Tuesday, November 10, 2026
PCSD Study Session and Business Meeting

Study Session
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
3. Motion to Convene
4. Board Member Training: Vice President Gina Hales, Selecting a President (4:02pm, 3 min)
   Most meetings will include a training presented by rotating board members on the Board Handbook, USBA's Guide, or Policies.

   Tonight's training comes from the USBA's Guide to Effective School Boards p. 29.
5. Franklin Elementary School CSI Status Update (4:05pm, 30 min)
6. Out of State Student Travel Request: PHS Cross Country to California (4:35pm, 5 min)
7. E3: Gifted and Talented Program Update (4:40pm, 15 min)
8. Timpview Construction Update (4:55pm, 20min)
9. DLI Discussion (5:15pm, 60min)
10. Calendar Survey for 2028-2029 (6:15pm, 5 min)
11. Final Calendar 2027-2028 (6:20pm, 5 min)
12. Large Purchase Request: CTE Computer Lab (6:25pm, 5 min)
    Issue:
    The board must approve expenditures over $50,000. For review tonight:

    1. CTE Computer Lab
13. 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. Updated Policy 6160 School Fees and Fee Waivers
    1. 6160 P1
2. Updated Policy 6110 Donation and Fundraising
    1. 6110 P1
3. Updated Policy 4160 Special Education
    1. 4160 P1 Toileting and Diapering
4. Updated Policy 1100 Board Member Elections and Redistricting
5. Updated Policy 3246 Emergency Safety Interventions and Use of Reasonable Force
    1. 3246 P1 Emergency Safety Interventions: Implementation Procedures

14. Consent Calendar Review and Questions

Consent Calendar Review and Questions

President Jennifer Partridge

Issue

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

Background

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

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

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

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

15. Upcoming Board Calendar

Upcoming Google Calendar Items

President Jennifer Partridge

DLI Committee Meeting
Thursday, November 19, 2026
6:00 p.m., District Office PDC

Student Advisory Council
Wednesday, December 2, 2026
Timpview High School

Study Session and Business Meeting
Tuesday, December 8, 2026
District Offices

DLI Committee Meeting
Thursday, December 17th, 2026
6:00 p.m., District Office PDC

Winter Break
December 21, 2026 - Jan 1, 2027

16. Motion to Adjourn

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

1. Welcome

Meeting called to order at

2. Roll Call
   Procedural
3. Motion to Convene
4. Opening Remarks: Board Member Melanie Hall
5. Pledge of Allegiance: Student

C. **Community Connections**

1. Provo Way Awards
   Provo Way Award Winners
   Melissa Johnson, Sunset View Art Teacher
   Michelle Blair, Spring Creek Title I Coordinator
   Macy Huckvale, Provo High Teacher
   Jeannie Zwahlen, Provo Peaks Teacher
   John Wilder, Independence, Teacher

   Student of the Month
   Gwen Croxall, Timpview Student
2. School Report: Shoreline Middle School, Principal Tommy Hirschi
3. Public Input (No more than 30 minutes)

D. **Business Items**

1. Business Item: PHS Student Travel, Cross Country to CA
2. Business Item: Large Purchase Request CTE Computer Labs

E. **Consent Calendar**

1. Consent Calendar: Board Minutes
2. Consent Calendar: Personnel Report
3. Consent Calendar: Financial Reports
4. Consent Calendar: Home School, School Choice, eSchool Report
5. Motion to Approve the Consent Calendar
   Consent Calendar
   President Jennifer Partridge
   Issue
   The Board of Education is required to approve items in the consent agenda as part of their legal responsibility.
   Background
   At every board meeting, items come to the agenda that need little if any discussion or debate either because they are routine procedures or already have unanimous consent. A consent agenda (Roberts Rules of Order calls it a consent calendar) allows the board to approve all these items together without discussion or individual motions. Depending upon the organization, this can free up anywhere from a few minutes to a half hour for more substantial discussion on other critical agenda items.
   The consent calendar of the Board of Education of Provo School District contains routine items and reports related to approval of minutes, appointment or termination of employees, decisions related to school choice, the monthly financial report including purchases over $50,000, and other reports requiring no formal Board action.
   Staff recommends Board members fully understand the contents of the consent calendar and recommends its approval.

F. **Reports**

1. Business Administrator Report
2. Student Board Member Report
3. Board Member Roundtable
4. Superintendent Report
5. Motion to Adjourn

A Guide to Effective Utah School Boards



Foreword

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

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

USBA Mission: Building Better Boards

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

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

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

Effective school board meetings are crucial for several reasons:

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

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

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

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

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

Preparation:

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

Communication:

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

Facilitation during the Meeting:

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

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

Maintain Order and Respect:

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

Follow-up Actions:

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

Evaluation and Improvement:

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

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

3. What behaviors in school board meetings are destructive?

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

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

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

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

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

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

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

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

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

Identify Priority Topics:

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

Organize Agenda Items:

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

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Time Allocation:

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

Include Standard Agenda Sections:

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

Distribute Meeting Materials:

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

Consult with Key Stakeholders:

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

Review and Finalize:

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

Communicate the Agenda:

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

Flexibility and Adaptability:

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

Review Meeting Effectiveness:

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

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

4.1 Example Agenda (from Alpine School District)

ORDER OF MEETING PROCEDURE

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

4.2 Consent Agenda

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

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

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

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

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

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

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

5. Constructing a Calendar

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

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

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

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6. Some Legal Requirements

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

6.1 The Open Meetings Law

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

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

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

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

6.2 Annual meeting schedule

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

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

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

6.3 Individual meetings

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

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

6.4 Rescheduled meetings

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

6.5 Reconvened meetings

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

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

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

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

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

6.6 Emergency meetings

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

6.7 Study sessions

Regular meetings are typically devoted to recurring business matters; special meetings often are called for specific issues or study sessions. Some school boards employ a “retreat” concept to emphasize the focus on discussion as opposed to formal action or decision- making.
Such sessions are entirely lawful as long as all statutory requirements are met for such matters as location, notice, agenda, and record keeping. The board should ensure that all meetings, including study sessions or “retreats” are scheduled for times and places convenient to the public.

6.8 Closed meetings

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

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

6.8.1 Authorized Reasons for Closed Meetings:

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

6.9 Verbatim recordings

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

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6.10 Public hearings

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

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

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

6.11 Agendas

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

6.12 Web publishing of notices

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

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6.13 Minutes of meetings

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

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

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

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

6.14 Public recordings

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

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

6.15 Use of electronic message transmissions

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

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

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

6.16 Establishing board procedures

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

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

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

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

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

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

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

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

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

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

7.1 School Board Meeting Security

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

Security Staff Presence:

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

Emergency Response Plan:

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

Crowd Management:

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

Communication and Coordination:

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

Regular Security Assessments and Updates:

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

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

7.2. How to make a school board meeting interesting

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

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

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

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

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8. Roles and Responsibilities

8.1 Board Members' Responsibilities

Utah Code §53A-4 outlines the authority and duties of an elected local school board.

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

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

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

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

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

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

Some other essential responsibilities for the individual board member include:

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

8.2 The Board President's Responsibilities

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

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

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

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

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

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

8.2.1 Presidential effectiveness

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

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

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

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

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

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

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

8.2.2 Selecting a president

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

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

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

Among the characteristics to look for in a good president:

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

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

8.3 The Vice President

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

8.4 Superintendent's Responsibilities

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

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

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

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

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

8.4.1 Administrative recommendations

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

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

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

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

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

8.5 Business Administrator's Responsibilities

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

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

8.6 Monitoring Administrative Performance

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

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

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

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

8.7 The School Board Attorney

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

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

9. Conducting a School Board Meeting

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

Establish an Agenda:

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

Start on Time and Follow Protocol:

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

Public Comment Period:

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

Review and Approve Minutes:

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

Reports and Presentations:

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

Discussion of Agenda Items:

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

Decision-Making and Voting:

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

New Business and Action Items:

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

Time Management:

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

Maintain Order and Decorum:

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

Adjourn the Meeting:

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

Evaluate Meeting Effectiveness:

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

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

9.1 Parliamentary Procedure

The following motions are common in school board meetings:

Main Motions:

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

Amend:

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

Substitute Motion:

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

Refer to Committee:

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

Postpone to a Certain Time:

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

Close Debate (Limit or Extend Debate):

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

Previous Question (End Debate):

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

Postpone Indefinitely:

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

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

9.3 Voting Details

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

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

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

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

10. Recording the Meeting

10.1 The Purpose of Minutes

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

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

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

10.2 Courts look to the minutes in deciding disputes

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

10.3 The recording secretary

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

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

10.4 Recording the minutes

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

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

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

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

10.5 Disposition of a motion

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

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

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

10.6 The Contents of Recordings and Minutes

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

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

10.7 Type of meeting

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

10.8 Reports and actions

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

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

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

10.9 Monthly statements

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

10.10 Current bills

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

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

10.11 Contingent or special business

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

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

10.12 Initiating a referendum

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

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

10.13 Adjournment to another date

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

10.14 Other Official Requirements

10.14.1 Approval of minutes

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

10.14.2 Certification of minutes

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

10.14.3 Amendments to minutes

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

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

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10.14.4 Distribution of minutes

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

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

10.15 Storing and Indexing

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

10.15.1 Storing minutes

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

The board's official copy of the minutes, signed by the business administrator (and sometimes the president) as approved, should be kept in a secure location. Documents that belong to or with the minutes should be kept in the same location.
The minutes of closed meetings should be kept in a separate confidential file and may only be made public under court order.

10.15.2 Indexing

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

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

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

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

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

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

10.16 Public Records

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

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

10.16.1 Utah Government Records Access Management Act (GRAMA)

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

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

10.16.2 Open meetings

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

11. Encouraging Public Participation

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

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

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

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

11.1 Dealing With Complaints and Criticism

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

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

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

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

11.2 Aggravating the General Public

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

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

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

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11.3 Sample Policy: Public Participation at Board Meetings

From Juab School District Policy (9/20/2023)

Every meeting of the Board shall be open to the public unless closed pursuant to Utah Code §§ 52-4-204, 52-4-205, and 52-4-206.
Utah Code § 52-4-201(1) (2006)

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

Verbal comments at the meeting shall be received from members of the public who sign up prior to the time for public comment and will be taken in the order that individuals sign up. Each individual will be allowed up to 3 minutes to provide comments to the Board. The Board's agenda will specify the amount of time for public comment, which will generally be between 30 minutes and 1 hour.
Utah Code § 52-4-201.3 (2023)

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

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

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

public hearing when considering whether to close a school or change the boundaries of a school, when submitting a ballot issue regarding bond authorization or a tax increase, when considering the adoption of the District budget, before authorizing issuance of bonds, and when considering changes to the Board member compensation schedules, as required by statute.
Utah Code § 11-14-318 (2023)
Utah Code § 53G-4-402(23) (2023)
Utah Code § 53G-7-303(3) (2019)
Utah Code § 53G-4-204(2) (2023)
Utah Code § 59-1-1605 (2016)

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

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

12. Working with the News Media

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

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

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

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

13. Reorganizing the School Board

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

13.1 Seating the New Board

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

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

13.2 Oath of office

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

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

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

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

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

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

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

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

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

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

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

13.3.1 Absence of officers

If the president is absent from any meeting or is unable or unwilling to perform his/her duties, the vice president serves as president pro tem.
In the absence of both officers, any other member of the board may be appointed president pro tem.

13.4 Establishing Regular Meetings

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

13.5 Adoption of Policies

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

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

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

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

13.6 Board Structure and Committees

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

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

13.6.1 Special or ad hoc committees

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

13.6.2 Citizens' advisory committees

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

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

13.7 New Member Orientation

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

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

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

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

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

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

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

13.8 Filling Vacancies

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

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

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

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

52-4-101. Title.
52-4-102. Declaration of public policy.
52-4-103. Definitions.
52-4-104. Training.
52-4-201. Meetings open to the public – Exceptions.
52-4-201.3. Local school boards – Public comment.
52-4-202. Public notice of meetings – Emergency meetings.
52-4-203. Minutes of open meetings – Public records – Recording of meetings.
52-4-204. Closed meeting held upon vote of members – Business – Reasons for meeting recorded.
52-4-205. Purposes of closed meetings.
52-4-206. Record of closed meetings.
52-4-207. Electronic meetings – Authorization – Requirements.
52-4-208. Chance or social meetings.
52-4-209. Electronic meetings for charter school board.
52-4-210. Electronic message transmissions.
52-4-301. Disruption of meetings.
52-4-302. Suit to void final action – Limitation – Exceptions.
52-4-303. Enforcement of chapter – Suit to compel compliance.
52-4-304. Action challenging closed meeting.
52-4-305. Criminal penalty for closed meeting violation.

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

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

- The Board Clarifies the District Purpose

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

- The Board Connects With the Community

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

- The Board Employs a Superintendent and a Business Administrator

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

- The Board Delegates Authority

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

- The Board Monitors Performance

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

- The Board Takes Responsibility for Itself

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

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Appendix C. Possible Annual Agenda Items

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

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

January

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

February

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

March

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

April

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

May

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

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

June

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

July

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

August

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

September

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

October

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

November

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

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

December

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

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Appendix D: Items on Consent Agenda

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

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

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

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

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

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

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

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

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

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

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

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

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

- Approve the annual school calendar.

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

- Approve bills for payment.

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

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

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

- Approve contracts for goods and services.

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

- Approve employment contracts.

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

- Select textbooks.

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

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

- Approve budget and tax levy.

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

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

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

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

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

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

Avoid the rubber stamp

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

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Appendix E: School Board Professional Governance Standards

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

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

Duties of the School Board

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

Utah Code 53G

Effective board members are:

Respectful

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

Engaged

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

Collaborative

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

Knowledgeable

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

Accountable

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

Advocates

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

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Appendix F: A Model for Orienting New Board Members

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

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

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

1. A personal copy of the written board policy manual and explanation of its use development, review, etc., including the following:

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

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

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

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

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

1. School Finance

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

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- A description of the district's student enrollment trends and projections.
- Data on the existing bond indebtedness of the district and when various building debts will expire.
- Information on federal and state aid to the district's education program.

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

- A copy of the job description of the superintendent, business administrator and other top administrators.
- An organization chart of the school district's management structure.
- An explanation of personnel recruitment and hiring procedures.
- A copy of staff salary schedules and fringe benefit programs, including data on average and median salaries of teachers and administrators.
- Data on staff-administrator ratios.
- A copy of the district's collective bargaining agreements and a brief history of the recent collective bargaining activities in the district.
- An explanation of the district's evaluation criteria and procedures for administrators, teachers and support staff.
- An explanation of the district's orientation program for new teachers.
- An explanation of the district's staff development program.

5. School-Community Relations
   - An explanation of programs, activities and interests of education-oriented groups and associations (i.e., PTA/PTO, booster clubs, education foundations, advisory committees).
   - An explanation of the district's public relations program, how it is coordinated, and what activities regularly take place.

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Appendix G: Screening Candidates to Fill a School Board Vacancy

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

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

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

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

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

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

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

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

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

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

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

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

Conducting interviews

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

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Appendix H: School Board Common Sense

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

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

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

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

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

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

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

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

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

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

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

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

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

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

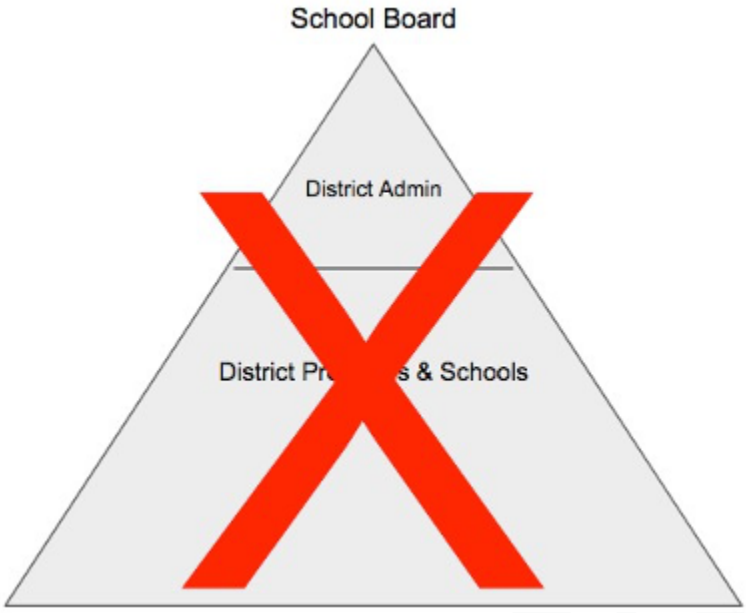
And perhaps most importantly, gratitude can:
5. Build strong relationships with your fellow board members—which will help you solve the problems that arise along the way.

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

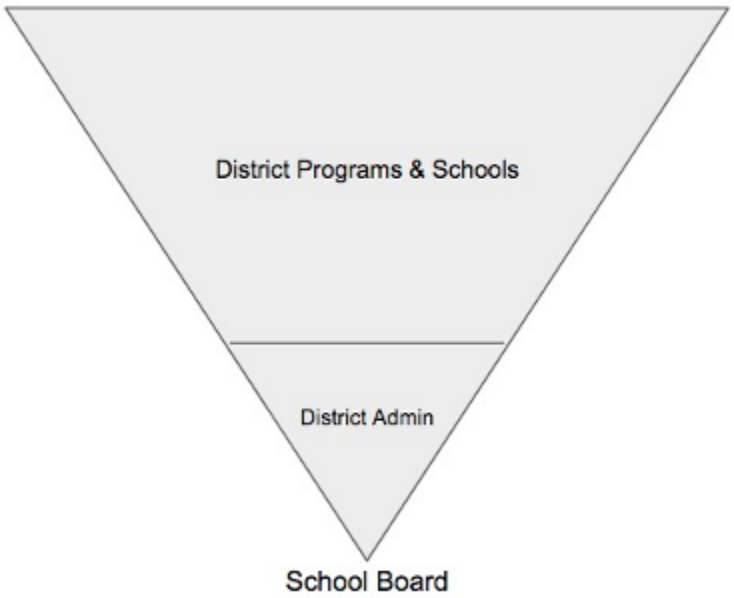
Number 3 - Remember, the success of a school board comes only one way—strength through unity.

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



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



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

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

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

Remember:

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

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

Draft

Reset Fields

PCSD Application for Overnight Student Travel

Provo City SCHOOL DISTRICT

Request Requires Board Approval

4006 F1

Provo City School District								
Application For Overnight Student Travel **All trips must be submitted AND approved at least 60 calendar days prior to departure.**								
Name of School:	Provo High School							
Group Requesting Trip:	Provo Cross Country							
Advisor/Coach/Teacher:	Miles Killian							
Destination:	West Covina California				Distance from Provo: 629			
Dates of Trip:	Departure Date: 12/3/26				Return Date: 12/5/26			
Number of School Days Missed:	2				(NOT to exceed 2)			
Number of Students in Group:	F:	15	M:	15	Total:	30		
Number of Adult Supervisors:	F:	1	M:	2	Total:	3	(minimum ratio 1:10)	
Did You Send and Receive Parent Consent for Each Participant?	Y☑	N☐						
Most recent travel: Destination	West Covina				Date: 12/5/24		Cost: $650	
Anticipated Costs per Student (If no amount is being collected for a particular category, please enter $0)								
Transportation: $100	Lodging: $100				Food: $120			
Registration Fee: $40	Other: $160							
Estimated Cost Per Student*:	$ 500							
Less Amount Per Student from Fundraiser:	-$ 50							
Estimated Maximum Cost Per Student:	=$450				(total student out of pocket)			
* **The total prior to fundraising may not exceed $2000.00 per student.**								
Itinerary, transportation, fundraising, and lodging plans are described in detail on attached forms. Y☑ N☐ You must include all methods of travel used on the trip.								

Parent Meeting to Discuss Trip Plans

Date of Parent Meeting:	10/5/26	
Number of Parents Approving the Trip:	20	Only One Vote Per Student
Number of Parents Opposing the Trip:	0	
Total Number of Students in Group:	30	
Approval %	100	
Have parents signed the consent form?	Y☐ N☑, but they will prior to travel	
Plan has been made with the Principal for fee waived student:	Y☑ N☐	
All trips must be approved 60 days before travel. Exceptions will be approved only when an invitation to a national event or national competition occurs outside of the 60-day deadline. If an exception is requested, a letter from the principal is required.		

This request will not be considered for approval without complete answers to the following questions. Be specific and answer ALL parts of each question:
****If you have handouts that you have provided to parents that clearly address each of these areas, you may attach these documents to this request.**

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.

This race will give the athletes an opportunity to go and compete with some of the best runners in the West. They will be exposed to different courses, be exposed to different collegiate recruiters who do not make it out to Utah. This opportunity is not available in Utah.

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

In order to go, they need to be meeting the districts policy for academic/extra curricular activities. Meaning, they need to be passing their classes and cannot have failed more than 1 class the previous term or have below a 2.0 GPA.

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

Each Chaperone will be assigned a group of students they are in charge of.

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

We have been doing fundraising for a bit. We hosted a charity event, where we were paid as a team. We did an online fundraising project, we collected shoes for a couple of months. We are also going to be selling Swig drink cards.

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

We are going to be renting Vans to use for the trip, this is because the cost of a bus for my 30 students would have made the trip over $800 and that is to much money for a203 day trip.
We are also saving money by eating breakfast in the hotel

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

PCSD Application for Overnight Student Travel

Provo City SCHOOL DISTRICT

4006 F1

Board Meeting Approval Date (if required):

Miles Killian
Advisor's Signature — Date

Kami Alvarez 10/21/26
Principal's Signature — Date

Wendy J. Dau 10/28/2026
Superintendent's Signature — Date

Board President's Signature — Date

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

The new money for the other tab is to help cover the cost of the ticket to the amusement park the kids are going to go to. The fundraising also helps cover the other portion of it. Any other questions, I would be happy to schedule a time to meet and speak with you about it.

Thank you,

Miles Killian

Miles Killian
Milesk@provo.edu
385-204-2236

California Trip 2026 12/3-12/5

Thursday 12/3

7:00am Depart from Provo High in vans
Come dressed in workout clothes/have them in back packs
11:00am Stop for Lunch/Workout in Saint George
7:00pm Arrive in West Covina/Check into the hotel/Team Dinner
8:30pm Team Meeting in the Lobby
9:00pm Lights out

Friday 12/4

6:30am Breakfast/Go to the course to workout
8:30am Return to Hotel to get ready
9:30am Leave for Universal Studios
10:30-6:30 Universal Studios (Lunch at park)
7:30 - Team Dinner
9:00 Team meeting in the lobby
9:30 lights out

Saturday 12/5

5:30am Breakfast/Get ready for race
7:00-10:30am Races
11:00 Load up vans and drive back to Provo
Stops, Lunch and Dinner as needed
11pm Return to Provo

School Fees and Fee Waivers
Policy Series: 6000 Policy No. 6160

Purpose:
The purpose of the Provo City School District school fees and fee waivers policy is to make sure applicable state laws are followed in regards to charging and waiving school fees, provide adequate information to parents and students regarding costs of participating in activities, and to establish a fair and efficient process for granting fee waivers, making sure to prohibit practices that would exclude participation in any school-sponsored activities for inability to pay.

School Fees
All school fees must be approved by the board. Fees charged by schools include money or items of monetary value provided by a student/family for participation in any school-sponsored class or activity. These fees include goods, services or money paid by the student/family for participation in classes or activities ~~or through fundraising, including, but not limited to, textbooks, supplies and materials.~~ Fees also include any charge for a field trip, travel or activity, including any admission, transportation, lodging and food costs.

Fees do not include fines that are approved by the board for damage or loss of school property, payments for school breakfast or lunch, or other non-waivable charges (see procedure). School administration will make every effort to standardize fees between schools. Any differences between schools will be itemized on the spend plan for each school. School administrators will encourage public participation in the school fee process. The board will annually review the school fees policy and procedure.

Parents and guardians will be notified annually of the opportunity to provide public comment at two board meetings before final adoption of the fee schedule. The board will adopt all school fees on or before ~~April 1st~~ June 1st of each year and will provide two opportunities for public comment. The board will set a per student annual maximum aggregate amount and a maximum amount per activity.

Fees for students in elementary schools are prohibited for activities or field trips during the school day. Teachers may request voluntary donations or a suggested list of student supplies. Any list must give the following notice:
“The items on this list will be used during the regular school day. They may be brought from home on a voluntary basis, otherwise, they will be furnished by the school.”

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Fees for students in elementary school who participate in optional after school/summer activities are allowable, as long as participation does not affect grades or participation in regular school day activities.

All non-waivable fees are not subject to fee waivers.

Fee Waivers

Fees are waivable for all curricular clubs, activities and classes, including all costs for travel and material, regardless of the time of day or year the activity is held. Non-curricular clubs, fines, optional class materials, and other approved items are not waivable. The board prohibits excluding any student from any activity for inability to pay a fee.

Each school will appoint at least one administrator to act as the “Fee Waiver Administrator”. The Utah State Board of Education will annually provide fee waiver forms with income levels. Forms will be available on the District website in English and Spanish each year for ease of access. Parents/guardians will provide verification to the Fee Waiver Administrator each year for determination.

Students who are in state custody, foster care, receiving public assistance with dependent children, supplemental security income automatically qualify for fee waiver. Qualifying for free or reduced lunch does not qualify a student for a fee waiver. Independent criteria will apply for eligibility. Fee waiver administrators may approve fee waivers for extenuating circumstances.

Definitions:

Legal References:

Utah State Code 53G-7-5

Utah State Board of Education Rule R277-407

Board Approved:

February 9, 2021

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School Fees and Fee Waivers
Policy Series: 6000 Policy No. 6160 Procedure 1

Purpose:
The purpose of this procedure is to establish consistent requirements for setting, approving, collecting, and reporting school fees in Provo City School District. It also outlines the process for notifying families of fees, administering fee waiver applications, and ensuring that eligible students can participate in school activities regardless of their ability to pay.

Definitions:

Fees: something of monetary value requested or required as a condition to a student's full participation in or admission to an activity, class or program which is provided, sponsored or supported by a school. It does not include money or something of monetary value raised by a student or the student's family through fundraising.

Common education expense: an expense the district incurs that is related to the delivery of instruction for all courses, unrelated to a specific course, program or activity. Such expenses include the costs of employing educators and staff, providing capital facilities and operation and maintenance costs.

Course: an activity course or program conducted primarily during school hours and that the district provides, sponsors or :support and intends to deliver instruction, including a course in which a student is required to enroll as a condition of participation in a separate extracurricular activity.

Non-fee course: a course that results in course credit or a course grade within the core standards the Utah State Board of Education establishes for English language arts, health education, mathematics, science, and social studies.

Fee course: a course that is not a non-fee course.

Personal student supply: for a secondary student, an object, tool, material, or supply that is the personal property of a student which, regardless of the use of the supply in the instructional process, is also commonly purchased and used by persons not enrolled in the class or activity in question and has a high probability of regular use in other than school-sponsored

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activities.This includes pencils, paper, notebooks, crayons, scissors, basic clothing for healthy lifestyle classes and similar personal or consumable items over which a student retains ownership.

Textbook: instructional material necessary for participation in an activity, course or program, regardless of the format of the material. It excludes school equipment, instructional equipment and instructional supplies. It includes hard copy book or printed pages of instructional material, including a consumable workbook. Computer hardware, software or digital content are also considered textbooks.

Instructional equipment: a tool required for a student to use as part of an activity, course or program in a secondary school and becomes the property of the student upon exiting the activity, course or program. This excludes school equipment, an instructional supply and a personal student supply for a secondary student.

Instructional supply: non-reusable or consumable material or supply that is necessary to use, expend or deplete as a component or element of an activity, course or program in a secondary school. This excludes a personal student supply for a secondary student.

School equipment: a durable, reusable machine, equipment, facility, or tool owned by a secondary school and used by a student as part of an activity, course, or program in a secondary school. For example, it includes a saw or a 3D printer.

Extracurricular activity: an activity or program that is not a course that is provided, sponsored or supported by the District or a District school and is not a noncurricular club.

Fines: failing to return school property; losing, wasting or damaging private or school property through intentional, careless or irresponsible behavior; improper use of school property (including parking violations).

Fee Overview

Provo City School District is committed to following the school fee process prescribed by Utah Code 53G-7-5 and Utah State Board of Education Rule 277-407. Utah State law allows for school districts to charge fees for school activities as described in the 1994 Third District Court permanent injunction.

No fee may be charged by the district, a district school, or any district officer or employee unless the fee has been authorized by the Board as required in this policy and applicable law. This includes any and all fees as defined in this policy, including those related to courses and extracurricular activities. Each fee must be individually authorized by the board.

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The district may not charge a secondary student a fee for a non-fee course, except that a fee may be charged to a secondary student for any course for instructional equipment, a school field trip or activity trip or performance (including related transportation, food, lodging, and admission charges or participation fees), school activity clothing, a discretionary project (as provided in the following paragraph), or a competency remediation program in accordance with Utah Code § 53G-9-803.

In project-related courses, projects required for course completion shall be included in the course fee. However, a secondary student may request approval to complete a discretionary project in lieu of or in addition to a required classroom project which demonstrates the intended course competencies of the required classroom project. The school is not required to approve such a request. If the request is approved, the school may charge a fee for the discretionary project, including charges for the materials or activity involved. However, the school may not require such an additional project as a condition for enrolling, completing, or receiving the highest possible grade for a course. Schools shall avoid allowing high-cost additional projects, particularly where authorization of an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high-cost project.

A secondary student may be charged a fee for a fee course, including for instructional supplies, the life-cycle replacement costs for school equipment directly related to the fee course, a musical instrument rental, licensing fees for fine arts intellectual property, or participation in a driver education course described in Utah Code § 53G-10-503

~~A fee means a charge, expense, deposit, rental or payment, required directly or indirectly, for participation in any school sponsored activity, including money, goods or services. Fees include money or something of monetary value raised by a student or family through fundraising. Charges related to field trips or travel, including lodging, admissions, transportation and food, are all considered fees. Classroom supplies, materials and textbooks may be considered fees. Any required school clothing, shoes, or specific materials are considered fees.~~
~~Fees do not include yearbooks, school lunch/breakfast, fines, optional projects, optional school clothing/supplies, refundable deposits and charges for participation in non-curricular clubs/activities.~~
Guidelines for fundraising and donations are delineated in Policy 6110 Donations and Fundraising. All guidelines therein must be followed in conjunction with school fees.
All fees are subject to fee waiver.

Project-related courses, projects required for course completion are subject to fee waivers. Optional project materials or upgraded materials for the required project are not subject to fee waiver.

Teachers will avoid offering high cost projects or requiring additional projects.
District schools/employees may not charge any fees unless they have been approved by the board.

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No fees may be charged in kindergarten through grade six for any regular school day activity including assemblies and field trips or for any snacks, materials, textbooks, instructional or school supplies.

An elementary school or teacher may provide a list of suggested supplies or request donations for a class. All donations must be voluntary. Lists of suggested supplies or requests for donations should include the following statement:

Notice: The items on this list will be used during the regular school day. They may be brought from home on a voluntary basis, otherwise, they will be furnished by the school.

Fees may be charged for extra-curricular activities at elementary schools not held during the school day, as long as the activity is not required. Fees for extra-curricular activities are subject to fee waiver.

Fee Setting Process

Secondary school administrators will evaluate each class fee annually and submit any proposed fee changes to the district business office no later than the second Friday in January each year.

Principals will encourage public participation in the fee-evaluation process. Any fee charged for the next year will be added to the fee sheet, including any planned travel for classes/activities.

All planned fundraising proceeds must also be included on the fee sheet.

Proposed fees will include a spend plan detailing the planned use of fee proceeds.

Fees cannot be increased to cover costs for fee waiver students. School employees can request donations from families to help cover costs for fee waiver students.

School administrators will make every effort to standardize fees between schools.

Differences between fees at schools will be detailed on the spend plan.

District administrators and members of the board will evaluate school fee policies and procedures each year to determine whether all applicable laws and rules are being followed.

Public participation is welcomed and encouraged in the fee-approval process. District administration shall notify parents annually of the dates of the two regularly scheduled, noticed board meetings where public input will be allowed in regards to school fees.

The Provo City School District Board of Education will approve the fee sheet before April 1 of each year.

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The board will annually approve maximum activity costs and a maximum per student cost.

No activity will be permitted to charge more than the listed maximum and no student will be permitted to be charged more than the student maximum. Maximum fees should include planned fundraising proceeds associated with participation in a class or activity.

The maximum per-student fee will include four extra-curricular activities. If students/parents decide to enroll their students in more than four activities, the full amount of those activities will be borne by the students/families. Extra activities will still be subject to fee waivers.

District business officials will post all fees and spend plans each year on the district School Fees page. Each school will post a link to the district page on their website. The district School Fees site will have all fees listed, along with maximum activity costs and the per student maximum. All applicable forms and policies will also be available.

Schools will be provided a summarized fee sheet with the annual registration material. Links will be provided on the summary sheet that leads to the detailed fee sheet on the district website.

If more than 20% of a school's population speaks another language, the fee sheet will be translated into that language. School administrators will provide translators for families who speak other languages.

Any requested amendments to the school fees must be approved by the board following the same procedure for original approval.

Fee Collection

School financial secretaries will accurately report collected school fees in specific activity accounts set up in their school accounting software. Fees/fundraising/donations will be accurately reported using revenue codes prescribed by the Utah State Board of Education.

Fees collected will only be deposited in appropriate activity accounts. Fees will not be transferred between accounts unless documentation of class change with corresponding fees is provided. Fees for dropped classes or students who withdraw will be refunded to the parent/guardian at a prorated rate depending on days of attendance.

When school extra-curricular activities are canceled, schools will make every effort to get refunds for purchases made. Refunds for fees paid (not including fundraising) will be issued based on fees not already spent.

School administrators may make installment plans available to families in order to pay fees throughout the year.

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Schools may pursue reasonable methods to collect fees for students. Students may not be excluded from any activities, either curricular, extra-curricular, or non-curricular for non-payment of fees.

Schools may not withhold grades or transcripts for non-payment of fees, unless willful loss, damage, or willful defacement to school property has occurred. Once a student or parent has paid for property damages, grades and/or transcripts must be given. Students will not be given work-in-lieu options unless approved by the District Business Office.

Fee Waivers

All school fees are subject to fee waivers. Items not subject to fee waiver are yearbooks, personal consumables (letterman jacket, class rings, optional school clothing), school lunch/breakfast, fines, charges for AP tests, non-curricular clubs, refundable deposits and damages to school property.

Each school will designate at least one person at appropriate administrative level as “Fee Waiver Administrator” who will verify information and grant fee waivers.

Income levels used will be determined annually by the district superintendent using guidelines provided by the Utah State Board of Education.

All students who qualify for Social Security benefits (other than survivor benefits), receive TANF (Temporary Assistance for Needy Families) funding, or are in state custody or are foster kids automatically receive fee waivers.Fee waiver administrators can grant fee waivers for special extenuating circumstances.

Parents must fill out a fee waiver application form provided by the Utah State Board of Education annually. Along with the application, parents must provide income verification (pay stubs, tax returns, etc.). Fee waiver administrators will review application and documentation and either grant or deny a fee waiver.

Appeals for fee waiver denials will be submitted to the district superintendent. Parents will be notified in writing regarding fee waiver denials, including why the denial was made.

Fee waiver administrators will document student name, date, school year and whether a fee waiver was granted or denied each year. Income verification documentation should not be kept after fee waiver approval has been granted.

Fee waiver information may only be shared with the school financial secretary. The school financial secretary will not provide any fee waiver information to staff or faculty.

Fee waivers must be applied for each year. Fee waivers must be applied for before October 15th of each year. Refunds will not be given after the application cutoff date. Schools will provide fee waiver information to families in the registration packet and with the first account

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statement each year. New students will have 30 days from the date of enrollment to submit a fee waiver application.

Schools may re-open the fee waiver application process at the direction of the superintendent due to unforeseen circumstances, including district-wide or state-wide closures.

If a student or their family experiences a change of financial circumstances so that the waiver eligibility no longer exists or that the eligibility does exist, the Fee Waiver Administrator at the student's school may charge or waive a proportional share of the fees or a reduced fee for the remainder of the fee waiver period.

Reporting Requirements

Every school principal, along with the board president, will annually certify that school fees rules are being followed.

All schools will maintain records to submit to the district business office, including: Number of students granted fee waivers Dollar amount of fee waivers Dollar amount of fees collected for curricular, extra-curricular, and co-curricular activities The district business office will provide training annually on school fees requirements.

Legal References:

Utah Code 53G-7-5 School Fees
Utah Administrative Code Rule R277-407
Utah Code 53G-9-S803 Remediation Programs
Utah Code § 53G-10-503 Driver Education Funding

Board Approved:

February 9, 2021

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Special Programs: Special Education

Policy Series: 4000 Curriculum, Instruction, and Assessment

Policy No. 4160

Purpose

The purpose of this policy is to establish consistent rules, processes, and procedures for identifying and evaluating students with disabilities and providing eligible students with special education and related services. This policy supports individualized educational programming, meaningful parent participation, and access to a free appropriate public education in the least restrictive environment, in accordance with applicable federal and state requirements.

Definitions

Students with disabilities means students, from age 3 through the end of the school year in which they turn 22, who have an educational disability recognized under federal and state regulations. These disabilities include intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities.

Provision of Special Education

Eligible students with disabilities shall have the right to a free appropriate public education (FAPE), including special education and related services, in accordance with federal and state laws and regulations. The district shall provide a continuum of educational placements, including instruction in the regular classroom and alternative settings, as determined by the student's Individualized Education Program (IEP) team and consistent with least restrictive environment requirements. Students with disabilities shall have opportunities to participate in educational programs and activities with students without disabilities to the maximum extent appropriate. Services may be provided through approved contracts or outside agencies; however, the district retains responsibility for ensuring that FAPE is provided.

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Responsible Governance

The Provo City School District Board of Education recognizes that students with disabilities may require specially designed instruction and related services to receive a free, appropriate public education. In order to provide those services in an efficient and effective manner the board will appoint a Director of Special Education who will provide leadership in planning, staffing, policy setting, interpreting and implementing the most current federal (Individuals with Disabilities Education Act) and state special education policies and procedures (Utah State Board of Education Rules) ~~and implementing Policy 4160 and the associated procedures to the policy.~~

Special Education Program

The district's special education program is the system established to:

1. Identify eligible students in appropriate and timely manner;
2. Evaluate and classify eligible students by qualified personnel;
3. Implement IEPs for eligible students;
4. Implement standards for special education classes and services;
5. Deliver special education service responsibilities;
6. Ensure special education instructional staff are appropriately credentialed; and
7. Provide services for dual enrollment students that are eligible students and attending public school on a part-time basis.

Creating Conditions for Student Success

Provo City School District adopts the Utah State Board of Education (USBE) Special Education Policies and Procedures (January 2023) in its entirety. ~~as documented in PCSD Policy 4160 Procedure 1.~~ The ~~PCSD~~ district's special education services program will be operated in compliance with federal and state requirements. Additionally, the Board of Education will support these conditions for student success:

1. Special education and related services are provided to students with disabilities to support their participation in the general education program and facilitate access to the core curriculum to the maximum extent appropriate as determined by the IEP team.
2. The district will provide a continuum of placement options to support the learning of students with disabilities.
3. Only students who have been determined eligible by an IEP team will have access to special education and related services.

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Child Identification

The district shall maintain a system for identifying children with disabilities who are in need of special education that includes a system of public awareness to inform the public annually of educational opportunities available to those with disabilities.

Parental Participation in the Individualized Education Program (IEP) Process

The district shall maintain documentation to indicate the extent of parent participation in the student's Individual Education Program (IEP) development and parent agreement or disagreement with the IEP.

If the parent is unavailable or refuses to cooperate in an IEP meeting, the district may proceed in its responsibilities for the student's education after the avenues in federal regulations have been exhausted. Efforts to contact or include the parent shall be documented. If the parent refuses to consent to initiation of formal evaluation procedures or initial special education placement, the District may pursue the dispute resolution procedures available in state and federal law, including prior written notice, mediation, and due process hearings.

Individual Education Program (IEP)

The IEP developed for each student shall include all the elements required by state and federal regulations and shall be completed and in place in the time required by federal and state law and regulations. Signatures of the participants present and an indication of agreement or disagreement with the decisions of the committee shall be a part of the IEP.

In establishing the IEP, the district shall consider the student's needs related to mental and behavioral health. The team shall ensure that services and supports are designed so that excused mental or behavioral health absences do not result in a denial of FAPE to the student as required by law.

Least Restrictive Environment

To the greatest extent appropriate for the individual student, students with disabilities shall:

1. Remain in the regular education program with special education support services, supplementary aides, or other special arrangements, if needed.
2. Be educated to the maximum extent appropriate with students who do not have disabilities.

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3. Be provided opportunities to participate in school activities on the same basis as students without disabilities.
4. Be offered an opportunity for interaction with students without disabilities on a regular basis.
5. The district will maintain a full continuum of placement options and will make placement decisions based on the individual needs of the student, not on disability category or program availability.

Dispute Resolution

The board authorizes the superintendent or a designee to bind the district to a mediation, resolution agreement or due process hearing. The Provo City School District follows the procedural safeguards established by the Utah State Board of Education (USBE Special Education Rights of Parents and Students: Procedural Safeguards).

~~Personnel~~ Professional Development

The board supports professional development for special educators in order to A) meet the individual needs of students with disabilities and B) keep current on the legal and compliant aspects related to the delivery of special education services. The ~~board~~ district also has enhanced support for beginning special educators.

Graduation

A student with a disability served by a special education program shall satisfy high school completion or graduation criteria, consistent with state and federal law and the student's IEP.

1. The IEP Team must adhere to the most current USBE Special Education Graduation Guidelines for additional information regarding modifying graduation requirements and IEP substitutions.
2. The IEP team may amend (includes modifications, substitutions, and/or exemptions), graduation requirements based on the unique circumstances and individual needs of the student with a disability. All modifications must maintain rigor expected for high school graduation requirements and be documented in the IEP.
3. PCSD may award a student a certificate of completion consistent with state and federal law and the student's IEP.
4. Students with disabilities may receive a certificate of completion if they have completed their senior year, are exiting the school system or have not met all state or district requirements for a diploma.
5. If that student has not reached age 22, he/she is eligible to return to the school system to qualify for a regular high school diploma.

6. Students with disabilities may participate in graduation ceremonies at the high school if they receive a diploma or certificate of completion at the same time their age level peers receive theirs.

Termination of High School Special Education Services

A student's right to FAPE ends when the student with a disability has graduated from high school with a regular diploma or reaches age 22, leaving school either at winter break or the end of the school year, depending upon the student's birthday. The obligation of FAPE continues for students that have completed high school but have not been awarded a regular high school diploma.

Students Turning 22 During School Session

When a student with a disability turns 22 years old during the school year, and the student has not graduated from high school with a regular diploma, the student's entitlement to services is extended to the end of the school year.

Post Secondary Program

Students with disabilities who have completed 13 years of education ~~or turn~~ or will turn 18 before the following August, and continue to be eligible for services to ensure FAPE, may transition to the Provo City School District's post high program, LIFT.

Students with disabilities participating in the post high program may continue to participate until they a) graduate with a regular high school diploma, b) until they reach age 22 or c) until the adult student chooses not to continue prior to age 22.

Instructional Day

An instructional day commensurate with that of students without disabilities shall be available to students with disabilities, unless the student's IEP team determines that a different length of instructional day is necessary to meet the student's unique needs.

Utah School For The Blind And School For The Deaf

Prior to consideration of the student's educational placement for special education services, the district shall inform each parent of a visually or auditorially handicapped student that a

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representative from the Utah School for the Deaf or Utah School for the Blind can assist in developing the student's IEP and make recommendations for placement.

Students in Utah State Department of Social Service Facilities

If a Utah Department of Social Services approved residential care and treatment facility that does not have an education program is located within the district's boundaries, the district may contract to provide special education to eligible students with disabilities residing in the facility.

Planning and Evaluation

The district's efforts to continuously improve its programs and services in accordance with accreditation requirements shall include elements of special education. The district shall evaluate the effectiveness of its special education program as part of the evaluation information maintained by the district and reported to the public.

Legal References

Utah Code § 53E-7-202 (2019)
Utah Code § 53E-7-207(1), (2) (2024)
Utah Code § 53E-7-201(4) (2022)
Utah Code § 53E-7-201(1), (8) (2022)
34 CFR § 300.8(a)(1)
Utah Code § 53E-7-201(8)(b) (2022)
State Board of Education Special Education Rules VII.D.
State Board of Education Special Education Rules II.A.
State Board of Education Special Education Rules III.G.
Utah Admin. Rules R277-607-3(1)(a)(ii) (August 8, 2023)
State Board of Education Special Education Rules I.E.26
State Board of Education Special Education Rules III
Utah Code § 53E-7-204(3)(e) (2022)
State Board of Education Special Education Rules I.E.31
State Board of Education Special Education Rules III.O.

Board Approved: **September 12, 2023**
Revised:

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Special Student Circumstances: Toileting and Diapering
Policy Series:
4160 Procedure 1

Purpose

The district recognizes that students may require assistance with toileting or diapering for a variety of reasons including developmental readiness, temporary medical conditions, disability, toileting accidents, or health needs. The district is committed to addressing toileting needs in a manner that protects student dignity, privacy, health, and safety.

Definitions:

Toilet trained means a student can:

1. communicate the need to use the bathroom to an adult;
2. sit on and use a toilet without assistance;
3. undress and dress as necessary; and
4. tend to personal hygiene after toileting, including changing clothing in the event of accidents.

Enrollment and Participation

The district will comply with Utah law regarding toileting independence requirements for **kindergarten enrollment**.

A student may not be enrolled in kindergarten unless the student is toilet trained as defined above, **except** when the lack of toilet training is the result of a condition addressed in:

- an Individualized Education Program (IEP) under IDEA,
- a plan under Section 504 of the Rehabilitation Act, or
- an Individual Health Plan developed with the school nurse.

Students who are eligible under IDEA, Section 504, or an Individual Health Plan shall not be denied enrollment or access to programs and activities because of toileting needs.

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For students not covered under IDEA, Section 504, or an Individual Health Plan, the district may apply toileting-readiness requirements for **kindergarten enrollment** as permitted by state law. (See Policy 3170)

The district will work collaboratively with families to:

- determine toileting supports,
- review whether disability or health eligibility applies, and
- plan reasonable transition strategies when appropriate.

Enrolled Students Who Are Not Toilet Trained

For students already enrolled who lack toilet training, the district shall:

1. consider whether the toileting concerns may indicate a disability and, when appropriate, initiate evaluation processes;
2. collaborate with parents/guardians to develop individualized toileting and support plans;
3. involve relevant school staff (e.g., school nurse, counselor, teacher);
4. determine whether and under what conditions a parent or adult designee may assist with toileting at school; and
5. support reintegration and participation in school activities as toileting skills improve.

General Standards for Assistance

When toileting or diapering assistance is provided:

- it must occur in a private and safe setting with appropriate visibility;
- the student must be treated with dignity and respect;
- the level of assistance must be the minimum necessary; and
- staff will explain procedures to the student in age-appropriate language.

Health & Safety Requirements

Staff providing toileting or diapering support must:

- follow Universal Precautions (an infection control approach that requires treating all human blood and certain body fluids as if they are known to be infectious for bloodborne pathogens);
- complete annual Bloodborne Pathogen training;
- use personal protective equipment (PPE);
- follow handwashing and sanitation protocols; and
- disinfect changing or bathroom areas after use.

Staff who prepare or serve food may not provide diapering or toileting assistance.

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Parents/guardians are responsible for supplying:

- Diapers,
- Wipes,
- additional clothing, and
- specialized personal items.

The district will provide:

- gloves/PPE,
- approved cleaning products, and
- appropriate sanitation receptacles.

Delegated Medical or Specialized Care

When toileting assistance requires specialized medical procedures (e.g., catheterization, lifting equipment, bowel or bladder programs):

- procedures must be developed by the school nurse;
- the school nurse will identify, train and delegate appropriate staff to support student needs;
- staff designated and trained by the school nurse are required to perform the procedure as assigned; and
- only trained, designated staff may perform the procedure; and
- documentation must follow district health protocol
- failure to perform assigned, delegated health procedures after training may be addressed through the district's employee discipline process.

Delegation and training of specialized health procedures shall be conducted in accordance with the Utah Nurse Practice Act (Utah Code Title 58, Chapter 31b) and applicable administrative rules of the Division of Occupational and Professional Licensing governing delegation by licensed nurses in the school setting.

Safety, Boundary, and Abuse Prevention

To protect students and staff:

- Toileting assistance should occur in a manner that protects student privacy while maintaining reasonable adult visibility or awareness when feasible.
- When practicable, another adult should be aware that toileting assistance is occurring, consistent with student dignity and privacy.
- Staff should balance student privacy with appropriate safety practices. When one-on-one assistance is necessary, toileting and diapering should occur in a private setting while maintaining a level of situational awareness (such as another adult nearby or aware assistance is occurring) that protects both the student and the staff member.
- No photos, video, or personal device use is permitted during toileting or diapering.

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- Staff must never shame, ridicule, or punish a student for toileting needs or accidents.
- Toileting must never be used as a disciplinary measure.

Non-Discrimination

The district prohibits discriminatory practices based on disability, health status, or toileting needs. All eligibility determinations and service decisions shall follow applicable federal and state laws and district procedures.

Legal References
Utah Admin. R277-631

Board Approved:

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Board Member Elections and Redistricting
Policy Series: 1000 Board of Education

Policy No. 1100

Term

The term of office for an elected member shall be four years, except as required because of redistricting as set forth below, and begins on the first Monday in January following the election.

Candidacy

An individual may become a candidate for election to the Board by filing a declaration of candidacy with the county clerk and paying the fee described in Utah Code § 20A-9-202. ~~as required in Utah Code~~. Declarations of candidacy may be filed during the period beginning at 8 a.m. on the first business day in January of an even-numbered year and ending at 5 p.m. on the fifth business day in January of an even-numbered year and paying the fee ~~beginning on January 2 of the year in which the next regular general election is held (or if January 2 is not a business day, the first business day after January 2) and ending at 5 p.m. on the fourth business day after the day on which the period begins as described in~~

Elections

No more than four (4) members may be elected to the board in any election, unless otherwise required as a consequence of redistricting, as set forth below, or to fill a vacancy by election or to fill a vacancy by election under Policy 1103.

Redistricting does not cut short board member terms

Redistricting does not affect the right of any school board member to complete the term for which the member was elected, except as may be required for redistricting following creation of a new school district.

Representation of school board districts after redistricting

1. If after redistricting only one board member whose term extends beyond redistricting lives within a reapportioned school board district, that board member shall represent that school board district.
2. If after redistricting, two or more members whose terms extend beyond redistricting live within the reapportioned school board district, the members involved shall select one member by lot to represent that school board district.
    - The other members shall serve at-large for the remainder of their terms.
    - The Provo City School Board is composed of seven members. However, the at-large board members will serve in addition to these seven members for the remainder of their terms, regardless of the number of board members specified by law.
3. If after redistricting there is no board member living within a school board district whose term extends beyond redistricting, the seat for that school board district shall be treated as vacant and filled as provided in Policy 1103.

Adjustment of term lengths because of redistricting

If, before an election affected by redistricting, the county or municipal legislative body that conducted the redistricting determines that one or more members must be elected to terms of two years to meet this part's requirements for staggered terms, the legislative body shall determine by lot which of the reapportioned local school board districts will elect members to two-year terms and which will elect members to four-year terms. All subsequent elections are for four-year terms.

Legal References

Utah Code § 20A-14-203(2) (2025)

Utah Code § 20A-14-203(1) (2025)

Utah Code § 20A-9-201.5 (2026)

Utah Code § 20A-14-202(1)(h) (2022)

Utah Code § 20A-14-202(1)(h) (2022)

Utah Code § 20A-14-202(1)(h) (2022)

Utah Code § 20A-14-201(5) (2025)

Utah Code § 20A-14-201(6) (2025)

Utah Code § 20A-14-201(7) (2025)

Board Approved: August 13, 2013

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Emergency Safety Interventions and Use of Reasonable Force

Policy Series: 3000 Students

Policy No. 3246

~~The Provo City School District Board of Education expects that the district will maintain a safe learning environment for students. The board further expects mutual respect and consideration between staff members and students. All students in the district will remain free from the unreasonable use of force.~~

~~Physical force is reasonable only when needed to prevent or minimize imminent bodily injury or substantial or great bodily harm to self and/or others. If de-escalation interventions have failed or are inappropriate, reasonable force may be used to protect individuals and/or property. District staff may use reasonable force to maintain order or to prevent a student from harming him/ herself, other students, school staff, and/or property.~~

~~This policy is intended to address students enrolled within the district. It is not intended to prevent or limit the use of reasonable force or restraint necessary with other adults or youth from outside the school, as permissible by law.~~

~~All members of staff who may have to intervene physically with students must clearly understand the options and strategies open to them. This policy and procedure clarifies what is and is not acceptable in terms of events and strategies.~~

~~The policy is only applicable when an authorized person is on school premises, or has lawful control or charge of the student concerned during an out of school activity. Corporal punishment is in no way authorized through the following policy.~~

~~The superintendent is directed to develop procedures for this policy to include specific language to address staff training, the criteria for making judgment calls for when and when not to use reasonable force, examples of excessive force, mechanical restraints, chemical sprays, etc. The district will keep records of incidents regarding reasonable force and will provide a report to the Board when requested.~~

Purpose and Scope

The Provo City School District Board of Education is committed to safe, supportive learning environments that protect the dignity, rights, and physical safety of every student and employee. This policy applies to all District schools, programs, students, and school employees. Law enforcement officers acting in their official capacity are governed by applicable law and agency requirements.

Definitions

1. *Emergency safety intervention (ESI)*: The use of seclusion or physical restraint when a student presents an immediate danger to self or others. An ESI may not be used for disciplinary purposes.

2. *Physical restraint:* A personal restriction that immobilizes or significantly reduces the ability of a student to move the student's arms, legs, body, or head freely.

3. *Seclusion or Seclusionary time out:* the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, including placement in a locked room or in a room where the door is blocked by furniture or held closed by staff.

Prevention and Student Protection

District schools shall emphasize prevention, positive behavioral supports, de-escalation, and the least restrictive intervention reasonably available. Emergency safety interventions (ESIs), meaning seclusion or physical restraint, are emergency measures and shall not be used for discipline, punishment, coercion, retaliation, humiliation, inadequate staffing, or staff convenience. An ESI shall not replace an appropriate less restrictive intervention.

Limits on Physical Restraint and Seclusion

Physical restraint may be used only as permitted by law, Board rule, and Procedure 3246 P1 when a student presents an immediate danger to self or others and no other safe or effective intervention is available. Any intervention shall use the minimum force and duration reasonably necessary and shall end immediately when the danger ends or the student is in severe distress. Staff shall continuously monitor the student's condition and obtain medical assistance when needed.

Seclusion is prohibited for students in preschool or kindergarten. For students in grade 1 or higher, seclusion may occur only under the emergency conditions in Procedure 3246 P1, in a

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District-approved room meeting applicable legal, safety, monitoring, and audio/video recording requirements. Physical restraint and seclusion are subject to the time limits, release criteria, and reassessment requirements in that procedure and applicable law.

Corporal punishment; prone or supine restraint; restraint that impairs breathing, circulation, or communication; pain-inducing techniques; and other dangerous practices identified in Procedure 3246 P1 are prohibited. Chemical and mechanical restraint are prohibited, subject only to lawful exceptions and exclusions described in that procedure. These exceptions do not authorize otherwise prohibited practices.

Notification, Documentation, and Accountability

The student's parent or guardian and school administration shall be notified immediately, and no later than 15 minutes after an ESI ends. Notification attempts, incident documentation, parent access, debriefing, and required reporting shall follow Procedure 3246 P1. Required notice shall not be delayed while reports are prepared.

The district shall maintain an ESI Committee, training records, incident data, and protected records and recordings; review ESI use to reduce recurrence and identify disparities; and complete required state reporting and seclusion-room compliance reviews. Alleged violations shall be investigated promptly, with corrective action and referrals as required. Retaliation for a good-faith report or cooperation in an investigation is prohibited.

Students with Disabilities

ESI use involving a student with a disability shall comply with IDEA, Section 504, the Americans with Disabilities Act, Utah special education rules, and District procedures. An IEP or other plan does not authorize an ESI outside lawful emergency conditions. Repeated use shall prompt review of student needs, relevant data, preventive supports, and the need for an appropriate team meeting, as detailed in Procedure 3246 P1.

Administrative Responsibility

The superintendent or designee shall implement and maintain Procedure 3246 P1, including definitions; authorized employees; foundational and comprehensive training; permitted and prohibited practices; monitoring and release; seclusion-room approval, inspection, and recording safeguards; notification, documentation, and debriefing; disability-related protections; committee responsibilities; complaints; and reporting. Employees shall meet applicable training requirements before implementing an ESI, subject only to lawful emergency exceptions.

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Procedures and forms shall be maintained through the District's established approval process and shall be consistent with this policy and controlling law. A more protective or restrictive statutory or regulatory requirement controls pending formal policy revision.

Legal References

Utah Code Ann. § 53G-8-301;
Utah Administrative Code R277-608, R277-609, R392-200, and R710-4;
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.;
Section 504 of the Rehabilitation Act, 29 U.S.C. § 794;
Americans with Disabilities Act;
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g;
Utah Code Title 53E, Chapter 9;
USBE LRBI Technical Assistance Manual.

Board Approved: April 9, 2013
Revised:

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Emergency Safety Interventions: Implementation Procedures
Policy Series: 3000 Students

Policy No. 3246
Procedure 1

~~Education leaders must ensure that schools foster learning in a safe and healthy environment for all students, teachers, and staff. Consistent effort should be made to prevent the need for the use of restraint and seclusion and that any behavioral intervention must be consistent with the child's rights to be treated with dignity and respect and to be free from abuse.~~

~~The following procedures are provided for guidance when the unusual circumstances requiring "reasonable force" may be applied.~~

~~Definitions~~

~~Corporal punishment~~

~~Means the intentional infliction of physical pain upon the body of a minor child as a disciplinary measure.~~

~~Physical restraint~~

~~Means a personal restriction that immobilizes or reduces the ability of an individual to move the individual's arms, legs, body, and/or head freely. Physical restraint includes "Forceful Physical Guidance" but does not include "Gentle Physical Guidance" or "Physical Escort." o "Forceful Physical Guidance" is physically guiding a student through the proper motions to complete a task or to guide him/her to a safe location in response to moderate resistance on behalf of the student who poses an immediate danger to him/herself and/or others. Since the procedure would restrict, immobilize or reduce the ability of the student to freely move their torso, arms, legs, and/or head, the procedure is considered a form of physical restraint. o "Gentle Physical Guidance" means physically guiding a student through the proper motions to complete a task or demonstrate a skill in response to mild resistance on behalf of the student who does not pose a risk of danger to him/herself, and/or others, while at the same time does not restrict, immobilize or reduce the ability of the student to freely move their torso, arms, legs, and/or head.~~

~~Physical Escort~~

~~Means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student to move from one location to another with essentially no resistance on behalf of the student.~~

~~Seclusion~~

~~When used with a student, means that all the following conditions are met: o The student is placed in an enclosed area by school personnel; o The student is purposefully isolated from adults and peers; and o The student is prevented from leaving, or reasonably believes that the student will be prevented from leaving the enclosed area.~~

~~Immediate danger~~

~~Means the danger of physical violence/aggression towards self and/or others likely to cause serious physical harm.~~

~~Mechanical restraint~~

~~Means any device or object used to limit a student's movements.~~

~~Emergency safety intervention~~

~~Means the use of seclusion or physical restraint when a student presents an immediate danger to self and/or others, and is not for disciplinary purposes.~~

~~Prohibited and Permissible Interventions~~

~~The following are prohibited interventions in the Provo City School District:~~

~~1. Corporal punishment as defined by law;~~
~~2. Prone or face-down physical restraint;~~
~~3. Supine or face-up physical restraint;~~
~~4. Any restraint that obstructs the airway of a student;~~
~~5. Any restraint that impacts a student's primary mode of communication;~~
~~6. Holding a student around the neck;~~
~~7. Slapping, punching, or kicking a student;~~
~~8. Holding or pulling by the hair or ear;~~
~~9. Pain compliance, pressure points, or any pain inducing techniques;~~
~~10. Joint or skin torsion;~~
~~11. Hyper-extension of any part of the body; and/or~~

12. Mechanical restraint, except when those protective, stabilizing devices are prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical condition, any device used by a law enforcement officer in carrying out law enforcement duties, seat belts and any other safety equipment when used to secure students during transportation.

The following interventions are permissible in the indicated conditions:

1. Physical restraint when a student presents an immediate danger of serious physical harm to self and/or others; and
2. Seclusion when a student presents an imminent danger of serious physical harm to self and/ or others.

The degree of force must:

1. Be in proportion to the circumstances of the incident;
2. Always be the minimum needed to maintain safety; and
3. Be discontinued as soon as possible.

Options for physical intervention include:

1. Coming between students;
2. Blocking a student's path;
3. Shepherding a student away by placing a hand in the center of the back;
4. Physical escort;
5. Forceful physical guidance; and/or
6. Physical restraint.

Reporting Requirements and Documentation

When an emergency safety intervention is used, the school principal or his/her designee shall:

1. Notify LEA and the student's parent(s) or guardian(s) within 24 hours;
2. Maintain documentation of any incident requiring the use of an emergency safety intervention, which shall include the date and time of the intervention, the type of intervention, the length of time the intervention was used, the school personnel who participated in or supervised the intervention, any injuries to student or staff which

~~may have occurred as a result of the intervention, and how the parent(s)/guardian(s) were notified; and~~

~~3. Documentation of the use of emergency safety interventions shall be provided to the School Board and/or USOE when requested.~~

~~Practical Considerations~~

~~When intervening physically with a student, it is recommended that a staff member:~~

~~1. Retain a calm and measured approach;~~
~~2. Not react due to frustration, anger, loss of temper or a need to punish the child;~~
~~3. Limit talking;~~
~~4. Use clear and concise statements;~~
~~5. Tell the student what will happen if he/she does not stop; and~~
~~6. Make it clear that the physical restraint will stop when it ceases to be necessary.~~

~~In cases where it may be inappropriate to intervene in a situation without help, staff may:~~

~~1. Remove other students who are at risk;~~
~~2. Summon help from colleagues;~~
~~3. Inform students that help has been summoned; and/or~~
~~4. Continue to attempt to diffuse the situation.~~

~~Self-protection~~

~~Adults have the right to protect themselves against an attack, provided they do not use a disproportionate degree of force to do so.~~

~~Reasonable Force Scenarios~~

~~On a warm day, a student in a 2nd floor classroom is sitting on the ledge by an open window. He is leaning out the window and appears to be in danger of losing his balance. If a teacher were to grab hold of his clothing or arm to prevent a fall, this would be reasonable force. Note: the teacher would not use physical force to compel the student back to his seat. Verbal prompts would be used to accomplish this.~~

~~A learning-disabled student has bolted from the school and is heading toward the busy street in front of the school. If a teacher were to block his pathway or restrain him by holding tightly to an arm or hand, this would be reasonable force.~~

~~A student is refusing to come inside after recess is over. He is not attempting to leave the school or run away from staff. In this case gentle physical guidance or physical escort would be allowed. Forceful physical guidance or physical restraint would not be appropriate since there is no immediate danger of physical harm. If the student continues to resist, the school needs to contact the parent(s)/guardian(s) immediately.~~

~~The teacher tells a student to go to the office for misbehaving. The student goes to the hall, but refuses to go to the office. The principal comes to help the teacher and the student continues to refuse to go to the office. In this case gentle physical guidance or physical escort would be allowed. Forceful physical guidance or physical restraint would not be appropriate since there is no immediate danger of physical harm.~~

~~Complaints~~

~~Complaints from parent(s)/guardian(s) could lead to an investigation under the school/student disciplinary procedures. Possible additional elements of responding to a complaint may include a referral to the Human Resources Department, to the police or social services agencies that deal with child protection procedures, and possibly to the Utah Professional Practices Advisory Commission (UPPAC). Complaints would take into account the district's policy on restraint and whether it has been followed.~~

~~Purpose and Philosophy~~

~~Provo City School District recognizes that every student should have the opportunity to learn in an environment that is safe, conducive to the learning process, and free from unnecessary disruption. At times, student behavior may present an immediate danger requiring emergency safety interventions (Policy 3246 Reasonable Force). Behavioral interventions for students should promote and facilitate their safety and dignity. This procedure outlines restrictions on, and allowable uses of emergency safety interventions for all students.~~

~~Definitions~~

~~Discipline~~

~~includes:~~

- ~~Imposed discipline; and~~
- ~~Self-discipline~~

~~Disruptive student behavior~~

~~includes:~~

- ~~The grounds for suspension or expulsion described in Utah Code; and~~
- ~~The conduct described in Utah Code referenced below.~~

~~Emergency safety intervention~~

~~means the use of seclusion or physical restraint when a student presents an immediate danger to self and/or others, and the intervention is not for disciplinary purposes.~~

~~Immediate danger~~

~~means the imminent danger of physical violence/aggression towards self and/or others likely to cause serious physical harm.~~

~~Mechanical restraint~~

~~means the use of a device as a means of restricting a student's freedom of movement.~~

~~School~~

~~means any public elementary or secondary school within the District.~~

~~School employee~~

~~means:~~

- ~~A school teacher;~~
- ~~A school staff member;~~
- ~~A school administrator; or~~
- ~~Any other person employed, directly or indirectly, by Provo City School District.~~

~~Seclusion~~

~~means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion is not timeout as that term is defined in this procedure. In addition to the foregoing, and consistent with the Utah Administrative Code, seclusion means that a student is:~~

- ~~Placed in a safe enclosed area:~~
  - ~~By school personnel; and~~

- In accordance with the requirements of Utah Administrative Code, which provides requirements for the design, construction, operation, sanitation, and safety of schools, and fire safety requirements;
- Purposefully isolated from adults and peers; and
- Prevented from leaving, or reasonably believes that the student will be prevented from leaving the enclosed area.

Timeout

means a behavior management technique that may be part of an approved treatment plan involving the separation of the student from the group, in a non-locked setting, for the purpose of calming. Timeout is not seclusion.

Training

Appropriate school personnel will receive ongoing training in:

- Crisis intervention;
- Emergency Safety Intervention; and
- Policies related to emergency safety interventions consistent with evidence-based practices.

Prohibited Practices

Emergency Safety Interventions should not include:

- Physical restraint, except when a student:
  - Presents a danger of serious physical harm to self and/or others; or
  - Is destroying property of significant value, whether monetary, sentimental, or other.
- Physical restraint that obstructs the airways of a student or any physical restraint that adversely affects a student's primary mode of communication;
- Prone, or face-down physical restraint; supine, or face-up, physical restraint;
- Mechanical restraint, except those protective, stabilizing or required by law, any device used by a law enforcement officer carrying out law enforcement duties, seat belts, car seats, or any other safety equipment when used to secure students during transportation, including bus harnesses. Use of bus harness should be approved by the Director of Special Education and written into a student's Behavior Intervention Plan (BIP).
- Chemical restraint, except as:

- Prescribed by a licensed physician or other qualified health professional acting under the scope of the professional's authority under State law, for standard treatment of a student's medical or psychiatric condition; and
- Administered as prescribed by a licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.

- Seclusion, except when a student presents an immediate danger of serious physical harm to self and/or others.
- For a student with a disability, Emergency Safety Interventions written into a student's Individualized Education Program (IEP), as a planned intervention are prohibited unless the following four conditions are met: (1) school personnel, the family, and the IEP team agrees to less restrictive means which meet circumstances described in Utah Admin. Code (e.g. LRBI) have been attempted; (2) a Functional Behavior Assessment (FBA) has been conducted; (3) a (BIP) based on data analysis has been written into the Seclusion or Physical Restraint plan and implemented; and (4) requires approval from the Director of Special Education after consultation with the District-level behavior specialist.

Physical Restraint and Seclusion

If an employee restrains a student or puts a student into seclusion:

- The school or the employee shall, when reasonably possible, immediately notify the student's parent(s) or guardian(s) and school administration consistent with Section "Parent/Guardian Notification"; and
- The employee must immediately terminate physical restraint or seclusion when the student is no longer an immediate danger or if the student is in severe distress. The use of restraint should be for the minimum time necessary and never for more than 30 minutes.
- The school shall use a release criteria.
- The school shall ensure that any door remains unlocked.
- The school shall maintain the student within line of sight.

The district will not use physical restraint or seclusion as a means of discipline or punishment.

Emergency Safety Intervention Committee

The District shall establish an Emergency Safety Intervention (ESI) Committee. The district ESI Committee shall include:

- ~~At least two Administrators; and~~
- ~~At least two educational professionals with behavior training and knowledge of both State rules and District Discipline policies.~~

~~The District ESI Committee shall:~~

- ~~Meet often enough to monitor the use of emergency safety interventions in the district; and~~
- ~~Determine and recommend professional development needs.~~

~~Parent/Guardian Notification~~

~~When ESI is used, the school shall notify Student Services and the student's parent(s) or guardian(s) as soon as possible and no later than the end of the school day. The notice shall be documented within student records (e.g. PowerSchool). The school shall provide parent(s) or guardian(s) with a copy of the notes and documentation taken during the ESI upon their request. Within 24 hours of the use of ESI, the school shall notify parent(s) or guardian(s) that they may request a copy of notes and documentation taken during the use of ESI. Parent(s) or guardian(s) may request a time to meet with school staff and administration to discuss the incident that required the use of ESI.~~

~~Allowable Use~~

~~Consistent with the Utah Code, nothing in this policy shall prohibit an employee from using reasonable and necessary force or restraint in self-defense or otherwise appropriate to:~~

- ~~Obtain possession of a weapon or other dangerous objects in the possession or under the control of a student;~~
- ~~Protect student(s) and/or another person(s) from physical injury; and/or~~
- ~~Remove a student who is violent or threatening from a situation; or protect property from being damaged.~~

Purpose and Authority

This procedure implements Policy 3246, Emergency Safety Interventions and Use of Reasonable Force. It establishes the operational requirements for district schools and employees. District schools shall emphasize prevention, positive behavioral supports, de-escalation, and the least restrictive intervention reasonably available while protecting the dignity, rights, and physical safety of every student and employee.

Emergency safety interventions are emergency measures, not instructional or disciplinary practices. Seclusion or physical restraint may be used only as expressly permitted by law, Utah State Board of Education rule, and Policy 3246 and this procedure, and only for the minimum time necessary to address an immediate danger.

This policy applies to all district schools, programs, students, and school employees. Law enforcement officers acting in their official capacity are governed by applicable law and agency requirements.

Definitions

1. *Chemical restraint*: Medication administered to a student, including prescribed as-needed medication, for the sole purpose of involuntarily limiting the student's freedom of movement.

2. *Corporal punishment:* The intentional infliction of physical pain upon a student as a disciplinary measure.

3. *Emergency safety intervention (ESI)*: The use of seclusion or physical restraint when a student presents an immediate danger to self or others. An ESI may not be used for disciplinary purposes.

4. *Immediate danger / immediate and significant threat:* An imminent risk of physical violence toward self or others, or other physical behavior likely to cause an imminent risk of substantial or serious bodily injury.

5. *Key identified school employee:* A district employee designated by position or assignment to respond to behavioral emergencies and who has completed the comprehensive ESI training required by Policy 3246 and this procedure before using an ESI.

6. *Mechanical restraint:* A device or equipment used to restrict a student's freedom of movement, subject only to the lawful exceptions stated in Section 5.

7. *Physical escort*: Temporary touching or holding of a student's hand, wrist, arm, shoulder, or back to guide the student to another location. A physical escort is not physical restraint unless it immobilizes or significantly reduces movement.

8. *Physical restraint:* A personal restriction that immobilizes or significantly reduces the ability of a student to move the student's arms, legs, body, or head freely.

9. *Seclusion or Seclusionary time out:* the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, including

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placement in a locked room or in a room where the door is blocked by furniture or held closed by staff.

10. *Student:* An individual under age 19 receiving educational services, or under age 23 receiving educational services as an individual with a disability.

11. *Timeout:* A non-seclusion behavior-management technique in an unlocked setting where the student is not alone or is free to leave and is not reasonably prevented from leaving.

Prevention and Least Restrictive Intervention

Employees shall first use the least restrictive intervention available and reasonably appropriate to the circumstances, including de-escalation, environmental changes, prompting, offering choices, disengagement strategies, or a physical escort. An ESI may not replace an appropriate less restrictive intervention.

Nothing in Policy 3246 and this procedure prevents an employee from returning to or using less restrictive interventions whenever conditions permit. Staff shall summon additional assistance, remove bystanders, or contact emergency medical services or law enforcement when reasonably necessary for safety.

Permitted Use of Physical Restraint

A key identified school employee may use reasonable and necessary physical restraint only when a student presents an immediate danger to self or others, no other safe or effective intervention is available, and restraint is appropriate to:

1. act in self-defense;
2. obtain a weapon or other dangerous object in the possession or control of a student;
3. protect the student or another individual from physical injury;
4. remove from a situation a student who is violent; or
5. protect property from damage when physical safety is at risk.

Any restraint shall use the minimum force and minimum duration reasonably necessary. The employee shall continuously assess the student's condition and immediately end the restraint when the student is no longer an immediate danger or is in severe distress.

A restraint may not continue beyond the shortest of: (a) the limit in the district-approved training program; (b) 30 minutes; or (c) intervention by law enforcement. Before any further physical intervention, staff shall stop, release, and reassess, consistent with the district-approved training and applicable law.

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Prohibited Practices

District employees shall not use:

1. corporal punishment;
2. physical restraint as discipline, punishment, coercion, retaliation, humiliation, because of inadequate staffing, or for staff convenience;
3. prone (face-down) restraint or supine (face-up) restraint;
4. any restraint that obstructs a student's airway, impairs breathing or circulation, restricts communication, or adversely affects the student's primary mode of communication;
5. restraint around the neck, chest compression, pain compliance, pressure points, joint or skin torsion, hyperextension, slapping, punching, kicking, or pulling by the hair or ear;
6. mechanical restraint, except a protective or stabilizing restraint prescribed by an appropriate medical or related-services professional, a restraint required by law, safety equipment used during transportation, or a device used by law enforcement in carrying out official duties;
7. chemical restraint. Medication administered as prescribed for the standard treatment of a medical or psychiatric condition is not a chemical restraint when it is not used solely to restrict movement; or
8. any other dangerous practice prohibited by law, Board rule, District-approved training, or the current USBE Least Restrictive Behavioral Interventions (LRBI) Technical Assistance Manual.

Permitted Use of Seclusion

Seclusion is prohibited for a student in preschool or kindergarten. For a student in grade 1 or higher, a key identified school employee may use seclusion only when all of the following conditions are met:

A. the student poses an immediate and significant threat to self or others;
B. less restrictive interventions have failed and no other safe or effective intervention is available;
C. the seclusion occurs only in a District-approved, legally compliant seclusion room;
D. a comprehensively trained staff member familiar to the student actively and continuously supervises and observes the student for the duration;
E. the decision to use seclusion is immediately and continuously reviewed;
F. release criteria are applied, and seclusion ends immediately when the student no longer presents the immediate and significant threat or is in severe distress; and
G. the occurrence is monitored and limited to the minimum time necessary, never exceeding 30 minutes.

Seclusion shall not be used as a behavior intervention or disciplinary practice; for coercion, retaliation, or humiliation; because of inadequate staffing; or for staff convenience.

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If a parent or guardian cannot be reached within 15 minutes after use and the 30-minute limit is reached, trained staff may conduct a documented reassessment. Only if the student continues to pose an immediate and significant threat and less restrictive interventions remain ineffective may the student be returned to seclusion for one additional period not exceeding 30 minutes. The reassessment, notification attempts, continued threat, and alternatives attempted shall be documented. Any further action shall comply with then-current law and District procedure and should involve District administration and emergency responders as appropriate.

Seclusion Room Authorization and Standards

No room or area may be designated or used for seclusion unless it has been approved by the District governing board in consultation with the District ESI Committee after review of the school's written data and rationale. Before designation, the District shall provide written notice to parents in the school community. District administration shall maintain a current inventory and inspection record for every approved room.

Each seclusion room shall comply with Utah Code Section 53G-8-301(14), applicable USBE rules and transition milestones, state and local fire codes, building codes, and public-health requirements. At a minimum, each room shall:

A. have at least 60 square feet of interior area, at least six feet between opposing walls, and a ceiling at least eight feet high and comparable to other rooms in the building;
B. be structurally integrated with the building, except for an otherwise compliant manufactured safety unit permanently anchored and bolted to the building structure;
C. be constructed and maintained so materials cannot be used to cause harm; contain no open electrical outlets, exposed wiring, loose or hazardous surfaces, dangerous objects or fixtures, climbing features, or free-standing furniture;
D. be properly lighted at all times, with recessed or protected fixtures and receptacles and light controls outside the room;
E. have ventilation, heating, cooling, and temperature comparable to other rooms and compliant with applicable rules;
F. use only transparent, unbreakable or shatterproof windows;
G. have a door permitting continuous visual and auditory monitoring, including an uncovered, flush-mounted vision panel of clear one-quarter-inch unbreakable material positioned for continuous observation;
H. have only a push panel exposed on the interior side of the door;
I. remain unlocked as required by applicable fire and safety rules. Any permitted mechanism must require active staff engagement or automatically release upon fire alarm activation; and
J. have functioning audio and video equipment that records all activity, including audio, whenever the room is used.

Recordings shall be retained for the period established by USBE rule; made immediately available for authorized administrative review; protected under FERPA, Utah student-data

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privacy law, and other applicable law; and accessed only by authorized administrators, the student's parent or guardian, other persons authorized by privacy law, or law enforcement when required by law or court order.

The superintendent or designee shall ensure required periodic inspections and compliance reports. The District shall report to USBE, no later than December 31, 2026, the location and compliance status of each existing seclusion room, plans for new rooms, and the District's compliance plan and timeline, and shall provide updates requested by USBE.

Monitoring, Health, and Release

During any ESI, trained staff shall continuously observe the student, monitor breathing, circulation, communication, and signs of distress, and use the release criteria taught in the District-approved training. Staff shall obtain medical assistance immediately when injury or severe distress is observed or suspected. Following an ESI, staff shall assess the student and involved employees for injury and arrange appropriate care.

Notification, Documentation, and Debriefing

1. Immediate notice: The school or employee shall notify the student's parent or guardian and school administration immediately, and no later than 15 minutes after the ESI ends. Good-faith notification attempts shall continue and be documented. Notice shall not be delayed until completion of written reports.

2. Student information system: The notice and incident shall be recorded in the District student information system in accordance with District procedure.

3. Incident documentation: The employee and administrator shall complete required documentation promptly. At minimum, the record shall include:
    a. date, time, location, duration, and type of ESI;
    b. the immediate danger and stated safety purpose;
    c. less restrictive interventions and de-escalation strategies attempted and their results;
    d. names or roles of participating, supervising, and witnessing staff, and whether involved staff had current required training;
    e. continuous-monitoring and release information, including any reassessment or repeat seclusion;
    f. injuries, signs of distress, medical care, and incident outcomes;
    g. parent and administrative notice, including time, method, recipient, and unsuccessful attempts;
    h. for seclusion, the room used, whether it complied with legal standards, and confirmation that required audio/video recording occurred; and

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i. demographic and other information required for state reporting, without including staff identity in the annual report.

4. Parent access: The school shall provide documentation of the ESI to the parent as required by Board rule. Upon request, the parent shall receive applicable notes and additional documentation, including a description of the seclusion space or type of restraint, subject to privacy law. Within 48 hours, the school shall notify the parent of the right to request those materials and to meet with school staff and administration.

5. Debriefing: As soon as practicable, and in accordance with District procedure, the school shall separately or collectively debrief all witnesses, involved staff, the student, and the parent or guardian. The debrief shall address precipitating factors, alternatives attempted, implementation and safety concerns, injuries, needed student or staff supports, and steps to reduce recurrence. Debriefing is not a substitute for required notice, reporting, investigation, or an IEP/Section 504 team meeting.

Students with Disabilities

ESI use for a student with a disability shall comply with the Individuals with Disabilities Education Act, Section 504, the Americans with Disabilities Act, Utah special education rules, and District special education policies and procedures.

An ESI may not be written into an IEP or other plan as a planned intervention unless the team and family agree that less restrictive means have been attempted, a functional behavior assessment (FBA) has been conducted, and a positive behavior intervention plan based on data analysis has been written and implemented, together with any additional approvals required by District procedure. Inclusion in a plan does not authorize use outside the emergency conditions, prohibitions, monitoring, time limits, and reporting requirements of law and Policy 3246 and this procedure.

Repeated ESI use shall prompt review of relevant data and consideration of an FBA, behavior intervention plan, IEP or Section 504 review, additional supports, placement, staff training, or other lawful preventive action. No change may be predetermined outside the appropriate team process.

Training and Authorized Employees

All school employees who supervise students or may be asked to assist with student behavior shall complete foundational behavior-support training in crisis management, de-escalation consistent with the USBE Least Restrictive Behavioral Interventions (LRBI) Technical Assistance Manual.

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, and District ESI policy within two months of employment, or within 30 days when working directly with students with disabilities, and biennially thereafter.

Key identified school employees shall complete District-approved, research- and evidence-based comprehensive ESI training before using an ESI and annually thereafter. Training shall include disengagement strategies; safe, appropriate, and effective ESI use; monitoring and release; prohibited practices; parent notification; documentation; debriefing; and applicable room and recording requirements.

The superintendent or designee shall identify covered positions, maintain training records, and ensure schools have a sufficient response plan. Except in an unforeseeable emergency involving an immediate need for self-defense or protection from physical injury as otherwise permitted by law, an employee who has not completed comprehensive ESI training shall not implement seclusion or physical restraint and shall summon trained assistance.

District ESI Committee

The district shall maintain an ESI Committee that includes at least one administrator; one licensed educational professional with behavior-support training and knowledge of ESI law and district discipline policy; one parent or guardian of a student enrolled in the district, appointed by the district; and one other licensed educator.

The committee shall meet often enough to monitor District ESI use; review data for patterns and disproportionality; recommend professional learning and prevention needs; maintain a process for resolving concerns; consult on designation of seclusion rooms; and ensure every incident is documented in the student information system and reported annually as required.

Records, Data Review, and Annual Reporting

The district shall establish consistent procedures to collect, securely maintain, periodically review, and lawfully retain ESI records and recordings. Each year, the district shall submit required data to USBE, including incident duration, purpose, alternative de-escalation strategies attempted, required student demographic information and disability status, incident outcomes, and relevant staff training information without disclosing staff identity.

District review shall be used to reduce ESI use, address unsafe or unlawful practices, evaluate training and staffing needs, identify disparities, improve preventive supports, and verify seclusion-room compliance.

Complaints, Investigation, and Corrective Action

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A parent, student, employee, or other person may raise a concern regarding an ESI through the principal, superintendent or designee, District ESI Committee process, applicable grievance procedure, or other avenue provided by law. Retaliation for a good-faith report or cooperation in an investigation is prohibited.

The district shall promptly investigate alleged improper ESI use, untimely parent notification, deficient documentation, corporal punishment, or a noncompliant seclusion room. Confirmed violations shall result in appropriate corrective action, which may include retraining, employee discipline, a corrective action plan, notification to the Board or USBE, and referral to law enforcement, child protection, UPPAC, or another authority when required by law.

A room that does not meet applicable safety standards shall not be used except to the extent expressly permitted by a USBE-approved transition procedure or interim milestone. Any physical-standard violation shall be reported and corrected as required by Utah Code and Board rule.

Administrative Implementation

The superintendent or designee is authorized to adopt and update administrative procedures, forms, training protocols, room-inspection standards, recording-retention schedules, and response workflows consistent with Policy 3246 and this procedure and then-current law. If a statutory or regulatory requirement becomes more protective or restrictive than Policy 3246 and this procedure, the controlling law applies pending formal policy revision.

Legal References

Utah Code Ann. § 53G-8-301, Emergency safety interventions - Appropriate uses - Penalties (effective July 1, 2026)
Utah Administrative Code R277-608, Emergency Safety Interventions and Prohibition of Corporal Punishment
Utah Administrative Code R277-609, Standards for LEA Discipline Policy
Utah Administrative Code R392-200, Design, Construction, Operation, Sanitation, and Safety of Schools
Utah Administrative Code R710-4, Buildings Under the Jurisdiction of the State Fire Prevention Board
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g
Utah Code Title 53E, Chapter 9, Student Data Privacy and Collection
USBE Least Restrictive Behavioral Interventions (LRBI) Technical Assistance Manual, current edition

Board Adopted: September 22, 2014
Revised: November 20, 2017

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11.10.2026 Hourly New Hire October Board Report

LAST NAME	FIRST NAME	POSITION	LOCATION	FIRST DAY OF WORK
SHUMAN	MARIANNE	INST ASST 3/ EXTRA CURRICULAR	PHS	10.2.26
MOLINARO	ELIJAH	ASST 0/ CUSTODIAL SWEEPER	LAKEVIEW	10.2.26
MCCABE	SHANNEN	INST ASST 3/ SPED	AMELIA	10.2.26
IVIE	BRIAN	ASST 2/ COURIER	HR	10.6.26
CANNON	DANIELLE	PSYCHOLOGIST	SPED	10.7.26
WARREN	NICHOLAS	PSYCHOLOGIST	SPED	10.7.26
JESSEE	SOPHIA	INST ASST 3/ SPED	PROVO PEAKS	10.7.26
HONG	ABIGAIL	ASST 3/ TRANSPORTATION	TRANSPORTATION	10.7.26
GRANTHAM	WYATT	INST ASST 3/ EXTRA CURRICULAR	THS	10.7.26
REDFEARN	MITCHELL	INST ASST 3/ EXTRA CURRICULAR	THS	10.7.26
NIELSON	MOLLIE	INST ASST 2/ GENERAL	ROCK CANYON	10.7.26
KECK	SERENA	INST ASST 3/ SPED	PROVO PEAKS	10.7.26
MCCARTY	MILEY	ASST 1/ CUSTODIAL	PROVO PEAKS	10.9.26
DE SOUSA	JANAINA	SOCIAL WORKER INTERN	PROVO PEAKS	10.8.26
GIRON PALMA	ANDRES	ASST 1/ CUSTODIAL	CMS	10.14.26
FUKUYASU	EMMA	ASST 1/ CUSTODIAL	CMS	10.14.26
CROSSLEY	GRAYSON	INST ASST 3/ EXTRA CURRICULAR	PHS	10.14.26
CUMMINGS	JAMIE	ASST 3/ TECH SUPPORT	TECH	10.16.26
MARLER	JEERAWAN	INST ASST 3/ SPED	SPED	10.16.26
HENDERICKSON	GLORIA	INST ASST 3/ YIC	SMS	10.16.26
PRINCE	HIRAM	INST ASST 3/ SPED	THS	10.16.26
NEDDO	MASON	ASST / CUSTODIAL	WASATCH	10.16.26
WADDELL	JENNIFER	OFFICE ASST 3/ GENERAL	SPED	10.16.26
MURRAY	CHARLOTTE	ASST 1/ CUSTODIAL	PROVOST	10.19.26
MOE	DOMINIQUE	INST ASST 3/ EXTRA CURRICULAR	PHS	10.19.26
CHAPPELL-LINDSAY	SKYE	INST ASST 3/ EXTRA CURRICULAR	THS	10.19.26
HOKANSON	AVA	OFFICE ASST 3/ GENERAL	THS	10.21.26
GUZMAN	BROOKLYN	INST ASST 3/ SPED	PROVOST	10.28.26
RIFE	KENDRA	INST ASST 3/ EXTRA CURRICULAR	PHS	10.28.26
REID	HAILEY	ASST 3/ CAMPUS MONITOR	CMS	10.28.26
BRIMLEY	CHLOE	INST ASST 1/ SPED	ADULT ED	10.30.26
MILLS	LUCINDA	INST ASST 3/ SPED	PHS	10.30.26
HAWS	AMY	INST ASST 12/ GENERAL	ROCK CANYON	10.30.26
MCCAMEY	JILL	INST ASST 1/ SPED	ADULT ED	10.30.26

FIRST NAME	LAST NAME	LOCATION	POSITION	Last Day of Employment
Allison	NELSON	404-CMS	Long Term Substitute	05/22/2026
Anna	BROWN	404-CMS	Long Term Sub	05/22/2026
Kayla	AGUIRRE	404-CMS	IA 1/General	05/22/2026
Courtney	OLSEN	704-PHS	Volunteer	09/29/2026
Kerri	SITES	704-PHS	Volunteer	09/29/2026
Emily	SMITH	704-PHS	Volunteer	09/29/2026
Riley	WARDELL	704-PHS	Volunteer	09/29/2026
Sophia	WONNACOTT	704-PHS	Volunteer	09/29/2026
Kaitlyn	DYSHKANT	404-CMS	Volunteer	05/22/2026
Kimber	FURR	404-CMS	Volunteer	05/22/2026
Elsie	KING	404-CMS	Edustaff Long Term Sub	05/22/2026
Jennifer	LAMBERT	404-CMS	Social Worker Intern	05/22/2026
Whitney	PARRY	404-CMS	Volunteer	05/30/2026
Joshua	RICHARDSON	404-CMS	Social Worker Intern	05/22/2026
Daniela	SPRAGUE	122-Rock Canyon	Inst Asst 2/Gen	09/21/2026
Deborah	JOLLEY	408-SMS	Asst 1 / Library Media	09/29/2026
Zoey	CLOWARD	704-PHS	Inst Asst 1/504	05/31/2026
Milagros	PERRY	704-PHS	SPED	05/31/2026
Bryton	WILSON	704-PHS	Inst Asst 3/Special Ed	05/31/2026
Shelbie	BOTT	704-PHS	91-800 Asst 1/Food prep	09/17/2026
Deborah	SUMMERHALDER	Transportation	Bus assistant 3	10/05/2026
James Lee	JONES	120-Provost	ASST 1 / CUSTODIAL 82-810	09/18/2026
Rebekah Joyce	ORME	104-Franklin	ASST 1 / CUSTODIAL 82-810	09.16.2026
Daniel	PEREZ	103-Provo Peaks	ASST 0 / CUSTODIAL SWEEPER 82-800	09/25/2026
Joseph	PEREIRA	122-Rock Canyon	Asst 2 / Custodial	10/07/2026
Taylor	JACKMAN	408-SMS	Inst Asst 3 / YIC	10/09/2026
Willow Evelyn	WICKERT	132-Wasatch	ASST 1 / CUSTODIAL 82-810	10/02/2026
Sadie Jane	ANDERSON	101-Canyon Crest	ASST 1 / CUSTODIAL 82-810	10/07/2026
Teagan	OLIVE	712-THS	Sped K-12 Teacher	10/21/2026
Ian Joseph	FRANKLIN	404-CMS	ASST 1 / CUSTODIAL 82-810	10/02/2026
Julien M.	NELSON	404-CMS	ASST 1 / CUSTODIAL 82-810	10/02/2026
Karen	VALENTINE	132-Wasatch	Sp Ed Teacher	10/16/2026
Flor	RUELAS	District	Student Family Advocate	10/02/2026
Sydney	JENSEN	Franklin	Inst Asst 3 / Behavior Specialist	10.16.2026
Susan Joy	GARVER	103-Provo Peaks	Inst Asst 3/Special Ed	10/16/2026
Carmen	DUARTE	103-Provo Peaks	Asst 2/Cook	09/30/2026
Berklie Lael	APPLE	102-Edgemont	Inst Asst 1 / Special Ed	10/20/2026
Kevin	BELVIN	704-PHS	Volunteer	05/30/2026
Talmage Jacob	LEWIS	122-Rock Canyon	ASST 1 / CUSTODIAL 82-810	10/20/2026
Jeffrey	LEACH	712-THS	Intern	05/29/2019
CJ	LEE	712-THS	Golf Volunteer	05/28/2019
Clarissa	MCINTIRE	712-THS	Volunteer	05/28/2020
Joni	MCINTIRE	712-THS	Ballroom Volunteer	05/27/2016
Rulon	MAYNES	712-THS	Tennis Volunteer	05/28/2020
Elsie	PULUPUNA	712-THS	Teens Act	05/28/2020
Steven	FARNSWORTH	712-THS	Tennis Volunteer	05/28/2020
Carrie	SANDHOLTZ	712-THS	Volunteer	05/31/2018
Melanie	LUNDBERG	712-THS	Volunteer	05/31/2018

Kristin I.	MORTENSEN	712-THS	Asst 2 / Custocdial	10.23.2026

Homeschool List
Nov 2026

	Home School Request	Dual Enrollment	K	1st	2nd	3rd	4th	5th	6th							Unknown	
Sunrise Preschool																	
Amelia Earhart	2			1					1								2
Canyon Crest																	0
Edgemont	3	2		1		1		1									3
Franklin	1		1														1
Lakeview	2	2						2									2
Provost																	0
Provo Peaks																	0
Rock Canyon																	0
Spring Creek																	0
Sunset View	1					1											1
Timpanogos																	0
Wasatch																	0
Westridge																	0
										7th	8th						0
Centennial	11	10								7	4						11
Shoreline	3	2								2	1						3
												9th	10th	11th	12th		0
eSchool																	0
Independence HS	3													2	1		3
Provo HS	5											2			3		5
Timpview HS	11	9										1	4	4	2		11
UNKNOWN																	0
TOTALS	42	25	1	2	0	2	0	3	1	9	5	3	4	6	6	0	42

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Year to Date Open Enrollment/Homeschool Report

November 2026

	2026-2027					2025-2026					2024-2025					2023-2024					2022-2023				
	Applications Received	Approved	CHOICE OUT	HomeSchool Notifications Received	Dual Enrolled	Applications Received	Approved	CHOICE OUT	HomeSchool Notifications	Dual Enrolled	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual
Amelia Earhart	21	8	29	21	1	27	7	34	22		21	11	24	24	1	17	13	32	17		28	26	29	22	
Canyon Crest	84	48	22	33	3	90	47	33	47	6	57	39	20	45	4	69	45	44	37	3	103	74	60	35	3
Edgemont	116	74	31	41	7	135	76	25	46	6	78	39	21	51	6	106	76	42	46	7	107	64	31	37	2
Franklin	36	27	34	17	1	50	23	56	22	1	56	39	64	29	2	79	61	59	2	2	52	43	31	15	2
Lakeview	41	23	20	31	6	57	39	15	31	2	67	40	9	40	3	63	39	33	33	2	57	39	18	34	
Provo Peaks	46	26	32	36	2	67	41	36	39	2	76	48	31	57	9	60	40	64	38	5	48	38	48	38	5
Provost	31	20	21	27	4	57	42	28	22	2	52	40	24	13	2	59	32	29	23	4	67	36	27	22	
Rock Canyon	57	32	33	44	2	84	38	25	47	3	48	32	22	51	5	44	31	49	35	2	72	52	24	28	1
Spring Creek	15	9	34	46	1	26	12	45	34	1	14	8	37	27	1	24	14	72	16	1	30	14	43	21	1
Sunset View	68	38	25	36	2	85	57	26	47	3	73	53	32	31	7	78	56	46	19	7	70	38	46	19	8
Timpanogos	101	69	21	37	5	89	59	37	38	5	81	45	34	46	5	116	76	70	35	3	114	78	41	28	2
Wasatch	45	33	20	39	8	64	49	27	50	10	50	36	20	69	18	84	64	41	68	25	62	47	19	67	21
Westridge	37	19	35	36	6	49	19	28	40	4	37	21	21	47	2	54	30	46	42	2	47	27	35	36	3
Centennial	20	10	12	294	221	27	9	20	343	252	21	6	13	327	231	42	19	37	280	197	30	25	10	261	168
Shoreline/Dixon	36	24	6	196	129	51	29	4	269	201	45	32	11	227	155	39	28	20	164	111	33	30	21	146	95
eSchool									24	7				25	12				18	9				17	7
PHS	91	54	17	339	228	80	60	22	346	174	83	38	24	345	158	94	57	29	240	92	102	81	26	196	55
THS	83	48	17	592	432	95	52	25	578	367	91	38	13	562	345	58	22	56	469	272	81	71	48	388	222
IHS	20	13		38	1	42	32		69	1	42	38		74		47	37	0	51		40	37		42	
EBPHS																									
Sunrise Preschool																									
Title 1 Preschool																									
Unknown homeschool				47					55	0				87					79					75	
TOTALS	948	##	409	1950	###	1175	691	486	2169	1047	**992**	**603**	**420**	**2177**	**966**	1133	740	769	1712	744	1143	820	557	1527	595
Transfers from:																									
Alpine			105					116					112					71					164		
Nebo			49					52					51					115					65		
Others			13					37					19					35					44		
eSchool						Registered YTD		19			Registered YTD		49			Registered YTD		87			Registered YTD		91		

Reset Fields

PCSD Application for Overnight Student Travel

Provo City SCHOOL DISTRICT

Request Requires Board Approval

4006 F1

Provo City School District								
Application For Overnight Student Travel **All trips must be submitted AND approved at least 60 calendar days prior to departure.**								
Name of School:	Provo High School							
Group Requesting Trip:	Provo Cross Country							
Advisor/Coach/Teacher:	Miles Killian							
Destination:	West Covina California				Distance from Provo: 629			
Dates of Trip:	Departure Date: 12/3/26				Return Date: 12/5/26			
Number of School Days Missed:	2				(NOT to exceed 2)			
Number of Students in Group:	F:	15	M:	15	Total:	30		
Number of Adult Supervisors:	F:	1	M:	2	Total:	3	(minimum ratio 1:10)	
Did You Send and Receive Parent Consent for Each Participant?	Y☑	N☐						
Most recent travel: Destination	West Covina				Date: 12/5/24		Cost: $650	
Anticipated Costs per Student (If no amount is being collected for a particular category, please enter $0)								
Transportation: $100	Lodging: $100				Food: $120			
Registration Fee: $40	Other: $160							
Estimated Cost Per Student*:	$ 500							
Less Amount Per Student from Fundraiser:	-$ 50							
Estimated Maximum Cost Per Student:	=$450				(total student out of pocket)			
* **The total prior to fundraising may not exceed $2000.00 per student.**								
Itinerary, transportation, fundraising, and lodging plans are described in detail on attached forms. Y☑ N☐ You must include all methods of travel used on the trip.								

Parent Meeting to Discuss Trip Plans

Date of Parent Meeting:	10/5/26	
Number of Parents Approving the Trip:	20	Only One Vote Per Student
Number of Parents Opposing the Trip:	0	
Total Number of Students in Group:	30	
Approval %	100	
Have parents signed the consent form?	Y☐ N☑, but they will prior to travel	
Plan has been made with the Principal for fee waived student:	Y☑ N☐	
All trips must be approved 60 days before travel. Exceptions will be approved only when an invitation to a national event or national competition occurs outside of the 60-day deadline. If an exception is requested, a letter from the principal is required.		

This request will not be considered for approval without complete answers to the following questions. Be specific and answer ALL parts of each question:
****If you have handouts that you have provided to parents that clearly address each of these areas, you may attach these documents to this request.**

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.

This race will give the athletes an opportunity to go and compete with some of the best runners in the West. They will be exposed to different courses, be exposed to different collegiate recruiters who do not make it out to Utah. This opportunity is not available in Utah.

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

In order to go, they need to be meeting the districts policy for academic/extra curricular activities. Meaning, they need to be passing their classes and cannot have failed more than 1 class the previous term or have below a 2.0 GPA.

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

Each Chaperone will be assigned a group of students they are in charge of.

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

We have been doing fundraising for a bit. We hosted a charity event, where we were paid as a team. We did an online fundraising project, we collected shoes for a couple of months. We are also going to be selling Swig drink cards.

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

We are going to be renting Vans to use for the trip, this is because the cost of a bus for my 30 students would have made the trip over $800 and that is to much money for a203 day trip.
We are also saving money by eating breakfast in the hotel

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

PCSD Application for Overnight Student Travel

Provo City SCHOOL DISTRICT

4006 F1

Board Meeting Approval Date (if required):

Miles Killian
Advisor's Signature — Date

Kami Alvarez 10/21/26
Principal's Signature — Date

Wendy J. Dau 10/28/2026
Superintendent's Signature — Date

Board President's Signature — Date

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

The new money for the other tab is to help cover the cost of the ticket to the amusement park the kids are going to go to. The fundraising also helps cover the other portion of it. Any other questions, I would be happy to schedule a time to meet and speak with you about it.

Thank you,

Miles Killian

Miles Killian
Milesk@provo.edu
385-204-2236

California Trip 2026 12/3-12/5

Thursday 12/3

7:00am Depart from Provo High in vans
Come dressed in workout clothes/have them in back packs
11:00am Stop for Lunch/Workout in Saint George
7:00pm Arrive in West Covina/Check into the hotel/Team Dinner
8:30pm Team Meeting in the Lobby
9:00pm Lights out

Friday 12/4

6:30am Breakfast/Go to the course to workout
8:30am Return to Hotel to get ready
9:30am Leave for Universal Studios
10:30-6:30 Universal Studios (Lunch at park)
7:30 - Team Dinner
9:00 Team meeting in the lobby
9:30 lights out

Saturday 12/5

5:30am Breakfast/Get ready for race
7:00-10:30am Races
11:00 Load up vans and drive back to Provo
Stops, Lunch and Dinner as needed
11pm Return to Provo

FIRST NAME	LAST NAME	LOCATION	POSITION	Last Day of Employment
Allison	NELSON	404-CMS	Long Term Substitute	05/22/2026
Anna	BROWN	404-CMS	Long Term Sub	05/22/2026
Kayla	AGUIRRE	404-CMS	IA 1/General	05/22/2026
Courtney	OLSEN	704-PHS	Volunteer	09/29/2026
Kerri	SITES	704-PHS	Volunteer	09/29/2026
Emily	SMITH	704-PHS	Volunteer	09/29/2026
Riley	WARDELL	704-PHS	Volunteer	09/29/2026
Sophia	WONNACOTT	704-PHS	Volunteer	09/29/2026
Kaitlyn	DYSHKANT	404-CMS	Volunteer	05/22/2026
Kimber	FURR	404-CMS	Volunteer	05/22/2026
Elsie	KING	404-CMS	Edustaff Long Term Sub	05/22/2026
Jennifer	LAMBERT	404-CMS	Social Worker Intern	05/22/2026
Whitney	PARRY	404-CMS	Volunteer	05/30/2026
Joshua	RICHARDSON	404-CMS	Social Worker Intern	05/22/2026
Daniela	SPRAGUE	122-Rock Canyon	Inst Asst 2/Gen	09/21/2026
Deborah	JOLLEY	408-SMS	Asst 1 / Library Media	09/29/2026
Zoey	CLOWARD	704-PHS	Inst Asst 1/504	05/31/2026
Milagros	PERRY	704-PHS	SPED	05/31/2026
Bryton	WILSON	704-PHS	Inst Asst 3/Special Ed	05/31/2026
Shelbie	BOTT	704-PHS	91-800 Asst 1/Food prep	09/17/2026
Deborah	SUMMERHALDER	Transportation	Bus assistant 3	10/05/2026
James Lee	JONES	120-Provost	ASST 1 / CUSTODIAL 82-810	09/18/2026
Rebekah Joyce	ORME	104-Franklin	ASST 1 / CUSTODIAL 82-810	09.16.2026
Daniel	PEREZ	103-Provo Peaks	ASST 0 / CUSTODIAL SWEEPER 82-800	09/25/2026
Joseph	PEREIRA	122-Rock Canyon	Asst 2 / Custodial	10/07/2026
Taylor	JACKMAN	408-SMS	Inst Asst 3 / YIC	10/09/2026
Willow Evelyn	WICKERT	132-Wasatch	ASST 1 / CUSTODIAL 82-810	10/02/2026
Sadie Jane	ANDERSON	101-Canyon Crest	ASST 1 / CUSTODIAL 82-810	10/07/2026
Teagan	OLIVE	712-THS	Sped K-12 Teacher	10/21/2026
Ian Joseph	FRANKLIN	404-CMS	ASST 1 / CUSTODIAL 82-810	10/02/2026
Julien M.	NELSON	404-CMS	ASST 1 / CUSTODIAL 82-810	10/02/2026
Karen	VALENTINE	132-Wasatch	Sp Ed Teacher	10/16/2026
Flor	RUELAS	District	Student Family Advocate	10/02/2026
Sydney	JENSEN	Franklin	Inst Asst 3 / Behavior Specialist	10.16.2026
Susan Joy	GARVER	103-Provo Peaks	Inst Asst 3/Special Ed	10/16/2026
Carmen	DUARTE	103-Provo Peaks	Asst 2/Cook	09/30/2026
Berklie Lael	APPLE	102-Edgemont	Inst Asst 1 / Special Ed	10/20/2026
Kevin	BELVIN	704-PHS	Volunteer	05/30/2026
Talmage Jacob	LEWIS	122-Rock Canyon	ASST 1 / CUSTODIAL 82-810	10/20/2026
Jeffrey	LEACH	712-THS	Intern	05/29/2019
CJ	LEE	712-THS	Golf Volunteer	05/28/2019
Clarissa	MCINTIRE	712-THS	Volunteer	05/28/2020
Joni	MCINTIRE	712-THS	Ballroom Volunteer	05/27/2016
Rulon	MAYNES	712-THS	Tennis Volunteer	05/28/2020
Elsie	PULUPUNA	712-THS	Teens Act	05/28/2020
Steven	FARNSWORTH	712-THS	Tennis Volunteer	05/28/2020
Carrie	SANDHOLTZ	712-THS	Volunteer	05/31/2018
Melanie	LUNDBERG	712-THS	Volunteer	05/31/2018

Kristin I.	MORTENSEN	712-THS	Asst 2 / Custocdial	10.23.2026

11.10.2026 Hourly New Hire October Board Report

LAST NAME	FIRST NAME	POSITION	LOCATION	FIRST DAY OF WORK
SHUMAN	MARIANNE	INST ASST 3/ EXTRA CURRICULAR	PHS	10.2.26
MOLINARO	ELIJAH	ASST 0/ CUSTODIAL SWEEPER	LAKEVIEW	10.2.26
MCCABE	SHANNEN	INST ASST 3/ SPED	AMELIA	10.2.26
IVIE	BRIAN	ASST 2/ COURIER	HR	10.6.26
CANNON	DANIELLE	PSYCHOLOGIST	SPED	10.7.26
WARREN	NICHOLAS	PSYCHOLOGIST	SPED	10.7.26
JESSEE	SOPHIA	INST ASST 3/ SPED	PROVO PEAKS	10.7.26
HONG	ABIGAIL	ASST 3/ TRANSPORTATION	TRANSPORTATION	10.7.26
GRANTHAM	WYATT	INST ASST 3/ EXTRA CURRICULAR	THS	10.7.26
REDFEARN	MITCHELL	INST ASST 3/ EXTRA CURRICULAR	THS	10.7.26
NIELSON	MOLLIE	INST ASST 2/ GENERAL	ROCK CANYON	10.7.26
KECK	SERENA	INST ASST 3/ SPED	PROVO PEAKS	10.7.26
MCCARTY	MILEY	ASST 1/ CUSTODIAL	PROVO PEAKS	10.9.26
DE SOUSA	JANAINA	SOCIAL WORKER INTERN	PROVO PEAKS	10.8.26
GIRON PALMA	ANDRES	ASST 1/ CUSTODIAL	CMS	10.14.26
FUKUYASU	EMMA	ASST 1/ CUSTODIAL	CMS	10.14.26
CROSSLEY	GRAYSON	INST ASST 3/ EXTRA CURRICULAR	PHS	10.14.26
CUMMINGS	JAMIE	ASST 3/ TECH SUPPORT	TECH	10.16.26
MARLER	JEERAWAN	INST ASST 3/ SPED	SPED	10.16.26
HENDERICKSON	GLORIA	INST ASST 3/ YIC	SMS	10.16.26
PRINCE	HIRAM	INST ASST 3/ SPED	THS	10.16.26
NEDDO	MASON	ASST / CUSTODIAL	WASATCH	10.16.26
WADDELL	JENNIFER	OFFICE ASST 3/ GENERAL	SPED	10.16.26
MURRAY	CHARLOTTE	ASST 1/ CUSTODIAL	PROVOST	10.19.26
MOE	DOMINIQUE	INST ASST 3/ EXTRA CURRICULAR	PHS	10.19.26
CHAPPELL-LINDSAY	SKYE	INST ASST 3/ EXTRA CURRICULAR	THS	10.19.26
HOKANSON	AVA	OFFICE ASST 3/ GENERAL	THS	10.21.26
GUZMAN	BROOKLYN	INST ASST 3/ SPED	PROVOST	10.28.26
RIFE	KENDRA	INST ASST 3/ EXTRA CURRICULAR	PHS	10.28.26
REID	HAILEY	ASST 3/ CAMPUS MONITOR	CMS	10.28.26
BRIMLEY	CHLOE	INST ASST 1/ SPED	ADULT ED	10.30.26
MILLS	LUCINDA	INST ASST 3/ SPED	PHS	10.30.26
HAWS	AMY	INST ASST 12/ GENERAL	ROCK CANYON	10.30.26
MCCAMEY	JILL	INST ASST 1/ SPED	ADULT ED	10.30.26

Year to Date Open Enrollment/Homeschool Report

November 2026

	2026-2027					2025-2026					2024-2025					2023-2024					2022-2023				
	Applications Received	Approved	CHOICE OUT	HomeSchool Notifications Received	Dual Enrolled	Applications Received	Approved	CHOICE OUT	HomeSchool Notifications	Dual Enrolled	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual	Applications Received	Approved	CHOICE OUT	HomeSchool	Dual
Amelia Earhart	21	8	29	21	1	27	7	34	22		21	11	24	24	1	17	13	32	17		28	26	29	22	
Canyon Crest	84	48	22	33	3	90	47	33	47	6	57	39	20	45	4	69	45	44	37	3	103	74	60	35	3
Edgemont	116	74	31	41	7	135	76	25	46	6	78	39	21	51	6	106	76	42	46	7	107	64	31	37	2
Franklin	36	27	34	17	1	50	23	56	22	1	56	39	64	29	2	79	61	59	2	2	52	43	31	15	2
Lakeview	41	23	20	31	6	57	39	15	31	2	67	40	9	40	3	63	39	33	33	2	57	39	18	34	
Provo Peaks	46	26	32	36	2	67	41	36	39	2	76	48	31	57	9	60	40	64	38	5	48	38	48	38	5
Provost	31	20	21	27	4	57	42	28	22	2	52	40	24	13	2	59	32	29	23	4	67	36	27	22	
Rock Canyon	57	32	33	44	2	84	38	25	47	3	48	32	22	51	5	44	31	49	35	2	72	52	24	28	1
Spring Creek	15	9	34	46	1	26	12	45	34	1	14	8	37	27	1	24	14	72	16	1	30	14	43	21	1
Sunset View	68	38	25	36	2	85	57	26	47	3	73	53	32	31	7	78	56	46	19	7	70	38	46	19	8
Timpanogos	101	69	21	37	5	89	59	37	38	5	81	45	34	46	5	116	76	70	35	3	114	78	41	28	2
Wasatch	45	33	20	39	8	64	49	27	50	10	50	36	20	69	18	84	64	41	68	25	62	47	19	67	21
Westridge	37	19	35	36	6	49	19	28	40	4	37	21	21	47	2	54	30	46	42	2	47	27	35	36	3
Centennial	20	10	12	294	221	27	9	20	343	252	21	6	13	327	231	42	19	37	280	197	30	25	10	261	168
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eSchool									24	7				25	12				18	9				17	7
PHS	91	54	17	339	228	80	60	22	346	174	83	38	24	345	158	94	57	29	240	92	102	81	26	196	55
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IHS	20	13		38	1	42	32		69	1	42	38		74		47	37	0	51		40	37		42	
EBPHS																									
Sunrise Preschool																									
Title 1 Preschool																									
Unknown homeschool				47					55	0				87					79					75	
TOTALS	948	##	409	1950	###	1175	691	486	2169	1047	**992**	**603**	**420**	**2177**	**966**	1133	740	769	1712	744	1143	820	557	1527	595
Transfers from:																									
Alpine			105					116					112					71					164		
Nebo			49					52					51					115					65		
Others			13					37					19					35					44		
eSchool						Registered YTD		19			Registered YTD		49			Registered YTD		87			Registered YTD		91		

Homeschool List
Nov 2026

	Home School Request	Dual Enrollment	K	1st	2nd	3rd	4th	5th	6th							Unknown	
Sunrise Preschool																	
Amelia Earhart	2			1					1								2
Canyon Crest																	0
Edgemont	3	2		1		1		1									3
Franklin	1		1														1
Lakeview	2	2						2									2
Provost																	0
Provo Peaks																	0
Rock Canyon																	0
Spring Creek																	0
Sunset View	1					1											1
Timpanogos																	0
Wasatch																	0
Westridge																	0
										7th	8th						0
Centennial	11	10								7	4						11
Shoreline	3	2								2	1						3
												9th	10th	11th	12th		0
eSchool																	0
Independence HS	3													2	1		3
Provo HS	5											2			3		5
Timpview HS	11	9										1	4	4	2		11
UNKNOWN																	0
TOTALS	42	25	1	2	0	2	0	3	1	9	5	3	4	6	6	0	42

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Approved Student Travel			
DATE OF EVENT	**Superintendent or Board Approved**	**SCHOOL**	**GROUP/ACTIVITY**
July 6-10 2026	Superintendent	THS	FCCLA National Conference
September 10-12 2026	Superintendent	PHS	Girls Tennis
Oct 1-3 2026	Superintendent	PHS	Drama and Dance
March 11-13 2027	Superintendent	THS	Girls Lacrosse
March 18-20 2027	Superintendent	THS	Track
April 2-3 2027	Superintendent	THS	Boys Volleyball
August 5-7 2026	Superintendent	THS	Girls Volleyball
Oct 1-3 2026	Superintendent	THS	Drama
September 30- Oct 2 2026	Superintendent	IHS	All Students
March 11-13 2027	Superintendent	THS	Softball
November 5-8 2026	Superintendent	THS	Marching Band
Oct 1-3 2026	Superintendent	THS	Dance
Feb 3-8 2027	Board	THS	Cheer
Feb 24-28 2027	Board	THS	Dance
November 5-6 2026	Superintendent	PHS	Marching Band
October 2-3 2026	Superintendent	PHS	Girls Volleyball
November 19-21 2026	Superintendent	PHS	Boys Basketball
February 24-28 2027	Board	THS	Chamber Orch, Mad, Acap
February 18-19 2027	Superintendent	PHS	DECA
March 19-20 2027	Superintendent	PHS	Baseball
March 12-13 2027	Superintendent	PHS	Baseball
April 16-21 2027	Superintendent	PHS	DECA
February 10-14 2027	Board	PHS	Ballroom
January 8 2027	Superintendent	PHS	Wrestling

LOCATION	Anticipated Cost per Student	School Days Missed
Washington DC	$130	0
St. George	$350	1
Cedar City	$200	1
Cedar City and St. George	$200	2
St. George	$255	1
St. George	$300	1
St. George	$350 ($0 with Fundraising)	0
Cedar City	$319.95	2
Zion National Park	$0	2
St. George	$425	1
St. George	$497.73	2
Cedar City	$205.10	2
Orlando, FL	$2,000	2
NYC	$1,500	2
St. George	$162	2
Green Canyon HS	$0	0
St. George	$460	2
Anaheim, CA	$1,400	2
Layton	$95	2
Snow Canyon HS	$240	1
Desert Hills HS	$240	1
Anaheim, CA	$670	3 or 4
Costa Mesa CA	$500	2
Richfiled	$200	1