize a proposed plan to expand self-contained special education classroom locations from one elementary site to three: Provo Peaks, Rock Canyon, and Sunset View.
2. Provide written notification to affected families and communicate the proposed changes to the public, including opportunities to submit feedback to district leadership and the Board of Education.
3. Publish notice of a public hearing scheduled for December 8, 2026, at 7:00 p.m., ensuring that notice is provided at least 30 days in advance. The anticipated publication date is October 30, 2026.
4. Present information regarding the proposed relocations and provide an additional opportunity for public input at the November 10, 2026, Board business meeting.

November 10, 2026: Public Information and Comment

During the regularly scheduled Board study session meeting, district leadership will provide information regarding the proposed relocations. Members of the public will have an opportunity to provide comments in accordance with Board procedures during the business meeting which begins at 7:00 p.m.

December 8, 2026: Final Proposal Presentation and Public Hearing

- **Study Session:** District leadership will present the proposed implementation plan, including transportation considerations, staffing, student services, and other relevant logistical information.
- **7:00 p.m. Public Hearing:** The Board will conduct a public hearing to receive feedback regarding the proposed changes before taking final action.

January 12, 2027: Consideration of Final Board Action

During its regularly scheduled business meeting, the Board will consider final approval of the proposed relocation of self-contained special education classrooms, including the designated school locations.

If approved, district leadership will provide written notification of the final decision to affected families and report completion of the notification process to the Board of Education.

District Leadership Recommendation

District leadership recommends that the Board of Education approve the proposed timeline and authorize district administration to initiate the public notification and hearing process regarding the potential relocation of self-contained special education classrooms.

Approval of this timeline DOES NOT constitute approval of the proposed relocations. Final consideration and action will occur after the required public notification, opportunities for stakeholder input, and public hearing.

Strategic Plan 2025–2030 // Report Card Data

School Board Review & Revision of Goals

Welcome. Educate. Inspire.

Academic Achievement

Wellness & Safety

Stewardship of Resources

Belonging / Growth / Empowerment
Creativity / Community



Academic Achievement

Strategic-plan goals

15%

Increase proficiency in core subjects (math, language arts, science) by 15% within five academic years. *(Baseline 2025)*

5%

Increase students meeting college and career readiness benchmarks by 5% within five academic years. *(Baseline 2025)*

Benchmarks: ACT >18, graduation, advanced courses

Academic Achievement: Proposed Revisions

Proposed reporting structure

Report progress toward the 15% proficiency goal separately for elementary, middle, and high school, using a 2025 baseline and the assessments appropriate to each level; and include growth measures

- **Elementary: Acadience and RISE**
- **Middle: RISE, grades 7–8**
- **High school: applicable high school assessments (new: RISE, continue with post secondary readiness)**

Why disaggregate and add growth?

Separating elementary, middle, and high school results makes progress easier to interpret and prevents combined K–8 averages from masking differences between school levels. It aligns goals with the assessments students take, helps teams target support, and gives the Board a clearer view of where students are improving and where additional action is needed.

Current Plan: Goals are for Proficiency Only

Key Performance Indicators (KPIs) Measured by end of level state assessments			
Year	**Language Arts**	**Math**	**Science**
2025	51%	46%	48%
2026	54%	49%	51%
2027	57%	52%	54%
2028	60%	55%	57%
2029	63%	58%	60%
2030	66%	61%	63%

- **Current plan combines all levels K-12**
  - *Because the assessments measure different skills and use different scoring systems, their percentages cannot be combined to accurately report overall progress.*
- **Current plan does not include growth measures**

Proposed Revision: Report Proficiency by Level & Report Growth

A	B	C	D
Strategic Plan: Increase the percentage of students achieving proficiency in core subjects (M/LA/S) by 15% within 5 academic years			
PROFICIENCY TARGETS 2025			
	ELA Baseline	**MA Baseline**	**SCI Baseline**
Acadience 1st-3rd	71%	65%	n/a
Acadience 3rd OG	73%	66%	
RISE 3rd-6th	46%	50%	51%
RISE 7th-8th	42%	45%	46%
Aspire+ 9th-10th	45%	33%	31%
ACT Composite (>/= 18)		60%	
PROFICIENCY TARGETS 2026			
Goal (from 2025 baseline):	**Increase by 3%**	**Increase by 3%**	**Increase by 3%**
	ELA	**MA**	**SCI**
Acadience 1st-3rd	73%	76%	n/a
Acadience 3rd OG	76%	73%	n/a
RISE 3rd-6th	47%	51%	54%
RISE 7th-8th	46%	44%	50%
Aspire+ 9th-10th	47%	35%	42%
ACT Composite (>/= 18)		60%	
PROFICIENCY TARGETS 2027			
	Increase by 3%	**Increase by 3%**	**Increase by 3%**
	ELA	**MA**	**SCI**
Acadience 1st-3rd	77%*	79%	n/a
Acadience 3rd OG	79%	76%	n/a
RISE 3rd-6th	52%*	56%*	57%
RISE 7th-8th	49%	51%*	53%
RISE 9th-10th	51%	39%*	45%
ACT Composite (>/= 18)		66%*	

Strategic Plan: Increase the percentage of students meeting growth goals by at least 7% annually (RISE M/LA/S >/= 40; Acadience % Typical or better growth)			
GROWTH 2025			
	ELA	**MA**	**SCI**
Acadience 1st-3rd	74%	65%	n/a
RISE 4th-6th	61%	68%	56%
RISE 7th-8th	55%	47%	61%
Aspire+ 9th-10th	51%	9th/10th: 64% SM1: 46%	41%
GROWTH 2026			
	Increase by 7%	**Increase by 7%**	**Increase by 7%**
	ELA	**MA**	**SCI**
Acadience 1st-3rd	76%	76%	n/a
RISE 4th-6th	61%	69%	61%
RISE 7th-8th	62%	47%	60%
Aspire+ 9th-10th	49%	9th/10th: 62% SM1: 66%	51%
GROWTH TARGETS 2027			
	Increase by 7%	**Increase by 7%**	**Increase by 7%**
	ELA	**MA**	**SCI**
Acadience 1st-3rd	83%	83.0%	n/a
RISE 3rd-6th	68%	76.0%	68%
RISE 7th-8th	69%	54.0%	67%
RISE 9th-11th	57%*	9th/10th: 69%. SM1: 73%	58.0%

Proposed annual proficiency increase: 3%, as shown in the planning table. Green=Goal was met in 2026

Postsecondary Readiness Strategic Plan Goals Update

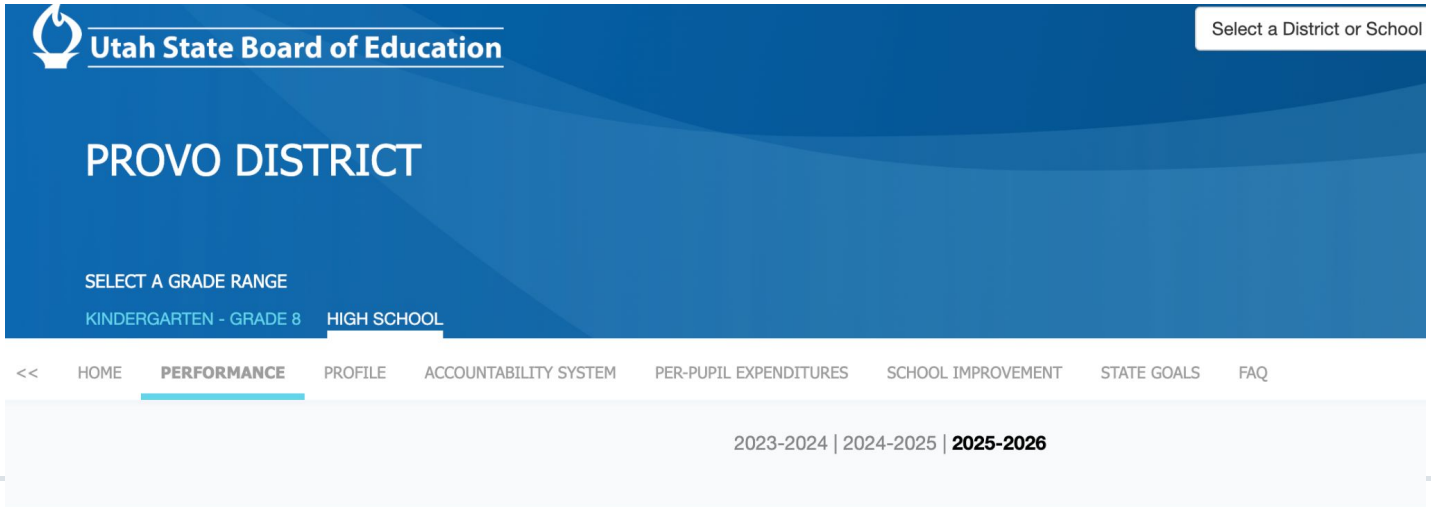
Strategic Plan: Increase the percentage of high school students meeting postsecondary indicators by 5% over 5 years (as measured by ACT, graduation rate, and readiness coursework)			
Postsecondary Readiness			
	ACT (18+)	**Graduation Rate**	**Readiness Coursework**
Baseline 2025	62%	87%	74%
2026	61%	90%	83%
2027 Goal	64%*	91%	84%


Questions

Report Card Data

USBE Report Card LInk

- USBE Reports K-8 and 9-12
- Website has been revised to include:
  - Accountability System Explanation
  - Per Pupil Expenditures
  - School Improvement Information
  - State Goals



Report Card: Proficiency

Percentage proficient, 2022–23 through 2025–26

Measure	2022–23	2023–24	2024–25	2025–26
HS ELA	45%	47%	45%	47%
K–8 ELA	47%	49%	46%	47%
HS Math	26%	29%	33%	35%
K–8 Math	45%	46%	48%	49%
HS Science	30%	32%	32%	43%
K–8 Science	48%	51%	51%	52%

HS science rose 11 percentage points from last year.

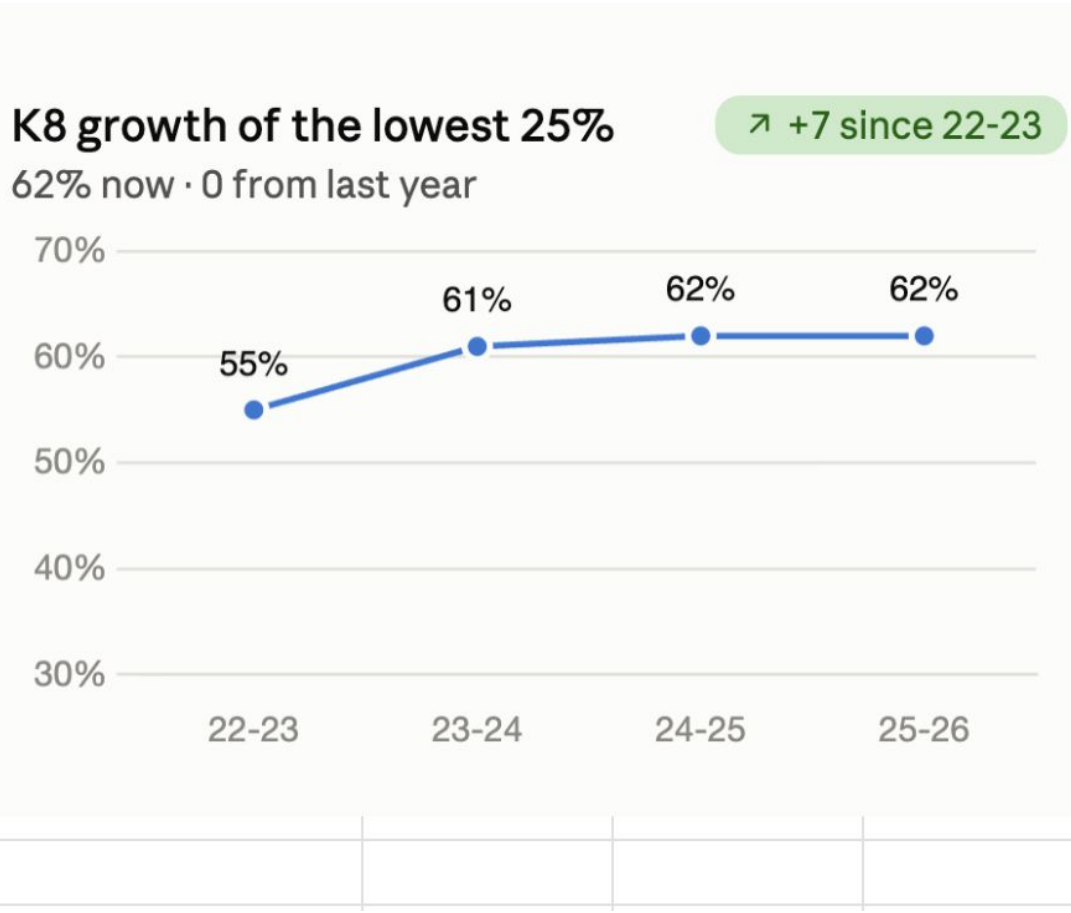
Report Card: Growth

Growth percentages, 2022–23 through 2025–26

Measure	2022–23	2023–24	2024–25	2025–26
HS ELA	59%	57%	51%	49%
K–8 ELA	60%	51%	49%	52%
HS Math	60%	58%	55%	53%
K–8 Math	61%	52%	50%	52%
HS Science	55%	43%	41%	51%
K–8 Science	59%	49%	50%	50%

Report Card: Growth of the Lowest 25%





Report Card: Postsecondary Readiness

2025–26 results, state comparisons, and goals shown in the source

Measure	PCSD	State	Goal
ACT 18+	61%	63%	63%
4-year graduation	90%	90%	88%
Readiness coursework	83%	84%	75%

Report Card: English Learner Progress

2025–26 results and change from 2022–23

Measure	PCSD	State	Since 2022–23
HS adequate progress	42%	38%	+11 points
K–8 adequate progress	50%	50%	+12 points
HS reaching proficiency	8%	7%	−5 points
K–8 reaching proficiency	12%	13%	−6 points

Adequate progress increased.

***Adjustment was made to state formula for 2026**

Report Card: Early Literacy

2025–26 results

Measure	PCSD	State	Difference
Reading on grade level	73%	68%	+5 points
Typical or better progress	76%	65%	+11 points

Reading on grade level rose 15 points from last year.

Four-year trends (2022–23 through 2025–26)
On grade level: 59%, 58%, 58%, 73%
Typical or better progress: 79%, 78%, 74%, 76%

Report Card: Exit Celebrations & TSI Identification

2025–26 results

Exited 2025-26	School Year	Year Identified	School Name	Group	Type	Overall Total Percent	Year Identified Cut	Exit Target	wooooo hooooo!
	2026	2019	Provo High	ATSI	ELL	38.82%	29.80%	37.23%	

	School Year	Year Identified	School Name	Student	Type	Type Description	Year Identified Cut	Exit Target	Overall Total Percent 2025-26	Exit anytime within 3 years, if not -- move to ATSI	
TSI Previously identified	2026	2025	Amelia Earhart School	ELL	TSI	TSI	33.87%	33.87%	28.07%		ELL fy 23-24: 29.62% fy24-25: 32.33% fy25-26: 28%
	2026	2025	Amelia Earhart School	SWD	TSI	TSI	33.87%	33.87%	24.18%		SWD fy 23-24: 23.8% fy24-25: 29.6% fy25-26: 24.1%
TSI Newly identified in 2025-26	2026	2026	Independence High	ELL	TSI	TSI - new this year	34.67%	34.67%	32.38%		ELL fy 23-24: % fy24-25: % fy25-26: %
	2026	2026	Spring Creek School	SWD	TSI	TSI - new this year	34.67%	34.67%	30.25%		SWD fy 23-24: % fy24-25: % fy25-26: %

Report Card: ATSI Designation

2025–26 results

	School Year	Year Identified	School Name	Student	Type	Type Description	Year Identified Cut	Exit Target	Overall Total Percent 2025-26	
ATSI **Previously identified and did not exit in 2025-26**	2026	2022	Centennial Middle	HI7	ATSI	ATSI	35.80%	41.99%	40.82%	**Exit when gap closed (meet exit target); If here for 4 years = CSI for TI School**
	2026	2022	Centennial Middle	PI7	ATSI	ATSI	35.80%	40.07%	32.68%	
	2026	2019	Centennial Middle	SWD	ATSI	ATSI	29.80%	39.53%	36.11%	
	2026	2022	Lakeview School	SWD	ATSI	ATSI	35.80%	44.99%	39.83%	
	2026	2019	Provo High	SWD	ATSI	ATSI	29.80%	37.81%	34.54%	
	2026	2018	Shoreline Middle School	ELL	ATSI	ATSI	30.20%	33.70%	32.87%	
	2026	2018	Shoreline Middle School	SWD	ATSI	ATSI	30.20%	38.82%	31.18%	
	2026	2022	Timpview High	SWD	ATSI	ATSI	35.80%	42.89%	33.27%	

Report Card: CSI Designation

2025–26 results

CSI

School Year	Year Identified	School Name	Type	Type Description	Achievement Points	Growth Points	LQ Growth Points	EL Progress Points	Overall Total Percent	Year Identified Cut	Exit Target	Exit Year Check
2026	2022	Franklin School	CSI	CSI - More Rigorous Intervention	8.8	28.3	16.5	6.4	40.00%	36.17%	44.82%	2025

School Year	Year Identified	School Name	Student Groups Code	Type	Type Description	Overall Total Percent	Year Identified Cut	Exit Target	Exit Year Check	
2026	2026 - new this year	Provo Peaks School	SWD	CSI	CSI (SWD) / Schoool wide now	32.53%	34.67%	40.02%	2029	**SWD** fy 23-24: % fy24-25: % fy25-26: %

Report Card: Comparison w/ Local Charters

2025–26 results

Category	Charter A	Charter B	Charter C	PCSD
Participation	86.7%	88.6%	90.4%	91.1%
Hispanic	30%	11%	46%	34%
White	60%	82%	45%	55%
Multi-racial	7%	5%	3%	5%
Asian			2%	2%
Pacific Islander			1%	3%
Black/African American			2%	1%
Native American				1%
Low Income	36%	42%	46%	41%
Students w/ Disabilities	15%	28%	16%	14%
English Language Learner (ELL)	5%	3%	19%	18%
Total Students	363	397	1208 (K-12)	8000 (K-8)
ELA Achievement	38.6%	54.7%	42.5%	47.3%
ELA Growth	45%	60.4%	49.6%	51.5%
Math Achievement	22%	30.9%	43.2%	48.6%
Math Growth	44%	48.8%	46.7%	52.3%
Science Achievement	56%	50.4%	43.8%	52.4%
Science Growth	55.7%	61.3%	45%	50.2%
Growth of Lowest 25%	64.5%	75.7%	55.5%	61.8%
Reading on Grade Level	70%	67.8%	68.2%	73.4%
Reading: typical or better progress	58.2%	70%	66.2%	76%
EL: Adequate Progress			50.9%	51.5%
EL: Proficiency			18.1%	12.4%

Comparisons between MAP 2027 and RISE/Aspire 2026

School Name	RISE/Aspire 2026 ELA	MAP Reading Projection 2027	RISE/Aspire 2026 Math	MAP Math Projection 2027
Amelia Earhart Elementary	36.40%	32%	33.50%	29%
Canyon Crest Elementary	62.40%	61%	64.70%	59%
Centennial Middle	55.30%	57%	47.10%	60%
Edgemont Elementary	63.30%	61%	70.70%	61%
Franklin Elementary	14.50%	18%	15.90%	20%
Independence High	2.20%	12%	0%	11%
Lakeview Elementary	53.10%	48%	58.40%	45%
Provo High	41%	49%	25.70%	48%
Provo Peaks Elementary	46.40%	46%	55.30%	46%
Provost Elementary	47.70%	53%	51.60%	46%
Rock Canyon Elementary	59.40%	57%	63.70%	52%
Shoreline Middle	36.70%	46%	39.50%	51%
Spring Creek Elementary	23.60%	30%	28.80%	29%
Sunset View Elementary	40.80%	41%	48.20%	43%
Timpanogos Elementary	26%	32%	35.20%	34%
Timpview High	55.70%	65%	44.90%	68%
Wasatch Elementary	68.30%	69%	67.80%	69%
Westridge Elementary	54.50%	58%	55%	50%
State RISE ELA (K-8)	46%			
State Aspire ELA (HS)	48%			
State RISE Math (K-8)	46%			
State Aspire Math (HS)	34%			

DATA SOURCE: NWEA MAP GROWTH PROJECTIONS, FALL 2026

Reading: projected proficient on spring 2027 MAP (NWEA cut scores)

Elementary school	Grade 3	Grade 4	Grade 5	Grade 6	Grades 3–6
Wasatch	61% of 77	59% of 58	58% of 72	73% of 85	63% of 292
Edgemont	47% of 89	58% of 73	61% of 101	61% of 64	57% of 327
Rock Canyon	50% of 2*	57% of 67	53% of 72	58% of 78	56% of 219
Westridge	45% of 77	67% of 82	56% of 80	51% of 86	55% of 325
Canyon Crest	45% of 83	64% of 61	58% of 81	56% of 75	55% of 300
Provost	52% of 61	46% of 63	40% of 55	60% of 70	50% of 249
Lakeview	40% of 87	47% of 87	46% of 102	40% of 108	43% of 384
Provo Peaks	29% of 55	25% of 52	55% of 73	56% of 59	43% of 239
Sunset View	35% of 46	25% of 76	50% of 90	42% of 76	39% of 288
Timpanogos	27% of 75	26% of 81	30% of 102	31% of 68	29% of 326
Amelia Earhart	20% of 60	31% of 54	26% of 43	33% of 51	27% of 208
Spring Creek	25% of 44	28% of 50	31% of 62	25% of 57	27% of 213
Franklin	19% of 42	10% of 42	12% of 33	25% of 44	17% of 161

Middle school	Grade 7	Grade 8	Grades 7–8
Centennial Middle	53% of 470	55% of 457	54% of 927
Shoreline Middle	41% of 446	44% of 427	42% of 873

District	Projected proficient
Grade 3	39% of 798
Grade 4	43% of 847
Grade 5	47% of 970
Grade 6	48% of 924
Grade 7	47% of 919
Grade 8	49% of 888
All grades 3–8	46% of 5,346

Green: strong, 50% and up. Red: needs attention, under 30%. These bands are a reading guide, not NWEA ratings. *Very small N (testing incomplete), so not colored.

Source: MAP Growth Projected Proficiency Summary Report, fall 2026-27. Share of students projected proficient or advanced on the spring MAP test, of students tested. Not a projection of the Utah state test.

DATA SOURCE: NWEA MAP GROWTH PROJECTIONS, FALL 2026

Math: projected proficient on spring 2027 MAP (NWEA cut scores)

Elementary school	Grade 3	Grade 4	Grade 5	Grade 6	Grades 3–6
Wasatch	70% of 77	59% of 59	46% of 74	61% of 84	59% of 294
Canyon Crest	51% of 83	48% of 61	46% of 82	33% of 75	45% of 301
Edgemont	49% of 88	29% of 73	34% of 101	57% of 65	41% of 327
Provo Peaks	38% of 56	23% of 52	41% of 73	51% of 57	39% of 238
Rock Canyon	40% of 60	39% of 71	36% of 72	36% of 77	38% of 280
Westridge	41% of 78	52% of 82	22% of 80	29% of 86	36% of 326
Sunset View	41% of 71	23% of 77	32% of 92	37% of 76	33% of 316
Lakeview	40% of 87	34% of 87	25% of 102	26% of 109	31% of 385
Provost	43% of 61	37% of 63	7% of 56	32% of 71	30% of 251
Timpanogos	35% of 75	9% of 80	21% of 102	24% of 71	22% of 328
Spring Creek	34% of 44	18% of 50	18% of 62	14% of 57	20% of 213
Amelia Earhart	20% of 61	20% of 54	14% of 43	24% of 51	20% of 209
Franklin	14% of 42	5% of 42	9% of 33	4% of 45	8% of 162

Middle school	Grade 7	Grade 8	Grades 7–8
Centennial Middle	47% of 489	47% of 488	47% of 977
Shoreline Middle	37% of 425	37% of 426	37% of 851

District	Projected proficient
Grade 3	41% of 883
Grade 4	31% of 852
Grade 5	29% of 976
Grade 6	34% of 927
Grade 7	42% of 917
Grade 8	42% of 917
All grades 3–8	37% of 5,472

Green: strong, 40% and up. Red: needs attention, under 20%. These bands are a reading guide, not NWEA ratings.

Source: MAP Growth Projected Proficiency Summary Report, fall 2026-27. Share of students projected proficient or advanced on the spring MAP test, of students tested. Not a projection of the Utah state test.


Questions

Wendy Dau
Superintendent

(801)374-4805

wendyd@provo.edu

280 West 940 North
Provo, Utah. 84604

Board of Education Action Item

Certification of Timpview High School Parent Support Organization

Date: October 27, 2026
Presented by: Wendy Dau, Superintendent
Action Requested: Board Approval

Background and Ballot Verification

On October 21, 2026, a committee consisting of district leadership, a Board of Education representative, and representatives from both the PTSA and PTO convened to verify and count ballots submitted by eligible Timpview High School households and employees regarding the school's official parent support organization.

The following individuals participated in the ballot verification and counting process:

Name	Role
Wendy Dau	Superintendent
Jennifer Partridge	Board President
Darrell Jensen	Assistant Superintendent
Caleb Price	Director of Communications
Ashley Rayback	PTSA Representative
Britney Wood	PTSA Representative
Patricia Smith	PTO Representative
Holly Williams	PTO Representative

Each ballot was reviewed to verify voter eligibility and ensure compliance with established voting procedures. Specifically, the committee verified that:

1. Each ballot was submitted by an eligible Timpview High School household or employee.
2. No more than one ballot was counted per eligible household or employee.

Official Ballot Results

A total of **491 valid ballots** were counted, with the following results:

Ballot Selection	Votes	Percentage
Retain the current PTSA	354	72%
Replace the PTSA with a PTO	137	28%
Total Valid Ballots	**491**	**100%**

Of the 491 valid ballots, 34 were submitted by eligible Timpview High School employees, and 457 were submitted by households of currently enrolled students.

Ballot Exclusions

The committee collectively reviewed and excluded 20 ballots that did not meet the established voting requirements:

- **19 ballots** were postmarked after the deadline specified in the voting instructions.
- **1 ballot** was submitted without an address, preventing verification of voter eligibility.

These ballots were excluded from the official vote totals.

District Leadership Recommendations

Recommendation 1: Certification of Parent Support Organization

Based on the verified election results, district leadership recommends that the Provo City School District Board of Education formally recognize and certify the **Timpview High School PTSA** as the school's official parent support organization, representing and supporting its parents, teachers, and students.

In accordance with current district policy, the certification will remain in effect, and the organization's status may not be formally challenged again for five years (May 2031).

Recommendation 2: Review of District Parent Support Organization Policy

In light of the significant time, resources, and community involvement required throughout this process, district leadership further recommends that the Board of Education review its existing policy governing the establishment, recognition, maintenance, and challenge of school parent support organizations.

The purpose of this review would be to evaluate opportunities to improve procedural clarity, administrative efficiency, and consistency while maintaining meaningful opportunities for parent participation and representation.

Proposed Board Action

District leadership recommends that the Board of Education:

1. **Approve the certification of the Timpview High School PTSA** as the official parent support organization for Timpview High School, consistent with the verified ballot results and applicable district policy.
2. **Direct district leadership and the policy committee to review the current parent support organization policy** and bring forward any recommended revisions for future Board consideration.

Nondiscrimination, Harassment, and Retaliation
Policy Series: 5000 Personnel

Policy No. 5005

Purpose

The purpose of this policy is to ensure equal employment opportunity and promote a workplace free from unlawful discrimination, harassment, and retaliation. It establishes expectations for fair treatment of employees and applicants and procedures for reporting and addressing concerns in accordance with applicable state and federal laws.

The Provo City School District Board of Education is committed to maintaining a learning and working environment that is free from discrimination, harassment, racism, and cultural insensitivity. ~~The District prohibits any form of harassment.~~ No student, employee, parent, or community member should experience discrimination, harassment, racism, or cultural insensitivity within the learning or working environment of our facilities. This policy applies to all school-sponsored activities on campus as well as off-campus events, programs, athletic events, or internships. The district will follow the procedures and guidelines outlined by the Equal Employment Opportunity Commission (EEOC).

Definitions

1. *Unlawful harassment* is a form of discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act of 1990, the Genetic Information Nondiscrimination Act (GINA) of 2008, and other federal authority. Harassment is unwelcome conduct based on race, color, sex (including gender identity and sexual orientation), religion, national origin, disability, age, or genetic information. Harassment becomes unlawful where:
    a. Enduring the offensive conduct becomes a condition of continued employment; or
    b. The conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

2. *Harassment is not* petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of illegality. The district recognizes that not every

DRAFT

annoying event constitutes harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory employment effect requires a determination based on all the facts and surrounding circumstances. False accusations of harassment can have a serious detrimental effect on innocent parties.

3. *Handicapped person* means any person who has a record of, is regarded as having, or has a physical or mental impairment that substantially limits one or more of life's major activities.

4. *Qualified handicapped person* is a handicapped person who can perform the essential functions of the position in question, with or without reasonable accommodation. Employees or prospective employees have the responsibility of notifying the Human Resources Department of the need for reasonable accommodations on account of a disability.

5. *Has a record of such an impairment* means has a history of or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.

6. *Regarded as having an impairment* means:
    a. Has a physical or mental impairment that does not substantially limit major life activities but that is treated by the district as constituting such a limitation;
    b. Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others towards such impairment; or
    c. Has no physical or mental impairment but is treated by the district as having such an impairment.

7. *Physical or mental impairment* means:
    a. Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; endocrine; or
    b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. *Major life activities* means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

9. The following are NOT included in the definition of an *individual with a disability* or *handicapped person*:
    a. A person who is currently using illegal drugs when the district is acting on the basis of that use.
    b. A person who is an alcoholic whose current use of alcohol prevents the person from performing the duties of the job in question or whose employment, by

DRAFT

reason of such current alcohol abuse, would constitute a direct threat to the property or safety of others.

c. A person who has a currently contagious disease or infection and who therefore would constitute a direct threat to the health or safety of other individuals, or who therefore is unable to perform the duties of the job.

10. *Otherwise Qualified*: an individual is not considered otherwise qualified unless the individual has the education; training; ability, with and without reasonable accommodation; moral character; integrity; disposition to work; adherence to reasonable rules and regulations; and other job-related qualifications required by the district for the particular job, job classification, or position.

11. *Offensive conduct* may include, but is not limited to, offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance.

12. *Harasser* can be the victim's supervisor, a supervisor in another area, an agent of the employer, a co-worker, or a non- employee. The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct. Unlawful harassment may occur without economic injury to, or discharge of, the victim.

General Nondiscrimination

Provo City School District shall not, because of an individual's race; color; sex; pregnancy, childbirth or pregnancy-related conditions; age, if the individual is 40 years of age or older; religion; national origin; disability or handicap; sexual orientation; or gender identity:

1. Discharge, demote, terminate, retaliate against, harass, or refuse to hire or to promote any otherwise qualified individual; or,
2. Discriminate against an otherwise qualified individual with respect to compensation or in terms, privileges, and conditions of employment.

The Board of Education of the Provo City School District does not discriminate on the basis of sex in its programs and activities and is required by Title IX and 34 CFR Part 106 not to discriminate on the basis of sex, including but not limited to such discrimination in employment and in admission.

Notice of this policy shall be given to all applicants for employment, to all employees, and to all employee associations and shall be included in any employee handbooks. Questions about rights under Title IX and about the application of Title IX to the District can be directed to the Title IX Coordinator identified in this policy or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

DRAFT

The District encourages all victims of sex discrimination and persons with knowledge of sex discrimination to immediately report that to the Title IX Coordinator or an administrator. All complainants have the right to be free from retaliation of any kind. Complaints relating to sexual harassment (one form of sex discrimination) are addressed under Policy DKB and Policy FHAB. Complaints regarding other types of sex discrimination may be addressed through the grievance procedures set out in Policy 5285 (for employees) and Policy 3328 (for students).

Types of Prohibited Harassment

1. Racial/Skin Color Harassment
    a. Verbal, written, or physical conduct based on race or skin color that creates a hostile environment.
    b. Racial jokes, ethnic slurs, or stereotyping.

2. Sexual Harassment
    a. Any verbal, written, psychological, or physical conduct of a sexual nature that creates an intimidating, hostile or offensive environment.
    b. Any suggestion, request, demand, or pressure for sexual involvement accompanied by an implied or explicit threat of obtaining or retaining employment.
    c. Any unwanted sexual advance or request that may include but is not limited to:
    d. Derogatory, demeaning, or offensive jokes, teasing, or comments of a sexual nature
    e. Graphic remarks or sexual comments about an individual's body
    f. Sexually suggestive or obscene telephone calls, e-mail, texts, letters, notes or invitations.
    g. Sexually suggestive or obscene pictures, cartoons, posters, or objects
    h. Grabbing, pinching, or touching of private areas
    i. Deliberate cornering, shouldering, or brushing
    j. Sexual gestures, unwanted pats, or any unwanted touching
    k. Spreading of sexual rumors
    l. Actual or attempted sexual assault, molestation, or rape
    m. Sexist remarks or gender-based stereotyping
    n. Subtle pressure for sexual activity or demanding sexual favors accompanied by implied or overt threats concerning an individual's employment

3. Religious Harassment
    a. Any verbal, written, psychological, or physical conduct based on the practice of,membership in, or persuasion towards, a specific religion or sincerely held religious belief, even if atheist or agnostic, that creates an intimidating, hostile, or offensive environment.
    b. Any forced and/or involuntary conversations or preaching about religious topics in the workplace.
4. National Origin/Ethnic Harassment

DRAFT

a. Any verbal, written, psychological, or physical conduct based on the country of origin that creates an intimidating, hostile, or offensive environment.
b. Any verbal, psychological or physical conduct based on an ethnic group who share common language, culture, ancestry, and or similar social characteristics that creates an intimidating, hostile, or offensive environment (including actions against anyone who does not belong to a particular ethnic group.
c. Any verbal, psychological or physical conduct based on the physical, linguistic, and/or cultural characteristics closely associated with a national origin group that creates an intimidating, hostile, or offensive environment.
d. Any verbal, psychological or physical conduct based on the perception that a person is believed to be a member of a particular ethnic group that creates an intimidating, hostile, or offensive environment.

5. Disability Harassment
   a. Any verbal, written, psychological, or physical conduct based on a disability that creates an intimidating, hostile, or offensive environment.
   b. Any act, based on disability that negatively affects employment.

6. Age Harassment
   a. Any verbal, written, psychological, or physical conduct based on age that creates an intimidating, hostile, or offensive environment.
   b. Any act, based on age that negatively affects employment.

7. Gender/Gender Identity/Sexual Orientation Harassment
   a. Any verbal, written, psychological, or physical conduct based on gender, gender identity or sexual orientation that creates an intimidating, hostile, or offensive environment.
   b. Any act based on gender, gender identity or sexual orientation that negatively affects employment.

Nursing Mothers in the Workplace

The district may not refuse to hire, promote, discharge, demote, or terminate an individual, or may not retaliate against, harass, or discriminate in matters of compensation or in terms, privileges, and conditions of employment against an individual otherwise qualified because the individual breastfeeds or expresses milk in the workplace.

Title IX Coordinator

The district shall designate one or more employees to serve as Title IX Coordinator. The Title IX Coordinator is responsible and has authority to coordinate the district's compliance with Title IX, including but not limited to responding to complaints of sex discrimination.

DRAFT

The designated Title IX Coordinator for the district employees:
Rebecca Rogers
Director of Human Resources
Provo City School District
280 West 940 North
Provo, UT 84604
(801) 374-
rebeccar@provo.edu

Reports about any form of sex discrimination (including sexual harassment) may be made to the Title IX Coordinator by any person (whether or not the discrimination was directed at that person) using any of the contact methods listed above or by any other means and at any time (including during non-business hours).

Retaliation Prohibited

It is prohibited to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or implementing regulations of this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing relating to any type of sex discrimination. Prohibited retaliation includes acting with the purpose of interfering with any right or privilege secured by Title IX or implementing regulations or this policy by intimidation, threats, coercion, or discrimination. If brought for the purpose of interfering with these rights, prohibited retaliation includes charges against an individual for violations that do not involve sex discrimination but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment. Reports of retaliation should be made to the Title IX Coordinator designated in this policy. Complaints regarding retaliation against a student may be raised under Policy 3020 or regarding retaliation against an employee under Policy 5285.

Confidentiality

Except to the extent required to appropriately respond to complaints of sex discrimination, or as required by law, the district shall keep confidential the identity of (a) any individual who reports or complains of sex discrimination (including filing a formal complaint), (b) any individual reported to have perpetrated sex discrimination, and (c) any witness regarding sex discrimination. Except to the extent that maintaining confidentiality would impair the district's ability to provide supportive measures, the district shall keep confidential any supportive measures provided to a complainant or accused individual. (In appropriately responding to complaints of sex discrimination, the district may need to disclose the identity of individuals for purposes of an appropriate investigation and following the grievance process or for purposes of

DRAFT

appropriate supportive measures.) Disclosure is also allowed to the extent permitted by FERPA and its implementing regulations.

Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate authorities and the confidentiality of the information will be maintained as required by Utah Code § 80-2-1005. (See Policy 5095.)

Disability

No otherwise qualified person with a disability shall, solely on the basis of disability, be subject to discrimination in employment in any of the district's operations so long as any part of its programs and activities receive federal financial assistance.

Section 504 Coordinator

The district will designate at least one person to coordinate its efforts to comply with Section 504 of the Vocational Rehabilitation Act of 1973 and its implementing regulations.

The district will take appropriate continuing steps to notify applicants and employees that it does not discriminate on the basis of disability in violation of Section 504 of the Vocational Rehabilitation Act of 1973 and its implementing regulations. The notification shall include identification of the designated coordinator, which may be in the following form:

The District designates the following person to coordinate its efforts to comply with Section 504 of the Vocational Rehabilitation Act of 1973:

Rebecca Rogers
Director of Human Resources
Provo City School District
280 West 940 North
Provo, UT 84604
(801) 374-
rebeccar@provo.edu

Residence

The Board shall not require an employee to reside within the district as a condition of employment.

Duty to Report

DRAFT

If any employee of the district knows of or has reason to believe that another employee is being harassed at the workplace by others on the grounds of race; color; sex; pregnancy, childbirth or pregnancy-related conditions; age, if the individual is 40 years of age or older; religion; national origin; disability or handicap; sexual orientation; or gender identity, then the employee must promptly report such harassment to the Board. The report shall be made confidentially and the Board shall maintain the confidence of any report of such harassment.

Penalties for Engaging in Harassment

Within the discretion of the Board, any employee may be terminated for cause, suspended with or without pay or placed on probation for engaging in any form of harassment of another employee on the grounds of race; color; sex; pregnancy, childbirth or pregnancy-related conditions; age, if the individual is 40 years of age or older; religion; national origin; disability or handicap; sexual orientation; or gender identity.

Dissemination of Policy

Notice of this policy and of the name and contact information of the Title IX Coordinator shall be provided to applicants for employment or for admission, employees, employee associations, students, and parents of students. The contact information for the Title IX Coordinator shall be prominently displayed on the District's website and in employment application materials and student admission materials. In addition, a copy of this policy shall be published on the District website and included in employment application materials, in student admission materials, in materials provided to employees, and in student handbooks. A copy of this policy shall also be provided to the appropriate officer of each employee association.

Legal References

29 U.S.C. § 705(20)
34 CFR § 104.3(j)(1), (l)(1)
34 CFR § 104.3(j)(2)(iii)
34 CFR § 104.3(j)(2)(iv)
34 CFR § 104.3(j)(2)(i)
34 CFR § 104.3(j)(2)(ii)
29 U.S.C. § 705(20)(C)(i), (v), (D)
Utah Code § 34A-5-106(1)(a)(i) (2016)
34 CFR § 106.8(b)(1)
20 U.S.C. § 1701-21
34 CFR § 106.8(c)
Utah Code § 34A-5-106(1)(a)(ii) (2016)
Utah Code § 34-49-204 (2015)
34 CFR § 106.8(a)
34 CFR § 106.71(a)
34 CFR § 106.71(a)

DRAFT

34 CFR § 106.30(a)
Utah Code § 80-2-602 (2022)
Utah Code § 80-2-1005 (2026)
29 U.S.C. § 794
34 CFR § 104.7(a)
34 CFR § 104.7(a)
Utah Code § 53G-4-408 (2018)
34 CFR § 106.8(b)(2), (c)
Baker v. Weyerhaeuser Co., 903 F.2d 1342 (10th Cir. 1990)
Title VII of the Civil Rights Act of 1967
Americans with Disabilities Act (ADA) of 1990
Utah Administrative Rule R539
Age Discrimination in Employment Act of 1967
Genetic Information Nondiscrimination Act of 2008

Board Approved: May 12, 2015
Revised: February 9, 2016

DRAFT

Nondiscrimination, Harassment, and Retaliation Reporting Procedure
Policy Series: 5000 Personnel

Policy No. 5005
Procedure 1

Reporting Procedures

Employees who feel their employment is negatively affected by actions committed by personnel employed by the district or by students, should report orally or in writing, the action to an administrator or supervisor. If the complaint involves the immediate supervisor, it should be reported to the Deputy Superintendent. Employees should not feel embarrassed, intimidated, or reluctant to file a harassment report. Should the employee feel uncomfortable reporting the discriminatory action to an administrator of the opposite sex, they may report it to any administrator or supervisor of the same sex. Any employee who is a victim of harassment, or who has personal knowledge of harassment taking place (information, allegations, rumors, etc.) is responsible to report the problem immediately to an administrator or supervisor. A complaint must be filed within 180 calendar days of the harassment incident. For assistance and information regarding discrimination issues, please contact the Deputy Superintendent, 280 West 940 North Provo, Utah 84604 801-374-4800.

1. School Level Reporting
    a. The building principal is the person responsible for receiving oral or written reports of harassment at the building level.
    b. Upon receipt of a report, the principal should notify the Deputy Superintendent immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Deputy Superintendent. If the report was given verbally, the principal should produce it in written form and then forward it to the Deputy Superintendent.
    c. Failure to forward any harassment report or complaint as provided herein may result in disciplinary action.
    d. If the complaint involves the building principal, the complaint should be filed directly with the Deputy Superintendent.
2. District-Wide Reporting
    a. The Board hereby designates the Deputy Superintendent to receive reports or complaints of harassment from any individual, employee or victim of harassment and also from the building principals as outlined above.

b. If the complaint involves the Deputy Superintendent, the complaint should be filed directly with the Superintendent.

Investigation and Recommendation

By authority of the district, the Deputy Superintendent, upon receipt of a report or complaint alleging harassment, should immediately authorize an investigation. This investigation may be conducted by district officials or by a third party designated by the district.

The investigating party will provide a written report of the status of the investigation within ten (10) working days to the Superintendent and the Deputy Superintendent.

In determining whether alleged conduct constitutes harassment, the district should consider the surrounding circumstances, the nature of the incident, relationships between the parties involved and the context in which the alleged incidents occurred.

The investigation may consist of personal interviews with the complainant, the individuals against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the district may take immediate steps, at its discretion, to protect the complainant and employees pending completion of an investigation of alleged harassment.

Corrective Action

Once the facts in a case have been determined, the Deputy Superintendent or designee shall make a concentrated effort to resolve the case. Final resolution may include, but is not limited to:

1. Appropriate corrective action or discipline against violators of this policy; or
2. Agreement among the parties which resolves the issues; or
3. Determination that harassment did not occur.

Substantiated charges of harassment against an employee will subject the employee to corrective action or discipline consistent with district policies, including the possibility of suspension or termination.

Employees who file frivolous, unfounded, or malicious harassment reports will subject themselves to corrective action or discipline consistent with school and district policy. Harassment reports will be investigated and handled as discreetly as possible. The district will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the district’s legal obligations and the necessity to

investigate allegations of harassment and take disciplinary action when the conduct has occurred. All persons involved will refrain from discussing the case with anyone, except those who have a legitimate need or right to know.

Retaliation

Reprisals of any kind are strictly prohibited against any person who has filed a report of harassment, testified as a witness, or participated in any investigation or proceeding conducted under Policy 5280 Disciplinary Action, Non-renewal and Termination.

Reporting of harassment, or participation in a related inquiry, will not reflect upon the individual's status nor will it affect future employment or evaluation. The District will discipline any individual who retaliates against any person and in any manner as described above.

Board Adopted: May 12, 2015
Revised: February 9, 2016

DRAFT

Board Powers and Duties
Policy Series: 1000 Board of Education

Policy No. 1005

Purpose

The purpose of this policy is to define the powers, duties, and responsibilities of the Board of Education in governing Provo City School District in accordance with Utah law. It outlines the Board's authority over district policies, taxation, budgets, school facilities and closures, and the appointment of district leadership to promote effective governance, responsible stewardship of public resources, and student success.

Promote Education

The board has the legal power and duty to do all things necessary for the maintenance, prosperity and success of the schools and for the promotion of education and to exercise all powers given by statute. The board's legal powers and duties include the actions set forth in this policy, but are not necessarily limited to the listed powers and duties.

Govern

The Board of Education recognizes that under Utah law "it is the province of the Board of Education to determine what things are detrimental to the successful management, good order, and discipline of the schools and the rules required to produce successful management, good order, and discipline in the schools."

Adopt Rules

Adopt such policies, rules, regulations, and bylaws as the Board may deem proper for the operation of the board and for the control and management of the district's schools.

Levy Taxes

Establish tax rates each year and submit the proposed rate to the county legislative body in which the district is located according to statutory procedures.

Annual Budget

Prepare, adopt, and file a budget for the next succeeding fiscal year with the county legislative body in which the district is located as required by statute.

Employ Personnel

Employ by contract a superintendent and business administrator. Delegate to the superintendent the employment of principal(s), teacher(s), or other executive officer(s) and the setting of salary schedules therefore.

Close Schools and Change School Boundaries

Close schools or suspend operation of schools or change school attendance area boundaries as determined to be appropriate by The Board of Education after appropriate public notice and hearing as required by statute (See policy 1450).

Bequests

Receive bequests and donations or other monies or funds which are made for educational purposes.

Acquisition and Ownership of Property

Acquire and hold real and personal property in the name of the district, inclusive of all rights and titles, and lease and lease with an option to purchase property. The Board of Education has the direction and control of all school property in the district.

Eminent Domain

Exercise the right of eminent domain to acquire property.

Sue and Be Sued

Sue and be sued in the name of the district. The district shall defend, hold harmless and indemnify the board from any and all demands, claims, suits, actions and legal proceedings brought against the board in its official capacity as agent and employee of the district, provided the board was acting within the scope of employment and excluding criminal litigation and such liability coverage is within authority of the district to provide under state law.

Impacts on Families

Consider, before adopting a policy or taking other formal action, ~~the Board shall consider~~ the impact that the proposed policy or action may have on family and community health, and stability. ~~, and formation.~~

Fulfill Other Statutory Duties and Exercise Other Statutory Powers

The board also has the duty to comply with such other duties as are set forth in the laws and regulations of Utah and the United States, and also may exercise the powers and authorities established by such laws and regulations.

Legal References

Utah Code § 53G-4-402(16), (17) (2026)
Utah Code § 53G-4-402(29) (2026)
Utah Code § 53G-4-402(23) (2026)
Utah Code § 53G-4-402(23) (2025)
Beard v. Board of Education, 16 P.2d 900 (Utah 1932)
Utah Code § 53G-4-402(16), (17) (2025)
Utah Code § 53F-8-201 (2019)
Utah Code § 53F-8-202 (2018)
Utah Code § 53F-8-402 (2019)
Utah Code § 53F-8-201 (2019)
Utah Code § 53G-4-402(14) (2025)
Utah Code § 53G-4-401(4) (2019)
Board of Education of South Sanpete School District v. Barton, 617 P.2d 347 (Utah 1980).
Olsen v. Board of Education of the Granite School District, 571 P.2d 1336 (Utah 1977).
Utah Code § 53G-11-202 (2018)
Utah Code § 53G-4-301 (2018)
Utah Code § 53G-4-302 (2012)
Utah Code § 53G-4-401(4) (2019)

Board Approved: August 13, 2013

Revised: August 26, 2025
October 27, 2026

DRAFT

Early Literacy Support and Student Retention Policy
Kindergarten to 6th Grade

Policy Series: 4000 Curriculum, Instruction, Assessment

Policy No. 4450

DRAFT

Purpose

Provo City School District is committed to ensuring every student becomes a proficient reader by the end of third grade through early identification, evidence-based instruction, targeted intervention, and strong family partnerships.

The district will proactively identify students at risk for reading difficulties and provide timely support before retention is considered. Retention is a significant educational intervention and shall be used only after multiple layers of support have been implemented, monitored, and documented.

This policy and subsequent procedures establish a systematic process for early identification, Individual Reading Plans (IRPs), and retention decisions for students in Kindergarten through Grade 4.

Definitions

Individual Reading Plan: A written plan developed collaboratively by school personnel and a student's parent/guardian that identifies a student's specific literacy needs and outlines the evidence-based interventions, supports, progress-monitoring measures, and family partnership activities that will be implemented to help the student achieve grade-level reading proficiency. The plan shall be reviewed and revised after each benchmark assessment.

Retention: the decision for a student to remain in the same grade for an additional school year after careful consideration of the student's literacy achievement, intervention history, and educational needs. Provo City School District prioritizes prevention over retention through early identification, timely intervention, and strong family partnerships to ensure students become

proficient readers by the end of third grade. Retention is a rare and carefully considered educational intervention used only after multiple supports have been provided to give students additional time, instruction, and targeted support to build the foundational literacy skills needed for future success.

Benchmark assessment: a state and district-approved assessment administered at the beginning, middle, and end of the school year to measure students' literacy development and identify students who may need additional support. Benchmark reading assessments measure key literacy skills, including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension, to determine whether a student is reading on grade level and progressing toward literacy goals.

Typical academic progress: a student demonstrates the expected amount of reading growth over time when compared to peers who began at a similar level of reading performance, as measured by Pathways of Progress on Acadience Reading Benchmark Assessment

Grade-level reading proficiency: A student's ability to demonstrate the foundational reading skills expected for their grade level, as measured by Acadience Reading benchmark assessments. Students who score At Benchmark or Above Benchmark are considered proficient and are on track to meet end-of-year reading expectations with effective core instruction.

Reading interventions: Targeted, evidence-based instructional supports provided in addition to core classroom instruction to help students develop specific reading skills and close identified learning gaps. Interventions are based on student data, focused on individual needs, and monitored regularly to evaluate progress.

Intensive reading interventions: A more frequent, explicit, and individualized level of support provided to students with significant reading difficulties or those who are substantially below grade-level expectations. Examples may include extended time (i.e. before or after school), smaller grouping, greater opportunities for response, more frequent progress monitoring.

Policy Structure

Section I: Early Identification and Parent/Guardian Partnership (K-3)
Section II: Individual Reading Plan (IRP)
Section III: Student Retention

SECTION I: Early Identification and Parent/Guardian Partnership (K-6)

The purpose of early identification is to recognize reading difficulties as soon as possible and provide immediate support. Schools shall use district-approved benchmark assessments to identify students needing additional support, notify parents/guardians, provide interventions, and

DRAFT

monitor progress regularly. Schools will keep record of all benchmark parent notifications, IRP records, and progress monitoring reports in the student information system.

Kindergarten

Retention in Kindergarten may only be considered after extensive intervention and IRP team review.

Kindergarten Readiness Assessment

To support a successful transition to kindergarten and promote early literacy development, schools will administer a district-approved kindergarten readiness assessment to students prior to the beginning of kindergarten enrollment.

The assessment shall be offered early enough before the start of the school year to allow parents or guardians sufficient time to support the development of identified readiness skills before their child begins kindergarten.

After administration of the assessment, schools shall provide parents or guardians with:

1. Information regarding their child's performance and identified areas of strength and need;
2. Appropriate resource materials and strategies to support the development of kindergarten readiness and early literacy skills at home;
3. Information regarding available district and community supports and services; and
4. Information regarding the Individual Reading Plan (IRP) process and how early intervention and ongoing progress monitoring support student literacy development.

Assessment results shall be used to inform instructional planning and family support and shall not be used as the sole criterion for kindergarten enrollment, placement, or retention decisions.

Beginning of Year (BOY) Benchmark Assessment

Fall (October-November)

Schools shall conduct parent conferences for students who are below or well below benchmark.

Students scoring Below Benchmark or Well Below Benchmark at BOY shall:

- Receive immediate intervention support.
- Have parents notified within 45 days of the benchmark administration
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.

Middle of Year (MOY) Benchmark Assessment

Winter (January-February)

Schools shall conduct parent conferences for students who remain below or well below benchmark.

Families shall receive written notification if students are at risk for possible retention.

DRAFT

Students scoring Below Benchmark or Well Below Benchmark at MOY shall:

- Receive immediate intervention support.
- Have parents notified within 45 days of the benchmark administration
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Participate in an Individual Reading Plan (IRP).

End of Year (EOY) Benchmark Assessment

Spring (March-April)

IRP teams (which include parent/guardian) shall review student progress and determine whether additional interventions or retention consideration are necessary.

Schools shall provide parents or guardians of students performing Below Benchmark or Well Below Benchmark with information regarding available summer learning opportunities and resources to support continued literacy development. Information may include district summer school programs, community resources, recommended reading activities, and strategies families can use at home to help students maintain and strengthen foundational reading skills.

Grades 1 & 2

Retention in 1st and 2nd grade may only be considered after extensive intervention and IRP team review.

Beginning of Year (BOY) Benchmark Assessment

Fall (October-November)

Schools shall conduct parent conferences for students who are below or well below benchmark.
Students scoring Below Benchmark or Well Below Benchmark at BOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Continue participation or begin participating in an Individual Reading Plan (IRP) if already established in prior year

Middle of Year (MOY) Benchmark Assessment

Winter (January-February)

Schools shall conduct parent conferences for students who are below or well below benchmark.
Students scoring Below Benchmark or Well Below Benchmark at MOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Continue participation or begin participating in an Individual Reading Plan (IRP) if already established in prior year

End of Year (EOY) Benchmark Assessment

Spring (March-April)

DRAFT

IRP teams (which include parent/guardian) shall review student progress and determine whether additional interventions or retention consideration are necessary.

Schools shall provide parents or guardians of students performing Below Benchmark or Well Below Benchmark with information regarding available summer learning opportunities and resources to support continued literacy development. Information may include district summer school programs, community resources, recommended reading activities, and strategies families can use at home to help students maintain and strengthen foundational reading skills.

Grade 3

Retention in 3rd grade may only be considered after extensive intervention and IRP team review. Beginning in 2030, students who are well below benchmark at EOY in 3rd grade shall be retained.

Beginning of Year (BOY) Benchmark Assessment

Fall (October-November)

Schools shall conduct parent conferences for students who are below or well below benchmark. Students scoring Below Benchmark or Well Below Benchmark at BOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Continue participation or begin participating in an Individual Reading Plan (IRP) if already established in prior year

Middle of Year (MOY) Benchmark Assessment

Winter (January-February)

Schools shall conduct parent conferences for students who are below or well below benchmark. Students scoring Below Benchmark or Well Below Benchmark at MOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Continue participation or begin participating in an Individual Reading Plan (IRP) if already established in prior year

End of Year (EOY) Benchmark Assessment

Spring (March-April)

IRP teams (which include parent/guardian) shall review student progress and determine whether retention is necessary. A third-grade student who is well below benchmark at the end of year shall be retained.

A third-grade student who does not meet the required end-of-year reading benchmark may be promoted to fourth grade if the student meets one of the good cause exemptions established in Utah Code and adopted by the Utah State Board of Education. Schools shall apply the exemptions as written in state law.

DRAFT

Good Cause Promotion Exemptions

1. The student scores below benchmark, but not well below benchmark, on the benchmark reading assessment and makes typical academic progress on the benchmark reading assessment;
2. The school provides intensive reading interventions during the summer between grade 3 and grade 4, and the student improves to at benchmark or above benchmark on a benchmark reading assessment that the school administers during the summer;
3. The student is an English learner with limited English proficiency and fewer than three years of instruction in an English language learner program;
4. The student has an IEP or Section 504 accommodation plan and if the student's IEP or Section 504 accommodation plan indicates that participation in the benchmark reading assessment is not appropriate, if the student has received intensive reading interventions for two or more years, or if the student has been retained in any of kindergarten or grades 1 through 3;
5. The student demonstrates an acceptable level of reading proficiency on an alternative standardized assessment that the LEA superintendent approves or by making above typical academic progress for multiple years on the benchmark reading assessment;
6. The student demonstrates through a student portfolio that the student is performing at an equivalent standard of proficiency based on other measures that the individualized reading plan determines;
7. The student still demonstrates a reading deficiency after receiving intensive reading interventions for two or more years and after having been retained in any of kindergarten or grades 1 through 3; or
8. The student moved to a school for or during grade 3 and had not previously received an individualized reading plan or received intensive reading interventions previously**.**

Schools shall provide parents or guardians of students performing Below Benchmark or Well Below Benchmark with information regarding available summer learning opportunities and resources to support continued literacy development. Information may include district summer school programs, community resources, recommended reading activities, and strategies families can use at home to help students maintain and strengthen foundational reading skills.

Grade 4th, 5th, 6th

Retention in 4th-6th grade is not recommended.
An IRP remains in place until a student meets benchmark or above benchmark while in elementary school

Beginning of Year (BOY) Benchmark Assessment

Fall (October-November)
Schools shall conduct parent conferences for students who are below or well below benchmark.
Students scoring Below Benchmark or Well Below Benchmark at BOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.

DRAFT

- Receive progress updates every 4-6 weeks.
- Continue participation in an Individual Reading Plan (IRP) if already established in prior year

Middle of Year (MOY) Benchmark Assessment

Winter (January-February)

Schools shall conduct parent conferences for students who are below or well below benchmark. Students scoring Below Benchmark or Well Below Benchmark at MOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Continue participation in an Individual Reading Plan (IRP) if already established in prior year

End of Year (EOY) Benchmark Assessment

Spring (March-April)

IRP teams (which includes parent/guardian) shall provide parents or guardians of students performing Below Benchmark or Well Below Benchmark with information regarding available summer learning opportunities and resources to support continued literacy development. Information may include district summer school programs, community resources, recommended reading activities, and strategies families can use at home to help students maintain and strengthen foundational reading skills.

Legal References

SB241

Board Approved: October 27, 2026

DRAFT

Early Literacy Support: Individual Reading Plans

Policy Series: 4000 Curriculum, Instruction, Assessment

Policy No. 4450
Procedure 1

DRAFT

Individual Reading Plan (IRP)

The purpose of the IRP is to create a structured plan that identifies student needs, outlines interventions, and establishes shared accountability among school staff, families, and students. The IRP is created by a team of individuals with interest in student success and expertise in literacy.

IRP team members shall include classroom teacher, Local Education Agency (LEA) Representative with foundational knowledge in Science of Reading and district supported resources, parent, student (by parent requests), other teachers as appropriate (i.e. Special Education Teacher, Speech and Language Pathologist). If a student is being recommended for retention, the school team shall include the building principal.

IRP Eligibility

An IRP shall be developed for:

- Kindergarten students scoring Well Below Benchmark at MOY.
- Grade 1 students scoring Below Benchmark or Well Below Benchmark at BOY or MOY.
- Grade 2 students scoring Below Benchmark or Well Below Benchmark at BOY or MOY.
- Grade 3 students scoring Below Benchmark or Well Below Benchmark at any benchmark assessment.
- Any student in grades 4, 5 or 6 demonstrating significant reading deficiencies through multiple data sources.

Timeline

An IRP shall be developed within 45 school days of benchmark testing. Schools will keep record of all benchmark parent notifications, IRP records, and progress monitoring reports in the student information system.

Required Components

The IRP shall identify:

- Assessment results
- Specific literacy needs
- Literacy Goals for - Foundational reading skills, Fluency, Accuracy, and/or Reading comprehension
- Intervention Plan including:
  - Evidence-based instructional strategies
  - Frequency and duration of interventions
  - Personnel responsible for implementation
  - Progress-monitoring schedule

Family Partnership

Schools shall partner with families by providing:

- Home reading activities
- Progress updates
- Opportunities for collaboration

Progress Monitoring

Student progress shall be monitored every 4-6 weeks. The school team shall review student progress and adjust interventions as needed.

Legal References

SB241

Board Adopted: October 27, 2026

DRAFT

Early Literacy Support: Student Retention

Policy Series: 4000 Curriculum, Instruction, Assessment

Policy No. 4450
Procedure 2

DRAFT

Student Retention Procedures

Retention is considered a significant intervention and shall be used only after documented evidence demonstrates that intensive supports have not produced adequate progress.

Retention shall never be based on a single assessment score and shall never come as a surprise to families. Schools will keep record of all benchmark parent notifications, IRP records, and progress monitoring reports in the student information system. Students may only be retained one time during their elementary school experience.

Step 1: Early Notification

Students demonstrating significant reading deficiencies shall be identified early and parents shall be notified.
Notification shall include:

- Student reading performance
- Areas of concern
- Interventions being provided
- Available supports

Step 2: Retention Watch List

Schools shall establish a retention watch list for students demonstrating persistent reading deficiencies.

Students may be placed on the watch list beginning:

- Kindergarten: MOY or EOY
- Grade 1: BOY or MOY or EOY
- Grade 2: BOY or MOY or EOY
- Grade 3: BOY or MOY or EOY

Placement on the watch list does not indicate retention will occur but signals a need for intensified support.

A student should be placed on the watchlist for the following reasons:

1. Student is below benchmark and not making at least typical progress
2. Student is well below benchmark and is not making above or well above typical progress

Step 3: Required Documentation Prior to Retention Consideration

Before retention may be considered, schools shall document:

- Benchmark assessment results
- Diagnostic assessment results, when applicable
- Progress-monitoring data
- Intervention history
- Individual Reading Plan implementation
- Parent communication
- Attendance patterns
- Student growth trends

Step 4: Retention Review Team

Schools shall convene a Retention Review Team before any retention recommendation is made.
The team shall include:

- Principal (chair)
- Classroom teacher
- Reading interventionist (i.e. Title I Coordinator or Instructional Coach)
- Parent or guardian
- Additional support personnel, as needed

The team shall review all available information and determine whether retention is an appropriate intervention, considering typical or better progress of students in reading skills.

Step 5: Retention Decision Factors

The team shall consider:
Academic Data

DRAFT

- Benchmark assessments
- Diagnostic assessments
- Progress-monitoring data
- Classroom performance

Intervention Data

- Frequency and duration of interventions
- Student response to intervention
- Fidelity of implementation

Student Factors

- Attendance
- Social-emotional development
- Developmental readiness
- Language acquisition needs
- Special education considerations

Family Input

Parents shall be active participants throughout the decision-making process.

Step 6: Parent Notification and Appeal

Schools shall provide written notification prior to any final retention decision.

The notice shall include:

- Reason retention is being recommended
- Data reviewed
- Interventions provided
- Available supports
- Appeal procedures

Parents may appeal a retention recommendation in writing to the principal within 10 school days.

Appeals shall be reviewed by a district-level team.

Step 7: Support Following Retention

Students retained shall receive an individualized Reading Success Plan that includes:

- Regular evidence-based literacy intervention (3-5 days a week)
- Monthly progress monitoring
- Family communication every 4-6 weeks
- Student goal setting
- Celebration of growth and progress

DRAFT

Retention alone is not an intervention. Students retained shall receive additional instructional supports beyond repeating the same instructional experience.

Step 6: Parent Appeal Procedure

Parents/guardians have the right to appeal a school recommendation to retain a student. The purpose of the appeal process is to ensure all available information has been considered and that retention decisions are made in the best educational interest of the student.

Timeline

Parents/guardians must submit a written appeal within 10 school days of receiving the school's written retention recommendation.

Appeals shall be submitted to the school principal.
The written appeal shall include:

- Student name and grade level
- Reason(s) for the appeal
- Any additional information or supporting documentation the family would like considered

Examples of supporting documentation may include:

- Outside evaluations
- Medical information
- Attendance circumstances
- Evidence of progress outside of school
- Other relevant information

District Retention Appeal Committee

Upon receiving an appeal, the principal shall forward all documentation to the District Retention Appeal Committee. The committee shall convene within 10 school days of receiving the appeal.

The committee may include:

- Assistant Superintendent of Elementary Education (or designee)
- Director of Continuous School Improvement (or designee)
- School principal
- Literacy specialist or instructional coach
- Additional district personnel, as appropriate

The student's classroom teacher may be consulted but shall not serve as the sole decision-maker.

DRAFT

Information Reviewed During the Appeal

The committee shall review all available information, including:

Student Performance Data

- Benchmark assessment results
- Diagnostic assessment results
- Progress-monitoring data
- Classroom performance

Intervention Data

- Individual Reading Plan (IRP)
- Intervention frequency, duration, and fidelity
- Student response to intervention

Student Factors

- Attendance
- Social-emotional development
- Developmental readiness
- English language acquisition needs
- Special education eligibility or services

Family Information

- Parent concerns
- Additional documentation submitted by the family
- Extenuating circumstances

Appeal Meeting

Parents/guardians shall be offered an opportunity to participate in an appeal meeting, either in person or virtually.

The meeting shall:

- Review the student's data and interventions.
- Provide parents an opportunity to share additional information.
- Discuss available support options.
- Determine whether retention remains the most appropriate educational decision.

Final Decision

DRAFT

Within five school days following the appeal meeting, the District Retention Appeal Committee shall provide written notification of its decision.
The decision shall include:

- The final determination
- The rationale for the decision
- Recommended supports for the upcoming school year

The decision of the District Retention Appeal Committee shall be final. Retention decisions shall prioritize student success, rely on multiple sources of evidence, and include meaningful family participation throughout the process.

Legal References

SB241

Board Adopted: October 27, 2026

DRAFT

Electronic Submission of Information
Policy Series: 7000 Community

Policy No. 7030

Purpose

The purpose of this policy is to promote accessible and efficient interactions with Provo City School District by providing electronic options for individuals to submit requests, forms, records, and other information without appearing in person or providing physical copies, consistent with applicable law.

Policy

Beginning July 1, 2027, and with the exceptions set out below, when the district requires or requests a person to submit a form, a record, or information, the District will, instead of requiring the ~~person~~ individual to appear in person or otherwise provide a physical copy of the form, record, or information, provide an electronic means of submission. Electronic means may include:

1. electronically completing and electronically signing the form;
2. downloading the form, completing and physically or electronically signing the form, and submitting a copy of the completed and signed form electronically, by email or other electronic means;
3. entering the information online;
4. uploading the completed and signed form, the record, or the information; or
5. sending the record or information by email or other electronic means.

~~This requirement does not apply if prohibited by an express provision of law or to the extent that the law requires the person to fill out the form in person or to submit the form, record, or information in person. It also does not apply if the person is incarcerated or if the person is required to submit a fingerprint with the form, record, or information for the purpose of conducting a criminal background check.~~

Draft

This requirement does not apply if expressly prohibited by law or to the extent that the law requires an individual to complete a form or submit a form, record, or information in person. It also does not apply if the individual is incarcerated or must submit a fingerprint with the form, record, or information for a criminal background check.

Legal References

Utah Code § 11-73-101(2)(a) (2026)
Utah Code § 11-73-102 (2026)

Board Approved: October 27, 2026

Draft

Provo City School District

Board of Education Action Item

Proposed Relocation of Self-Contained Special Education Classrooms: Timeline and Public Notification Process

Board Meeting Date: October 27, 2026
Presented by: Wendy Dau, Superintendent
Action Requested: Approval of Proposed Timeline and Authorization to Initiate Public Notification

Background and Purpose

District leadership is considering the relocation of designated self-contained special education classrooms currently housed at Provo Peaks Elementary School to three elementary school sites.

The purpose of this proposal is to expand opportunities for students receiving special education services to interact with their grade-level peers, participate in their school communities, and experience greater continuity as they progress through the district's elementary, middle, and high school feeder systems.

Under the proposed plan, one group of classrooms would remain at Provo Peaks Elementary, while the remaining classrooms would be distributed between Rock Canyon Elementary and Sunset View Elementary.

The proposed feeder pathways are as follows:

Elementary School	Middle School	High School
Provo Peaks Elementary	Centennial Middle School	Timpview High School
Rock Canyon Elementary	Centennial Middle School	Timpview High School
Sunset View Elementary	Shoreline Middle School	Provo High School

These proposed changes are intended to increase access to age-appropriate peers and inclusive educational opportunities while maintaining the specialized instruction and services required by students' Individualized Education Programs (IEPs).

Proposed Timeline

October 27, 2026: Board Authorization

The Board of Education will consider authorizing district leadership to:

1. Develop and finalize a proposed plan to expand self-contained special education classroom locations from one elementary site to three: Provo Peaks, Rock Canyon, and Sunset View.
2. Provide written notification to affected families and communicate the proposed changes to the public, including opportunities to submit feedback to district leadership and the Board of Education.
3. Publish notice of a public hearing scheduled for December 8, 2026, at 7:00 p.m., ensuring that notice is provided at least 30 days in advance. The anticipated publication date is October 30, 2026.
4. Present information regarding the proposed relocations and provide an additional opportunity for public input at the November 10, 2026, Board business meeting.

November 10, 2026: Public Information and Comment

During the regularly scheduled Board study session meeting, district leadership will provide information regarding the proposed relocations. Members of the public will have an opportunity to provide comments in accordance with Board procedures during the business meeting which begins at 7:00 p.m.

December 8, 2026: Final Proposal Presentation and Public Hearing

- **Study Session:** District leadership will present the proposed implementation plan, including transportation considerations, staffing, student services, and other relevant logistical information.
- **7:00 p.m. Public Hearing:** The Board will conduct a public hearing to receive feedback regarding the proposed changes before taking final action.

January 12, 2027: Consideration of Final Board Action

During its regularly scheduled business meeting, the Board will consider final approval of the proposed relocation of self-contained special education classrooms, including the designated school locations.

If approved, district leadership will provide written notification of the final decision to affected families and report completion of the notification process to the Board of Education.

District Leadership Recommendation

District leadership recommends that the Board of Education approve the proposed timeline and authorize district administration to initiate the public notification and hearing process regarding the potential relocation of self-contained special education classrooms.

Approval of this timeline DOES NOT constitute approval of the proposed relocations. Final consideration and action will occur after the required public notification, opportunities for stakeholder input, and public hearing.

Wendy Dau
Superintendent

(801)374-4805

wendyd@provo.edu

280 West 940 North
Provo, Utah. 84604

Board of Education Action Item

Certification of Timpview High School Parent Support Organization

Date: October 27, 2026
Presented by: Wendy Dau, Superintendent
Action Requested: Board Approval

Background and Ballot Verification

On October 21, 2026, a committee consisting of district leadership, a Board of Education representative, and representatives from both the PTSA and PTO convened to verify and count ballots submitted by eligible Timpview High School households and employees regarding the school's official parent support organization.

The following individuals participated in the ballot verification and counting process:

Name	Role
Wendy Dau	Superintendent
Jennifer Partridge	Board President
Darrell Jensen	Assistant Superintendent
Caleb Price	Director of Communications
Ashley Rayback	PTSA Representative
Britney Wood	PTSA Representative
Patricia Smith	PTO Representative
Holly Williams	PTO Representative

Each ballot was reviewed to verify voter eligibility and ensure compliance with established voting procedures. Specifically, the committee verified that:

1. Each ballot was submitted by an eligible Timpview High School household or employee.
2. No more than one ballot was counted per eligible household or employee.

Official Ballot Results

A total of **491 valid ballots** were counted, with the following results:

Ballot Selection	Votes	Percentage
Retain the current PTSA	354	72%
Replace the PTSA with a PTO	137	28%
Total Valid Ballots	**491**	**100%**

Of the 491 valid ballots, 34 were submitted by eligible Timpview High School employees, and 457 were submitted by households of currently enrolled students.

Ballot Exclusions

The committee collectively reviewed and excluded 20 ballots that did not meet the established voting requirements:

- **19 ballots** were postmarked after the deadline specified in the voting instructions.
- **1 ballot** was submitted without an address, preventing verification of voter eligibility.

These ballots were excluded from the official vote totals.

District Leadership Recommendations

Recommendation 1: Certification of Parent Support Organization

Based on the verified election results, district leadership recommends that the Provo City School District Board of Education formally recognize and certify the **Timpview High School PTSA** as the school's official parent support organization, representing and supporting its parents, teachers, and students.

In accordance with current district policy, the certification will remain in effect, and the organization's status may not be formally challenged again for five years (May 2031).

Recommendation 2: Review of District Parent Support Organization Policy

In light of the significant time, resources, and community involvement required throughout this process, district leadership further recommends that the Board of Education review its existing policy governing the establishment, recognition, maintenance, and challenge of school parent support organizations.

The purpose of this review would be to evaluate opportunities to improve procedural clarity, administrative efficiency, and consistency while maintaining meaningful opportunities for parent participation and representation.

Proposed Board Action

District leadership recommends that the Board of Education:

1. **Approve the certification of the Timpview High School PTSA** as the official parent support organization for Timpview High School, consistent with the verified ballot results and applicable district policy.
2. **Direct district leadership and the policy committee to review the current parent support organization policy** and bring forward any recommended revisions for future Board consideration.

OPEN ENROLLMENT CAPACITY REPORT 2026-2027 & 2027-2028

School Building	Teaching Stations - available for classrooms as of 26-27	Teaching Stations used as other support classrooms	Teaching Stations for Regular Education	**Maximum Capacity** is Teaching Stations for Reg Ed times 27.5 Elem, 28 MS & 28.5 HS	***Early Open Enrollment** at 95% of Max Capacity*	**Early Open Enrollment Threshold** is 90% of Max Capacity	**2026-27 FTE - approved by HR for classroom only**	**Adjusted Capacity** is FTE times 27.5 for Elem, 28 for MS & 28.5 for HS	***Late Open Enrollment Threshold** is 95% of Adjusted Capacity*	**Late Open Enrollment Threshold** is 90% of Adjusted Capacity	26-27 OCT 1 count	Seats available for **Late Open Enrollment** 26-27	**Status** for 26-27	Projected counts for 2027-28	*Projected seats available for **Early Open Enrollment** 27-28 (Projected - Early OE threshold -95%)*	*Projected seats available for **Early Open Enrollment** 27-28 (Projected - Early OE threshold -90%)*	Projected seats available for 27-28	Status for 2027-28	26-27 Applications received (as of 11/26)	26-27Applications approved (as of 11/26)	26-27 Choice out to in-District (as of 11/26)	DLI Received	DLI Approved	DLI in Program
AME	28	6	22	605	*575*	545	**14.500**	399	*379*	359	346	13	open	344	*575*	545	231	OPEN						
CAN	29	5	24	660	*627*	594	**20.500**	564	*536*	507	495	12	open	480	*627*	594	147	OPEN						
EDG	30	5	25	688	*653*	619	**22.000**	605	*575*	545	546	-2	full	547	*653*	619	106	OPEN						
FRA	24	6	18	495	*470*	446	**16.000**	440	*418*	396	283	113	open	291	*470*	446	179	OPEN						
LAK	36	5	31	853	*810*	767	**24.000**	660	*627*	594	633	-39	full	616	*810*	767	194	OPEN						
PPK	34	14	20	550	*523*	495	**19.500**	536	*509*	483	460	23	open	476	*523*	495	47	OPEN						
PRO	26	6	20	550	*523*	495	**17.000**	468	*444*	421	396	25	open	400	*523*	495	123	OPEN						
ROC	28	5	23	633	*601*	569	**16.500**	454	*431*	408	453	-45	full	437	*601*	569	164	OPEN						
SPR	29	6	23	633	*601*	569	**16.000**	440	*418*	396	348	48	open	352	*601*	569	249	OPEN						
SUN	31	8	23	633	*601*	569	**22.000**	605	*575*	545	566	-22	full	556	*601*	569	45	OPEN						
TIM	32	8	24	660	*627*	594	**25.000**	688	*653*	619	588	31	open	605	*627*	594	22	OPEN						
WAS	30	5	25	688	*653*	619	**21.500**	591	*562*	532	492	40	open	479	*653*	619	174	OPEN						
WES	34	11	23	633	*601*	569	**19.000**	523	*496*	470	544	-74	full	546	*601*	569	55	OPEN						
CMS	49	4	45	1260	*1197*	1134	**39.500**	1106	*1051*	995	1015	-20	full	1000	*1197*	1134	197	OPEN						
SMS	48	10	38	1064	*1011*	958	**35.750**	1001	*951*	901	922	-21	full	903	*1011*	958	108	OPEN						
PHS	90	8	82	2337	*2220*	2103	**71.500**	2038	*1936*	1834	1840	-6	full	1850	*2220*	2103	370	OPEN						
THS	113	2	111	3164	*3005*	2847	**79.000**	2252	*2139*	2026	2162	-136	full	2133	*3005*	2847	872	OPEN						
IHS							**15.000**				253													

interventions	/ 2 for Title 1
wellness	
art	
music	
sped	

Board Powers and Duties
Policy Series: 1000 Board of Education

Policy No. 1005

Purpose

The purpose of this policy is to define the powers, duties, and responsibilities of the Board of Education in governing Provo City School District in accordance with Utah law. It outlines the Board's authority over district policies, taxation, budgets, school facilities and closures, and the appointment of district leadership to promote effective governance, responsible stewardship of public resources, and student success.

Promote Education

The board has the legal power and duty to do all things necessary for the maintenance, prosperity and success of the schools and for the promotion of education and to exercise all powers given by statute. The board's legal powers and duties include the actions set forth in this policy, but are not necessarily limited to the listed powers and duties.

Govern

The Board of Education recognizes that under Utah law "it is the province of the Board of Education to determine what things are detrimental to the successful management, good order, and discipline of the schools and the rules required to produce successful management, good order, and discipline in the schools."

Adopt Rules

Adopt such policies, rules, regulations, and bylaws as the Board may deem proper for the operation of the board and for the control and management of the district's schools.

Levy Taxes

Establish tax rates each year and submit the proposed rate to the county legislative body in which the district is located according to statutory procedures.

Annual Budget

Prepare, adopt, and file a budget for the next succeeding fiscal year with the county legislative body in which the district is located as required by statute.

Employ Personnel

Employ by contract a superintendent and business administrator. Delegate to the superintendent the employment of principal(s), teacher(s), or other executive officer(s) and the setting of salary schedules therefore.

Close Schools and Change School Boundaries

Close schools or suspend operation of schools or change school attendance area boundaries as determined to be appropriate by The Board of Education after appropriate public notice and hearing as required by statute (See policy 1450).

Bequests

Receive bequests and donations or other monies or funds which are made for educational purposes.

Acquisition and Ownership of Property

Acquire and hold real and personal property in the name of the district, inclusive of all rights and titles, and lease and lease with an option to purchase property. The Board of Education has the direction and control of all school property in the district.

Eminent Domain

Exercise the right of eminent domain to acquire property.

Sue and Be Sued

Sue and be sued in the name of the district. The district shall defend, hold harmless and indemnify the board from any and all demands, claims, suits, actions and legal proceedings brought against the board in its official capacity as agent and employee of the district, provided the board was acting within the scope of employment and excluding criminal litigation and such liability coverage is within authority of the district to provide under state law.

Impacts on Families

Consider, before adopting a policy or taking other formal action, ~~the Board shall consider~~ the impact that the proposed policy or action may have on family and community health, and stability. ~~, and formation.~~

Fulfill Other Statutory Duties and Exercise Other Statutory Powers

The board also has the duty to comply with such other duties as are set forth in the laws and regulations of Utah and the United States, and also may exercise the powers and authorities established by such laws and regulations.

Legal References

Utah Code § 53G-4-402(16), (17) (2026)
Utah Code § 53G-4-402(29) (2026)
Utah Code § 53G-4-402(23) (2026)
Utah Code § 53G-4-402(23) (2025)
Beard v. Board of Education, 16 P.2d 900 (Utah 1932)
Utah Code § 53G-4-402(16), (17) (2025)
Utah Code § 53F-8-201 (2019)
Utah Code § 53F-8-202 (2018)
Utah Code § 53F-8-402 (2019)
Utah Code § 53F-8-201 (2019)
Utah Code § 53G-4-402(14) (2025)
Utah Code § 53G-4-401(4) (2019)
Board of Education of South Sanpete School District v. Barton, 617 P.2d 347 (Utah 1980).
Olsen v. Board of Education of the Granite School District, 571 P.2d 1336 (Utah 1977).
Utah Code § 53G-11-202 (2018)
Utah Code § 53G-4-301 (2018)
Utah Code § 53G-4-302 (2012)
Utah Code § 53G-4-401(4) (2019)

Board Approved: August 13, 2013

Revised: August 26, 2025
October 27, 2026

DRAFT

Early Literacy Support and Student Retention Policy
Kindergarten to 6th Grade

Policy Series: 4000 Curriculum, Instruction, Assessment

Policy No. 4450

DRAFT

Purpose

Provo City School District is committed to ensuring every student becomes a proficient reader by the end of third grade through early identification, evidence-based instruction, targeted intervention, and strong family partnerships.

The district will proactively identify students at risk for reading difficulties and provide timely support before retention is considered. Retention is a significant educational intervention and shall be used only after multiple layers of support have been implemented, monitored, and documented.

This policy and subsequent procedures establish a systematic process for early identification, Individual Reading Plans (IRPs), and retention decisions for students in Kindergarten through Grade 4.

Definitions

Individual Reading Plan: A written plan developed collaboratively by school personnel and a student's parent/guardian that identifies a student's specific literacy needs and outlines the evidence-based interventions, supports, progress-monitoring measures, and family partnership activities that will be implemented to help the student achieve grade-level reading proficiency. The plan shall be reviewed and revised after each benchmark assessment.

Retention: the decision for a student to remain in the same grade for an additional school year after careful consideration of the student's literacy achievement, intervention history, and educational needs. Provo City School District prioritizes prevention over retention through early identification, timely intervention, and strong family partnerships to ensure students become

proficient readers by the end of third grade. Retention is a rare and carefully considered educational intervention used only after multiple supports have been provided to give students additional time, instruction, and targeted support to build the foundational literacy skills needed for future success.

Benchmark assessment: a state and district-approved assessment administered at the beginning, middle, and end of the school year to measure students' literacy development and identify students who may need additional support. Benchmark reading assessments measure key literacy skills, including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension, to determine whether a student is reading on grade level and progressing toward literacy goals.

Typical academic progress: a student demonstrates the expected amount of reading growth over time when compared to peers who began at a similar level of reading performance, as measured by Pathways of Progress on Acadience Reading Benchmark Assessment

Grade-level reading proficiency: A student's ability to demonstrate the foundational reading skills expected for their grade level, as measured by Acadience Reading benchmark assessments. Students who score At Benchmark or Above Benchmark are considered proficient and are on track to meet end-of-year reading expectations with effective core instruction.

Reading interventions: Targeted, evidence-based instructional supports provided in addition to core classroom instruction to help students develop specific reading skills and close identified learning gaps. Interventions are based on student data, focused on individual needs, and monitored regularly to evaluate progress.

Intensive reading interventions: A more frequent, explicit, and individualized level of support provided to students with significant reading difficulties or those who are substantially below grade-level expectations. Examples may include extended time (i.e. before or after school), smaller grouping, greater opportunities for response, more frequent progress monitoring.

Policy Structure

Section I: Early Identification and Parent/Guardian Partnership (K-3)
Section II: Individual Reading Plan (IRP)
Section III: Student Retention

SECTION I: Early Identification and Parent/Guardian Partnership (K-6)

The purpose of early identification is to recognize reading difficulties as soon as possible and provide immediate support. Schools shall use district-approved benchmark assessments to identify students needing additional support, notify parents/guardians, provide interventions, and

DRAFT

monitor progress regularly. Schools will keep record of all benchmark parent notifications, IRP records, and progress monitoring reports in the student information system.

Kindergarten

Retention in Kindergarten may only be considered after extensive intervention and IRP team review.

Kindergarten Readiness Assessment

To support a successful transition to kindergarten and promote early literacy development, schools will administer a district-approved kindergarten readiness assessment to students prior to the beginning of kindergarten enrollment.

The assessment shall be offered early enough before the start of the school year to allow parents or guardians sufficient time to support the development of identified readiness skills before their child begins kindergarten.

After administration of the assessment, schools shall provide parents or guardians with:

1. Information regarding their child's performance and identified areas of strength and need;
2. Appropriate resource materials and strategies to support the development of kindergarten readiness and early literacy skills at home;
3. Information regarding available district and community supports and services; and
4. Information regarding the Individual Reading Plan (IRP) process and how early intervention and ongoing progress monitoring support student literacy development.

Assessment results shall be used to inform instructional planning and family support and shall not be used as the sole criterion for kindergarten enrollment, placement, or retention decisions.

Beginning of Year (BOY) Benchmark Assessment

Fall (October-November)

Schools shall conduct parent conferences for students who are below or well below benchmark.

Students scoring Below Benchmark or Well Below Benchmark at BOY shall:

- Receive immediate intervention support.
- Have parents notified within 45 days of the benchmark administration
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.

Middle of Year (MOY) Benchmark Assessment

Winter (January-February)

Schools shall conduct parent conferences for students who remain below or well below benchmark.

Families shall receive written notification if students are at risk for possible retention.

DRAFT

Students scoring Below Benchmark or Well Below Benchmark at MOY shall:

- Receive immediate intervention support.
- Have parents notified within 45 days of the benchmark administration
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Participate in an Individual Reading Plan (IRP).

End of Year (EOY) Benchmark Assessment

Spring (March-April)

IRP teams (which include parent/guardian) shall review student progress and determine whether additional interventions or retention consideration are necessary.

Schools shall provide parents or guardians of students performing Below Benchmark or Well Below Benchmark with information regarding available summer learning opportunities and resources to support continued literacy development. Information may include district summer school programs, community resources, recommended reading activities, and strategies families can use at home to help students maintain and strengthen foundational reading skills.

Grades 1 & 2

Retention in 1st and 2nd grade may only be considered after extensive intervention and IRP team review.

Beginning of Year (BOY) Benchmark Assessment

Fall (October-November)

Schools shall conduct parent conferences for students who are below or well below benchmark.
Students scoring Below Benchmark or Well Below Benchmark at BOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Continue participation or begin participating in an Individual Reading Plan (IRP) if already established in prior year

Middle of Year (MOY) Benchmark Assessment

Winter (January-February)

Schools shall conduct parent conferences for students who are below or well below benchmark.
Students scoring Below Benchmark or Well Below Benchmark at MOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Continue participation or begin participating in an Individual Reading Plan (IRP) if already established in prior year

End of Year (EOY) Benchmark Assessment

Spring (March-April)

DRAFT

IRP teams (which include parent/guardian) shall review student progress and determine whether additional interventions or retention consideration are necessary.

Schools shall provide parents or guardians of students performing Below Benchmark or Well Below Benchmark with information regarding available summer learning opportunities and resources to support continued literacy development. Information may include district summer school programs, community resources, recommended reading activities, and strategies families can use at home to help students maintain and strengthen foundational reading skills.

Grade 3

Retention in 3rd grade may only be considered after extensive intervention and IRP team review. Beginning in 2030, students who are well below benchmark at EOY in 3rd grade shall be retained.

Beginning of Year (BOY) Benchmark Assessment

Fall (October-November)

Schools shall conduct parent conferences for students who are below or well below benchmark. Students scoring Below Benchmark or Well Below Benchmark at BOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Continue participation or begin participating in an Individual Reading Plan (IRP) if already established in prior year

Middle of Year (MOY) Benchmark Assessment

Winter (January-February)

Schools shall conduct parent conferences for students who are below or well below benchmark. Students scoring Below Benchmark or Well Below Benchmark at MOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Continue participation or begin participating in an Individual Reading Plan (IRP) if already established in prior year

End of Year (EOY) Benchmark Assessment

Spring (March-April)

IRP teams (which include parent/guardian) shall review student progress and determine whether retention is necessary. A third-grade student who is well below benchmark at the end of year shall be retained.

A third-grade student who does not meet the required end-of-year reading benchmark may be promoted to fourth grade if the student meets one of the good cause exemptions established in Utah Code and adopted by the Utah State Board of Education. Schools shall apply the exemptions as written in state law.

DRAFT

Good Cause Promotion Exemptions

1. The student scores below benchmark, but not well below benchmark, on the benchmark reading assessment and makes typical academic progress on the benchmark reading assessment;
2. The school provides intensive reading interventions during the summer between grade 3 and grade 4, and the student improves to at benchmark or above benchmark on a benchmark reading assessment that the school administers during the summer;
3. The student is an English learner with limited English proficiency and fewer than three years of instruction in an English language learner program;
4. The student has an IEP or Section 504 accommodation plan and if the student's IEP or Section 504 accommodation plan indicates that participation in the benchmark reading assessment is not appropriate, if the student has received intensive reading interventions for two or more years, or if the student has been retained in any of kindergarten or grades 1 through 3;
5. The student demonstrates an acceptable level of reading proficiency on an alternative standardized assessment that the LEA superintendent approves or by making above typical academic progress for multiple years on the benchmark reading assessment;
6. The student demonstrates through a student portfolio that the student is performing at an equivalent standard of proficiency based on other measures that the individualized reading plan determines;
7. The student still demonstrates a reading deficiency after receiving intensive reading interventions for two or more years and after having been retained in any of kindergarten or grades 1 through 3; or
8. The student moved to a school for or during grade 3 and had not previously received an individualized reading plan or received intensive reading interventions previously**.**

Schools shall provide parents or guardians of students performing Below Benchmark or Well Below Benchmark with information regarding available summer learning opportunities and resources to support continued literacy development. Information may include district summer school programs, community resources, recommended reading activities, and strategies families can use at home to help students maintain and strengthen foundational reading skills.

Grade 4th, 5th, 6th

Retention in 4th-6th grade is not recommended.
An IRP remains in place until a student meets benchmark or above benchmark while in elementary school

Beginning of Year (BOY) Benchmark Assessment

Fall (October-November)
Schools shall conduct parent conferences for students who are below or well below benchmark.
Students scoring Below Benchmark or Well Below Benchmark at BOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.

DRAFT

- Receive progress updates every 4-6 weeks.
- Continue participation in an Individual Reading Plan (IRP) if already established in prior year

Middle of Year (MOY) Benchmark Assessment

Winter (January-February)

Schools shall conduct parent conferences for students who are below or well below benchmark. Students scoring Below Benchmark or Well Below Benchmark at MOY shall:

- Receive targeted literacy interventions.
- Participate in ongoing progress monitoring.
- Receive progress updates every 4-6 weeks.
- Continue participation in an Individual Reading Plan (IRP) if already established in prior year

End of Year (EOY) Benchmark Assessment

Spring (March-April)

IRP teams (which includes parent/guardian) shall provide parents or guardians of students performing Below Benchmark or Well Below Benchmark with information regarding available summer learning opportunities and resources to support continued literacy development. Information may include district summer school programs, community resources, recommended reading activities, and strategies families can use at home to help students maintain and strengthen foundational reading skills.

Legal References

SB241

Board Approved: October 27, 2026

DRAFT

Early Literacy Support: Individual Reading Plans

Policy Series: 4000 Curriculum, Instruction, Assessment

Policy No. 4450
Procedure 1

DRAFT

Individual Reading Plan (IRP)

The purpose of the IRP is to create a structured plan that identifies student needs, outlines interventions, and establishes shared accountability among school staff, families, and students. The IRP is created by a team of individuals with interest in student success and expertise in literacy.

IRP team members shall include classroom teacher, Local Education Agency (LEA) Representative with foundational knowledge in Science of Reading and district supported resources, parent, student (by parent requests), other teachers as appropriate (i.e. Special Education Teacher, Speech and Language Pathologist). If a student is being recommended for retention, the school team shall include the building principal.

IRP Eligibility

An IRP shall be developed for:

- Kindergarten students scoring Well Below Benchmark at MOY.
- Grade 1 students scoring Below Benchmark or Well Below Benchmark at BOY or MOY.
- Grade 2 students scoring Below Benchmark or Well Below Benchmark at BOY or MOY.
- Grade 3 students scoring Below Benchmark or Well Below Benchmark at any benchmark assessment.
- Any student in grades 4, 5 or 6 demonstrating significant reading deficiencies through multiple data sources.

Timeline

An IRP shall be developed within 45 school days of benchmark testing. Schools will keep record of all benchmark parent notifications, IRP records, and progress monitoring reports in the student information system.

Required Components

The IRP shall identify:

- Assessment results
- Specific literacy needs
- Literacy Goals for - Foundational reading skills, Fluency, Accuracy, and/or Reading comprehension
- Intervention Plan including:
  - Evidence-based instructional strategies
  - Frequency and duration of interventions
  - Personnel responsible for implementation
  - Progress-monitoring schedule

Family Partnership

Schools shall partner with families by providing:

- Home reading activities
- Progress updates
- Opportunities for collaboration

Progress Monitoring

Student progress shall be monitored every 4-6 weeks. The school team shall review student progress and adjust interventions as needed.

Legal References

SB241

Board Adopted: October 27, 2026

DRAFT

Early Literacy Support: Student Retention

Policy Series: 4000 Curriculum, Instruction, Assessment

Policy No. 4450
Procedure 2

DRAFT

Student Retention Procedures

Retention is considered a significant intervention and shall be used only after documented evidence demonstrates that intensive supports have not produced adequate progress.

Retention shall never be based on a single assessment score and shall never come as a surprise to families. Schools will keep record of all benchmark parent notifications, IRP records, and progress monitoring reports in the student information system. Students may only be retained one time during their elementary school experience.

Step 1: Early Notification

Students demonstrating significant reading deficiencies shall be identified early and parents shall be notified.
Notification shall include:

- Student reading performance
- Areas of concern
- Interventions being provided
- Available supports

Step 2: Retention Watch List

Schools shall establish a retention watch list for students demonstrating persistent reading deficiencies.

Students may be placed on the watch list beginning:

- Kindergarten: MOY or EOY
- Grade 1: BOY or MOY or EOY
- Grade 2: BOY or MOY or EOY
- Grade 3: BOY or MOY or EOY

Placement on the watch list does not indicate retention will occur but signals a need for intensified support.

A student should be placed on the watchlist for the following reasons:

1. Student is below benchmark and not making at least typical progress
2. Student is well below benchmark and is not making above or well above typical progress

Step 3: Required Documentation Prior to Retention Consideration

Before retention may be considered, schools shall document:

- Benchmark assessment results
- Diagnostic assessment results, when applicable
- Progress-monitoring data
- Intervention history
- Individual Reading Plan implementation
- Parent communication
- Attendance patterns
- Student growth trends

Step 4: Retention Review Team

Schools shall convene a Retention Review Team before any retention recommendation is made.
The team shall include:

- Principal (chair)
- Classroom teacher
- Reading interventionist (i.e. Title I Coordinator or Instructional Coach)
- Parent or guardian
- Additional support personnel, as needed

The team shall review all available information and determine whether retention is an appropriate intervention, considering typical or better progress of students in reading skills.

Step 5: Retention Decision Factors

The team shall consider:
Academic Data

DRAFT

- Benchmark assessments
- Diagnostic assessments
- Progress-monitoring data
- Classroom performance

Intervention Data

- Frequency and duration of interventions
- Student response to intervention
- Fidelity of implementation

Student Factors

- Attendance
- Social-emotional development
- Developmental readiness
- Language acquisition needs
- Special education considerations

Family Input

Parents shall be active participants throughout the decision-making process.

Step 6: Parent Notification and Appeal

Schools shall provide written notification prior to any final retention decision.

The notice shall include:

- Reason retention is being recommended
- Data reviewed
- Interventions provided
- Available supports
- Appeal procedures

Parents may appeal a retention recommendation in writing to the principal within 10 school days.

Appeals shall be reviewed by a district-level team.

Step 7: Support Following Retention

Students retained shall receive an individualized Reading Success Plan that includes:

- Regular evidence-based literacy intervention (3-5 days a week)
- Monthly progress monitoring
- Family communication every 4-6 weeks
- Student goal setting
- Celebration of growth and progress

DRAFT

Retention alone is not an intervention. Students retained shall receive additional instructional supports beyond repeating the same instructional experience.

Step 6: Parent Appeal Procedure

Parents/guardians have the right to appeal a school recommendation to retain a student. The purpose of the appeal process is to ensure all available information has been considered and that retention decisions are made in the best educational interest of the student.

Timeline

Parents/guardians must submit a written appeal within 10 school days of receiving the school's written retention recommendation.

Appeals shall be submitted to the school principal.
The written appeal shall include:

- Student name and grade level
- Reason(s) for the appeal
- Any additional information or supporting documentation the family would like considered

Examples of supporting documentation may include:

- Outside evaluations
- Medical information
- Attendance circumstances
- Evidence of progress outside of school
- Other relevant information

District Retention Appeal Committee

Upon receiving an appeal, the principal shall forward all documentation to the District Retention Appeal Committee. The committee shall convene within 10 school days of receiving the appeal.

The committee may include:

- Assistant Superintendent of Elementary Education (or designee)
- Director of Continuous School Improvement (or designee)
- School principal
- Literacy specialist or instructional coach
- Additional district personnel, as appropriate

The student's classroom teacher may be consulted but shall not serve as the sole decision-maker.

DRAFT

Information Reviewed During the Appeal

The committee shall review all available information, including:

Student Performance Data

- Benchmark assessment results
- Diagnostic assessment results
- Progress-monitoring data
- Classroom performance

Intervention Data

- Individual Reading Plan (IRP)
- Intervention frequency, duration, and fidelity
- Student response to intervention

Student Factors

- Attendance
- Social-emotional development
- Developmental readiness
- English language acquisition needs
- Special education eligibility or services

Family Information

- Parent concerns
- Additional documentation submitted by the family
- Extenuating circumstances

Appeal Meeting

Parents/guardians shall be offered an opportunity to participate in an appeal meeting, either in person or virtually.

The meeting shall:

- Review the student's data and interventions.
- Provide parents an opportunity to share additional information.
- Discuss available support options.
- Determine whether retention remains the most appropriate educational decision.

Final Decision

DRAFT

Within five school days following the appeal meeting, the District Retention Appeal Committee shall provide written notification of its decision.
The decision shall include:

- The final determination
- The rationale for the decision
- Recommended supports for the upcoming school year

The decision of the District Retention Appeal Committee shall be final. Retention decisions shall prioritize student success, rely on multiple sources of evidence, and include meaningful family participation throughout the process.

Legal References

SB241

Board Adopted: October 27, 2026

DRAFT

Electronic Submission of Information
Policy Series: 7000 Community

Policy No. 7030

Purpose

The purpose of this policy is to promote accessible and efficient interactions with Provo City School District by providing electronic options for individuals to submit requests, forms, records, and other information without appearing in person or providing physical copies, consistent with applicable law.

Policy

Beginning July 1, 2027, and with the exceptions set out below, when the district requires or requests a person to submit a form, a record, or information, the District will, instead of requiring the ~~person~~ individual to appear in person or otherwise provide a physical copy of the form, record, or information, provide an electronic means of submission. Electronic means may include:

1. electronically completing and electronically signing the form;
2. downloading the form, completing and physically or electronically signing the form, and submitting a copy of the completed and signed form electronically, by email or other electronic means;
3. entering the information online;
4. uploading the completed and signed form, the record, or the information; or
5. sending the record or information by email or other electronic means.

~~This requirement does not apply if prohibited by an express provision of law or to the extent that the law requires the person to fill out the form in person or to submit the form, record, or information in person. It also does not apply if the person is incarcerated or if the person is required to submit a fingerprint with the form, record, or information for the purpose of conducting a criminal background check.~~

Draft

This requirement does not apply if expressly prohibited by law or to the extent that the law requires an individual to complete a form or submit a form, record, or information in person. It also does not apply if the individual is incarcerated or must submit a fingerprint with the form, record, or information for a criminal background check.

Legal References

Utah Code § 11-73-101(2)(a) (2026)
Utah Code § 11-73-102 (2026)

Board Approved: October 27, 2026

Draft