

Tuesday, February 24, 2026
PCSD Study Session and Business Meeting

4:00 PM
Provo City School District
280 West 940 North
Provo, UT 84904

A. **4:00 p.m. Closed Executive Session for the Purpose of Discussing the Character, Professional Competence, or Physical or Mental Health of an individual. UT Code 55.4.205**

1. Welcome
2. Roll Call
3. Motion to Convene a Study Session
4. Motion to Convene a Closed Executive Session to discuss the character, professional competence, or physical or mental health of an individual.
5. Discussion: Character, professional competence, or physical or mental health of an individual
6. Motion to adjourn

B. **4:15 p.m. Study Session**

1. Welcome: Board President Jennifer Partridge
Meeting called to order at
2. Roll Call
Procedural
3. Motion to Convene
4. Board Member Training: Rachel Ryu, Student Board Member (4:17pm, 3 min)
Most meetings will include training presented by rotating board members on the Board Handbook, USBE Guide, or Policies. This training will focus on District Priorities, PCSD Handbook p. 4-5
5. Timpview Construction Update: Business Administrator Devyn Dayley (4:20pm, 25 min)
6. Traffic Safety Committee - SCC Request Updates: Assistant Superintendent Elementary Education Jarod Sites (4:45pm, 10 min)
7. Budget Discussion: President Jennifer Partridge (4:55pm, 30 min)
8. CAS Recommendation: Superintendent Wendy Dau (5:25pm, 10 min)
9. Policy Review 1st Readings: Superintendent Wendy Dau (5:35pm, 10min)

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 3401 Wellness
 1. 3401 Procedure 1 Vending Machines and Food Sales
 2. 3401 Procedure 2 Physical Activities Guidelines

3. 3401 Procedure 3 Food Additives
2. Updated Policy 5050, Licensure
 1. Policy 5050 Procedure 4 Licenses for Counselors, Social Workers, and School Psychologists
3. New Policy 5600 Paraprofessional Qualifications
4. New Policy 5025 Association and Organizational Participation

10. Policy Review 2nd Readings: Superintendent Wendy Dau (5:45pm, 10 min)

Policy Review, Second Readings

Superintendent Wendy Dau

Issue

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

Background

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

5. Updated Policy 3416 Medical Treatment
6. 3416 Procedure 1 Medical Treatment Directives
7. 3416 Procedure 2 Student Treatment for Diabetes
8. 3416 Procedure 3 Students with Life Threatening Allergies
9. 3416 Procedure 4 Student Asthma Emergency
10. 3416 Procedure 5 Student Self-Application of Sunscreen
11. Updated Policy 3414 Students Infected with AIDS or HIV
12. Updated Policy 6010 General Financial Policy
13. Updated Policy 6015 Fund Balance Policy

Recommendation

District administration recommends approval of the policies. The motions to approve may also include language that specifies changes/edits occurring during the study session discussions. The following possible motion language is provided for the board.

Motion Language:

1. I move that we approve (new/updated) policy *Policy name and number* [with any edits agreed to in open meetings tonight].

11. Motion to Adjourn

C. 6:00 p.m. Public Hearing for Boundaries

1. Welcome: Board President Jennifer Partridge
Meeting called to order at
2. Roll Call
Procedural
3. Motion to Convene
4. Public Input Regarding Potential Boundary Changes
5. Boundary Discussion
Discussion regarding Boundaries
6. Motion to Adjourn Public Hearing Regarding Potential Boundary Changes and to Convene the Business Meeting

D. Business Meeting

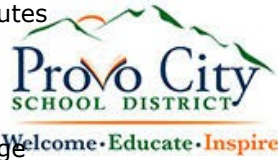
1. Welcome to the Business Meeting: President Jennifer Partridge
2. Pledge of Allegiance: Student Board Member Bailee Lindstrom

E. Community Connections

1. Magical Moment: Westridge Elementary
This month's Magic Moments spotlights Westridge Elementary and the incredible success of their attendance campaign. They've increased attendance by more than 19% this year. We caught up with Kim to learn more about the magic she's creating at her school to make it happen.

2. Public Input: No More than 30 Minutes

F. **Business Items**



1. CAS Program Recommendation

2. CAS Recommended Location Change

3. Business Item: Updated Policy 3416 Medical Treatment

This policy also has updated procedures. While the procedures do not require board approval, they are attached here for review and reference

4. Business Item: Updated Policy 3414 Students Infected with AIDS or HIV

5. Business Item: Policy 6010 General Financial Policy

6. Business Item: Updated Policy 6015 Fund Balance

G. **Motion to Adjourn**

BOARD HANDBOOK

Board of Education
Provo City School District
Effective January 2025

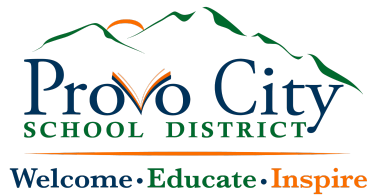


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Introduction

This Board of Education Handbook has been created to compile, in one place, the norms, guidelines and responsibilities of the Provo City School District Board of Education. This will serve as a tool to help new and current board members in their duties as members of the board.

District Strategic Plan

See the full strategic plan [here](#).

Mission

Welcome, Educate, Inspire

Vision

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

Core Values

- **Belonging:** Creating a welcoming and supportive environment where differences are valued and everyone feels respected and included.
- **Growth:** Striving for academic rigor, innovative teaching methods, and continuous improvement to foster student success and achievement.
- **Empowerment:** Providing tools, resources, and opportunities to build confidence, develop capacity, and achieve greatness.
- **Creativity:** Encouraging innovation, curiosity, imagination, and critical thinking.
- **Community:** Establishing strong partnerships between schools, families, and the broader community to enhance educational experiences and address needs of students effectively.

Priorities

Priority 1: Academic Achievement

- Goal 1: Increase the percentage of students achieving proficiency in core subjects (M/LA/S) by 15% within 5 academic years
- Goal 2: Increase the percentage of students who meet college & career readiness benchmarks (ACT+18, Graduation, Adv Courses) by 5% within 5 academic years

Priority 2: Wellness and Safety

- Goal 1: Increase the number of students and families who feel that our schools and district provide welcoming and supportive environments as measured by climate and stakeholder feedback surveys.
- Goal 2: Reduce the number of major offenses tied to bullying, harassment,

discrimination, school safety, and physical aggression to 4% or lower across all student groups by 2030.

- Goal 3: Decrease the number of students who are chronically absent.

Priority 3: Stewardship of Resources

- Goal 1: Increase the retention of high quality teachers between years 5 and 15 by 15% over 5 years
- Goal 2: Improve communication about decision-making, resource allocation, and facilities management by 15% over 5 years as measured by specific survey data.

Legal Status, Responsibilities, and Norms

Legal Status

The Utah State Legislature assigns to each locally elected board of education control of the public schools in its district. Therefore, the Provo City School District is a political subdivision of the state and derives its powers from the state constitution and acts of the legislature.

Responsibilities

The board has all powers assigned to it by law and regulation to meet its statutory responsibilities as defined in [53G-4-402](#). It may perform all of the following duties, as well as others legally prescribed and permitted:

- Keep confidential all issues discussed in executive sessions, including legal action, negotiations, personnel, real estate, and school security details. ([See Open Meetings Handbook provided by Utah School Boards Association](#))
- Avoid conflicts of interest or the seeking of inappropriate advantage as a result of serving on the board. [Policy 1630](#)
- Refrain from promoting an individual agenda: rather, study issues and make decisions that are in the best interest of the district as a whole.
- Endeavor to be on time and attend all board meetings, having prepared ahead of time by carefully studying posted board documents. During board meetings listen to all information and viewpoints.
- Guard the public trust by spending district/school funds to benefit all children.
 - Understand the distinctions between board and staff roles, and refrain from performing management functions that are the responsibility of the superintendent, business administrator, and staff.
 - Understand that authority rests with the board as a whole and not with individuals.
 - Participate in professional development and commit the time and effort necessary to be an informed and effective leader.

Norms

The Members of the Board of Education agree to abide by the following norms, both as they

govern the conduct of Board meetings and as they govern the actions of individual Board Members.

Board Members Will:

- Keep learning and achievement for all students as the primary focus.
- Be considerate of other board members by not dominating “air time” in the meetings and refraining from making combative or argumentative statements.
- Represent the board with dignity and integrity.
- Treat fellow board members with respect and consideration through civil discourse, and honesty, especially when there are disagreements.
- Respect, support, and uphold the final decisions made by the Board of Education as a body, even if in the minority. Maintain this respect when making appearances before external bodies and constituencies.
- Never give instructions or direct persons who report directly or indirectly to the superintendent, except for the business administrator.
- Attend all scheduled meetings.

Relationships and Protocols

Appointment of the Superintendent and Business Administrator

The board must appoint a district superintendent and business administrator, as directed by [Utah Law](#). The board expects these appointed officers to work together, with district employees and members of the board, to promote student learning. The board further expects that the business administrator and superintendent will exemplify the highest standards of professional competence and ethical conduct. See Policies [1500](#) and [1520](#).

Board’s Relationship with the Superintendent

The board expects the superintendent to discharge all of his or her [statutory duties](#), to consult with the board about school operations and problems in timely, accurate, and appropriate ways, and to provide data to the board so that data-driven decisions can be made. The board delegates executive powers to the superintendent and relies on his or her expertise in matters of district administration and educational best practices. The board holds the superintendent responsible for administering its policies, executing board decisions, and achieving board goals. The superintendent is accountable to the board for his or her performance. The board will evaluate the superintendent each year, including but not limited to, criteria such as student achievement and meeting board goals. The board will refrain from evaluating either formally, or informally, staff other than the superintendent and business administrator. [See Policy 1515](#).

Board’s Relationship with the Business Administrator

The board expects the business administrator to discharge his or her [statutory duties](#) and to keep

accurate records of all district revenues and expenditures, all meetings of the board, and all legal and fiscal obligations of the board. The board relies on the business administrator for advice and expertise on financial matters affecting the operation of the schools. The board holds the business administrator responsible for ensuring the accuracy, integrity, and timely communication of such information to the board and superintendent. The business administrator is accountable to the board for his or her performance. The board will evaluate the business administrator each year. [See Policy 1535](#).

Individual Board Member relationships with the Superintendent and the Business Administrator

While an open, collaborative, and warm relationship should be cultivated between board members and the superintendent and business administrator, no individual board member should attempt to direct the superintendent or business administrator. The entire board or a majority, working through the board president, is welcome to bring matters of concern to the superintendent or business administrator and expect some form of follow-up.

Board relationships with other board members

The board expects other board members to discharge his or her [statutory duties](#) and strive to function with a sense of unity and common purpose. The board expects other board members to discharge his or her statutory duties and strive to function with a sense of unity and common purpose. Board members are expected to treat each other with civility and respect regardless of disagreement or differing opinions.

Board members will understand, according to [open meeting laws](#), when it is appropriate to have 4 or more members (defined as a “quorum”) in group settings. Board members should be careful in emails and texts to share information but not discuss anything because discussions belong in the public when there are more than 3 board members.

Board relationships with the public

The public are valued partners with the district, schools, and teachers in the education of children. The board commits to communicating effectively with the public, recognizing that some items and topics have elements of confidentiality. Students, parents, and patrons will be dealt with courteously and with a demeanor of helpfulness, professional decorum, responsiveness, and an effort to resolve problems, as directed by [policy 7510](#). As a general standard, the Board discourages anonymous communication. All parties involved in public communication are expected to behave in a civil, problem-solving manner.

When the full board receives an email, generally the board member who resides in the patron’s area is responsible for the initial response, responding as an individual and not as the voice of the board. All board members are also welcome to respond, as an individual, once the initial response has been sent. However, it is also recommended to first evaluate if it would be more appropriate for the superintendent or other district leadership to respond to the email.

All Other District Staff

It is not appropriate for members of the Board to direct district staff. As noted above, the superintendent and business administrator report directly to the board. All other district employees have supervisors who are ultimately directed by the superintendent and/or the business administrator. The board shall, as a representation of four or more members of like mind, run their concerns regarding certain individuals or departments through the superintendent, who may ask the board for clarifications, and then proceed accordingly.

Election of Board Officers

The board must elect a president and vice president, known as “board leadership,” whose terms of office are two years, and until successors are elected. **See Policies [1107](#) and [1108](#).**

Recent practice has been that the president and vice-president will come from opposite sides of the city, i.e. the President is from the east side of the city, and the vice president is from the west side (or vice versa). It would be uncommon for either leadership position to be held by a newly elected (first-time) board member.

Role of Board President and Vice President

The board president and vice president hold the same voting rights as other board members; however, they are entrusted with the following discretionary responsibilities, which they will manage together:

- Assume the role of running board meetings utilizing Robert’s Rules of Order, including being among the first or last to speak to an issue, and calling upon other board members to speak.
 - Manage the board’s process by convening meetings, developing the board agenda with the superintendent, business administrator, and with board member input, and executing documents as appropriate.
 - Lead the board through the agenda in an orderly, fair, and timely manner.
 - Foster unity, harmony, and open communications within the board.
 - Facilitate the orientation of new board members.
 - Ensure fair “air time” is provided for each board member in discussions.
 - Assist the superintendent in communicating important information to the full board and keep members apprised of information exchanged with the superintendent.
 - Have regularly scheduled meetings with the superintendent to facilitate communication.
- [See Policy 1115.](#)**

Agenda Development

The board president, board vice president, superintendent, and business administrator should develop board meeting agendas collaboratively. Any board member may request that a topic be

placed on an upcoming meeting agenda by contacting the board president or vice president. The current practice includes but is not limited to, adding requests to the [Requested Agenda Item Tracking Sheet](#). In general, the scheduling of topics is at the discretion of board leadership, but if three or more board members join in requesting that a topic be placed on the agenda, that request will be accommodated at an appropriate time.

Requests for information

Requests made by board members for a significant amount of information are communicated to the superintendent by the board president and/or vice president so that staff workload can be monitored. Be aware of diminishing resources and time when requesting action or information from staff. Assess whether a majority of the board desires particular information from staff before making the request. When appropriate, the superintendent keeps board leadership informed of information requests from board members to staff.

Complaints from the community

When a board member receives an informal complaint, they should listen carefully. A single board member may respond to the patron only as an individual. The board member should direct the person to solve the problem by communicating with the individuals at the level (teacher, principal, district, etc.) where the problem originated before escalating to the next appropriate level. Formal complaints must be put in writing and signed by the complainant. These are heard by the superintendent or designee. Complainants from the community may appeal the Superintendent's decisions to the school board. Please see the organization chart for the hierarchy of the district, located on pages 18-19 at the end of this handbook.

Complaints from district employees

When a board member receives an informal complaint, they should listen carefully. A single board member may respond to the employee only as an individual. The board member should direct the person to solve the problem by communicating with the individuals at the level (teacher, principal, district, etc.) where the problem originated before escalating to the next appropriate level. Formal complaints must be handled according to district policy. See [Policy 5285](#).

Individuals/Groups Seeking an Audience with the Board during public meetings

Such requests will be granted or denied by board leadership. Individuals and groups seeking to promote a business opportunity or a political point of view will usually be denied the opportunity for a formal presentation. However, such individuals/groups may speak to the board in the public comment portion of the scheduled business meetings. See [Policy 1430](#)

Professional Development

The board supports targeted, relevant professional development throughout the district, and

recognizes that such growth opportunities are essential for the improvement of both individual and institutional effectiveness. The board models this commitment toward professional development by attending school board specific professional development, such as Utah School Boards Association events, National School Boards Association events, and other enrichment activities agreed to by the board. Professional Development is easiest to support when it is aligned and consistent with the accomplishment of district goals and strategic plan.

Costs of attending professional development opportunities will be weighed against budgetary perspectives, location, time away from normal duties, and any number of additional concerns.

Board Meetings

A board meeting is a formal gathering where the board of education discusses and votes on important issues that affect the school and community. The board makes decisions on policy, budgets, curriculum, and other critical issues. The board ensures policies and procedures are followed and provides a forum for community members to give public input to the board. Board meetings are not public meetings, but are meetings held in public. All meetings are open to the public except when those matters as prescribed by law are discussed.

Other meetings attended within the school district, as a board member (PTA, Community Council, etc.), are opportunities for board members to listen, learn, and participate only when called on to do so.

Study Sessions

The purpose of study sessions is to discuss agenda items in depth prior to business meetings. Topics could include but are not limited to policy, facilities, planning of all types, budgeting priorities, etc. Study sessions are meetings held in public, but do not include public comment nor does the board enact votes for the purpose of establishing approved actions.

Each study session begins with a member of the board reading the following statement to help keep the board focused on the goals of the strategic plan:

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

We are committed to our mission to Welcome, Educate, & Inspire.

Our work is guided by our CORE VALUES: Belonging, Growth, Empowerment, Creativity, and Community, while staying focused on our PRIORITIES of, Academic Achievement, Wellness & Safety, and Stewardship of Resources.

Executive Sessions

Executive sessions are “closed” meetings for the board and may include the superintendent, business administrator, and others as needed depending on the purpose of the meeting. Closed

meetings are defined by state law and can only be held when discussing specific issues. [See USBA Open Meeting Handbook](#). The content of executive sessions is expected to be confidential. No attendee should divulge the elements of the discussion, nor the sentiments expressed by any person in attendance. Upon convening an executive session, the following statement is read to remind board members of the serious nature and confidentiality required of executive sessions:

“Please remember that all information in this meeting is confidential and should not be discussed elsewhere. Failure to comply with the open meeting law may result in invalidating board action. In addition, any board member who knowingly or intentionally violates any of the closed meeting requirements, or who intentionally discloses records of a closed meeting with the knowledge that such disclosure is prohibited, can be found guilty of a class B misdemeanor.”

Business Meetings

Business Meetings are generally held the 2nd and 4th Tuesday of each month to conduct the business of the board. The format of the business meeting agenda usually includes:

- Welcome and Roll Call
- Pledge of Allegiance
- Opening Remarks from a board member
- Employee Recognition
- Report(s) from a School or Department
- Public Comment
- Action on Business Items
- Approval of Consent Calendar
- Business Administrator Report
- Student Board Members Report
- Board Member Round Table
- Superintendent Report
- Adjournment

Robert’s Rules of Order

To maintain order in Provo City School District Board of Education meetings we have adopted an informal use of [Robert’s Rules of Order](#).

Opening Remarks

An assigned board member will provide remarks to open the business meeting, lasting no longer than 2 minutes. Remarks can include a reflection, a prayer, or welcoming words related to education.

Board Member Round Table

Each board member can elect to provide a report on their specific committee assignments or recent activity in their official capacity. Reports should be no longer than 3 minutes in length. This is an opportunity to make a positive statement about board member duties.

Calendaring of Board Meetings

The listing of meetings for a given calendar year will be approved by the board in December or January, annually. Throughout the year, business meetings are generally held on the second and fourth Tuesday afternoon/evening of the month. The term “Board Meeting” could include an executive session, study session, and business meeting:

January

Board Meeting, 2nd Tuesday evening

Board Meeting 4th Tuesday evening

February

Board Meeting, 2nd Tuesday evening

Board Meeting 4th Tuesday evening

March

Board Meeting, 2nd Tuesday evening

Last Friday of the Month, All Day Meeting

April

Board Meeting (custom placed depending on Spring Break)

May

Board Meeting, 2nd Tuesday evening

Board Meeting 4th Tuesday evening

June

Board Meeting, 2nd Tuesday evening

Board Meeting 4th Tuesday evening

July

No meetings, usually

August

Board Meeting, 2nd Tuesday evening

Board Meeting 4th Tuesday evening

September

Board Meeting, 2nd Tuesday evening

Last Friday of the Month, All Day Meeting

October

Board Meeting, 2nd Tuesday evening
Board meeting 4th Tuesday evening
November
Board Meeting, might be 2nd or 3rd Tuesday depending on Election Canvas
December
Board Meeting 2nd Tuesday evening

Hearings

Hearings may be held from time to time. Some hearings are required as part of the Truth in Taxation process and the Bonding process. State laws have been established and must be followed for hearings related to [Truth in Taxation](#) and Bonding. (Please see [Utah Code 59-2-919](#) for more information).

Other hearings may occur less formally as needed, as directed by the board.

Quorum

A “quorum” for a business meeting is defined as at least four (4) board members present.

Electronic Meetings

[Policy 1420](#) permits board meetings via electronic communication.

All Day Meeting

All Day Meetings are usually held 2 times per year, once in late September or early October, and in mid-March to mid-April. The meeting may or may not be in addition to the established 2 meetings per month.

The September meeting can focus on the annual audit report and state assessment scores. The Winter-Spring meeting usually comes after the end of the legislative session, and most often focuses on budget development based on the latest information regarding likely state allocations for the coming year.

All Day Meetings can best be described as extended study sessions. They are public meetings and could have a media presence. Agendas are developed well in advance and may consume the better part of a full day, usually a Friday. Business meetings and executive sessions can be added to the meeting as needed.

Public Comment in Board Meetings

[Policy 1430](#) governs the topic of public comment in board meetings.

USBA activities, events, and conferences

The Provo City School District Board of Education is a member of the Utah School Boards Association. USBA holds training and assorted events throughout the year. An annual conference

is also held in January at the Little America Hotel in SLC. This conference includes keynote speakers, business of the USBBA (including the election of officers), business of the UHSAA (including the election of board member regional representatives), and several breakout sessions.

Board members and senior administrators are best served by having conversations about how information gleaned from a conference might be viable in the district.

NSBA

The National School Boards Association holds an annual conference somewhere in the nation each Spring. The board may choose to attend, depending on the location and/or cost of attending.

UHSAA

Provo City School District is a member of the [Utah High Schools Activities Association](#). Generally speaking, the board and senior administration do not have much involvement with the UHSAA, with the high schools mainly being the direct points of contact with the association. There are times, however, when the board may need to contribute information on preferences to UHSAA that will supersede school-level contributions. For example, the UHSAA may request information from boards/superintendents regarding revised classifications or the adjustment of league memberships.

Items Requiring Board Approval or Votes

- Approval of policies
- Approval of purchases of \$50,000 and above
- Student travel in the continental U.S. greater than 425 miles away per [Policy 4006](#) and related procedures
- Resolutions regarding specific issues (i.e., Bonding, Truth in Taxation)
- Approval of employee group contracts
- Calendaring items
- All other board-level items brought forward by the superintendent

Items Requiring Superintendent Approval

- Approval of procedures
- Approval of purchases of \$10,000 to \$50,000
- Student travel in the continental U.S. less than 425 miles away per [Policy 4006](#) and related Procedures
- All other management and personnel items under the purview of the superintendent

Items Requiring Business Administrator Approval

- Grants, generally
- Items \$10,000-50,000
- Contracts

- MOUs

Graduation Ceremonies

Board members participate yearly in graduation ceremonies of Provo High School, Timpview High School, Independence High School, Provo Adult Education graduation, and Fall Graduation.

A designated board member will be assigned to speak. Speeches by board members should last no longer than 3-5 minutes. At the conclusion of the speech, the board member should accept the graduates on behalf of the Board of Education using the following language:

“Superintendent _____, and Principal _____, as a duly elected Board Member of Provo City School District, and by the authority vested in me by the Utah State Board of Education and the Utah State Legislature, I certify that the _____ High School, class of _____ have completed the requirements for graduation and should be awarded their high school diplomas. I now declare the Class of _____ is graduated and entitled to all of the honor and privileges their diplomas represent.”

Attorney Services

The district retains the services of three legal firms:

- Fabian VanCott, Joan Andrews, Attorney (general counsel, special education, personnel, contracts)
- Seiler, Anderson, Fife & Marshall, Derek Marshall, Attorney (general counsel, student issues, Title IX, local real estate issues, contracts)
- Gilmore & Bell, Randall Larson, Attorney (bond counsel).

Generally speaking, contact with attorneys goes through the superintendent and/or the business administrator. Payment for attorney services is handled by the superintendent, business administrator, or other respective department in the district that needs the specific attorney services. If the board is considering termination (or discipline) of the business administrator or superintendent, the board president is authorized to contact the attorney on behalf of the board.

Compensation and Benefits for Board Members

The following items, in bullet form, outline the main [Compensation and Benefits for Board Members](#) in Provo City School District

- A monthly salary of \$480.00 and an extra \$120.00 for board leadership
- Benefits (Health, Dental, Vision) for self and immediate family members
- Stipend (monthly) for cell phone/internet

District Financial Summary

Budget Process (very summarized)

- Establish assumptions and parameters for the upcoming fiscal year (October through January)
- Establish district-wide goals for the upcoming year (October through January) • Determine department goals (December through January)
- Meet with departments and develop budget detail (February through April) • board budget presentation (May)
- Budget approval and adoption (June)

The board must adopt a budget before June 22. The superintendent must present the board the budget no later than June 1. The budget must be available for public inspection at least ten days before adoption. Notice of a budget hearing must be posted at least seven days before the budget hearing and adoption of the budget. Truth in taxation requires several additional public notices. Budget development begins with board goals and is developed with the aid of the executive council and their respective departments.

Property taxes

School districts can assess six different property tax levies.

Levy	Maximum Rate
Basic	Set by Legislature
Board Local	.002500
Voted Local	.002000
Capital Local	.003000
Judgment	Sufficient to repay
Debt	Sufficient to repay

- **Basic** - set by the legislature, proceeds go to the state to help fund the weighted pupil unit
- **Board Local** - requires board approval (truth in taxation applies)
- **Voted local** - requires vocal voter approval, district is at maximum voter approved level
- **Capital local** - requires board approval (truth in taxation applies)
- **Judgment** - sufficient to pay for a successful property tax appeal requiring repayment

- **Debt** - sufficient to repay, requires local voter approval

Certified Tax Rate and Truth in Taxation

Each year a school district board of education decides the property taxes they will levy. If the combined total rate of the board local, voted, and capital levies for the new budget year exceeds the prior year, the board must go through the [truth in taxation](#) process (a public hearing and notification) before it can adopt the budget. This vote would typically take place in August but must take place before Sept 1st. See Truth In Taxation requirements [HERE](#).

RDAs (Redevelopment Act)

Redevelopment began in Utah in the mid-1960s with the Utah Community Development Act. Its original intent was to fund the revitalization of downtown areas of communities through Tax Increment Financing (TIF). Tax Increment Financing allows the tax dollars collected for a redevelopment project area that are in excess of a "base year" tax amount, to be paid to the redevelopment agency for purposes of "alteration, improvement, modernization, reconstruction, or rehabilitation...of existing structures in a project area" rather than the taxing entities. In other words, the district is not able to collect new taxes on the property improvements in an RDA area until the RDA expires. Originally an RDA area could be established without district approval. Several years ago the law was changed requiring district approval to establish an RDA area. [Policy 1940](#) provides guidelines for the board for RDA agreements.

Bonding Authority

The Board of Education has the authority to authorize the sale of bonds on the open market for purposes of funding capital improvements. Utah State Code [Titles 59](#) and [11](#) outline the legal process and requirements of bonding.

Other Information

The best source of financial overview information is the [Popular Annual Financial Report](#) located on our website. If you have trouble sleeping, the [Annual Comprehensive Financial Report](#) is also located on our website.

Technology Help

Technology Support for the Board

The Technology Department can be reached by calling our Help Desk at: 801-374-4878(GURU). Hours are 7:00 am - 4:00 pm Monday-Friday.

You can also create a service ticket by sending an email to: help@provo.edu Please provide as much detail as possible in the email including a description of the problem and your cell phone number.

Good Things to Remember

- There are at least two sides to every story.
- Board members' words carry great weight; choose them carefully.
- Listening to only those who yell loudest does not serve students.
- Respect boundaries.
- Legislators are human too.
- Always ask, "Will it improve student learning?"
- You are only one vote. The board does the work. Once the decision is made, it is the will of the board and you move forward together.
- Come prepared for your meetings.
- Have a sense of humor.
- Don't take yourself too seriously, but remember your work as a board is important to all the children in your district.
- As a new board member, don't hesitate to ask lots of questions, because knowledge is power.
- Take advantage of training opportunities (USBA, NSBA, your own local board) as often as you can.
- Enjoy attending as many of the fun things (programs, plays, musicals, athletic events, etc.) that you have time for---seeing the kids will always remind you of why you are serving on your board.
- Tell your superintendent, district staff, teachers, school administrators, and all employees, "thank you", as often as you can.
- Visit the capitol during the legislative session, especially Fridays, as often as you can!

Timpview Highschool

Construction Update: February 24th 2026



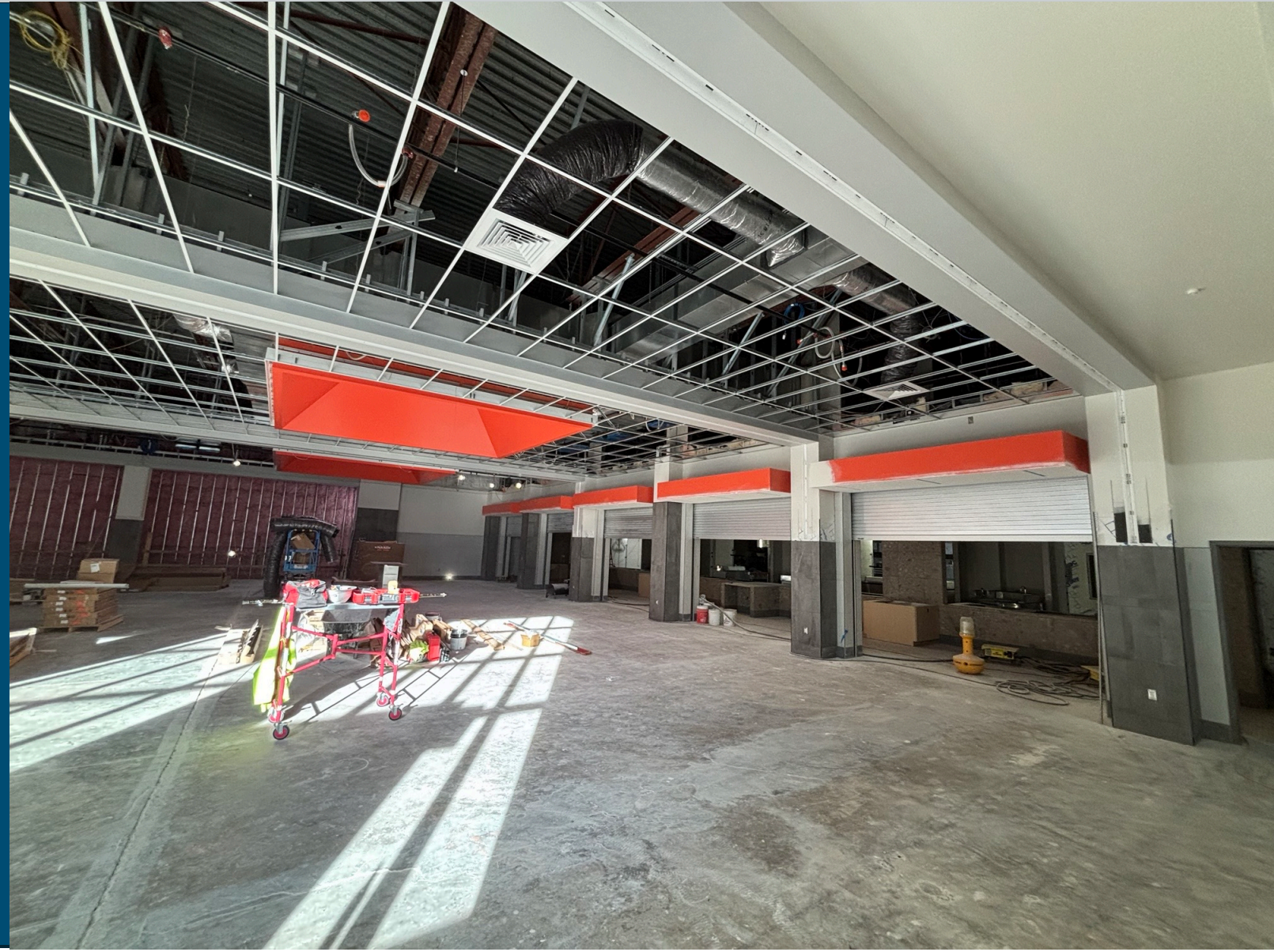
Overview

1. Cafeteria
2. Admin, Performing Arts, CTE

Cafeteria – Lunchroom Update



- Wall Tile is ongoing
- Ceiling Grid ongoing
- Lights are being installed
- Start Flooring in 2 Weeks



Cafeteria – Serving Line Update



- Serving Line Wall Tile Complete
- Ceiling Grid Installed
- Millwork has arrived onsite



Cafeteria – Kitchen Update



- Kitchen Equipment ongoing
- Kitchen Tile nearly Complete
- Ceiling Grid is nearly Complete
- Electrical & Plumbing ongoing



Cafeteria – Exterior Update



- Metal Siding being Installed
- GFRC Panels Installed





Overview

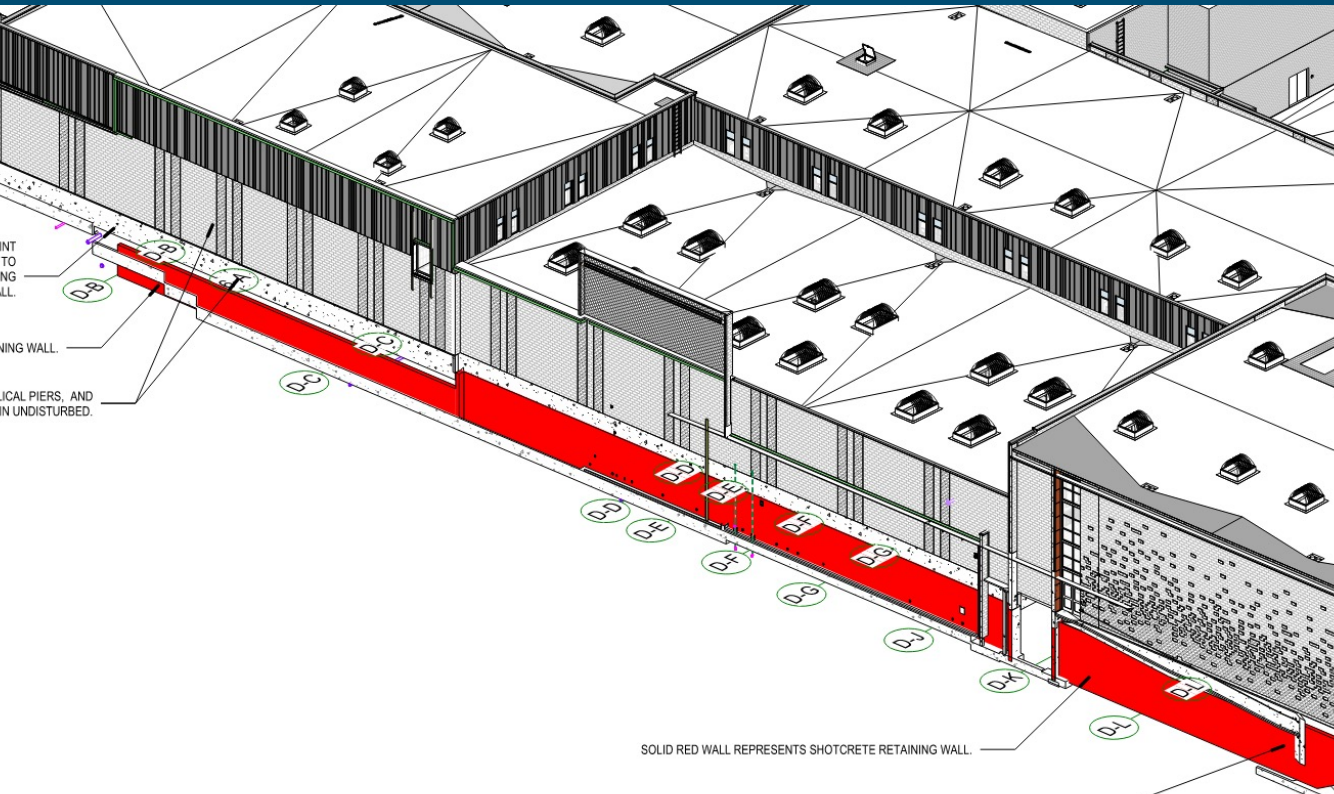
1. Cafeteria
2. Admin, Performing Arts, CTE

Performing Arts – Site Demolition



Shotcrete Wall

- Exposing Existing Utilities & Footing in preparation for helical piers and Shotcrete Wall



Performing Arts – Temporary Protection



- Installed a temporary wall in the commons to protect students from demolition of entry vestibule
- Demolition starts spring break



Questions?



Timpview Highschool

Construction Update: February 24th 2026

February 20,2026

RE: Report from PCSD Traffic Safety Committee

The PCSD Traffic Safety Committee met on Tuesday January 27th to review requests for infrastructure upgrades from School Community Councils as they update their Safe Routing Plans for pedestrian and bicycle traffic. Representatives from Provo City Engineering, Police Department- Crossing Guard Supervisor and others from our School District were in attendance to review these requests. A subsequent meeting/review with Sergeant Roy Edwards and Provo City Engineering staff was also held on Wednesday January 28th.

Note - Vern Keesler, Provo City Engineering, reported that he (or a member of his staff) has also met with many SCC groups during the year to review their individual requests. He is scheduled to meet with Provo Peaks later this month, and has offered to meet with all Elementary and Middle School Councils.

Centennial Middle School submitted several requests for upgrades in their boundary area. A response was given to Principal Edwards earlier this month to review with their SCC members. Vern Keesler reports that he had also met with their SCC earlier this year. Several changes will be made at various crossings in their area.

Additionally, a request was reviewed for a Courtesy Bus Route submitted by the Provo Peaks School Community Council to address concerns with traffic safety in two locations (various crossings along 300 South and two crossings at 900 East).

“Two Options that our SCC committee is asking that are considered to address these safe walking route Hazards:

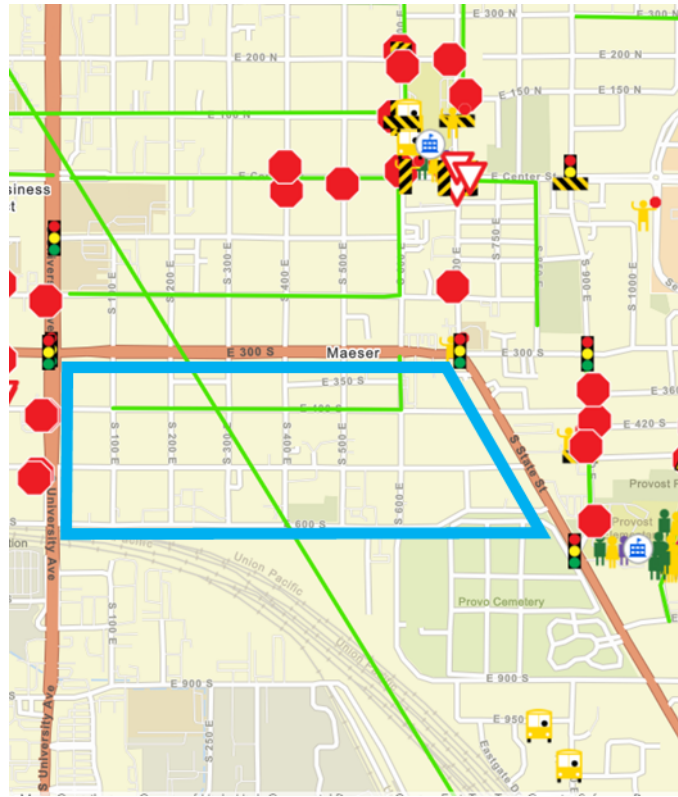
- 1. Bus route that includes pick up for students South of 3rd South, and East of 9th East.*
- 2. Crossing guards: One at 3rd South /State St . 7th East. The other at 9th East and Center Street”*

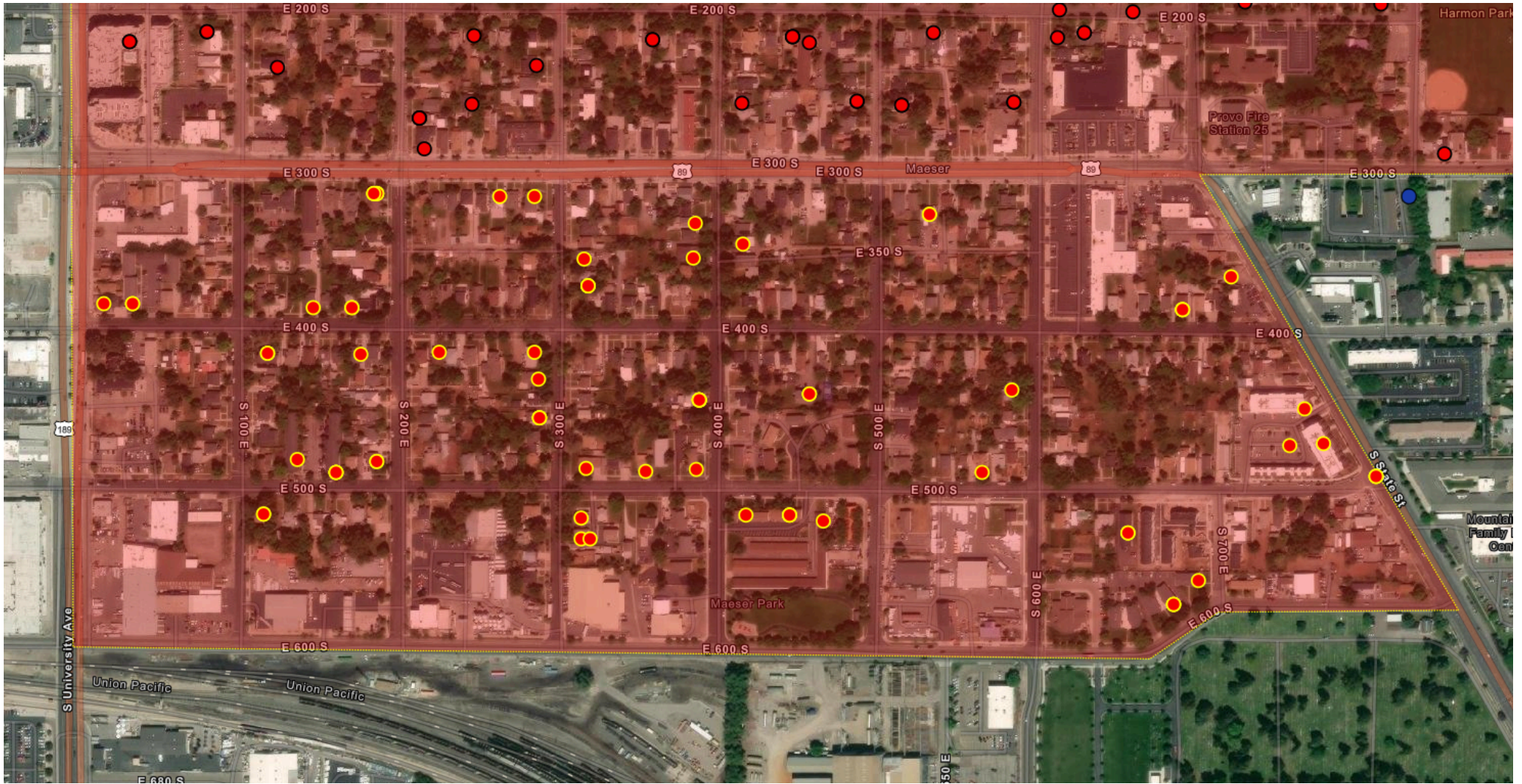
- Response from Provo City (Vern Keesler). The city reports that their intention is to work with UDOT to identify/mark a school crosswalk on 300 S. at 400 E (with a current stop light), and also make efforts to improve the crossing at 600 E. He will meet with the SCC at Provo Peaks to guide them to update their Safe Routes map to reflect this pathway away from the current crossing at 700 E.
- A Crossing Guard and a 4-way stop are already in place to assist students to cross 900 E. on their way to the school.
- Additional Crossing Guards are not warranted at this time due to low numbers of pedestrians at defined crosswalks. (less than 3 students per day on traffic study dates)

The PCSD Traffic Safety Committee does not recommend the approval of this courtesy route at this time.

Attachments for reference (2)

- 1) Current Safe Routes to School Map for Provo Peaks
- 2) Location of 75 students attending Provo Peaks (South of 300 S.)
- 3) Location of 34 students attending Provo Peaks (East of 900 E.)





Provo City School District Budget Discussion Updates

February 2026

As the Provo City School District Board of Education continues district budget discussions, we wanted to provide an update on recent decisions and clarify a few misconceptions that have circulated regarding why reductions are being considered.

The need to adjust our budget is **not** the result of mismanagement of funds. It is also **not** due to the Utah State Tax Commission refusing to certify a tax increase. The Utah State Tax Commission's denial of our rate increase has impacted the 2025–2026 budget. However, the current discussion pertains to the 2026–2027 budget and reflects our commitment to a thoughtful, balanced approach. We want to ensure that we are not increasing taxes without first demonstrating a clear willingness to evaluate our overall budget, streamline our processes where possible, and remain aligned with our strategic plan.

Several factors have contributed to the need for budget adjustments, including:

- Continued enrollment decline over multiple years
- Ongoing legislative mandates that increase operational requirements
- Rising insurance and employee benefit costs
- A strong desire to increase teacher salaries and remain competitive
- Our commitment to being responsible stewards of taxpayer dollars

These discussions reflect long-term financial planning and responsible governance. As a district, we are working to ensure stability while prioritizing students, employees, and the programs that support our mission to "Welcome, Educate, and Inspire."

Below is a short summary of key decisions and discussions from our recent Board Meeting. Immediately following the summary is a more detailed description of each item for those who would like more detail.

Summary of Key Decisions

During this meeting cycle, the Board approved several budget-related adjustments and continued discussion on others.

** FTE stands for full-time equivalent which means 1 full-time employee

Approved Adjustments

- **eSchool Restructuring**
The Board previously approved restructuring eSchool after reviewing enrollment trends, program costs, and sustainability.
- **Nursing Contract Restructure**
Beginning July 1, school nurses will transition from county employment to district employment.
- **Camp Big Springs**
The Board voted to discontinue Camp Big Springs beginning Summer 2026.
- **High School Student–Teacher Ratio**
The ratio will increase from 28:1 to 28.5:1, resulting in approximately one FTE reduction per high school.
- **Elementary Staffing Adjustments**
Small upper-grade cohorts will be consolidated, reducing approximately six FTE through attrition.
- **Equity Model Adjustment**
Three FTE will be reduced from the district’s equity allocation model, while maintaining flexibility to support schools with higher needs.
- **Extended Contract Days**
Instructional coach and secondary counselor extended days will be modestly reduced.
- **Hiring Freeze & Attrition**
Vacant district positions will continue to be evaluated carefully before refilling. There have already been four positions that have been absorbed and will not be refilled. This number could increase.
- **After School Programming**
We have two after school coordinators. One is retiring and will not be replaced. The second one will be repurposed and provide support in another position.

Programs Maintained (No Changes Will Be Made)

- **Elementary Band & Orchestra** (no changes will be made)
- **Kodály-Based Elementary Music Program** (no changes will be made)
- **Assistant Principal Positions** (no changes will be made)
- **AVID** (the program will continue but travel and professional development will be cut)

The Board received significant feedback expressing strong support for maintaining these programs.

Items Continued for Further Discussion

- **CAS (Gifted) Program**
No final decision was made. The discussion will continue at a future meeting.

- **Chromebook Adjustments**
Deferred pending state legislation and broader instructional review.
 - **Out-of-State Travel & Conference Reductions**
Still under consideration.
 - **Employee Salaries**
Further discussions will happen regarding employee salaries once the legislative session concludes and we understand what funding we have available.
 - **Insurance and Benefits**
The district still needs to determine what insurance we will be going with and what percentage of those costs will be passed on to employees.
-

Additional Context on Adjusted Programs

eSchool

Earlier in this budget cycle, the Board approved restructuring eSchool after reviewing enrollment trends, program costs, and sustainability. The goal was to preserve online learning options while ensuring fiscal responsibility. The restructuring is expected to result in approximately \$500,000 in annual savings.

Nursing Contract Restructure

Currently, school nurses are employed through Utah County. Transitioning nurses to district employment provides greater consistency in supervision, alignment with district protocols, and long-term planning for student health services.

The staffing model moving forward will continue to be evaluated to prioritize student health and safety and overall workloads of school nurses and health clerks. Board members emphasized that workloads will continue to be monitored to ensure student health and safety remain a top priority.

Camp Big Springs

Camp Big Springs was considered as part of a potential \$300,000 annual savings.

Board discussion included:

- Its 75-year history and tradition
- Social-emotional and outdoor learning benefits
- Participation rates
- Equity considerations
- A proposed shorter model
- Possible coordination with the City for alternative programming

After extensive discussion, the Board voted 5–2 to discontinue Camp Big Springs beginning Summer 2026. While this was a difficult decision, Board members expressed interest in exploring future outdoor learning opportunities. The district has had initial conversations with Provo City to explore partnering to provide summer learning opportunities for students.

High School Student–Teacher Ratio

The adjustment from a 28:1 to a 28.5:1 student–teacher ratio at the high school level results in approximately one FTE reduction per high school.

Secondary principals indicated that this change is manageable and can be absorbed without eliminating core programs. The shift reflects careful balancing of class sizes with overall fiscal responsibility. The Board also acknowledged that enrollment patterns and course offerings are reviewed annually to ensure students continue to have access to required and elective coursework.

Elementary Staffing Adjustments

Elementary staffing adjustments primarily affect very small upper-grade cohorts, particularly in non-dual language immersion (DLI) settings. In some instances, three small sections can be consolidated into two appropriately sized classes.

Currently in policy, at non-DLI elementary schools, we have two classes guaranteed per grade level at the elementary level. We will continue to monitor class sizes, and if the class size in 4th through 6th grades will be evaluated to ensure that class sizes are reasonable. This will potentially reduce elementary FTE by 6 through attrition, meaning teachers who are retiring or leaving the district may not be replaced in certain instances.

No programs are being eliminated; rather, staffing levels are being aligned more closely with current enrollment.

Equity Model Adjustment

The district's equity allocation model provides 19.5 additional FTE to support schools based on student need. The Board approved reducing 3 FTE within this model while maintaining flexibility to review individual school circumstances.

The Superintendent's Cabinet will continue to evaluate schools on a case-by-case basis to ensure that high-need schools retain appropriate support. The goal is to balance fiscal responsibility with equitable access to resources.

Extended Contract Days

Instructional coaches and secondary counselors currently receive extended contract days beyond the standard school year. These additional days support professional learning, planning, and student scheduling.

The approved reduction modestly decreases the number of extended days while preserving the core functions of these roles. The Board sought to reduce costs without compromising instructional support systems.

Hiring Freeze & Attrition

The district continues to operate under a hiring freeze for vacant positions. When positions open due to retirement or resignation, each vacancy is evaluated to determine whether it must be refilled.

This approach allows the district to reduce expenditures gradually through attrition rather than layoffs. In some cases, responsibilities may be redistributed or restructured to maintain efficiency.

After School Programming

After school programming adjustments primarily affect coordination positions rather than student access. One coordination position will be reduced through retirement, and remaining responsibilities will be restructured.

Many after school services are supported through partnerships, grants, or site-based funding decisions. Schools that choose to fund after school activities may continue to do so through discretionary resources or external partnerships. The intent is to streamline administrative costs while preserving opportunities for students wherever feasible.

Additional Context on Items Continued for Further Discussion

CAS (Gifted Program)

The CAS discussion was comprehensive and thoughtful. Topics included:

- Magnet site versus neighborhood-based enrichment
- Identification criteria and testing thresholds
- Equity considerations
- Transportation access
- Long-term K–12 alignment for advanced learners
- Potential pilot programming in fourth grade

Given the complexity and long-term implications, the Board chose to continue the discussion rather than make a rushed decision.

Chromebook Adjustments

Chromebook usage and purchasing were discussed as part of broader instructional and legislative considerations. Pending state legislation may limit take-home device requirements, which could shift how devices are stored and charged at school sites.

Any potential cost savings at the elementary level may be offset by necessary equipment at the secondary level (such as charging carts). For this reason, Chromebook adjustments were deferred until legislative outcomes are finalized and instructional implications are fully reviewed.

Out-of-State Travel & Conference Reductions

The Board discussed reducing out-of-state travel and conference expenditures. These opportunities provide valuable professional learning; however, in times of fiscal constraint, discretionary travel must be reviewed carefully.

The intent is not to eliminate professional development, but to prioritize essential travel and consider virtual or in-state alternatives where feasible. Additionally, much of the district's travel costs are actually used for supervision of student travel groups. This topic was also deferred until additional discussion can take place.

Employee Salaries

A central goal of this budget process is to create room for competitive salary increases for teachers and employees. The Board recognizes the importance of attracting and retaining high-quality educators and staff.

Discussions with employee associations are ongoing to determine responsible and sustainable compensation adjustments. Any budget reductions being considered are weighed carefully against the district's priority to support employees.

Insurance & Benefits

Rising insurance and benefit costs continue to place significant pressure on the district budget. Health insurance premiums and related benefit expenses have increased statewide, impacting operational costs.

The Board and district leadership are reviewing these costs carefully while working to preserve strong benefit offerings for employees. Balancing competitive compensation with rising benefit costs remains a key part of the overall financial strategy.

Looking Ahead

At upcoming meetings, the Board will:

- Review updated state funding information
- Discuss employee compensation priorities
- Continue the CAS discussion

- Finalize additional budget adjustments as needed

We remain committed to transparency, careful financial stewardship, and decisions that prioritize students and employees.

We appreciate the thoughtful feedback and engagement from our community. You may contact the Board of Education at boardofeducation@provo.edu, and you are always welcome to participate in public comment during our Business Meetings.

Thank you for your continued support of Provo City School District.

Budget Discussion 2026-2027
February 24, 2026

Summary of Budget Decisions: February 10, 2026

Description of Budget Item	Projected Budget Savings
Restructure of eSchool	\$500,000.00
Restructure of School Nursing Program	\$50,000.00
Cancellation of Camp Big Springs	\$300,000.00
Increase High School Student to Teacher Ratio (28:1 to 28.5:1)	\$220,000.00
Reduction in FTE Equity Model by 3 FTE	\$330,000.00
Hiring Freeze at the District Office (Reduction of 3 FTE)	\$350,000.00
Restructure After School Programming (Move to Boys and Girls Club & discretionary funding at school sites)	\$160,000.00
No travel for AVID professional learning	\$100,000.00
Reduction in extra days for counselors (High school counselors move from 20 to 15 extra days; middle school counselors move from 10 to 8 extra days)	\$45,000.00
Reduction in extra days for instructional coaches (20 extra days to 15 extra days)	\$53,000.00
FTE Savings Elementary (still determining total savings)	\$500,000.00
Total Savings so far	\$2,608,000.00

Other Discussion Items

Description of Budget Item	Projected Budget Savings
Restructure of High School Special Education FTE	\$110,000.00
Reduction in Discretionary School Budgets (\$330/student to \$300/student)	\$379,920.00
(\$330/student to \$280/student)	\$633,200.00
Vacation buyback for school- and district-based administrators	\$135,000.00
Potential Additional Savings	\$624,920.00 \$878,200.00

Why have athletics not been included in the budget discussions?

1. Students pay to participate at the high school level in athletics. Students typically pay a participation fee which covers the costs associated with paying for officials and running events. In addition, students pay for their uniforms, player packs, camps/clinics, and any travel associated with the team. The school fees for athletics can be found here: [High School Athletic Fees](#).
2. Athletic facilities do cost money to build, but they are built into the cost of a building. We are maximizing the use of these spaces with the amount of activities that we have available to students. Some costs that would not be included in these facility expenses would be items such as cheerleading mats, wrestling mats, football equipment, etc. A principal would use their discretionary budgets to support these programs with upkeep.
3. The cost of athletic coaches and assistant coaches by school for each athletic program can be found here: [High School Athletic Stipends](#). Some sports are more expensive in terms of personnel than others. The cost per student is also determined by the number of students that participate in any given sport. For a typical season, a coach puts in approximately 25 extra hours. With the average length of a season being 12-15 weeks, a coach puts forth 300-375 hours over the course of a season. This is a low estimate of the amount of time coaches invest in their specific sports/activities. The best case scenario would have a head coach earning \$25/hour and an assistant coach earning \$15/hour but most are far below that because of the number of actual hours they work to provide these opportunities for students. The stipends are the one area where we could potentially find cost savings. However, you could only do this by reducing the number of assistant coaches allowed per sport, thereby increasing the amount of time the other coaches spend to support student athletes and reducing their hourly rate of

compensation. At best, a restructuring of these assignments could result in a \$50,000 cost savings. However, we already have a difficult enough time finding the coaches that we need, particularly at the assistant level. Reducing this compensation would make this more challenging and would reduce the overall quality of the programs we provide to students.

School	FY26 Enrollment	FY26 0060	FY26 Trust Lands	FY26 TSSA	FY26 Total	FY27 Enrollment	\$300/student	Trust Lands FY27	TSSA FY27	Total FY27	Difference
Amelia Earhart	372	\$122,760.00	\$67,451.01	\$105,548.62	\$295,759.63	352	\$105,600.00	\$76,015.13	\$105,548.62	\$287,163.75	-\$8,595.88
Canyon Crest	488	\$161,040.00	\$81,337.80	\$127,562.97	\$369,940.77	480	\$144,000.00	\$99,718.78	\$127,562.97	\$371,281.75	\$1,340.98
Centennial Middle	1010	\$333,300.00	\$196,103.77	\$291,354.52	\$820,758.29	1062	\$318,600.00	\$206,385.17	\$291,354.52	\$816,339.69	-\$4,418.60
Edgemont	589	\$194,370.00	\$112,355.14	\$169,419.32	\$476,144.46	574	\$172,200.00	\$120,357.29	\$169,419.32	\$461,976.61	-\$14,167.85
Franklin	316	\$104,280.00	\$66,600.87	\$90,709.25	\$261,590.12	303	\$90,900.00	\$64,571.99	\$90,709.25	\$246,181.24	-\$15,408.88
Independence High	288	\$95,040.00	\$51,235.22	\$77,082.06	\$223,357.28	247	\$74,100.00	\$58,850.43	\$77,082.06	\$210,032.49	-\$13,324.79
Lakeview	666	\$219,780.00	\$116,220.82	\$174,092.33	\$510,093.15	642	\$192,600.00	\$136,091.61	\$174,092.33	\$502,783.94	-\$7,309.21
Provo High	1928	\$636,240.00	\$373,336.01	\$549,382.28	\$1,558,958.29	1923	\$576,900.00	\$393,970.91	\$549,382.28	\$1,520,253.19	-\$38,705.10
Provo Peaks	527	\$173,910.00	\$99,422.56	\$150,826.89	\$424,159.45	522	\$156,600.00	\$107,688.11	\$150,826.89	\$415,115.00	-\$9,044.45
Provost	452	\$149,160.00	\$89,767.37	\$130,918.58	\$369,845.95	434	\$130,200.00	\$92,362.47	\$130,918.58	\$353,481.05	-\$16,364.90
Rock Canyon	478	\$157,740.00	\$83,544.49	\$135,759.97	\$377,044.46	457	\$137,100.00	\$97,675.36	\$135,759.97	\$370,535.33	-\$6,509.13
Shoreline Middle	927	\$305,910.00	\$162,786.57	\$264,435.36	\$733,131.93	912	\$273,600.00	\$189,424.81	\$264,435.36	\$727,460.17	-\$5,671.76
Spring Creek	392	\$129,360.00	\$69,933.74	\$112,301.61	\$311,595.35	360	\$108,000.00	\$80,101.97	\$112,301.61	\$300,403.58	-\$11,191.77
Sunset View	589	\$194,370.00	\$99,114.72	\$168,214.32	\$461,699.04	602	\$180,600.00	\$120,357.29	\$168,214.32	\$469,171.61	\$7,472.57
Timpanogos	616	\$203,280.00	\$115,670.44	\$161,984.11	\$480,934.55	604	\$181,200.00	\$125,874.52	\$161,984.11	\$469,058.63	-\$11,875.92
Timpview High	2246	\$741,180.00	\$421,279.46	\$587,103.33	\$1,749,562.79	2165	\$649,500.00	\$458,951.58	\$587,103.33	\$1,695,554.91	-\$54,007.88
Wasatch	512	\$168,960.00	\$89,555.43	\$133,836.56	\$392,351.99	510	\$153,000.00	\$104,622.98	\$133,836.56	\$391,459.54	-\$892.45
Westridge	544	\$179,520.00	\$110,924.50	\$157,448.34	\$447,892.84	515	\$154,500.00	\$111,161.92	\$157,448.34	\$423,110.26	-\$24,782.58
Total Enrollment	12940			\$3,587,980.42	\$3,587,980.42	12664	\$3,799,200.00			\$3,799,200.00	\$211,219.58
							\$379,920.00			\$379,920.00	\$379,920.00

Provo High School	Participation Numbers	Coaching Allocations		Coaching Cost	Cost/Student
	2025-26	Head	Assistants		
Fall Activities					
Athletic Trainer	n/a	1	0	\$2,264.00	
Football	102	1	15	\$40,648.00	\$395.00
Boys Golf	20	1	1	\$4,025.00	\$201.00
Girls Volleyball	40	1	3	\$12,327.00	\$308.00
Cheer	33	1	2	\$10,063.00	\$305.00
Cross Country	24 Boys / 23 Girls	1	2	\$8,177.00	\$173.98
Girls Tennis	37	1	2	\$7,095.00	\$191.76
Girls Soccer	23	1	4	\$14,591.00	\$634.39
Marching Band	45	1	9	\$25,911.00	\$575.80
Fall Play	57	1	1	\$6,919.00	\$121.39
Total	404			\$132,020.00	\$326.78
Winter Activities					
Athletic Trainer	n/a	1	0	\$2,264.00	
Swim	10 Boys / 8 Girls	1	2	\$9,183.00	\$510.17
Girls Basketball	17	1	5	\$16,855.00	\$991.47
Boys Basketball	34	1	5	\$16,855.00	\$495.74
Boys Wrestling	14	1	2	\$10,063.00	\$718.79
Girls Wrestling	9	1	2	\$10,063.00	\$1,118.11
Cheer	33	1	2	\$10,063.00	\$304.93
Spring Activities					
Athletic Trainer	n/a	1	0	\$2,264.00	
Boys Tennis	35	1	2	\$7,095.00	\$202.71
Track & Field	35 Boys / 28 Girls	1	3	\$12,327.00	\$195.67
Boys Volleyball	29	1	3	\$12,327.00	\$425.06
Softball	27	1	4	\$14,591.00	\$540.40
Baseball	39	1	4	\$14,591.00	\$374.13
Boys Lacrosse	34	1	3	\$12,327.00	\$362.56

Timpview High School	Participation Numbers	Coaching Allocations		Coaching Cost	Cost/Student
	2025-26	Head	Assistants		
Fall Activities					
Athletic Trainer	n/a	1	0	\$2,264.00	
Football	103	1	15	\$40,648.00	\$395.00
Boys Golf	13	1	1	\$4,025.00	\$310.00
Girls Volleyball	35	1	3	\$12,327.00	\$352.00
Cheer	37	1	2	\$10,063.00	\$272.00
Cross Country	51 Boys / 53 Girls	1	2	\$8,177.00	\$78.63
Girls Tennis	26	1	2	\$7,095.00	\$272.88
Girls Soccer	58	1	4	\$14,591.00	\$251.57
Marching Band	46	1	9	\$25,911.00	\$563.28
Fall Play	104	1	1	\$6,919.00	\$66.53
Total	422			\$132,020.00	\$312.84
Winter Activities					
Athletic Trainer	n/a	1	0	\$2,264.00	
Swim	30 Boys / 28 Girls	1	2	\$9,183.00	\$158.32
Girls Basketball	22	1	5	\$16,855.00	\$766.14
Boys Basketball	36	1	5	\$16,855.00	\$468.19
Boys Wrestling	27	1	2	\$10,063.00	\$372.70
Girls Wrestling	7	1	2	\$10,063.00	\$1,437.57
Cheer	37	1	2	\$10,063.00	\$271.97
Spring Activities					
Athletic Trainer	n/a	1	0	\$2,264.00	
Boys Tennis	27	1	2	\$7,095.00	\$262.78
Track & Field	86 Boys / 64 Girls	1	3	\$12,327.00	\$82.18
Boys Volleyball	27	1	3	\$12,327.00	\$456.56
Softball	20	1	4	\$14,591.00	\$729.55
Baseball	28	1	4	\$14,591.00	\$521.18
Boys Lacrosse	48	1	3	\$12,327.00	\$256.81

Provo City School District CAS Executive Summary

Gifted and Talented Education in Provo City School District has had quite a history and began as an exclusively gifted track serving elementary students from fourth through sixth grades. Eventually, a pathway was added for middle school with the International Baccalaureate Program bookending this experience at Provo High School. Over time, as the program moved locations and operated under a site-based decision-making model, inconsistencies emerged in implementation, expectations, and support. In recent years, stakeholder concerns have intensified. Many perceive CAS as primarily an accelerated math track rather than a comprehensive gifted program, with heavy emphasis on early math advancement that may not yield long-term academic advantage. Additionally, enrollment pressures have lowered qualification thresholds, raising questions about whether the program continues to meet the definition of gifted education. Data from the current cohort indicates that a significant number of participating students fall below traditional gifted identification benchmarks, prompting concerns about program integrity and impact on neighborhood schools.

In response, the district is proposing a comprehensive reboot of gifted and talented services beginning in the Fall of 2026. The new model would establish a magnet program at Westridge Elementary, starting with one fourth-grade cohort and expanding to grades four through six over three years. The magnet program is contingent upon a large enough number of students both qualifying for and accepting the invitation into this program. This redesigned program would focus on true gifted instruction, emphasizing depth, complexity, critical thinking, and social-emotional support rather than simple acceleration or increased workload. Students would be identified primarily through the CogAT to measure cognitive potential, and strict qualification thresholds would be maintained. The program would include specialized teacher endorsements, weekly collaboration with district gifted specialists, rigorous growth monitoring, and clear accountability measures. Concurrently, the district would develop enhanced enrichment opportunities within neighborhood schools, ensuring broader access to advanced learning experiences while preserving the integrity of a research-based gifted magnet program.

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History and Current State of CAS

Brief History of CAS:

GT Program History in PCSD		
Date	Program	Description
1980s - 2010	School-based	<ul style="list-style-type: none"> ○ Pre-algebra offered in 6th grade in most elementary schools.
2010		<ul style="list-style-type: none"> ○ State required a level 2 math endorsement for pre-algebra teachers. <ul style="list-style-type: none"> ● Pre-algebra no longer offered in elementary schools.
2008-2013	Grandview Magnet Site	<ul style="list-style-type: none"> ○ Served 4th - 6th grade as a satellite school to Westridge ○ No on-site administrator
2014	Provo Peaks CAS	<ul style="list-style-type: none"> ○ Decision made to move the gifted program to Provo Peaks ○ Program consistently filled with a waiting list ○ Concerns about east/west student imbalance
2018	Sunset View CAS	<ul style="list-style-type: none"> ○ CAS site established at SSV Elementary ○ Expanded access to gifted services ○ Address issues of east/west inequity
Current	CAS	<ul style="list-style-type: none"> ○ Magnet program for 4th - 6th grade at SSV and PP

For a time, students in CAS were then placed at the PUPS program with the opportunity to continue into the International Baccalaureate (IB) Program program at Provo High School. It is important to note that the IB Program was open at that point to any student seeking the challenge, as this is a major requirement for any IB program. However, the intention of CAS and PUPS was to create a gifted track from fourth through eighth grade.

When CAS moved away from the Grandview site to Provo Peaks and eventually to a second site at Sunset View, it was at a time in Provo City School District where decisions were site-based. Teaching and Learning was expressly told not to enter schools without the Assistant Superintendent over Elementary Education's permission and that the teachers and principals alone would be responsible for the professional learning and development of these cohorts. This directive created significant variations between the two different sites. This is not an attempt to point blame at anyone— this is an attempt to understand that there was a different philosophy in the district at this time, and as we have examined our data as a district, we have discovered that this has not had the greatest benefit for our students.

Feedback expressed about the current program:

Since 2023, various stakeholders (parents, principals, community members, district leaders) have reached out expressing concerns about the current program. The most common concerns have been identified below:

- 1) CAS is merely an accelerated math program.
 - a) Currently, students finish 7th grade math standards and take the 7th grade Math RISE test at the end of their 6th grade year. This creates a challenge in that not only should the 6th grade CAS teacher have a gifted/talented endorsement, they also must have a Level II Math Endorsement.
 - b) This creates further challenges at the middle school because this accelerated math track continues in 7th grade, with students taking a compacted 8th grade math and Secondary Math 1 course in 7th grade. They finish 7th grade by taking the 8th grade Math RISE exam.
 - c) For those students who are ready to accelerate further, they are then taking Secondary Math 2 as an 8th grader, which propels the student to finish A.P. Calculus their sophomore year, which does not provide significant advantages to a student.

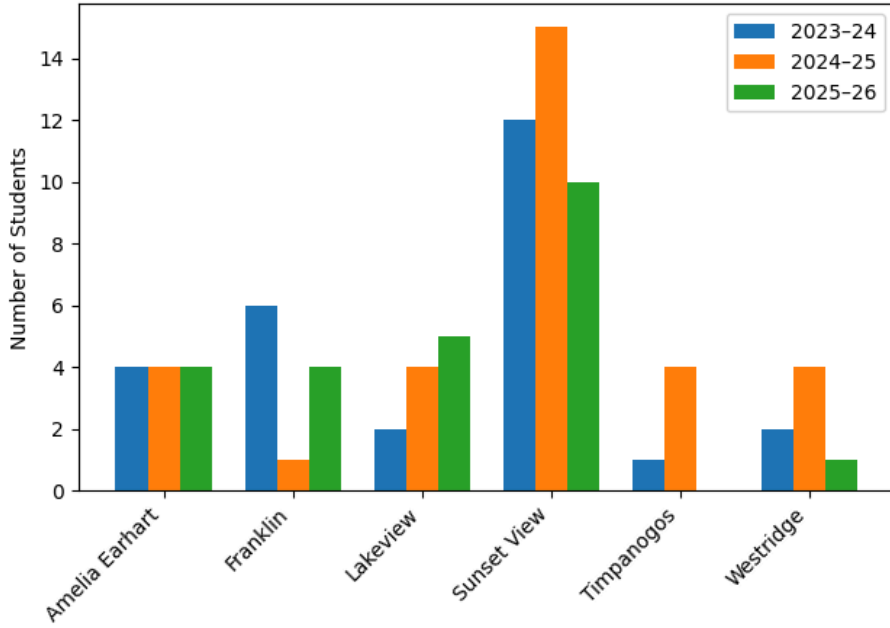
- 2) CAS students are mixed with other students in science and in specialties (i.e. PE, music, art). Principals at both Sunset View and Provo Peaks, concerned with the elitism that emerged with CAS students, created master schedules to allow CAS students to mingle with their general education peers to create a more unified school at the 4th, 5th, and 6th grade levels.

- 3) The accelerated math content provides rigor for students, although it does not guarantee that standards are explored at a deeper, more critical level. While reading and writing are emphasized, the texts are at higher lexile levels meeting the needs of the students, but there is little consistency in how to ensure that the rigor meets the needs of a gifted/talented cohort. Parents have expressed that they feel the rigor is not challenging enough in other subject areas beyond math.

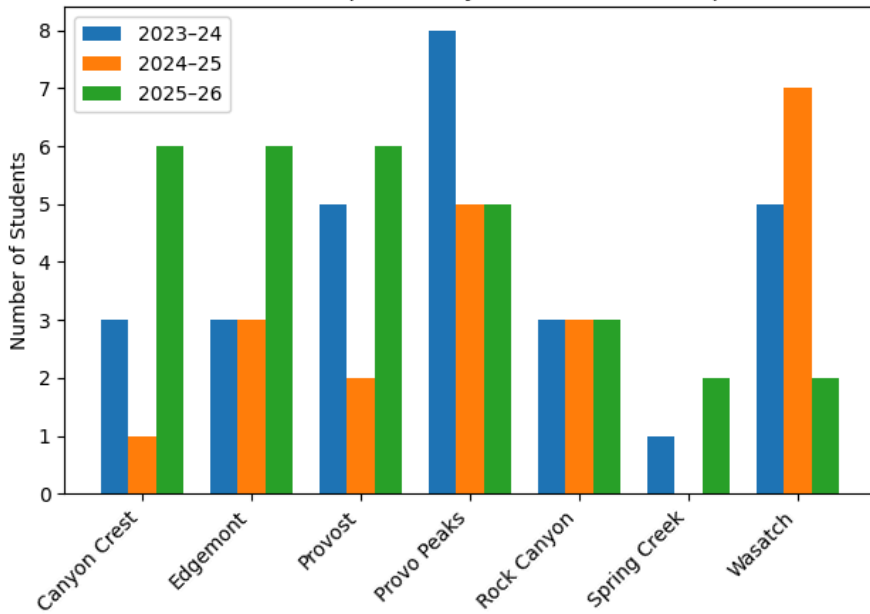
Current Enrollment Trends

- 1) Elementary schools across Provo feel that between CAS and DLI, they lose many of their most talented students who can help set a high standard for student achievement across grade levels and throughout the school. This affects some schools more than others and in some years has a greater impact than it does in others. The enrollment graphs reflect the number of students from each elementary school that accepted enrollment into the CAS program. Please see enrollment trends below:

Westside CAS Acceptances by School (3-Year Comparison)



Eastside CAS Acceptances by School (3-Year Comparison)



- 2) To create enough students to fill two cohorts (one at Provo Peaks and one at Sunset View), we have had to lower the threshold for the acceptance of students. By definition, gifted/talented students should be testing two standard deviations above the norm. The following data is based on the assessments utilized to create this year's (2025-2026) 4th grade CAS class and displays all students (CAS and non-CAS)
- a) Current 4th grade CAS (both locations)
 - i) Students at least 2 standard deviations above the norm:
 - (1) CAS: 2 students
 - (2) Non-CAS: 2 students
 - b) Additional data:
 - i) 95th - 97th percentile
 - (1) CAS: 4
 - (2) Non-CAS: 7
 - ii) 90th - 94th percentile
 - (1) CAS: 17
 - (2) Non-CAS: 30
 - iii) Students in CAS below 90th percentile: 33

Admissions

Students entering 4th grade

	Lowest Accepted Score	CAS Enrolled	Attrition	Declined	Declined - DLI	Acceptance Rate	% Opting DLI
2020	70*	61		42	11	59%	26%
2021	68	52	1.0%	89	30	37%	34%
2022	62	57	0.6%	91	36	39%	40%
2023	81	44	1.4%	100	27	31%	27%
2024	72	54	1.9%	128	35	30%	27%

It is important to note that the scores have been below this 95th percentile level and even well-below the 90th percentile level for acceptance. The question that has been posed to district leaders is: Does this really then qualify as a gifted program?

- 3) Even with these challenges, it's important to remember that there are many who have had a great experience with CAS. It has created a sense of community for students and a place where they could be challenged in math that would not necessarily have happened in their neighborhood school. Students have expressed a love of their teachers and the opportunities that have been provided to them.

- 4) While not knowing the entire make-up of each cohort and students' academic abilities, parents have expressed concerns about the rigor in CAS declining over time. Some parents had older children in CAS and report different experiences in the earlier years of the program. Data from our CAS survey suggest that parents feel the rigor used to be much more focused on problem-solving and critical thinking rather than more work or accelerated learning. Many parents acknowledge that the teachers are doing their best, but these teachers are trying to meet the needs of students who have a wide range of abilities, which is similar to what they would find in their neighborhood school.

CAS Proposal: 2026-2030 and Beyond

Rationale for a Change to CAS:

Enough concerns have been expressed that we can no longer put in place short-term solutions or quick fixes to address these issues. Provo City School District needs a reboot. It is important to acknowledge that many individuals, from teachers, principals, and district specialists, have worked tirelessly to make CAS work for our students. However, the program needs to be restructured if it is going to have the results that we desire. It is important to note that this program is not just an accelerated program or an enrichment program. It is a program that provides the learning environment needed for gifted students to be appropriately challenged, and this type of instruction will require highly skilled and trained teachers in gifted and talented education as well as supports from the district. It cannot be a program that simply “moves faster” or requires “more work.”

Mission Statement for CAS:

The Elementary Gifted and Talented Program will provide appropriately challenging, differentiated instruction and social-emotional support to ensure advanced learners demonstrate continuous academic growth, develop critical and creative thinking skills, and cultivate leadership and resilience. **This mission statement could be refined by the teachers and principal in collaboration with the district as ownership of the program is shared across the school site, classrooms, and district.

Goals for CAS:

- 1) Provide an opportunity for students in the upper percentiles to be challenged daily.
- 2) Ensure gifted learners experience sustained academic growth by exploring standards at a much more complex and advanced level.
- 3) Provide opportunities for gifted learners to develop advanced reasoning, creativity and independent thinking skills.
- 4) Support the unique social-emotional needs of our gifted learners by offering peer grouping with their intellectual peers.

Specific Proposal:

1. Provo City School District's proposal for meeting the needs of its gifted and talented students is to provide a magnet site for these students at Westridge Elementary School. This magnet site would begin with a fourth grade cohort for the 2026-2027 school year, a 4th and 5th grade cohort for 2027-2028, and a 4th-6th cohort for the 2028-2029 school year.
2. Enrichment opportunities will then be developed by the district's gifted and talented team for the 2027-2028 school year in fourth grade classes in elementary schools throughout the district.

Why a magnet site?

1. Enrichment is vastly different from true gifted/talented instruction.
2. To ask teachers to differentiate within a typical fourth grade classroom is challenging. It is already a big lift for teachers to meet the needs of their students who are below grade level, their multilingual students, and students with disabilities in addition to gifted/talented students.
3. Our district gifted/talented team of specialists will have an easier time supporting one teacher at one location. If they have to support 13 elementary schools, all with varying needs, this will require a lift that would need more specialists at the district level. At this time, we are trying not to increase the number of personnel at the district office. The goal is to develop gifted instruction for each cohort at Westridge with the intention of pushing out enrichment to these same grade levels across schools districtwide the following year. This lift is more reasonable for the district team to manage, especially if we can identify teacher leaders with gifted/talented endorsements at various school sites.

Why Westridge Elementary School?

1. A reboot requires a new location
 - a. District leaders are concerned with running the current model alongside a new cohort of students with different expectations.
 - b. Ensures that the new program will not take on characteristics of the current program simply because of convenience or proximity to the current cohorts.
2. Principal leadership
 - a. Principal Hawkins has already developed positive relationships with district departments to ensure that her students and teachers are well-supported. She advocates for her teachers while also supporting the district's strategic plan.
 - b. Principal Hawkins understands the importance of implementing district resources. Her teachers use district-adopted curriculum and resources, and her expectations surrounding PLCs match those that will be necessary for this program to succeed.
3. Culture of data-use and a culture of collaboration

- a. Westridge Elementary has a collaborative environment within the school, and district resources are used to support teachers with great effectiveness. This collaborative environment will ensure that the fourth grade gifted/talented cohort is integrated well into the school while meeting the needs of the gifted and talented students.
- b. Westridge Elementary teachers and administrators have built a culture of using data to inform instruction and decision-making. The success of this restructure of CAS depends upon a willingness to use and analyze data to make adjustments to the opportunities and instruction provided to students.

Characteristics of the Program:

1. The Gifted and Talented Program will start with one fourth grade class at Westridge Elementary in the Fall of 2026.
2. The position for this teacher will be posted and hired specifically for this assignment. The teacher will need to have a gifted/talented endorsement or agree to obtain it by the end of the 2026-2027 school year, and will demonstrate their willingness to implement curricular standards at the level required for gifted students in all core subject areas.
3. Students will be bused from neighborhood sites to Westridge Elementary for the program.
4. Assessments and activities will push students into depths of knowledge (DOK) Level 4. This is not a program that just does more; it purposely goes deeper to build critical thinking skills through project-based learning and complex problem-solving.
5. The fourth grade teacher will work closely with the Teaching and Learning team to create math, reading, social studies, and science standards for a gifted student.
6. Beginning in the 2027-2028 school year, this cohort will move into the 5th grade so that a 4th and 5th grade class will be part of the program. In the 2028-2029 school year, a 6th grade cohort will then be part of the program.
7. As the district elementary team supports the fourth grade teacher through the school year, they will also develop resources and curriculum notebooks to support fourth grade teachers throughout the school district to increase enrichment opportunities at neighborhood schools. It is to be noted that enrichment opportunities are different from gifted/talented education. Enrichment opportunities are provided for students who are high performers and are academically motivated but not necessarily testing in the top tier of all students in their grade level across the district.

Assurances:

1. A district-guided program that is evidence-based and developed by specialists who have experience in and endorsements in gifted/talented programs will be created and supported.
2. Continual, weekly support for the fourth grade teacher to collaborate with the district gifted/talented team to identify resources, plan for student growth, etc.

3. NWEA Math, Reading, and Science will be administered to track student growth. Students must be higher than the 70th percentile in growth on each of these assessments to reassure parents and board members that this program is providing the growth and challenges that our gifted students need.
4. Only students who meet the cut score will be invited into the gifted/talented program. If there are not enough students for this initial cohort, the program will not run.
5. Professional development and support will be provided for the teacher, district team and principal to ensure that the unique needs of our gifted students are adequately met.
6. Appropriate training will be provided to those administering the CogAT screener to third graders.
7. The vision for this program will be shared with principals and teachers, and expectations will be set so that faculty members at neighborhood schools will not discourage students from participating in the gifted program if they qualify.
8. District leaders will host information nights for parents to explain the process and what they can expect from this restructured system.
9. One of the complaints parents have had is that there are few opportunities for students to really challenge themselves when they get to middle school. The district will propose a plan to provide advanced opportunities for students in middle school and will lay out this proposal at a later board meeting.

Process for Placement and Invitations:

1. The CogAT screener will be administered to all current third grade students. The CogAT will be the district's measure because it tests a student's potential cognitive ability as it measures a student's learned reasoning and problem-solving abilities in three areas: Verbal, Quantitative, and Nonverbal (spatial). We know that students who are high performing on RISE and NWEA will likely also do well on the CogAT. The CogAT creates greater equity as we ensure that more students are identified as gifted and talented. When we simply use RISE and NWEA, we are examining how well teachers have taught standards, and these assessments do not measure the academic *potential* of students. RISE and NWEA are teacher dependent.
2. Students who score 1.5 points above the standard deviation will be invited and encouraged to participate in the program.
3. Once invitations have been accepted, we will determine if we have enough students for the cohort and how to coordinate busing for these students.

Timeline

Date	Action Item	Person/Department Responsible
2/24/2026	Board of Education provides notice of gifted/talented location change and changes to program	Board of Education
2/25/2026	Public Notice of Program Change Hearing	Caleb Price
2/25/2026	Teaching and Learning Team begins to create research-based curriculum notebooks and guide for 4th grade gifted/talented classroom in all core subjects	Judy Rose
2/25/2026	Position posted for 4th grade gifted/talented teacher	Jason Cox
2/26-3/12/2026	Parent Information Nights about gifted/talented	Wendy Dau Judy Rose Jarod Sites
3/12/2026	Position hired for 4th grade gifted/talented teacher	Jason Cox & Jarod Sites
3/18/2026	CogAT screener administered to all third graders	Jarod Sites Judy Rose
3/27/2026	Public hearing held at all day board meeting for gifted/talented relocation	Board of Education
4/3/2026	Invitations sent to parents/students who have qualified for new gifted/talented 4th grade cohort	Jarod Sites Judy Rose Becky Robinson
4/24/2026	4th grade cohort solidified	Judy Rose Jarod Sites
May 2026	Potential busing options explored	Devyn Dayley Troy Lindloff
June 2026	Professional development for teacher and Teaching and Learning team	Judy Rose
August 2026	Back to School Night & Parent Preview	Teacher
Monthly 2026-2027	Support for teacher as they work with Teaching and Learning Team	Judy Rose Teacher
December 2026	CogAT administered to current third graders to begin a new cohort of students	Judy Rose Jarod Sites Principals

Date	Action Item	Person/Department Responsible
January 2027	Identification of schools and 4th grade teachers for enrichment support for the 2027-2028 school year; provide opportunities for teachers in neighborhood schools to receive gifted/talented endorsement	Judy Rose Jarod Sites Elementary Principals
January 2027	Invitations sent to current third grade students who qualified for gifted/talented program	Judy Rose Jarod Sites
February 2027	Identification of teacher leaders across schools who will support further enrichment and gifted/talented opportunities within neighborhood schools	Judy Rose Jarod Sites Elementary Principals
February 2027	Parents of invited students finalize decision about gifted/talented program attendance	Judy Rose Jarod Sites Elementary Principal
February 2027	Posting and hiring of 5th grade gifted/talented teacher	Jarod Sites Elementary Principal
March 2027-June 2027	Professional development and continued support for new 5th grade teacher and current 4th grade teacher	Judy Rose
May 2027	Busing options presented to parents	Devyn Dayley Troy Lindloff
June 2027	Professional development for 4th and 5th grade teachers and Teaching and Learning team	Judy Rose
August 2027	Back to School Night & Parent Preview	Teachers
Monthly 2027-2028	Support for teacher as they work with Teaching and Learning Team	Judy Rose Teachers
December 2027	CogAT administered to current third graders to begin a new cohort of students	Judy Rose Jarod Sites Principals
January 2028	Expand enrichment at neighborhood schools to 5th grade for the 2028-2029 school year; provide opportunities for teachers in neighborhood schools to receive gifted/talented endorsement	Judy Rose Jarod Sites Elementary Principals
January 2028	Invitations sent to current third grade students who qualified for gifted/talented program	Judy Rose Jarod Sites

Date	Action Item	Person/Department Responsible
February 2028	Parents of invited students finalize decision about gifted/talented program attendance	Judy Rose Jarod Sites Elementary Principal
February 2028	Posting and hiring of 6th grade gifted/talented teacher	Jarod Sites Elementary Principal
March 2028-June 2028	Professional development and continued support for new 6th grade teacher and current 4th and 5th grade teachers	Judy Rose
May 2028	Busing options presented to parents	Devyn Dayley Troy Lindloff
June 2028	Professional development for 4th, 5th, and 6th grade teachers and Teaching and Learning team	Judy Rose
August 2028	Back to School Night & Parent Preview	Teachers
Monthly 2028-2029	Support for teacher as they work with Teaching and Learning Team	Judy Rose Teachers
December 2028	CogAT administered to current third graders to begin a new cohort of students	Judy Rose Jarod Sites Principals
January 2029	Expand enrichment at neighborhood schools to 6th grade for the 2029-2030 school year; provide opportunities for teachers in neighborhood schools to receive gifted/talented endorsement	Judy Rose Jarod Sites Elementary Principals

Immediate Next Steps/ Before Spring Break:

1. Board of Education provides notice of gifted/talented location change and changes to program
2. Public Notice of Program Change Hearing
3. Teaching and Learning Team begins to create curriculum notebooks and guides for 4th grade gifted/talented classroom in all core subjects
4. Secure CogAT licenses and begin training for administration of the CogAT
5. Communication to all elementary principals, elementary third grade teachers, current CAS teachers.
6. Communication about gifted/talented program changes to all parents of third grade students.
7. Posting of position and list of expectations for 4th grade gifted/talented teacher
8. Board decision regarding location of gifted/talented magnet program.
9. Send out invitations to potential students.
10. Determine if there is a high enough acceptance level to create a cohort.

Potential Questions and Answers:

1. For a rebranding, what would be some possible new names for the program?
 - a. Provo Pinnacle
 - b. Provo Scholars Academy
 - c. Provo Elevate
 - d. Provo Inspire Academy

2. What happens if enough students do not accept the invitation to be in the program?
 - a. District leadership will take this information to the Board of Education, and the magnet site could be placed on hold.
 - b. At the public hearing, the Board of Education will need to determine how many students are necessary to run a new magnet site for the 4th grade. District leadership's recommendation is that at least 25 students must accept their invitation into the program.

3. District leaders and principals are concerned that a gifted/talented magnet program will create a de facto tracking system for all students. How do we overcome this barrier?
 - a. While we are creating a gifted/talented magnet for our students in the 95th percentile and higher, our goal is to increase the rigor and enrichment opportunities for all students in every school.
 - b. Traditional tracking happens when we place *all* students into a track (i.e. gifted, high achieving, on grade level, below grade level, students with disabilities) and students are tracked in all subject areas with little opportunity for movement in or out of a particular track. Creating a magnet site for potentially 90 elementary students across the district (4th-6th) does not perpetuate this level of tracking.

4. Why are we not accelerating math like we do in the current CAS model?
 - **Gifted identification does not equal readiness for acceleration.** It is important to recognize that a student's mathematical strength varies by topic and domain. Not all gifted students are uniformly ready for mathematical acceleration, therefore, instruction should be based on demonstrated mathematical mastery and ensure no critical concepts are rushed or skipped. (NCTM)
 - **State guidance supports thoughtful acceleration after sixth grade.** Guidance from USBE recommends acceleration only after students demonstrate mastery of grade-level standards and mathematical practices, and should occur after sixth grade (at the earliest). The state also stresses that acceleration must not skip content or reduce rigor.
 - **Enrichment aligns with MTSS and promotes depth over speed.** USBE guidance prioritizes high-quality core instruction and tiered supports before acceleration. Enrichment provides rigor through greater depth, reasoning, and complex problem solving while preserving the coherence of the grade-level progression and maintaining equitable access to future advanced pathways.

While our PCSD gifted program aims to identify and serve advanced learners, national guidance cautions against equating gifted identification with uniform readiness for mathematical acceleration. NCTM's [*Providing Opportunities for Students with Exceptional Mathematical Promise*](#) emphasizes that acceleration decisions must ensure “no critical concepts are rushed or skipped” and should be based on demonstrated readiness in mathematics specifically and not general academic ability. Even among mathematically exceptional students, their exceptionality can vary by topic and domain, therefore strength in one mathematical area does not automatically translate to readiness across all standards.

Additionally, the [*NCTM/MAA Joint Position Statement on Calculus*](#) emphasizes that calculus and other advanced mathematics requires a strong foundation in algebraic reasoning, functions, and prior coursework. Advancing students prematurely may inadvertently undermine the very preparation required for long-term advanced pathway or STEM success.

The Utah State Board of Education's [*Guidance for Acceleration in Utah's Mathematics Pathways*](#) further reinforces that acceleration should occur only after students have demonstrated mastery of grade-level content and mathematical practices, and that pathways are most effective when thoughtfully implemented **after grade six**. Delaying acceleration until after sixth grade allows students to fully engage with critical middle school mathematical foundations while still preserving access to advanced pathways in later grades. It also allows the district to ensure equitable identification practices, reduce the risk of content gaps, and provide enriched experiences within grade-level standards before compressing curriculum.

[*USBE's guidance*](#) emphasizes that high-quality core instruction and tiered supports should precede acceleration. The document notes that districts should first ensure students demonstrate deep mastery of grade-level standards and the Standards for Mathematical Practice before moving ahead, and that acceleration “must not skip content or reduce rigor.” Within this framework, enrichment serves as a high-impact Tier 1 or Tier 2 response where intentional instruction offers opportunities that provide greater depth, complexity, and application while preserving the coherence of the grade-level progression.

[*NCTM's position statement*](#) also reinforces that students with strong mathematical potential benefit from experiences that deepen reasoning, problem solving, and mathematical connections, not simply faster pacing. Enrichment allows students to explore rich tasks, multiple representations, and advanced problem-solving strategies while solidifying foundational understanding.

For a gifted cohort in which not all students are uniformly advanced in mathematics, enrichment ensures rigor, equity, and sustained engagement. This balanced approach

reflects best practice from both USBE and NCTM and supports strong outcomes for all mathematically advanced learners.

To summarize:

- **Gifted identification does not equal readiness for acceleration.** It is important to recognize that a student's mathematical strength varies by topic and domain. Not all gifted students are uniformly ready for mathematical acceleration, therefore, instruction should be based on demonstrated mathematical mastery and ensure no critical concepts are rushed or skipped. (NCTM)
 - **State guidance supports thoughtful acceleration after sixth grade.** Guidance from USBE recommends acceleration only after students demonstrate mastery of grade-level standards and mathematical practices, and should occur after sixth grade (at the earliest). The state also stresses that acceleration must not skip content or reduce rigor.
 - **Enrichment aligns with MTSS and promotes depth over speed.** USBE guidance prioritizes high-quality core instruction and tiered supports before acceleration. Enrichment provides rigor through greater depth, reasoning, and complex problem solving while preserving the coherence of the grade-level progression and maintaining equitable access to future advanced pathways.
5. How do we ensure that our placement criteria allow us to identify students who reflect the demographics of our district?
 - a. The use of the CogAT levels the opportunities for students to qualify for a gifted/talented program. While we know that cognitive assessments such as this may still have biases that exist, our leadership team believes this is less of an issue than using teacher recommendations or scores on end of level assessments.
 - b. The CogAT is administered in English only, but the instructions are available in Spanish. There is also a nonverbal portion of the exam. Once the screener is administered, the full battery of CogAT assessments can be administered.
 6. How do we prevent third grade teachers from feeling overwhelmed with the amount of testing?
 - a. District leadership will examine our testing requirements for third grade and determine what can be placed on hold so as not to add another assessment to our third grade teachers.

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**Wellness
Policy Series: 3000 Students**

Policy No. 3401

Purpose

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The Provo City School District recognizes the link between healthy bodies and productive minds. To increase the focus on the health and fitness levels of our students the Board establishes this Wellness Policy. The policy contains ~~three~~ **four** parts that support this goal: Nutrition, Vending Machines and Food Sales, Physical Activity, **and Food Additives**. The recommendations contained in these policies assure that the District is in compliance with State and Federal requirements and direct our efforts in those three areas. The policy is meant to be a dynamic one. The District Wellness Committee intends to meet each year to review recommendations, assess progress of implementation, and to update/modify this policy as approved by the Board of Education.

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Evaluation

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One or more LEA or school officials shall be designated to ensure that each participating school is in compliance with this Wellness Policy. **The Superintendent or Designee shall involve parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public, as well as any others the Superintendent or their Designee deems beneficial in the development, implementation, and periodic review of the Wellness Policy.**

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Documentation of efforts to review and update/modify this Wellness Policy and its measurable goals, including who was involved in the process (e.g., evaluation documents, meeting minutes, agenda, including who attended/participated, etc.) shall be retained for three years, plus the current year. A formal triennial assessment to measure a) the extent to which schools are in compliance with the implementation of this policy; b) the extent to which this Wellness Policy compares to model local school wellness policies/best practice; and c) the progress made in attaining the goals of this Wellness Policy (e.g., a description of what progress has been made, etc.) shall be completed at least once every three years, and the assessment results shall be made available to the public. Appropriate updates/modifications to this Wellness Policy, based on the triennial assessment shall be made.

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42 The Superintendent shall present the proposed Wellness Policy to the Board of Education for
43 review and action.

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46 **Provo City School District Nutrition Policy Guidelines**

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48 In accordance with the Utah State Core Health curriculum, students in grades 3-12 shall be
49 taught:

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- 51 1. Nutrient groups, functions of the various nutrients, foods rich in these nutrients, and
- 52 deficiency symptoms;
- 53 2. The dangers of dysfunctional eating and fad diets;
- 54 3. The influence of the media on food choices;
- 55 4. The relationship between food intake and activity (caloric intake and expenditure);
- 56 5. Comparison of personal eating habits with a balanced diet;
- 57 6. Impact of food preparation on nutritional content of food; and
- 58 7. Nutritional labeling.

59

60 Students shall be taught the health risks associated with carbonated beverages, specifically, the
61 detrimental effects of high dissolved sugar content, carbonation, artificial sweeteners, and
62 caffeine, [particularly the caffeine levels associated with energy drinks](#).

63

64 All school meals shall meet food nutrition federal laws and regulations. All foods sold:

- 65 ● outside of the school meal programs (e.g. federal reimbursable meal)
- 66 ● on the school campus; and
- 67 ● at any time during the official school day (e.g., vending machines, school stores, a la
68 carte sales, etc.)

69 shall meet the minimum requirements established by the [National School Lunch Program](#) (7
70 [CFR 210](#)), National School Breakfast Program ([7 CFR 220](#)), and the Nutrition Standards for All
71 Foods Sold in School Final Rule ([7 CFR 210.11](#)), also known as Smart Snacks in School.
72 Please reference [USDA FNS Final Rule](#). Smart Snacks in School standards shall build on the
73 healthy advancements of the school meal programs, and encourage children to make healthier
74 snack choices during the school day that provide them with the nutrition they need to learn and
75 grow.

76

77 [The District's Child Nutrition Department will work with schools to promote and strive to increase](#)
78 [participation in the school breakfast and lunch programs.](#)

79

80 [Schools shall allow students at least twenty minutes for lunch. This means that once students](#)
81 [have received their meal, they shall have twenty minutes of seated time to eat their lunch before](#)
82 [being dismissed to their next class, instructional period, or recess.](#)

83

84 Elementary schools may not sell a la carte items except milk. Secondary schools may not sell
85 competitive foods (all foods outside of the federal reimbursable meal) as a la carte items if they
86 do not meet the minimum Smart Snacks in School standards. All a la carte items sold in schools
87 are foods strictly prepared by the federal school meal programs and shall meet the required
88 nutritional guidelines and minimum standard.

89

90 Common items that do not fit the standard are:

- 91 ● carbonated and/or flavored beverages;
- 92 ● chewing gum;
- 93 ● water ices and/or popsicles; and
- 94 ● certain candies (e.g., candy coated popcorn, fondant, hard candy, jellies and gums,
95 licorice, marshmallow candies, spun candy, etc.)

96

97 Please reference [Alliance for a Healthier Generation](#) and take the guesswork out of nutrition
98 guidelines with the Alliance Product Calculator for Smart Snacks.

99

100 ~~Standards and nutrition guidelines for all foods and beverages sold to students during the~~
101 ~~school day ([7 CFR 210.3130](#)) on each school campus allow marketing on the school campus~~
102 ~~during the school day of only those foods and beverages that meet the nutrition standards under~~
103 ~~([7 CFR 210.11](#)). Marketing should reflect the Smart Snacks in School standards. In accordance~~
104 ~~with U.S. Department of Health and Human Services, Food and Drug Administration (Food~~
105 ~~Labeling; Calorie Labeling of Articles of Food in Vending Machines) published final rule, as of~~
106 ~~July 26, 2018, vending machine operators shall provide consumers with clear and consistent~~
107 ~~nutrition information, allowing them to make informed and healthy dietary choices when~~
108 ~~purchasing items from vending machines. Vending machine operators shall disclose caloric~~
109 ~~information for foods and beverages sold from their machines. This FDA regulation requires that~~
110 ~~caloric declarations be clear, visible, and prominently placed on a sign (e.g., small placard,~~
111 ~~sticker, or poster) near the food item or selection button. Please reference [FDA Final Rule](#).~~
112 ~~Healthy food choices or non-food items (e.g., books, pencils, stickers, trinkets, etc.) are~~
113 ~~supported as reward options. Carbonated beverages and foods that do not fit the minimum~~
114 ~~standard may not be used as classroom rewards.~~

115

116 ~~Foods that do not fit the minimum standard may not be sold in school stores. All food snack~~
117 ~~choices offered must be Smart Snacks in School compliant. The principal or designee shall~~
118 ~~meet yearly with directors of school stores to monitor compliance with this regulation and to~~
119 ~~offer suggestions for improving the nutritional content of foods sold in school stores.~~

120

121 ~~Foods that do not fit the minimum standard may not be sold for on-site fundraisers during school~~
122 ~~hours. Three fundraiser exemption requests per school, per school year, shall be allowed with~~
123 ~~appropriate approval. CTE programs may request additional exemptions as per state~~
124 ~~requirement.~~

125

126 ~~Monitoring of the Smart Snacks in School regulations shall occur during the School Nutrition~~
127 ~~Administrative Review (AR) once every three years. All foods sold to students on the school~~

128 ~~campus during the school day will be reviewed. If non-compliance is found, technical assistance~~
129 ~~will be provided, and corrective action shall be required. Those individuals selling products~~
130 ~~outside of the school meal programs (school) shall be responsible for any possible fiscal action~~
131 ~~assessed (e.g., journal entry from the school to credit the Child Nutrition Program for the~~
132 ~~amount deducted from their claim directly associated with Smart Snacks in School, etc.) School~~
133 ~~officials shall submit corrective action as required per the audit through the Child Nutrition~~
134 ~~Program.~~

135
136 Parents are encouraged to provide healthy food options or non-food items to students for
137 birthdays, celebrations, or parties.

138
139 In accordance with Utah County Food Code (3-201.11 Compliance with Food Law), homemade
140 or home packaged foods may not be served or sold at school. All foods served or sold at school
141 outside of the school meal programs must be commercially prepared and packaged. Principals
142 are responsible for enforcing this regulation. Please reference Food Code 3-201.11. Schools
143 shall inform parent(s)/guardian(s) of this regulation yearly.

144
145 Schools are encouraged to educate parent(s)/guardian(s) about the link between health and
146 academic achievement. Please reference USDA Team Nutrition Healthy Meals Resource
147 System for more information on health and academics. Health fairs, held in conjunction with
148 parent teacher conferences, may help achieve this goal.

149
150 In order to promote health and minimize waste, schools are encouraged to provide students
151 with a variety of food choices, to educate students about the best choices to make, and to
152 encourage students to eat what they take.

153
154 The District shall instruct teachers yearly on the district's wellness policies, child health issues,
155 and ways to implement health instruction in the curriculum.

156
157

158 **Public Information:**

159
160 [The Wellness Policy shall be posted on the District's website and be included in annual notices](#)
161 [provided to parents. In addition, the District shall inform the public of the results of its evaluation](#)
162 [of the Wellness Policy at least once every three years.](#)

163
164

165 **Legal References**

166 [42 U.S.C. § 1758b](#)
167 [42 U.S.C. § 1758b\(b\)\(3\)](#)
168 [42 U.S.C. § 1758b\(b\)\(5\)](#)
169 [42 U.S.C. § 1758b\(b\)\(4\)](#)

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172 **Board Approved:**
173 Revised:
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September 10, 2013
August 9, 2016

Draft

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**Wellness: Vending Machines and Food Sales
Policy Series: 3000 Students**

**Policy No. 3401
Procedure 1**

Purpose:

~~“There is evidence that unhealthy food choices, such as soft drinks, may be a contributor to the obesity epidemic in children. Schools can take on a proactive role in forging healthy food behaviors through the options that are available in school vending machines.”~~

~~Dr. Reginald Washington~~

~~MD, FAAP, FACC, FAHA~~

~~Co chair, Task Force on Obesity for the American Academy of Pediatrics.~~

Definitions

The following definitions apply in this policy:

1. “School day” means the period from midnight before a school day to thirty minutes after the end of a school’s calendared class time.
2. “School campus” means all areas of the school property which are accessible to students during the school day.
3. “Available for sale” means the item may be exchanged for currency (in any form), tokens, or tickets.
4. “Competitive food” means all food and beverages available for sale to students on the school campus during the school day except for meals reimbursed under the federal child nutrition laws.

36 **Required Nutrition Standards**

37

38 All competitive food (as defined above) must meet the USDA nutrition standards unless it falls
39 within one of the exemptions below. A summary of the competitive food nutrition standards is
40 attached as Appendix A. District employees may use a Smart Snacks calculator to evaluate
41 whether a competitive food meets nutrition standards. (See
42 <https://foodplanner.healthiergeneration.org/calculator>.)

43

44 Standards and nutrition guidelines for all foods and beverages sold to students during the
45 school day (~~7 CFR 210.3130~~) on each school campus allow marketing on the school campus
46 during the school day of only those foods and beverages that meet the nutrition standards under
47 (7 CFR 210.11). Marketing should reflect the Smart Snacks in School standards.

48

49 Healthy food choices or non-food items (e.g., books, pencils, stickers, trinkets, etc.) are
50 supported as reward options. Carbonated beverages and foods that do not fit the minimum
51 standard may not be used as classroom rewards.

52

53 Foods that do not fit the minimum standard may not be sold in school stores. All food snack
54 choices offered must be Smart Snacks in School compliant. The principal or designee shall
55 meet yearly with directors of school stores to monitor compliance with this regulation and to
56 offer suggestions for improving the nutritional content of foods sold in school stores.

57

58 Foods that do not fit the minimum standard may not be sold for on-site fundraisers during school
59 hours. Three fundraiser exemption requests per school, per school year, shall be allowed with
60 appropriate approval. CTE programs may request additional exemptions as per state
61 requirement.

62

63 Monitoring of the Smart Snacks in School regulations shall occur during the School Nutrition
64 Administrative Review (AR) once every three years. All foods sold to students on the school
65 campus during the school day will be reviewed. If non-compliance is found, technical assistance
66 will be provided, and corrective action shall be required. Those individuals selling products
67 outside of the school meal programs (school) shall be responsible for any possible fiscal action
68 assessed (e.g., journal entry from the school to credit the Child Nutrition Program for the
69 amount deducted from their claim directly associated with Smart Snacks in School, etc.). School
70 officials shall submit corrective action as required per the audit through the Child Nutrition
71 Program.

72

73

74 **Exemptions from Standards**

75

76 The following are exempt from compliance with the competitive food nutrition standards:

77

- 78 1. Any entrée item which is offered as part of the school lunch or school breakfast program,
79 when offered as competitive food on the day, or on the following school day, that it is

80 also offered as part of the school lunch or school breakfast program. Such competitive
81 food offerings must be offered in the same or smaller portion sizes as the lunch or
82 breakfast program offerings. However, side dishes offered as part of the lunch or
83 breakfast program and served à la carte must meet the competitive food nutrition
84 standards.

85
86 2. Sugar free chewing gum

87
88 3. Specially exempted fundraisers. Competitive food may be sold as part of an infrequent
89 fundraiser sponsored by the school, subject to the following restrictions. The allowed
90 number of such exempted fundraisers is three times per year per school. (Upon written
91 request of a career and technical education program, the State Superintendent may
92 grant permission to exempt additional fundraisers.) The exempted fundraiser may not
93 last more than five consecutive days. Any competitive food sold as part of a fundraiser
94 which is not exempted must meet the competitive food nutrition standards.
95

96 **Food and Beverages Not Subject to Regulation**

97
98
99 The Smart Snacks in Schools regulations apply to food and beverages sold to students on the
100 school campus during the school day. The following are not within the scope of this regulation
101 and are not required to meet the competitive food nutrition standards:
102

- 103 1. Food and beverages which are not sold. This includes food or beverages which are
104 brought to school by students (home lunches, for example). It also includes food or
105 beverages which are given to students without the exchange of any currency, tokens or
106 tickets (for example, snacks or treats given out in connection with a birthday
107 celebration).
108
- 109 2. Food and beverages sold after the school day. This includes food and beverages sold
110 during the time period beginning 30 minutes after the end of a school's calendared class
111 time until midnight (a common example would be concessions sold during an evening
112 athletic event).
113
- 114 3. Food and beverages not sold on the school campus. The school campus is defined as
115 all areas which are accessible to students. Food or beverages sold in areas which are
116 not accessible to students (which might for example include a teacher's lounge) are not
117 required to meet the nutrition standards.
118
- 119 4. Food and beverages not sold to students. Food or beverages sold to persons other than
120 students (for example, parents or school staff) are not required to meet the nutrition
121 standards.
122
123

124 **Vending Machines**

125

126 Principals may not sign vending machine contracts that last longer than one year. These
127 contracts must be in writing in a form approved by the School Board and must be individually
128 approved by the Business Administrator. Vending machine income will be used for specific
129 educational purposes. Vending machine income and expenditures will be reported to the School
130 District Business Department.

131

132 Vending machines will not be made available to students in elementary schools.

133

134 Vending machines will not contain competitive foods that do not meet the minimum
135 requirements and standards established by the Nutrition Standards for [All Foods Sold in School](#)
136 [Final Rule \(7 CFR 210.11\)](#), also known as Smart Snacks in School.

137

138 Product pricing may not discourage the purchase of nutritious foods. Nutritious foods shall be
139 priced the same or less than comparable less nutritious foods.

140

141 The most nutritious foods shall be placed in the more prominent positions in vending machines,
142 as machine capabilities permit. Less nutritious foods shall be less visible.

143

144 Standards and nutrition guidelines for all foods and beverages sold to students during the
145 school day ([7 CFR 210.31](#) ~~30~~) on each school campus allow marketing on the school campus
146 during the school day of only those foods and beverages that meet the nutrition standards under
147 ([7 CFR 210.11](#)). Marketing should reflect the Smart Snacks in School standards. In accordance
148 with U.S. Department of Health and Human Services, Food and Drug Administration ([Food](#)
149 [Labeling; Calorie Labeling of Articles of Food in Vending Machines](#)) published final rule, as of
150 July 26, 2018, vending machine operators shall provide consumers with clear and consistent
151 nutrition information, allowing them to make informed and healthy dietary choices when
152 purchasing items from vending machines. Vending machine operators shall disclose caloric
153 information for foods and beverages sold from their machines. This FDA regulation requires that
154 caloric declarations be clear, visible, and prominently placed on a sign (e.g., small placard,
155 sticker, or poster) near the food item or selection button. Please reference FDA final rule for
156 additional Vending Machine Guidelines details.

157

158 FDA defines a covered vending machine operator as a person or entity that controls or directs
159 the function of the vending machine, including deciding which articles of food are sold from the
160 vending machine or the placement of the articles of food within the vending machine, and is
161 compensated for the control or direction of the function of the vending machine. The
162 Principal/LEA is responsible to ensure that all articles of food sold from vending machines in
163 their schools meet the minimum standard and are Smart Snacks in School compliant.

164 Secondary schools shall educate students on health risks associated with carbonated
165 beverages, specifically, the detrimental effects of high dissolved sugar content, carbonation,
166 artificial sweeteners, and caffeine.

167 **Competitive Foods that often do not fit the Smart Snacks in School Standard**

168

169 Common items that often do not fit the standard are:

- 170 ● carbonated and/or flavored beverages;
- 171 ● chewing gum;
- 172 ● water ices and/or popsicles; and
- 173 ● certain candies (e.g., candy coated popcorn, fondant, hard candy, jellies and gums,
- 174 licorice, marshmallow candies, spun candy, etc.)

175 Please reference Alliance for a Healthier Generation and take the guesswork out of nutrition
 176 guidelines with the Alliance Product Calculator for Smart Snacks.

177

178

179

180 **Food Sales: Appendix A**
 181 ***Summary of Competitive Food Standards***

Food/Nutrient	Standard	Exemptions to the Standard
General Standard for Competitive Food.	<p>To be allowable, a competitive FOOD item must:</p> <p>(1) meet all of the proposed competitive food nutrient standards; and</p> <p>(2) be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient*; or</p> <p>(3) have as the first ingredient* one of the non-grain main food groups: fruits, vegetables, dairy, or protein foods (meat, beans, poultry, seafood, eggs, nuts, seeds, etc.); or</p> <p>(4) be a combination food that contains at least 1/4 cup fruit and/or vegetable.</p> <p>*If water is the first ingredient, the second ingredient must be one of items 2, 3 or 4 above.</p>	<ul style="list-style-type: none"> ● Fresh fruits and vegetables with no added ingredients except water are exempt from all nutrient standards. ● Canned and frozen fruits with no added ingredients except water, or are packed in 100% juice, extra light syrup, or light syrup are exempt from all nutrient standards. ● Canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable are exempt from all nutrient standards.

<p>NSLP/SBP Entrée Items Sold A la Carte.</p>	<p>Any entrée item offered as part of the lunch program or the breakfast program is exempt from all competitive food standards if it is sold as a competitive food on the day of service or the day after service in the lunch or breakfast program.</p>	
<p>Sugar-Free Chewing Gum</p>	<p>Sugar-free chewing gum is exempt from all competitive food standards.</p>	
<p>Grain Items</p>	<p>Acceptable grain items must include 50% or more whole grains by weight, or have whole grains as the first ingredient.</p>	
<p>Total Fats</p>	<p>Acceptable food items must have \leq 35% calories from total fat as served.</p>	<ul style="list-style-type: none"> ● Reduced fat cheese (including part-skim mozzarella) is exempt from the total fat standard. ● Nuts and seeds and nut/seed butters are exempt from the total fat standard. ● Products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the total fat standard. ● Seafood with no added fat is exempt from the total fat standard. <p>Combination products are not exempt and must meet all the nutrient standards.</p>
<p>Saturated Fats</p>	<p>Acceptable food items must have $<$ 10% calories from saturated fat as served.</p>	<ul style="list-style-type: none"> ● Reduced fat cheese (including part-skim mozzarella) is exempt from the saturated fat standard. ● Nuts and seeds and nut/seed butters are exempt from the saturated fat standard. ● Products consisting of only dried fruit with nuts and/or seeds with no added nutritive

		<p>sweeteners or fats are exempt from the saturated fat standard.</p> <p>Combination products are not exempt and must meet all the nutrient standards.</p>
Trans Fats	Zero grams of trans fat as served (\leq 0.5 g per portion).	
Sugar	Acceptable food items must have \leq 35% of weight from total sugar as served.	<ul style="list-style-type: none"> • Dried whole fruits or vegetables; dried whole fruit or vegetable pieces; and dehydrated fruits or vegetables with no added nutritive sweeteners are exempt from the sugar standard. • Dried whole fruits, or pieces, with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, tart cherries, or blueberries) are exempt from the sugar standard. • Products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats are exempt from the sugar standard.
Sodium	<p>Snack items and side dishes sold a la carte: \leq 230 mg sodium per item as served. Snack items and side dishes sold a la carte must be: \leq 200 mg sodium per item as served, including any added accompaniments.</p> <p>Entrée items sold a la carte: \leq 480 mg sodium per item as served,</p>	

	including any added accompaniments.	
Calories	<p>Snack items and side dishes sold a la carte: \leq 200 calories per item as served, including any added accompaniments.</p> <p>Entrée items sold a la carte: \leq 350 calories per item as served including any added accompaniments.</p>	<ul style="list-style-type: none"> • Entrée items served as an NSLP or SBP entrée are exempt on the day of or day after service in the program meal.
Accompaniments	Use of accompaniments is limited when competitive food is sold to students in school. The accompaniment must be included in the nutrient profile as part of the food item served and meet all proposed standards.	

BEVERAGES

Beverages in Elementary School	<ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit); • Low fat milk, flavored or unflavored (\leq 8 fl oz); • Non fat milk, flavored or unflavored (\leq 8 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; • 100% fruit/vegetable juice (\leq 8 fl oz); and • 100% fruit/vegetable juice diluted with water (with or without 	<ul style="list-style-type: none"> • By July 1, 2025, flavored milk must contain no more than 10 grams of added sugars per 8 fluid ounces.
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	carbonation), and no added sweeteners (\leq 8 fl oz).	
Beverages in Middle School	<ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit); • Low-fat milk, flavored or unflavored (\leq 12 fl oz); • Non-fat milk, flavored or unflavored (\leq 12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; • 100% fruit/vegetable juice (\leq 12 fl oz); and • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (\leq 12 fl oz). 	<ul style="list-style-type: none"> • By July 1, 2025, flavored milk must contain no more than 15 grams of added sugars per 12 fluid ounces.
Beverages in High School	<ul style="list-style-type: none"> • Plain water or plain carbonated water (no size limit); • Low-fat milk, flavored or unflavored (\leq 12 fl oz); • Non-fat milk, flavored or unflavored (\leq 12 fl oz), including nutritionally equivalent milk alternatives as permitted by the school meal requirements; • 100% fruit/vegetable juice (\leq 12 fl oz); 	<ul style="list-style-type: none"> • By July 1, 2025, flavored milk must contain no more than 15 grams of added sugars per 12 fluid ounces.

	<ul style="list-style-type: none"> • 100% fruit/vegetable juice diluted with water (with or without carbonation), and no added sweeteners (\leq 12 fl oz); • calorie-free, flavored water (with or without carbonation) (\leq 20 fl oz); • Other flavored and/or carbonated beverages (\leq 20 fl oz) that are labeled to contain \leq 5 calories per 8 fl oz, or \leq 10 calories per 20 fl oz (\leq 20 fl oz); and • Other flavored and/or carbonated beverages (\leq 12 fl oz) that are labeled to contain \leq 40 calories per 8 fl oz, or \leq 60 calories per 12 fl oz (\leq 12 fl oz). 	
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Legal References

- [7 CFR § 210.11\(a\)](#)
- [Utah Admin. Rules R277-719-2 \(April 9, 2018\)](#)
- [7 CFR § 210.11\(c\)](#)
- [Utah Admin. Rules R277-719-4\(4\) \(April 9, 2018\)](#)
- [7 CFR § 210.11\(b\)\(4\), \(c\)\(3\)](#)
- [Utah Admin. Rules R277-719-5\(2\), \(3\) \(April 9, 2018\)](#)

Board Adopted: September 10, 2013
Revised: August 9, 2016

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Wellness: Physical Activities Guidelines
Policy Series: 3000 Students

Policy No. 3401
Procedure 2

Physical activity directly impacts the level of fitness for students as well as adults. This policy is meant to increase students' and teachers' awareness of the need to be physically active and to encourage a healthy lifestyle that includes productive movement. ~~The lack of such an understanding fosters a sedentary lifestyle that contributes to obesity and a lack of cardiovascular fitness that influence overall wellness.~~

Elementary Schools shall:

- Implement the Physical Education Core Curriculum in each elementary school.
- Principals are encouraged to provide a minimum of 60 minutes per week of structured physical education classes for all full-day students or 30 minutes per week for half-day students throughout the school year. The committee recommends that PE classes for kindergarten through second grade not exceed 30 minutes per session.
- Encourage teachers, para-professionals and supervisors to provide physical activity options during recess. The teaching of safety, rules, and sportsmanship is important.
- Include one 20 minute recess in addition to lunch recess each day.
- Consider altering school schedules to allow for recess before lunch.
- Establish recess as an important time of day for children and teachers and not as a time for remediation.
- Assure that loss of recess or PE class will not be used as a punishment. However, principals are expected to restrict an individual student's recess time when necessary as an intervention to ensure student safety.
- Promote and support student involvement in Provo City Recreation, organized teams, and physical athletic activities.
- Establish safe routes to encourage students to walk or bicycle to and from school.

40 Secondary Schools shall:

- 41 ● Implement the Physical Education Core Curriculum in each secondary school.
42 (Assure that all physical educators are familiar with and are teaching to the state
43 core.)
- 44 ● Aim for daily physical education instruction and activity for each secondary student
45 with a goal of 225 minutes per week. (This could be accomplished at school or at
46 home.)
- 47 ● Prioritize instruction emphasizing lifelong physical fitness. (Promote gross motor
48 activity, knowledge, skills and sportsmanship.)
- 49 ● Encourage intramural sports and fitness activities for all students as a complement
50 to formal athletic and physical education programs.
- 51 ● Establish safe routes to encourage students to walk or bicycle to and from school.

52 ~~Use of Reductive Consequences in Managing Student Misbehavior~~

53 ~~(Suggested Alternatives to Taking Away Recess as a Consequence for Misbehavior)~~

54 ~~Use of reductive consequences is an essential component in managing student misbehavior.~~
55 ~~However, reductive consequences should only be a minor part of any staff member's~~
56 ~~interventions. Positive interactions and positive behavior supports should be the main focus~~
57 ~~when intervening in student misbehavior. For example, it is recommended that all PCSD staff~~
58 ~~maintain a 4:1 ratio of positive to corrective interactions with students. In other words, for every~~
59 ~~corrective interaction/reductive consequence given to a student, teachers should have four~~
60 ~~interactions recognizing or reinforcing the behavior we want increased. Indeed, reductive~~
61 ~~consequences are much more effective when built on a foundation of positive interactions.~~

62 ~~Because of the District's emphasis on love of learning, it is encouraged that teachers look for~~
63 ~~opportunities for intrinsic, student-initiated motivation as opposed to rewards and punishments.~~

64 ~~Reductive consequences should be used sparingly and in an effective manner. To increase the~~
65 ~~effectiveness of reductive consequences, consider the following guidelines.~~

66 ~~When using reductive consequences, use something:~~

- 67 ~~1. That has meaning to the child;~~
- 68 ~~2. Over which you have control; and~~
- 69 ~~3. Which you are willing to take away.~~

70 ~~Additionally, follow these 3 rules regarding consequences: Effective consequences:~~

- 71 ~~1. Should be related to the behavior as much as possible;~~

- 72 2. ~~Should take place as soon after the misbehavior as possible; and~~
73 3. ~~Should be relatively small and short term.~~

74 Examples of Other Reductive Consequence

- 75 1. ~~If a student is tapping an object on his desk and it cannot be ignored, remove the~~
76 ~~object from the student for two minutes.~~
77 2. ~~Loss of 30 seconds of free time for each instance of not following teacher directions~~
78 ~~(use of kitchen-type timer recommended).~~
79 3. ~~Give a verbal redirect for being off task.~~
80 4. ~~Place student in seat away from peers for 5 minutes for talking to neighbors.~~
81 5. ~~Ignore a student's blurted out answer and call on those who have raised their hand~~
82 ~~to answer.~~
83 6. ~~Require student to line up at the back of the line.~~
84 7. ~~Loss of preferred item.~~
85 8. ~~Loss of point or removal of tickets.~~
86 9. ~~Loss of computer time.~~
87 10. ~~Level drop.~~
88 11. ~~Call home to caretaker.~~

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91 **Legal References**

- 92 [42 U.S.C. § 1758b](#)
93 [42 U.S.C. § 1758b\(b\)\(3\)](#)
94 [42 U.S.C. § 1758b\(b\)\(5\)](#)
95 [42 U.S.C. § 1758b\(b\)\(4\)](#)

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98 **Board Adopted:** September 10, 2013
99 Revised: August 9, 2016

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**Wellness: Prohibited Food Additives
Policy Series: 3000 Students**

**Policy No. 3401
Procedure 3**

Definitions

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1. "FD&C" means the Federal Food, Drug, and Cosmetics Act as implemented in [21 CFR Part 74](#).
2. "Prohibited food additive" means any of the following:
 - a. Potassium bromate;
 - b. Propylparaben;
 - c. FD&C Blue No. 1;
 - d. FD&C Blue No. 2;
 - e. FD&C Green No. 3;
 - f. FD&C Red No. 3;
 - g. FD&C Red No. 40;
 - h. FD&C Yellow No. 5; or
 - i. FD&C Yellow No. 6.
3. "School day" means the portion of a day that school is in session in which a school-age child is required to be in school for the purposes of receiving instruction.

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Prohibited Food Additives During the School Day

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Beginning with the 2026-2027 school year, and subject to the exceptions outlined below, neither any District school nor any person may during the school day sell, donate, offer, or serve on school grounds food that contains a prohibited food additive.

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However, food with prohibited food additives may be sold in a vending machine or as a concession item at a school-sponsored event or extracurricular activity. In addition, a student's parent may provide students with such food during the school day, and a teacher may provide students with such food if the teacher obtains permission from the student's parent at the start of each school semester.

40

41 **Legal References**

42 [Utah Code § 53G-9-205.2\(1\), \(2\)\(a\) \(2025\)](#)

43 [Utah Code § 53G-6-201\(8\) \(2025\)](#)

44 [Utah Code § 53G-9-205.2\(2\), \(3\)\(a\) \(2025\)](#)

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47 **Adopted:**

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Licensure
Policy Series: 5000 Personnel

Policy No. 5050

Purpose: This policy establishes the requirements for employees to maintain the necessary licensure to continue employment in their current positions.

Definitions:

1. **Personnel Credentials General:** Personnel shall possess and maintain valid credentials, including required licensure and certification, before contracts are issued, duties are assigned, or payment is made from any source of funds. Any such failure will render a contract with the Board void.
2. **Certified Employees General:** The employee shall have all endorsements required by the State Board of Education for the employee's position. Unless an express exception exists under law or under the rules of the Utah State Board of Education, to be employed in the District in a capacity covered by the following license areas of concentration, a person shall hold a valid license issued by the Utah State Board of Education in the respective license areas of concentration:
 - a. Early Childhood;
 - b. Elementary;
 - c. Secondary;
 - d. School Leadership;
 - e. Career and Technical Education or "CTE";
 - f. School Counselor;
 - g. School Psychologist;
 - h. Special Education;
 - i. Preschool Special Education;
 - j. Deaf Education;
 - k. Speech-Language Pathologist;
 - l. Speech-Language Technician;
 - m. School Social Worker; and
 - n. Audiologist

39

- 40 3. Health Care Providers: [School health care providers, including physicians and nurses,](#)
41 [shall maintain appropriate licensure from the State of Utah.](#)
42
43

44 **Policy:**
45

46 Provo City School District certificated employees are required to maintain a current license
47 issued from the Utah State Board of Education (USBE). Licensed educators are considered
48 provisional or professional level status. Some positions also require endorsement(s).
49 Certificated employees are required to obtain proper certification and if needed, endorsements
50 for their teaching position. Verification of licensure is due to the District no later than June 30 of
51 the year of expiration.

52 Education Support Professionals (ESP) ~~employees~~ required to maintain license or certification
53 (bus drivers need a CDL, nutrition workers a food handler's permit, etc.) must provide the
54 license or certificate prior to the date of expiration. Employees are responsible to obtain and
55 renew their license, pay all applicable fees, correspond with the USBE, Department of Motor
56 Vehicles (DMV), Health Department, etc.

57 *An employee who allows his/her licensure to lapse – or loses state licensure – is ineligible for*
58 *employment in the District and therefore, has no expectation of continued employment.* The
59 district is required to report violations of rules to the applicable regulating body. An employee's
60 license may be put in jeopardy if reported violations of professional and ethical conduct are
61 forwarded to the Utah Professional Practices Advisory Commission (UPPAC) or other relevant
62 agency. Each employee in such a situation is responsible for monitoring any impact upon
63 licensure, and is expected to communicate such impacts/changes to the human resources
64 department.
65

66
67 **Legal References**

68 [Utah Admin. Rules R277-301-2\(6\) \(December 10, 2024\)](#)
69 [Utah Admin. Rules R277-301-3\(3\) \(December 10, 2024\)](#)
70 [Utah Admin. Rules R277-309-3 \(August 22, 2022\)](#)
71 [Utah Admin. Rules R277-309-4 \(August 22, 2022\)](#)
72 [Utah Admin. Rules R277-311-3 \(January 8, 2021\)](#)
73 [Utah Admin. Rules R277-311-4 \(January 8, 2021\)](#)
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76 **Board Approved:** March 13, 2014
77 Revised: October 26, 2015
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Licenses for Counselors, Social Workers, and School Psychologists
Policy Series: 5000 Personnel

Policy No. 5050
Procedure 4

Definitions:

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1. "Counseling" means a method used by school counselors, school psychologists, and school social workers to assist individuals and groups in learning how to solve problems, develop coping strategies, and make decisions about personal, health, social, emotional, behavioral, educational, vocational, financial, and other interpersonal concerns.
2. "Psychoeducation" means the process of providing education and information to those seeking or receiving mental health services and their family members
3. "Psychological services" includes:
 - a. administering psychological and education assessments, and other assessment procedures;
 - b. interpreting assessment results;
 - c. obtaining, integrating, and interpreting information about student behavior and conditions relating to learning;
 - d. consulting with other staff members in planning school programs to meet the special educational needs of student as indicated by psychological assessments, interviews, direct observation, and behavioral evaluations;
 - e. planning and managing a program of psychological services, including psychological counseling for students and parents; and
 - f. assisting in developing positive behavior intervention strategies.
4. "Student support license areas" means the following license areas of concentration:
 - a. School Counselor
 - b. School Psychologist
 - c. School Social Worker

Scope of Practice for Student Support Licensed Educators

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40 Subject to the restrictions set out in Policies [3210](#), [3418](#), and [3419](#), an educator who holds a
41 student support license area of concentration may do any of the following:

- 42
43 1. make referrals for students and families to community mental and behavioral health
44 resources;
- 45
46 2. provide professional learning to staff and psychoeducation to parents regarding
47 prevention and mental health related topics;
- 48
49 3. provide counseling to individuals and small groups of students with identified needs and
50 concerns;
- 51
52 4. provide, coordinate, and participate in crisis intervention and prevention, including
53 assessing students for risk of suicide;
- 54
55 5. participate in a multi-disciplinary team for the development of student special services,
56 including behavior intervention plans, Section 504 accommodations, and individualized
57 education program services;
- 58
59 6. conduct assessments in which the individual is trained in the ethical administration,
60 scoring, and interpretation related to the intended use of the assessment and meet the
61 assessment publisher's criteria for administration; and;
- 62
63 7. act as a related service provider to provide counseling services for students with an
64 individualized education program consistent with State Board of Education rules.

65
66 An educator who holds a School Counselor license area of concentration may implement a
67 school counseling program as outlined in State Board of Education [Rule R277-462](#) and the
68 College and Career Readiness school counseling program model.

69
70 An educator who holds a School Psychologist license area of concentration may provide
71 psychological services for special education.

72
73 An educator who holds either a School Psychologist or a School Social Worker license area of
74 concentration and is also licensed as a psychologist or as a social worker with the Division of
75 Occupational and Professional Licensing of the Utah Department of Commerce may practice
76 mental health therapy in a school.

77 78 79 **Legal References**

80 [Utah Admin. Rules R277-313-2 \(October 11, 2022\)](#)

81 [Utah Admin. Rules R277-301-2\(6\) \(December 10, 2024\)](#)

82 [Utah Admin. Rules R277-313-3\(1\) \(October 11, 2022\)](#)

83 [Utah Admin. Rules R277-313-3\(2\) \(October 11, 2022\)](#)

84 [Utah Admin. Rules R277-313-3\(3\) \(October 11, 2022\)](#)

85 [Utah Admin. Rules R277-313-3\(4\) \(October 11, 2022\)](#)

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88 **Board Adopted:**

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**Paraprofessional Qualifications
Policy Series: 5000**

Policy No. 5600

9 **Purpose:** This policy defines the roles, responsibilities, and daily job function expectations for
10 paraprofessionals.

11 **Definitions:**

12 "Paraprofessional" or "paraeducator" means a school employee who performs a non-
13 instructional or instructional supporting role under the direct supervision of a licensed educator
14 or other licensed or certified professional.
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18 **Appropriate Assignments or Duties for Paraprofessionals**

19 A paraprofessional may:

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- 23 1. Upon completion of explicit training from appropriately licensed teachers or related
24 service providers, provide individual or small group instructional assistance or tutoring to
25 students as designed by an appropriately licensed teacher or related service provider
26 during times when students would not otherwise receive instruction from an
27 appropriately licensed teacher or related service provider;
 - 28 2. Assist with classroom organization and management, such as organizing instructional or
29 other materials;
 - 30 3. Provide assistance with supplementary aids and services, program modifications, and
31 support, such as assistive technology devices and services;
 - 32 4. Conduct parental involvement activities;
 - 33 5. Provide support in library or media centers; or
 - 34 6. Provide supervision for students in non-instructional settings
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41 A paraprofessional may not:

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1. be responsible for selecting or administering formal diagnostic or psychological instruments or for interpreting the results of those instruments if the paraprofessional's training, licensure, or other forms of certification do not align with the administration and interpretation requirements stated in an instrument's technical manual;
2. be responsible for selecting programming or prescribing educational activities or materials for the students without the supervision and guidance of an appropriately licensed teacher or related service provider;
3. be solely responsible for designing lesson plans;
4. be assigned to implement elements of an IEP for a student with disabilities without direct training, supervision, and involvement from an appropriately licensed teacher or related service provider;
5. be employed to fulfill the responsibilities that may only be provided by an appropriately licensed and otherwise qualified teacher or related service provider; or
6. perform nursing procedures or administer medications without appropriate supervision and training from an appropriately licensed health care professional

Supervision and Training of Paraprofessionals

A licensed teacher shall:

1. prepare a lesson and plan the instruction support activities to be carried out by a paraprofessional;
2. evaluate the achievement of the students with whom a paraprofessional works; and
3. provide the supervision and support to the paraprofessional that the teacher deems appropriate for the paraprofessional to work effectively in the paraprofessional's role and responsibilities.

All paraprofessionals employed by the District shall complete appropriate training. Paraprofessionals who are acting in an instructional capacity shall complete appropriate training so as to be able to meet the Utah Standards for Instructional Paraeducators. Each paraprofessional who works with any student with a disability shall complete the training required by Section IX.E. of the Utah State Board of Education Special Education Rules. The District shall maintain documentation of completion of required paraprofessional training.

85 **Requirements for Paraprofessionals in Title I Programs**

86
87 A paraprofessional who works in Title I schoolwide or targeted assistance programs supported
88 by Title I funding must be a high school graduate or equivalent and must meet one of the
89 following requirements:

- 90
91 1. Complete at least two years, or a minimum of 48 semester hours, at an accredited
92 higher education institution;
- 93
94 2. Obtain an associate (or higher) degree from an accredited higher education institution;
- 95
96 3. Satisfy a rigorous state assessment, approved by the State Board of Education or the
97 Board of Education, that demonstrates:
- 98 a. Knowledge of, and the ability to assist in instructing, reading, writing, and
99 mathematics, or
 - 100 b. Knowledge of, and the ability to assist in instructing, reading readiness, writing
101 readiness, and mathematics readiness, as appropriate.
- 102
103 4. A paraprofessional who works in Title I schoolwide and targeted assistance programs
104 supported by Title I funding and who was hired after January 6, 2002, must be a high
105 school graduate or equivalent and must meet at least one of the following requirements:
- 106 a. Complete at least two years, or a minimum of 48 semester hours, at an
107 accredited higher education institution;
 - 108 b. Obtain an associate (or higher) degree from an accredited higher education
109 institution; or
 - 110 c. Satisfy a rigorous Utah State Board of Education approved assessment that
111 demonstrates:
 - 112 i. Knowledge of, and the ability to assist in instructing, reading, writing, and
113 mathematics; or
 - 114 ii. Knowledge of, and the ability to assist in instructing, reading readiness,
115 writing readiness, and mathematics readiness, as appropriate.
 - 116 d. The foregoing requirements do not apply to a paraprofessional with a high school
117 diploma or equivalent who solely provides:
 - 118 i. Support through translator services;
 - 119 ii. Support as a parent engagement liaison; or
 - 120 iii. Personal care for students with disabilities.
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122

123 **Background Check**

124
125 Each paraprofessional shall pass a criminal background check as provided for under [Policy](#)
126 [5020](#).

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128

129 **Legal References**

130 [Utah Admin. Rules R277-324-2\(1\) \(October 8, 2024\)](#)

131 [Utah Admin. Rules R277-324-4\(1\), \(2\) \(October 8, 2024\)](#)

132 [Utah Admin. Rules R277-324-4\(3\) \(October 8, 2024\)](#)

133 [Utah Admin. Rules R277-324-4\(4\), \(5\) \(October 8, 2024\)](#)

134 [Utah Standards for Instructional Paraeducators](#)

135 [Utah State Board of Education Special Education Rules](#)

136 [Utah Admin. Rules R277-324-5\(1\) \(October 8, 2024\)](#)

137 [Utah Admin. Rules R277-324-6 \(October 8, 2024\)](#)

138 [Utah Admin. Rules R277-324-5\(2\) \(October 8, 2024\)](#)

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141 **Board Approved:**

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Policy Title: Association and Organization Participation
Policy Series: 5000 Personnel

Policy No. 5025

9 **Purpose:**

10 The purpose of this policy is to provide clear guidance regarding employee associations in the
11 District, consistent with Utah law and applicable federal regulations. The District respects
12 employees' rights to lawfully associate and participate in professional organizations while
13 ensuring that District operations remain efficient, neutral, and focused on supporting student
14 learning.
15

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17
18 **Administration Relations**

19
20 *District Governance*

21 The Board has the power to manage and govern the public schools of the District.
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25 *Consultation*

26 The Board and its administrative personnel may consult with teachers with respect to matters of
27 educational policy and conditions of employment. The Board may adopt and make reasonable
28 rules, regulations, and agreements to provide for such consultation, but these shall not limit or
29 affect the power of the Board to manage and govern the schools of the District, nor shall such
30 rules, regulations or agreements favor one educational association over another or give
31 preferential treatment to an educational association.
32
33

34
35 *Exclusivity and Coercion*

36 If the Board chooses to engage in consultation, the process shall be structured so that there is
37 no direct or indirect coercion of employees to join or refrain from joining a labor union, labor
38 organization or other type or association, and such consultation shall be structured so that the
39

40 Board does not favor one educational association over another or give preferential treatment to
41 an educational association.

42
43 *Association Negotiations*

44
45 Public employees may negotiate in groups or through employee associations with the District.
46 This is not to be construed as granting to district employees the right to strike, which action is
47 specifically prohibited.

48
49 The term "labor organization" means any organization of any kind, or any agency or employee,
50 representation committee, or plan, in which employees participate and which exists for the
51 purpose, in whole or in part, of dealing with one or more employers concerning grievances,
52 labor disputes, wages, rates of pay, hours of employment, or conditions of work.

53
54
55 *Publication of Negotiated Agreement*

56
57 If the Board engages in negotiations with labor organizations and a negotiated or collective
58 bargaining agreement is reached, the Board shall within ten (10) days of ratification post the
59 agreement or memorandum on the District's website

60
61
62 *Distribution of Organization Materials*

63
64 The District shall not allow unstamped, or stamped but not cancelled, employee organization
65 mail to be delivered by interschool mail. Unless off-duty and acting as an agent of an employee
66 organization, a District employee shall not distribute unstamped, or stamped but not cancelled,
67 mail from employee organizations to other District employees.

68
69
70 *Equal Access for Employee Associations*

71
72 The schools in the District shall allow all employee associations equal access to distribution of
73 information in or access to employee physical or electronic mailboxes (including school-
74 provided email accounts), and to membership solicitation activities at new teacher or new
75 employee training meetings or functions. (This policy does not require the school to afford
76 association access to these activities but requires that if access is granted to one employee
77 association, equal access must be provided to other employee associations.)

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80 *No Endorsement of or Preference for Any Employee Association*

81
82 The District does not endorse any one employee association, and District policies, structures,
83 and procedures shall not be applied to favor one employee association over another or to

84 otherwise give preferential treatment to one employee association. District calendars and
85 publications shall not include or refer to the name of any employee association in relation to any
86 day or break in the school calendar.

87
88

89 **Legal References**

90 *Utah Code § 34-34-2 (2011)*

91 *Utah Code § 53G-4-402 (2025)*

92 *Elwell v. Board of Education of Park City, 626 P.2d 460 (Utah 1981)*

93 *Utah Code § 53G-11-205(4) (2025)*

94 *Utah Code § 34-34-4 (1969)*

95 *Utah Code § 34-34-7 (1969)*

96 *Utah Code § 34-34-8 (1969)*

97 *Utah Code § 53G-11-205(4) (2025)*

98 *Utah Code § 34-34-2 (2011)*

99 *Utah Code § 34-34-16 (1969)*

100 *Utah Code § 53G-11-207 (2019)*

101 *Utah Code § 53G-11-205(2), (3) (2025)*

102 *Utah Code § 53G-11-205(4), (5) (2025)*

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105 **Board Approved:**

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**Health Requirements and Services: Medical Treatment
Policy Series: 3000 Students**

Policy No. 3416

9 ~~Provo City School District seeks the safe and appropriate administration of medication to~~
10 ~~students in the rare cases in which medication must be given during school hours. To see that~~
11 ~~medication is administered safely in these cases, procedures have been developed to~~
12 ~~determine that medication to be administered is appropriately recorded, labeled, and stored in a~~
13 ~~locked location; that parent(s)/ guardian(s) provide appropriate information and documentation~~
14 ~~regarding medication; and that any staff members giving medication are given any necessary~~
15 ~~training by a school nurse.~~

16 ~~The Board directs the Superintendent to develop procedures which will ensure that medication~~
17 ~~is administered safely and only in approved circumstances.~~

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Purpose:

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The purpose of this policy is to provide guidance for the administration of medical treatment to students, including routine and emergency care, in order to protect student health, ensure student safety, and promote consistent practices across the District.

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School Consent to Medical Treatment

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The school in which a minor student is enrolled may consent to medical treatment of that student, provided:

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1. The person having the power to consent as otherwise provided by law cannot be contacted.
2. Actual notice to the contrary has not been given by that person.

35
36

Form of Consent

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38 Consent to medical treatment under this policy shall be in writing, signed by the school official
39 giving consent, and given to the doctor, hospital, or other medical facility that administers the
40 treatment.

41 42 43 **Administering Medication** 44

45 Specific requirements and procedures set forth in following sections of this policy apply to
46 administration of seizure rescue medication and adrenal crisis rescue medication. Specific
47 requirements and procedures are provided in Policy 3416 Procedure 2 for glucagon for
48 hypoglycemic emergencies, Policy 3416 Procedure 3 for injectable epinephrine rescue
49 medication for allergy emergencies, and in Policy 3416 Procedure 3 for administration of
50 albuterol for asthma emergencies. For any other medications, employees of the District may
51 administer medication to a student during periods when the student is under the control of the
52 school, subject to the following conditions:

- 53
54 1. The District has received a current written and signed request to administer the
55 medication during regular school hours to the student from the parent or other person
56 having legal control of the student.
57
- 58 2. The student's physician, dentist, nurse practitioner or physician assistant has provided a
59 signed statement describing the method, amount, and time schedule for administration,
60 and a statement that administration of medication by school employees during periods
61 when the student is under the control of the school is medically necessary.
62
- 63 3. Oral, topical, and inhalant medication may be administered by assigned school
64 personnel. Medications requiring other routes of administration will be administered and
65 overseen by a school nurse in accordance with the Utah Office of Administrative Rules
66 R156-31b-701b: Delegation of Tasks in a School Setting. ~~not be given by school~~
67 ~~personnel except in emergency situations~~. In non-emergency situations, medications
68 requiring other routes of administration must be given by a registered nurse.
69
- 70 4. All medication that is to be given at school, with the exception of medication that is
71 required in an emergency situation, must be furnished by the parent and delivered to the
72 school by a responsible adult.
73
- 74 5. All prescription medication must be in the original container labeled by the pharmacy
75 with the name of the student, the name of the physician, the name of the medication, the
76 route of administration, the amount to be given (dose), and the duration of the treatment.
77 Over-the-counter drugs must be in the original bottle and labeled with the student's
78 name.
79
- 80 6. All medication provided to the school is to be kept in a secure location.
81

- 82 7. ~~Insofar as~~ To the extent possible, one person should be assigned the responsibility of
83 administering student medication.
84
- 85 8. A record including the type of medication, amount, and the time and day it was
86 administered should be kept for each student receiving medication at school. The person
87 administering the medication should sign the record each time medication is given.
88
- 89 9. Elementary and middle school students are not to carry or self-administer medication on
90 school premises unless it has been authorized under Policy 3416 Procedure 2 (for
91 diabetes medication) or Policy 3416 Procedure 3 (for injectable epinephrine) or Policy
92 3416 Procedure 4 (for asthma medication) or is expressly ordered by the student's
93 physician because of potentially life-threatening circumstances, including, but not limited
94 to, asthma medication, diabetes medication, and glucagon. (Students may possess and
95 self-administer epinephrine nasal spray.)
96
- 97 10. Authorization for administration of medication by school personnel may be withdrawn by
98 the school at any time following actual notice to the student's parent.
99
- 100 11. School personnel who provide assistance under this policy in substantial compliance
101 with the physician's or dentist's written statement and the District are not liable, civilly or
102 criminally, for any adverse reactions suffered by the student as a result of taking the
103 medication or discontinuing the administration of the medication pursuant to this policy.
104

105 The Board shall consult with the Department of Health and Human Services and other health
106 professionals to determine:

- 107
- 108 1. Designation of employees who may administer medication.
 - 109 2. Proper identification and safekeeping of medication.
 - 110 3. Training of designated employees.
 - 111 4. Maintenance of records of administration.
- 112

113 **Civil Liability Immunity**

114

115

116 School personnel shall substantially comply with the health care professional's written statement
117 in order that they and the District and Board may take full advantage of the immunity from
118 liability granted under Utah Code § 53G-9-502(3).
119

120 **Administration of Seizure Rescue Medication**

121

122

123 The following provisions govern administration of seizure rescue medication in place of the
124 provisions set forth above under "Administering Medication." "Seizure rescue medication" is
125 medication prescribed by a health care professional which is given as set out in a student's

126 rescue seizure authorization while a student is experiencing seizure activity. It does not include
127 medication given intravenously or intramuscularly.
128

129 A "seizure rescue authorization" is a student's individualized healthcare plan which:

- 130 1. Certifies that
 - 131 a. A prescribing health care professional has prescribed a seizure rescue medication
132 for the student; and
 - 133 b. The student's parent has previously administered the student's seizure rescue
134 medication without complication in a setting outside of medical supervision; and
 - 135 c. The student has previously ceased having full body prolonged or convulsive seizure
136 activity as a result of receiving the seizure rescue medication; and
137
- 138 2. Describes the specific seizure rescue medication authorized for the student, including
139 the indicated dose and instructions for administration; and
140
- 141 3. Requests that the school identify and train school personnel who volunteer to be trained
142 to administer seizure rescue medication; and
143
- 144 4. Authorizes a trained school employee volunteer to administer seizure rescue medication
145 to the student.
146

147 After receiving a seizure rescue authorization from a student's parent, the school shall:

- 148 1. Inform school employees of the opportunity to be a school employee volunteer to
149 administer seizure rescue medication;
150
151
- 152 2. Provide for training of each volunteer in the administration of seizure rescue medication,
153 with training provided by the school nurse or another qualified, licensed medical
154 professional. The training shall be according to the program developed by the Utah
155 Department of Health and Human Services, which will include:
 - 156 a. Techniques for recognizing the symptoms that warrant the administration
157 of a seizure rescue medication;
 - 158 b. Standards and procedures for the storage of a seizure rescue medication;
 - 159 c. Other emergency procedures, including calling 911 and contacting the
160 student's parent or guardian;
 - 161 d. An assessment to determine competency to administer seizure rescue
162 medication;
 - 163 e. An annual refresher training component; and
 - 164 f. Written materials describing this information.
165
- 166 3. Retain for reference the written materials prepared for training personnel; and
167
- 168 4. Permit school personnel to possess or store prescribed seizure rescue medication so
169 that it will be available for administration.

170
171 A volunteer school employee who has received the required training may administer seizure
172 rescue medication to a student with a seizure rescue authorization if:

- 173 1. The student is exhibiting a symptom, described on the student's seizure rescue
174 authorization, that warrants the administration of a seizure rescue medication; and
- 175
176 2. A licensed health care professional is not immediately available.

177
178 A person who administers a seizure rescue medication in accordance with this policy shall direct
179 a responsible person to call 911 and take other appropriate actions in accordance with the
180 seizure rescue medication administration training.

181
182 A volunteer school employee who in good faith administers a seizure rescue medication in
183 accordance with this policy and [Utah Code § 53G-9-505](#) is not liable in a civil or criminal action
184 for an act taken or not taken under that authority.

185
186 [Policy 3410 Safe Schools](#) and its accompanying procedure do not apply to the possession of a
187 seizure rescue medication.

188 189 190 **Seizure Awareness Training**

191
192 “Seizure awareness training” is training on recognizing the signs and symptoms of seizures and
193 appropriate training for seizure first aid. This training shall be offered once every three years
194 and shall follow guidelines for such training established by the State Board of Education. The
195 training may not require a person who has received the training to provide first aid to a student
196 experiencing or showing symptoms of a seizure.

197 Whenever a student has informed the student's teacher or school that the student has epilepsy
198 or a similar seizure disorder, the student's teacher(s) and the administrator of the school where
199 the student attends shall be provided seizure awareness training.

200 All District administrators, teachers, classroom aides and other individuals who interact with or
201 supervise students shall be given seizure awareness training.

202 The fact that a District employee has received seizure awareness training does not impose on
203 such an employee an obligation to provide first aid to a student experiencing or showing
204 symptoms of a seizure.

205 206 207 **Administration of Adrenal Crisis Rescue Medication**

208
209 The following provisions govern administration of adrenal crisis rescue medication in place of
210 the provisions set forth above under “Administering Medication.” “Adrenal crisis rescue
211 medication” is medication prescribed by a health care professional which is given as set out in a
212 student's adrenal crisis rescue authorization during adrenal crisis activity.

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An “adrenal crisis rescue authorization” is a student’s individualized healthcare plan which:

1. Certifies that a prescribing health care professional has prescribed an adrenal crisis rescue medication for the student; and
2. Describes the specific adrenal crisis rescue medication authorized for the student, including the indicated dose and instructions for administration; and
3. Requests that the school identify and train school personnel who volunteer to be trained to administer adrenal crisis rescue medication; and
4. Authorizes a trained school employee volunteer to administer adrenal crisis rescue medication to the student.

After receiving an adrenal crisis rescue authorization from a student’s parent, the school shall:

1. Inform school employees of the opportunity to be a school employee volunteer to administer adrenal crisis rescue medication;
2. Provide for training of each volunteer in the administration of adrenal crisis rescue medication, with training provided by the school nurse or another qualified, licensed medical professional. The training shall be according to the program developed by the Utah Department of Health and Human Services, which will include:
 - a. Standards and procedures for the storage of an adrenal crisis rescue medication;
 - b. Other emergency procedures, including calling 911 and contacting the student’s parent or guardian;
 - c. An assessment to determine competency to administer adrenal crisis rescue medication;
 - d. An annual refresher training component; and
 - e. Written materials describing this information.
3. Retain for reference the written materials prepared for training personnel; and
4. Permit school personnel to possess or store prescribed adrenal rescue medication so that it will be available for administration.

A volunteer school employee who has received the required training may administer adrenal crisis rescue medication to a student with an adrenal crisis rescue authorization if:

1. The student is exhibiting a symptom, described on the student’s adrenal crisis rescue authorization, that warrants the administration of an adrenal crisis rescue medication; and

257 2. A licensed health care professional is not immediately available.
258 A person who administers an adrenal crisis rescue medication in accordance with this policy
259 shall direct a responsible person to call 911 and take other appropriate actions in accordance
260 with the adrenal crisis rescue medication administration training.

261
262 A volunteer school employee who in good faith administers an adrenal crisis rescue medication
263 in accordance with this policy and [Utah Code § 53G-9-507](#) is not liable in a civil or criminal
264 action for an act taken or not taken under that authority.

265
266 [Policy 3410 Safe Schools](#) and its accompanying procedure do not apply to the possession of an
267 adrenal crisis rescue medication.

268
269

270 **Administration of Opiate Antagonist Medication**

271
272 A person who acts in good faith to administer an opiate antagonist to an individual that the
273 person believes is experiencing an opiate-related drug overdose event is not liable for civil
274 damages for acts or omissions made as a result of administering the opiate antagonist.

275
276

277 **Administration of Non-prescription Medications**

278
279 Acetaminophen (Tylenol), or Ibuprofen (Advil or Motrin), may be given by the school nurse or
280 other school employees as designated by the principal of the school. There must be parental or
281 guardian permission, written or by telephone, for each time one of the medications is given. A
282 medication log will be used to record the date and time of administration, student name, name
283 of the parent or guardian who was contacted, which medication was given, along with the
284 dosage of that medication, and the initials of the person administering the medication. Dosage
285 shall be as follows:

- 286
287
- Acetaminophen (Tylenol)
 - Grades K-6: 325 mg (1 adult tablet equivalent)
 - Grades 7-12: 325-650 mg (1-2 adult tablets per parent direction)
 - Ibuprofen (Advil or Motrin)
 - Grades K-6: 200 mg (1 adult tablet equivalent)
 - Grades 7-12: 200-400 mg (1-2 adult tablets per parent direction)
- 290
291
292
293

294 Students in secondary schools (grades 7-12) may carry and self-administer one dose of easily
295 identified non-prescription, over-the-counter medication. Authorization for the ability to carry
296 and/or self-administer medication may be denied or withdrawn by the school at any time
297 following actual notice to the student's parent(s)/legal guardians. Advanced authorization for
298 medication to be taken outside of the school day (i.e., a school-sponsored trip/event) must be
299 obtained. (For treatment of asthma please refer to 3416 Procedure 4.)

300

301 **Application of Sunscreen**

302 ~~If a student is unable to self-apply sunscreen, a volunteer school employee may apply the~~
303 ~~sunscreen on the student if the student's parent provides written consent for that assistance. If~~
304 ~~such consent has been given, neither the volunteer school employee nor the District are liable~~
305 ~~for an adverse reaction suffered by the student because of sunscreen application or for~~
306 ~~discontinuing the application of sunscreen at any time.~~

307
308
309 **Legal References**

- 310 [Utah Code § 78B-3-406\(6\)\(c\) \(2021\)](#)
311 [Utah Code § 53G-9-502 \(2025\)](#)
312 [Utah Code § 53G-9-502\(1\)\(a\) \(2025\)](#)
313 [Utah Code § 53G-9-502\(3\) \(2024\)](#)
314 [Utah Code § 53G-9-505 \(2024\)](#)
315 [Utah Code § 53G-9-502\(4\)\(b\) \(2025\)](#)
316 [Utah Code § 53G-9-213\(1\)\(b\), \(3\), \(4\) \(2024\)](#)
317 [Utah Code § 53G-9-213\(1\)\(a\) \(2024\)](#)
318 [Utah Code § 53G-9-213\(2\) \(2024\)](#)
319 [Utah Code § 53G-9-213\(4\) \(2024\)](#)
320 [Utah Code § 53G-9-507 \(2024\)](#)
321 [Utah Code § 53G-9-502\(4\)\(d\) \(2025\)](#)
322 [Utah Code § 26B-5-509\(1\)\(a\)\(ii\) \(2023\)](#)
323 [Utah Code § 53G-9-502\(4\)\(c\) \(2025\)](#)
324 [Utah Code § 53G-9-208\(3\), \(4\) \(2020\)](#)

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327 **Board Approved:** August 2007
328 Revised: March 12, 2013
329 **Revised:** February 10, 2026

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Health Requirements and Services: Medical Treatment Directives
Policy Series: 3000 Students

Policy No. 3416
Procedure 1

10
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Background

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In very isolated situations, a child who is terminally ill may be enrolled and actively participating in a public school. This policy sets forth what school personnel may and must do if a student subject to an “order for life sustaining treatment” directive faces a life-threatening medical emergency.

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The law provides that an “order for life sustaining treatment” executed pursuant to [Utah Code § 75A-3-106](#) may be directed to health care providers or emergency medical service providers licensed or certified under [Utah Code Title 53, Chapter 2d, Utah Emergency Medical Services Act](#). An order for life sustaining treatment gives direction to health care providers, health care facilities, and emergency medical services providers regarding the specific health care decisions of the individual to whom the order relates. The law further provides that those licensed or certified emergency medical providers may be directed to withhold or withdraw all life-sustaining procedures. Professionals licensed pursuant to [Utah Code § 53-2d-402](#) include paramedics, advanced emergency medical service technicians, emergency medical services technicians, emergency medical responders, behavioral emergency services technicians, and advanced behavioral emergency services technicians. Such professionals are granted immunity from liability for complying in good faith with an order for life sustaining treatment. Such professionals are also granted immunity for providing life-sustaining treatment notwithstanding a contrary directive in an order for life sustaining treatment.

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Policy

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1. Medical service providers who are school employees may have responsibilities related to the treatment or withholding of treatment for persons for whom a valid order for life sustaining treatment has been issued pursuant to [Utah Code § 75A-3-106](#). Such providers may act in good faith to exercise their judgment regarding complying with an order for life sustaining treatment to withhold or withdraw life-sustaining treatment or to provide life-sustaining treatment despite a contrary directive in the order.

- 43 2. With the exception of situations governed by paragraph 1, above, it is the policy of the
44 District that first aid shall be provided to any and all students in need of such assistance
45 while under the control and/or supervision of the District. Orders for life sustaining
46 treatment will not be followed by school district staff who are not licensed under Section
47 53-2d-402.
48
- 49 3. When a school employee or volunteer observes or becomes aware of a medical
50 emergency involving a student, normal responsive actions should be taken, including the
51 summoning of emergency medical personnel and administering first aid.
52
- 53 4. This should be done by school staff irrespective of whether an order for life sustaining
54 treatment is in place and has been provided to the school with respect to that particular
55 student.
56

57
58 **Legal References:**

59 *Utah Code § 53-2d-402 (2025)*

60 *Utah Code § 75A-3-101(19) (2025)*

61 *Utah Code § 75A-3-106 (2024)*
62

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64 **Adopted:**
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Health Requirements and Services: Student Treatment for Diabetes
Policy Series: 3000 Students

Policy No. 3416
Procedure 2

10 **Definitions**

- 11 1. "Glucagon authorization" means a signed statement from a [health care provider and the](#)
12 parent of a student with diabetes (a) certifying that glucagon has been prescribed for the
13 student, (b) requesting that the school identify and train school personnel who volunteer
14 to be trained in the administration of glucagon, and (c) authorizing the administration of
15 glucagon in an emergency to the student.
- 16
- 17 2. "Hypoglycemia" means a potentially life threatening condition resulting from abnormally
18 low blood glucose levels.
- 19
- 20 3. "Qualified adult" means a person who is 18 years of age or older and who has
21 successfully completed the Utah Department of Health and Human Services training
22 program described in this policy.
- 23
- 24 4. "Glucagon kit" means a [medication](#) ~~medical device~~ that contains a premeasured dose of
25 glucagon for the emergency treatment of hypoglycemia.
- 26
- 27

28 **Administration of Glucagon for Hypoglycemic Emergency**

29
30 This policy does not create a duty or standard of care for a person to be trained in the use and
31 storage of glucagon kits, nor does it create a duty on the part of the District or a school to store
32 glucagon kits at a school, nor does it relieve a student's parent or guardian from providing a
33 student's medication, nor does it create an expectation that a school will have glucagon kits. A
34 decision to complete the training program described below and to make glucagon kits available
35 for hypoglycemia is voluntary. A school, school board, or school official may encourage a
36 teacher or other school employee to volunteer for such training. A school, the school board, or a
37 school official may not prohibit or dissuade a school employee from (a) being trained in use and
38 storage of glucagon kits, (b) possessing or storing glucagon kits on school premises (if the
39 employee is a qualified adult and the possession and storage is in accord with training), or (c)

40 administering glucagon with a glucagon kit to a student with a glucagon authorization (if the
41 employee is a qualified adult and the administration is in accord with training).
42

43 Each primary and secondary school shall make initial and annual refresher training regarding
44 the storage and emergency use of a glucagon kit available to any interested teacher or other
45 school employee, who is at least eighteen (18) years of age, and who volunteers for such
46 training. The training will be provided by the [school nurse in accordance with the Utah](#)
47 Department of Health and Human Services.
48

49 The training will include instruction on:

- 50
- 51 1. techniques for recognizing symptoms of a hypoglycemic emergency;
- 52
- 53 2. standards and procedures for the storage and emergency use of a glucagon kit;
- 54
- 55 3. emergency follow-up procedures, and contacting, if possible, the student's parent; and
- 56
- 57 4. written materials covering the information provided during training.
58

59 The volunteers shall retain for reference the written materials covering the information provided
60 during training.
61

62 A teacher or other school employee who is a "qualified adult":
63

- 64 1. May request from the student's [health care provider](#) ~~school district physician, the~~
65 ~~medical director of the local health department, the local emergency medical services~~
66 ~~director, a physician, pharmacist, or any other person or entity authorized to prescribe or~~
67 ~~dispense prescribed medicines or drugs, a prescription for a glucagon kit;~~
68
- 69 2. May, when a school nurse is not immediately available, immediately administer a
70 glucagon kit to a student who (a) has a diagnosis of diabetes by a health care provider,
71 (b) has a glucagon authorization on file with the school, and (c) is showing symptoms of
72 hypoglycemia;
73
- 74 3. Shall initiate appropriate medical follow-up in accordance with the training materials after
75 administering a glucagon kit.
76

77 ~~Each primary or secondary school may make a glucagon kit available to any teacher or other~~
78 ~~school employee who is employed at the school and has become a "qualified adult."~~
79

80 A school may ~~obtain a prescription for a supply~~ [store the student's](#) of glucagon kits for ~~storage~~
81 ~~at the school and~~ use by qualified adults if the school (a) designates an individual to complete
82 an initial and annual refresher training program regarding the proper storage and emergency

83 use of glucagon kits and (b) ~~stores~~ the glucagon kits **must be stored** according to
84 **manufacturer's guidelines** ~~Utah Department of Health and Human Services standards.~~

85
86 The following, if acting in good faith, are not liable in any civil or criminal action for any act taken
87 or not taken under the authority of [Utah Code § 26B-4-401](#) et seq. with respect to a diabetic
88 emergency: (a) a "qualified adult," (b) a person who conducts training regarding the emergency
89 use and storage of a glucagon kit, and (c) the District or its schools.

90
91

92 **Student Self-Administration of Diabetes Medication**

93

94 Under Policy 3416, elementary and middle school students are prohibited from carrying or self-
95 administering medication on school premises except in certain limited circumstances. However,
96 elementary and middle school students may carry and self-administer prescription or non-
97 prescription diabetes medications provided that the school has been provided a parent
98 authorization statement and a health care provider statement as provided below.

99

100 The written parent statement must state that the parent authorizes the student to have and self-
101 administer the diabetes medication and must acknowledge that the student is responsible for,
102 and capable of, possessing and self-administering the diabetes medication.

103

104 The health care provider statement must specifically identify the prescription or nonprescription
105 diabetes medication authorized for the student's use and must state that it is medically
106 appropriate for the student to possess or possess and self-administer the diabetes medication
107 and that the student should be in possession of diabetes medication at all times.

108

109 If the medication is to be stored other than on the student's person, the student or parent shall
110 inform the school nurse or administration where the medication will be kept to enable access for
111 emergency use.

112

113 The student shall only use prescription diabetes medication as directed by a health care
114 provider's written orders and shall use non-prescription diabetes medication in accordance with
115 the manufacturer's instructions.

116

117

118 **Medication Sharing Prohibited**

119

120 No student is permitted to sell, share, or otherwise give to others any medication, prescription or
121 non-prescription. Violations of this policy are subject to disciplinary action under the school's
122 drug policies.

123

124

125 **Legal References:**

126 [Utah Code § 26B-4-401\(10\), \(12\), \(17\)\(b\)\(ii\) \(2025\)](#)

- 127 [Utah Code § 53G-9-504\(1\) \(2025\)](#)
- 128 [Utah Code § 26B-4-406 \(2025\)](#)
- 129 [Utah Code § 26B-4-412\(1\), \(2\), \(3\) \(2025\)](#)
- 130 [Utah Code § 26B-4-406\(6\) \(2025\)](#)
- 131 [Utah Code § 26B-4-409 \(2025\)](#)
- 132 [Utah Code § 26B-4-409\(6\) \(2025\)](#)
- 133 [Utah Code § 26B-4-410 \(2024\)](#)
- 134 [Utah Code § 53G-9-506 \(2019\)](#)
- 135 [Utah Code § 26B-4-412\(4\) \(2025\)](#)

136

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138 **Adopted:** February 24, 2026

139

DRAFT



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2
3 **Health Requirements and Services: Students with Life Threatening Allergies**
4 **Policy Series: 3000 Students**

5 **Policy No. 3416**
6 **Procedure 3**

7
8 **Parent's or Legal Guardian's Responsibility**
9

10 The student's parent or guardian has the primary duty to inform school authorities about the
11 child's potentially life-threatening medical condition(s) upon registration of the child or upon
12 medical diagnosis of the medical problem. Therefore, the student's parent or guardian shall:
13

- 14 1. Annually notify, in writing, the school of the child's allergies and, if not already on file with
15 the school, provide written physician verification of the child's allergies.
16
- 17 2. Work with the school to develop a plan that accommodates the child's needs, including
18 an Allergy ~~Emergency Response~~ **Action** Plan. In the case of a child's potentially life
19 threatening food allergy, develop an ~~Student Food Allergy~~ **Action** Plan with the
20 appropriate school staff.
21
- 22 3. Provide written documentation, instructions, and medications as directed by a physician,
23 using the Allergy **Action** ~~Emergency Response~~ Plan as a guide. Include a current photo
24 of the child on the written form.
25
- 26 4. Provide properly labeled medications and replace medications after use or upon
27 expiration.
28
- 29 5. Educate the child in self-management of their allergy, including, where applicable:
30 a. safe and unsafe foods;
31 b. strategies for avoiding exposure to unsafe foods, including how to read food
32 labels (age appropriate);
33 c. symptoms of allergic reactions;
34 d. how and when to tell an adult that the child may be having an allergy-related
35 problem.
36
- 37 6. Review the ~~Student Food Allergy~~ **Action** Plan and Allergy Emergency Response Plan
38 with the appropriate school staff, the child's physician, and the child (if age appropriate)
39 after a reaction has occurred.

- 40 7. Provide emergency contact information [and health care provider information](#), including
41 the name, phone number, fax number, and address of the student's [health care provider](#)
42 ~~treating physician~~.

45 **School's Responsibility**

- 46
- 47 1. Registration procedures shall enquire as to whether or not a student has medical
48 problems of which the school should be aware.
- 49
- 50 2. Review the health records and/or information submitted by parents and physicians.
- 51
- 52 3. In developing a reasonable accommodation of the student with a potentially life-
53 threatening ~~food~~-allergy, the following guidelines are recommended:
- 54 a. The school principal or principal's designee, classroom teacher(s), the parent(s)
55 or legal guardian, the student (as age appropriate) and a District nurse or other
56 qualified person should develop the Student ~~Food~~ Allergy Action Plan. Other
57 persons may be involved as determined to be necessary. In addition, the child's
58 physician should review the Student-~~Food~~ Allergy Action Plan.
- 59 ~~b. Consideration in the Student Food Allergy Plan shall be given to:~~
- 60 i. ~~elimination, whenever reasonably feasible, of allergens from meals,~~
61 ~~educational tools, arts and craft projects, and incentives;~~
- 62 ii. ~~education of the student, parent or guardian, community, staff, and food~~
63 ~~handlers;~~
- 64 iii. ~~appropriate standards of hygiene and maintenance for facilities and~~
65 ~~students;~~
- 66 iv. ~~classroom and school routines in light of the age, maturity, and ability of~~
67 ~~the student, and expectations regarding personal responsibility;~~
- 68 v. ~~emergency procedures and preparation for such;~~
- 69 vi. ~~procedure to be followed should a "dangerous" food product be brought to~~
70 ~~the classroom.~~
- 71 c. Provide copies of the Allergy [Action](#) ~~Emergency Response~~ Plan to all staff who
72 interact with the student on a regular basis, including substitute teachers.
- 73 d. Enforce a "no eating" policy on school buses with exceptions made only to
74 accommodate students with special nutritional needs.
- 75
- 76 4. Review the Student ~~Food~~ Allergy Action Plan and ~~Allergy Emergency Response~~ Plan
77 with parent or guardian, student (as age appropriate) and physician after a reaction has
78 occurred at school or a school-related activity and consider whether the plans need to be
79 modified.
- 80

82 **Emergency Injection for Anaphylaxis**

83 In addition to students with known, potentially life-threatening allergies who have specific
84 prescriptions for medication to respond to reactions, the following addresses the use of stock
85 medications to treat reactions in others.

86
87 This policy does not create a duty or standard of care for a person to be trained in the use and
88 storage of injectable epinephrine rescue medication, nor does it create a duty on the part of the
89 District or a school to store injectable epinephrine rescue medication at a school (apart from the
90 obligation to make injectable epinephrine rescue medication available to trained individuals as
91 set forth below). A decision to complete the training program described below and to make
92 injectable epinephrine rescue medication available for emergency medical situations is
93 voluntary. A school, school board, or school official may encourage a teacher or other school
94 employee to volunteer for such training. A school, the school board, or a school official may not
95 prohibit or dissuade a school employee from (a) being trained in use and storage of injectable
96 epinephrine rescue medication, (b) possessing or storing injectable epinephrine rescue
97 medication on school premises (if the employee is a qualified adult and the possession and
98 storage is in accord with training), or (c) administering injectable epinephrine rescue medication
99 (if the employee is a qualified adult and the administration is in accord with training).

100
101 Each primary and secondary school shall make initial and annual refresher training regarding
102 the storage and emergency use of injectable epinephrine rescue medication available to any
103 interested teacher or other school employee, who is at least eighteen (18) years of age, who
104 volunteers for such training. The training may be provided by the school nurse, or other person
105 qualified to provide such training, ~~designated by the school district physician, the medical~~
106 ~~director of the local health department, or the local emergency medical services director.~~

107
108 A person who provides this training shall include instruction on:

- 109 1. techniques for recognizing symptoms of anaphylaxis;
- 110
111 2. standards and procedures for the storage and emergency use of injectable epinephrine
112 rescue medication;
- 113
114 3. emergency follow-up procedures, including calling the emergency 911 number and
115 contacting, if possible, the student's ~~physician and a parent or guardian~~; and
- 116
117 4. written materials covering the information provided during training.

118
119 The volunteers shall retain for reference the written materials covering the information provided
120 during training.

121
122 A teacher or other school employee who has received the above training regarding the storage
123 and emergency use of injectable epinephrine rescue medication becomes a "qualified adult"
124 and:

- 125 1. May obtain (along with the school nurse) from the school district physician, the medical
126 director of the local health department, the local emergency medical services director, a

127 physician, pharmacist, or any other person or entity authorized to prescribe or dispense
128 prescribed medicines or drugs, a prescription for injectable epinephrine rescue
129 medication;

130
131 2. May immediately administer an injectable epinephrine rescue medication to a person
132 exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school
133 activity when a nurse is not immediately available;

134
135 3. Shall initiate emergency medical services or other appropriate medical follow-up in
136 accordance with the training materials after administering an injectable epinephrine
137 rescue medication.

138
139 Each primary or secondary school may make an injectable epinephrine rescue medication
140 available to any teacher or other school employee who is employed at the school and has
141 become a “qualified adult.” However, the school is not required to keep more than one
142 emergency injectable epinephrine rescue medication on the school premises so long as it may
143 be quickly accessed by a teacher or other school employee who is a “qualified adult” in the
144 event of an emergency.

145
146 A school may obtain a prescription for a supply of injectable epinephrine rescue medication for
147 storage at the school and use by qualified adults if the school (a) designates an individual to
148 complete an initial and annual refresher training program regarding the proper storage and
149 emergency use of injectable epinephrine rescue medication and (b) stores the injectable
150 epinephrine rescue medication according to Utah Department of Health and Human Services
151 standards.

152
153 The following, if acting in good faith, are not liable in any civil or criminal action for any act taken
154 or not taken under the authority of [Utah Code § 26B-4-406](#) et seq. with respect to an
155 anaphylactic reaction: (a) a “qualified adult,” (b) a person who conducts training regarding the
156 emergency use and storage of injectable epinephrine rescue medication, and (c) the District or
157 its schools.

158
159

160 **Student’s Responsibility**

161
162 The student will be proactive in the care and management of his or her food allergies and other
163 reactions based upon the student’s developmental level, including the following:

- 164
165 1. Should not trade or share food, utensils, or containers with others;
166
167 2. Should not eat anything with unknown ingredients or known to contain any allergen;
168
169 3. Should notify an adult immediately if he or she eats something the student believes may
170 contain the food to which he or she is allergic.

171 4. Know the location of his/her epinephrine nasal spray or injectable epinephrine rescue
172 medication, if applicable, or other emergency medications.

173
174 5. Wash hands before eating.

175
176

177 **Student Self-Administration of Epinephrine**

178

179 Under Policy 3416, elementary and middle school students are prohibited from carrying or self-
180 administering medication on school premises except in certain limited circumstances. However,
181 any student may possess and self-administer an epinephrine nasal spray. In addition, students
182 may possess or possess and self-administer injectable epinephrine rescue medication provided
183 that the student's parent or guardian has previously provided the school with a signed written
184 request and written health care provider approval.

185

186 The written request must state that the parent or guardian authorizes the student to possess or
187 possess and use the injectable epinephrine rescue medication while acknowledging that the
188 student is responsible for, and capable of, possessing or possessing and self-administering the
189 injectable epinephrine rescue medication.

190

191 The health care provider approval must state that the provider finds that it is medically
192 appropriate for the student to possess or possess and self-administer injectable epinephrine
193 rescue medication and the student should be in possession of the injectable epinephrine rescue
194 medication at all times.

195

196

197 **Medication Sharing Prohibited**

198

199 No student is permitted to sell, share, or otherwise give to others any medication, prescription or
200 non-prescription. Violations of this policy are subject to disciplinary action under the school's
201 drug policies.

202

203 **Resource Materials for Training**

204

205 Training materials and information, along with other resource material relating to emergency
206 administration of epinephrine, are available at the following:-

207 [A Shot to Live, http://medicine.utah.edu/pediatrics/a-shot-to-live/](http://medicine.utah.edu/pediatrics/a-shot-to-live/)

208

209

210

211

212 **Legal References:**

213 [Utah Code § 26B-4-406 \(2025\)](#)

214 [Utah Code § 26B-4-407 \(2025\)](#)

215 [Utah Code § 26B-4-406\(5\) \(2025\)](#)

216 [Utah Code § 26B-4-409 \(2025\)](#)

217 [Utah Code § 26B-4-409\(6\) \(2024\)](#)

218 [Utah Code § 26B-4-410 \(2025\)](#)

219 [Utah Code § 26B-4-407\(4\) \(2025\)](#)

220

221

222 **Adopted:**

223

DRAFT



1
2
3 **Health Requirements and Services: Student Asthma Emergency**
4 **Policy Series: 3000 Students**

5 **Policy No. 3416**
6 **Procedure 4**
7

8 **Definitions**

- 9 1. "Asthma action plan" means a written plan developed with a school, nurse, a student's
10 parent or guardian, and the student's health care provider to help control the student's
11 asthma which is signed by the student's parent or guardian and health care provider.
12
13 2. "Asthma emergency" means an episode of respiratory distress that may include
14 symptoms such as wheezing, shortness of breath, coughing, chest tightness, or
15 breathing difficulty.
16
17 3. "Qualified adult" means a person who is 18 years of age or older and who has
18 successfully completed the Utah Department of Health and Human Services training
19 program described in this policy.
20
21 4. "Stock albuterol" means a prescription inhaled medication which is used to treat asthma
22 and that may be delivered through a device, including an inhaler or a nebulizer with a
23 mouthpiece or mask.
24

25
26 **Administration of Stock Albuterol for Asthma Emergency**
27

28 This policy does not create a duty or standard of care for a person to be trained in the use and
29 storage of stock albuterol, nor does it create a duty on the part of the District or a school to store
30 stock albuterol at a school, nor does it relieve a student's parent or guardian from providing a
31 student's medication, nor does it create an expectation that a school will have stock albuterol
32 available. A decision to complete the training program described below and to make stock
33 albuterol available for asthma emergencies is voluntary. A school, school board, or school
34 official may encourage a teacher or other school employee to volunteer for such training. A
35 school, the school board, or a school official may not prohibit or dissuade a school employee
36 from (a) being trained in use and storage of stock albuterol, (b) possessing or storing stock
37 albuterol on school premises (if the employee is a qualified adult and the possession and
38 storage is in accord with training), or (c) administering stock albuterol (if the employee is a
39 qualified adult and the administration is in accord with training).
40

41 Each primary and secondary school shall make initial and annual refresher training regarding
42 the storage and emergency use of stock albuterol available to any interested teacher or other
43 school employee, who is at least eighteen (18) years of age, who volunteers for such training.
44 The training will be provided by the ~~school nurse Utah Department of Health and Human~~
45 ~~Services.~~

46
47

48 The training will include instruction on:

- 49 1. techniques for recognizing symptoms of an asthma emergency;
- 50
- 51 2. standards and procedures for the storage and emergency use of a stock albuterol;
- 52
- 53 3. emergency follow-up procedures, and contacting, if possible, the student's parent; and
- 54
- 55 4. written materials covering the information provided during training.
- 56

57 The volunteers shall retain for reference the written materials covering the information provided
58 during training.

59

60 A teacher or other school employee who is a "qualified adult":

61

- 62 1. May request from the school district physician, the medical director of the local health
63 department, the local emergency medical services director, a physician, pharmacist, or
64 any other person or entity authorized to prescribe or dispense prescribed medicines or
65 drugs, a prescription for stock albuterol;
- 66
- 67 2. May, when a school nurse is not immediately available, immediately administer stock
68 albuterol to a person who (a) has a diagnosis of asthma by a health care provider, (b)
69 has a current asthma action plan on file with the school, and (c) is showing symptoms of
70 an asthma emergency as described in the student's asthma action plan;
- 71
- 72 3. May administer stock albuterol to any student who appears, based on the employee's
73 training, to be experiencing respiratory distress or an asthma emergency regardless of
74 whether a current asthma plan is on file for the student;
- 75
- 76 4. Shall initiate appropriate medical follow-up in accordance with the training materials after
77 administering stock albuterol.
- 78

79 Each primary or secondary school may make stock albuterol available to any teacher or other
80 school employee who is employed at the school and has become a "qualified adult."

81

82 A school may obtain a prescription for a supply of stock albuterol for storage at the school and
83 use by qualified adults if the school (a) designates an individual to complete an initial and
84 annual refresher training program regarding the proper storage and emergency use of stock

85 albuterol and (b) stores the stock albuterol according to Utah Department of Health and Human
86 Services standards.

87
88 The following, if acting in good faith, are not liable in any civil or criminal action for any act taken
89 or not taken under the authority of [Utah Code § 26B-4-401](#) et seq. with respect to an asthma
90 emergency: (a) a “qualified adult,” (b) a person who conducts training regarding the emergency
91 use and storage of stock albuterol, and (c) the District or its schools.

92
93

94 **Student Self-Administration of Asthma Medication**

95

96 Under Policy 3416, elementary and middle school students are prohibited from carrying or self-
97 administering medication on school premises except in certain limited circumstances. However,
98 elementary and middle school students may possess or possess and self-administer asthma
99 medication provided that the school has been provided an [Asthma Action Plan that includes a](#)
100 parent authorization statement and a health care provider statement as provided below.

101

102 The written parent or guardian statement must state that the parent or guardian authorizes the
103 student to possess or possess and use the asthma medication and must acknowledge that the
104 student is responsible for, and capable of, possessing or possessing and self-administering the
105 asthma medication.

106

107 The written health care provider statement must state (1) the name of the asthma medication
108 prescribed or authorized for the student’s use and (2) that it is medically appropriate for the
109 student to self-administer asthma medication and to be in possession of asthma medication at
110 all times the epinephrine auto-injector at all times.

111

112 (When available, the Utah Department of Health and Human Services forms for the parent and
113 health care provider statements shall be used.)

114

115

116 **Medication Sharing Prohibited**

117

118 No student is permitted to sell, share, or otherwise give to others any medication, prescription or
119 non-prescription. Violations of this policy are subject to disciplinary action under the school's
120 drug policies.

121

122

123 **Legal References:**

124 [Utah Code § 26B-4-401\(4\), \(5\), \(18\), \(24\) \(2025\)](#)

125 [Utah Code § 26B-4-406 \(2025\)](#)

126 [Utah Code § 26B-4-408 \(2023\)](#)

127 [Utah Code § 26B-4-406\(7\) \(2025\)](#)

128 [Utah Code § 26B-4-409\(1\), \(5\) \(2025\)](#)

129 [Utah Code § 26B-4-409\(5\) \(2025\)](#)

130 [Utah Code § 26B-4-408\(4\), \(5\) \(2023\)](#)

131

132

133 **Adopted:**

DRAFT

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**Health Requirements and Services: Student Self-Application of Sunscreen
Policy Series: 3000 Students**

**Policy No. 3416
Procedure 5**

10 **Student Self-Application of Sunscreen**

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Under Policy 3416, elementary and middle school students are prohibited from carrying or self-administering medication on school premises except in certain limited circumstances. Sunscreen is a compound topically applied to prevent sunburn. Some sunscreen may be regulated by the Food and Drug Administration (FDA) and therefore might be considered a medication. Whether or not a sunscreen is regulated by the FDA, students shall be allowed to possess and self-apply sunscreen without being required to have parent, physician, or physician assistant authorization.

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Application of Sunscreen

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If a student is unable to self-apply sunscreen, a volunteer school employee may apply the sunscreen on the student if the student's parent provides written consent for that assistance. If such consent has been given, neither the volunteer school employee nor the District are liable for an adverse reaction suffered by the student because of sunscreen application or for discontinuing the application of sunscreen at any time.

28
29
30

Peer Sunscreen Application Prohibited

31
32

No student is permitted to [share personal sunscreen or](#) apply sunscreen to another student.

33
34
35

Legal References:

36
37
38

[Utah Code § 53G-9-208\(1\), \(2\) \(2020\)](#)

39
40

Adopted:



**Students Infected with AIDS or, HIV, or ARC
Policy Series: 3000**

Policy No. 3414

Purpose:

The Board recognizes the need to educate residents, patrons, and students concerning communicable diseases including AIDS and to develop policies for attendance and employment of victims cooperate with and follow the guidelines and recommendations provided by the Board of Health for students and employees that may have any form of Acquired Immunodeficiency Syndrome (AIDS); or Human Immunodeficiency Virus (HIV infection).

The Administration will cooperate fully in assisting the Utah County Health Department in the detection, prevention, and control of all communicable diseases, including AIDS and HIV infection. The following guidelines shall apply:

Guidelines

1. When it is reported that a student of the Provo School District has been infected with HIV, a review committee shall be organized consisting of the school administrator, a representative from the local health department, the student's physician, and the student's parent(s) or guardian(s). In the event that the student's physician is unable to serve on the committee, a licensed physician should be appointed by the local health officer. The committee is to be appointed and chaired by the school administrator. The committee review shall be based on the following considerations:
 - The nature of the risk of transmission of HIV relevant to the activities of the subject in the school setting;
 - The probability of risk of HIV transmission to others by the subject in the school setting;
 - The probability of any health related risks to the subject; and
 - If restrictions are necessary, what accommodations could be made by the school to avoid excessive limitations?
2. Pending recommendation of the evaluation team, a student who exhibits behavior which increases the likelihood of transmission or is too ill to attend school shall have an appropriate alternative education program provided by the District.

~~3. If the decision to leave a student with AIDS and/or HIV infection in a regular school environment is recommended by the evaluation team, the designated chairman of the review committee shall work closely with the team to ensure the protection and benefit of all parties. Guidelines which have been set for such enrollment by the State Health Department, U.S. Public Health Services and the American Academy of Pediatrics will be utilized. Special in-service activities will be provided for all teachers and staff.~~

~~4. Appeals Process~~

- ~~○ Any member of the review committee may appeal the recommendation of the committee by submitting a written appeal within ten (10) school days for students or ten (10) working days for employees, after receiving notice of the committee's recommendations. If the appellant's concerns relate to medical issues, the appeal shall be submitted to the director, and the director or designee may order restrictions on the school-related activities or associations of the subject or may stay implementation of the committee's recommendations. If the concerns relate to the school's ability to provide an accommodation, the appeal shall be directed to the school board.~~
- ~~○ The appellant shall submit copies of any appeal to the director of the Utah County Health Department and all other members of the review committee.~~
- ~~○ A member from the Utah Department of Health or the school board shall review the findings and recommendations of the committee and any additional information that the director or board finds to be pertinent to the question raised in the appeal, and shall render a final decision in writing within ten (10) school days for students or ten (10) working days for employees.~~
- ~~○ Copies of the decision shall be sent to the appellant and members of the review committee.~~
- ~~○ Provo City School District shall implement the decision without delay.~~
- ~~○ Judicial review of any decision rendered under this section by the school board may be secured by persons adversely affected thereby by filing an action for review in the appropriate court of law.~~

~~5. Confidentiality shall be respected, and the identities or other case details of HIV-infected persons shall not be disclosed to any person other than members of the review committee and the superintendent. Anyone entitled to receive confidential information about the HIV infected subject other than the individual identified in the information, who violates this section by releasing or making public confidential information is guilty of a class A misdemeanor.~~

~~6. In the event an employee of the District is diagnosed as being infected with AIDS and/or HIV infection, a committee made up of the employee, the school or department administrator, a representative from the local health department, and the employee's physician shall be formed. In the event that the employee's physician is unable to serve on the committee, a licensed physician should be~~

~~appointed by the local health officer. The committee is to be appointed and chaired by the school or department administrator. The committee will review the medical/job placement status of the employee. In the event that staying on the job is precluded, the employee will receive any existing benefits to which he/she is entitled, but may not accrue additional benefits. Part-time hourly employees will be granted medical leave without pay and benefits. Guidelines developed by the Utah Department of Health, U.S. Public Health Service, and the American Academy of Pediatrics regarding the transmission of AIDS and HIV infection in the work place and the school will be utilized to ensure the protection and safety of all involved.~~

- ~~7. In the school setting, no person shall be discriminated against, or denied activities or associations based solely upon a diagnosis of HIV and/or AIDS infection, except as permitted under these guidelines. Each school shall adopt routine procedures for handling blood or body fluids, including sanitary napkins, regardless of whether students or employees with HIV and/or AIDS infections are known to be present. The procedures shall be consistent with recommendations of the United States Public Health Service, the American Academy of Pediatrics, and the Utah Department of Health.~~

Students Infected with HIV, AIDS or ARC

In the school setting, no person shall be discriminated against, or denied activities or associations, based solely upon a diagnosis of HIV infection.

Most students with AIDS can attend school in the regular classroom without restrictions. If a parent or school official believes that a child with AIDS needs related services or placement outside the regular classroom, Section 504 requires an evaluation and placement process to determine the appropriate educational setting for a child with AIDS. However, a full educational evaluation is not required when neither the school officials nor parents believe that a child is in need of special education or related services.

A student with AIDS has a right to confidentiality under FERPA and Section 504. However, such confidentiality would not affect state and local public health rules regarding the duty of schools to report specified diseases to public health departments. However, when reporting any cases of AIDS to public health authorities, schools should convey such information in the same way that information about other diseases is treated.

The Occupational Safety and Health Administration (OSHA) has issued regulations whose purpose is to reduce or eliminate the possibility of an employee or students contracting any of a series of diseases that are spread through blood contact contained in [29 CFR Part 1910](#). All school employees should be following OSHA blood-borne pathogen standards when dealing with body fluids. **All employees receive bloodborne pathogen training annually.**

Legal References

[Utah Code 26B-7-2](#)

Americans with Disabilities Act
Section 504 of the Rehabilitation Act of 1973
Utah Office of Administrative Rules 386-702

Board Approved: March 1990
Revised: March 12, 2013
February 24, 2026

DRAFT



General Financial Policy
Policy Series 6000: Finances and Operations

Policy No. 6010

Purpose

It is the policy of Provo City School District (PCSD) commits to be open and transparent in all financial reporting, institute long term strategic financial planning, invest funds in compliance with the Utah Money Management Act, and maximize the flow of resources to K-12 learning.

The District recognizes the need to respond timely to financial needs throughout district operations. Budget adjustments coming from one-time expenditures will generally be spent from fund balance. The four types of spendable fund balances are ~~When appropriate, PCSD will legitimately spend funds in the following order:~~

:

1. Restricted - external restrictions from legislators, Utah State Board of Education, or other entities providing resources to the District.
2. Committed - restrictions placed by board action (i.e. building reserve, other post-employment benefits, etc.)
3. Assigned - assigned by district administration at the end of a fiscal year to manage encumbrances, end-of-year purchases, or specific district initiatives
4. Unassigned - no restrictions

~~In addition,~~ Provo City School District follows governmental standards and aims to have a combined Assigned and Unassigned fund balance not to exceed 20% of the operating budget. These balances will help fund emergencies as they arise, react to funding shortfalls, and assure that learning and operations are minimally impacted. Fund balances will be spent in the order listed above as applicable and according to Policy 6015.

Provo City School District will ~~direct~~ demonstrate stewardship of resources by prioritizing expenditures targeting:

- Academic Achievement
- Student and Employee Wellness
- Safe and comfortable learning and working environment
- Efficient operations district wide

~~The district will make every effort to maintain sufficient reserves to:~~

- ~~Fund emergencies as they arise~~

40 ● ~~Assure that learning and work flow is minimally impacted~~

41

42 **Legal References:**

43 ~~Utah Money Management Act Code 51-7a~~

44 [Utah Code § 51-7](#)

45 [GFOA Statement 54](#)

46

47 **Board Adopted:**

April 20, 2021

48 **Revised:**

February 10, 2026

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DRAFT



Fund Balance Policy

Policy Series 6000: Finances and Operations

Policy No. 6015

Purpose

Provo City School District (PCSD) recognizes the importance of maintaining fund balances at stable and sufficient levels to ensure long term financial viability. Factors which impact the necessary level of fund balance include economic stability, reliability of local, state and federal funding, capital needs, bond ratings, and the ability to meet other contingent issues or emergencies.

Fund Balance Reserves

The district will make every effort to maintain sufficient reserves to:

- Fund emergencies as they arise
- Ensure that learning and **operations are** work flow is minimally impacted
- Ensure bond ratings remain at an acceptable level
- Support Long Term planning

As such, the District shall maintain total ~~Committed, Assigned and Unassigned~~ Fund Balance in the General Fund at 20-25% of total General Fund budget revenues. ~~The~~ Additionally, ~~Unassigned and Board~~ **voted economic stabilization committed** fund balance shall be 5% or less of ~~maintained at 8-10% of the general fund budget general fund revenues, with Board Contingency not to exceed state compliance percentage.~~ The District reserves the right to appropriate funds **by board action** from the fund balance for emergencies and other requirements that the District believes to be in its best interests. **Board voted economic stabilization funds may not be used in negotiation or settlement of contract salaries.**

Any significant reduction of the fund balance shall be supported by

- A **written** Board approved plan for the use of the funds
- Board approval of the annual budget and budget adjustments throughout the fiscal year
- If possible, balances will be replenished with available funds to maintain resources necessary to react to extraordinary circumstances

38 **Legal References:**

39 [Utah Code § 53G-7-304](#)

40 Utah State Code ~~_____ 53A-19-103~~

41 GFOA Best Practices: ~~_____ Appropriate Level of Fund Balance in the General Fund~~
42 ~~Replenishing Fund Balance in the General Fund~~

43
44 Board Adopted: October 13, 2015

45 Revised: February 10, 2026

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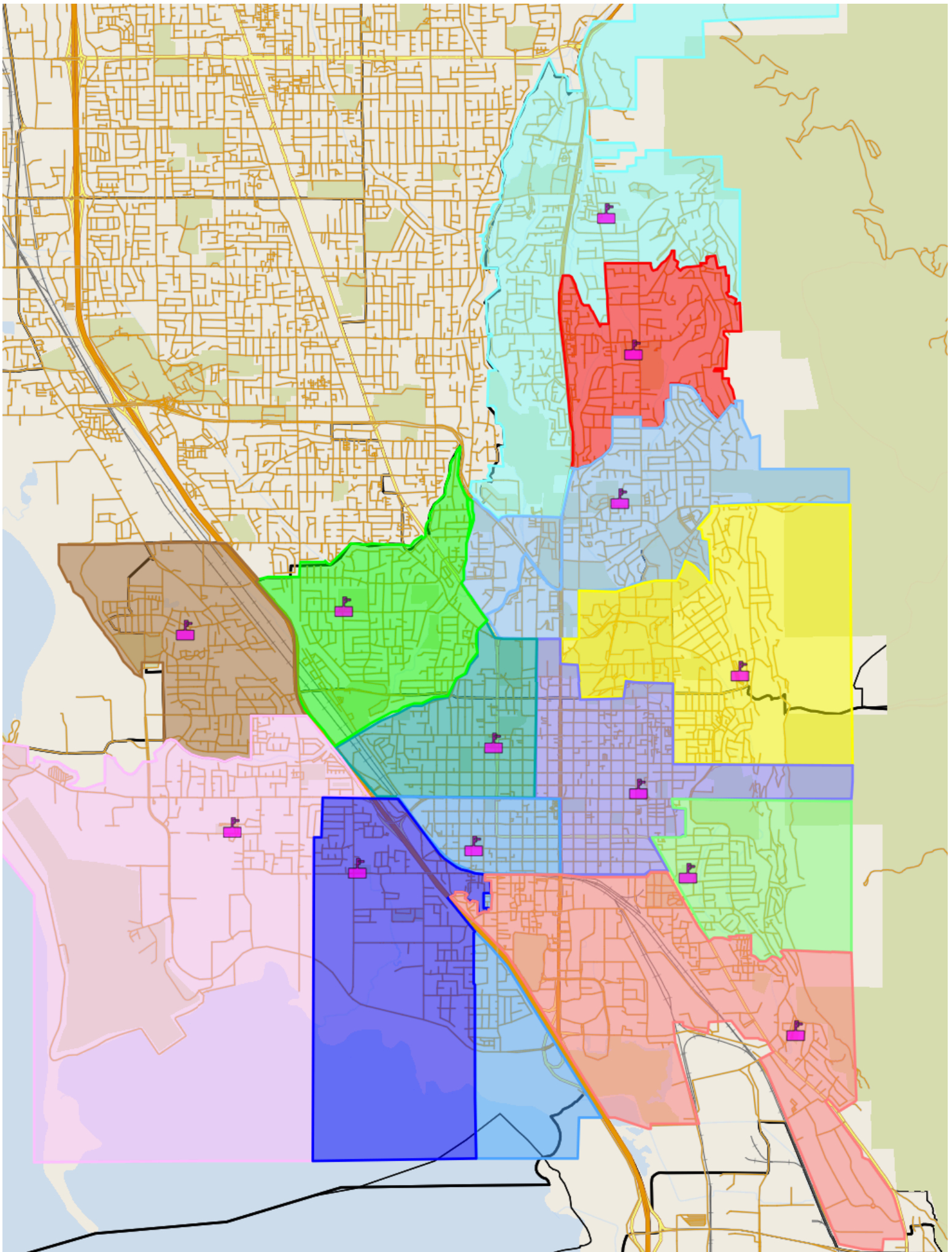
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Provo City School District CAS Executive Summary

Gifted and Talented Education in Provo City School District has had quite a history and began as an exclusively gifted track serving elementary students from fourth through sixth grades. Eventually, a pathway was added for middle school with the International Baccalaureate Program bookending this experience at Provo High School. Over time, as the program moved locations and operated under a site-based decision-making model, inconsistencies emerged in implementation, expectations, and support. In recent years, stakeholder concerns have intensified. Many perceive CAS as primarily an accelerated math track rather than a comprehensive gifted program, with heavy emphasis on early math advancement that may not yield long-term academic advantage. Additionally, enrollment pressures have lowered qualification thresholds, raising questions about whether the program continues to meet the definition of gifted education. Data from the current cohort indicates that a significant number of participating students fall below traditional gifted identification benchmarks, prompting concerns about program integrity and impact on neighborhood schools.

In response, the district is proposing a comprehensive reboot of gifted and talented services beginning in the Fall of 2026. The new model would establish a magnet program at Westridge Elementary, starting with one fourth-grade cohort and expanding to grades four through six over three years. The magnet program is contingent upon a large enough number of students both qualifying for and accepting the invitation into this program. This redesigned program would focus on true gifted instruction, emphasizing depth, complexity, critical thinking, and social-emotional support rather than simple acceleration or increased workload. Students would be identified primarily through the CogAT to measure cognitive potential, and strict qualification thresholds would be maintained. The program would include specialized teacher endorsements, weekly collaboration with district gifted specialists, rigorous growth monitoring, and clear accountability measures. Concurrently, the district would develop enhanced enrichment opportunities within neighborhood schools, ensuring broader access to advanced learning experiences while preserving the integrity of a research-based gifted magnet program.

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History and Current State of CAS

Brief History of CAS:

GT Program History in PCSD		
Date	Program	Description
1980s - 2010	School-based	<ul style="list-style-type: none"> ○ Pre-algebra offered in 6th grade in most elementary schools.
2010		<ul style="list-style-type: none"> ○ State required a level 2 math endorsement for pre-algebra teachers. <ul style="list-style-type: none"> ● Pre-algebra no longer offered in elementary schools.
2008-2013	Grandview Magnet Site	<ul style="list-style-type: none"> ○ Served 4th - 6th grade as a satellite school to Westridge ○ No on-site administrator
2014	Provo Peaks CAS	<ul style="list-style-type: none"> ○ Decision made to move the gifted program to Provo Peaks ○ Program consistently filled with a waiting list ○ Concerns about east/west student imbalance
2018	Sunset View CAS	<ul style="list-style-type: none"> ○ CAS site established at SSV Elementary ○ Expanded access to gifted services ○ Address issues of east/west inequity
Current	CAS	<ul style="list-style-type: none"> ○ Magnet program for 4th - 6th grade at SSV and PP

For a time, students in CAS were then placed at the PUPS program with the opportunity to continue into the International Baccalaureate (IB) Program program at Provo High School. It is important to note that the IB Program was open at that point to any student seeking the challenge, as this is a major requirement for any IB program. However, the intention of CAS and PUPS was to create a gifted track from fourth through eighth grade.

When CAS moved away from the Grandview site to Provo Peaks and eventually to a second site at Sunset View, it was at a time in Provo City School District where decisions were site-based. Teaching and Learning was expressly told not to enter schools without the Assistant Superintendent over Elementary Education's permission and that the teachers and principals alone would be responsible for the professional learning and development of these cohorts. This directive created significant variations between the two different sites. This is not an attempt to point blame at anyone— this is an attempt to understand that there was a different philosophy in the district at this time, and as we have examined our data as a district, we have discovered that this has not had the greatest benefit for our students.

Feedback expressed about the current program:

Since 2023, various stakeholders (parents, principals, community members, district leaders) have reached out expressing concerns about the current program. The most common concerns have been identified below:

- 1) CAS is merely an accelerated math program.
 - a) Currently, students finish 7th grade math standards and take the 7th grade Math RISE test at the end of their 6th grade year. This creates a challenge in that not only should the 6th grade CAS teacher have a gifted/talented endorsement, they also must have a Level II Math Endorsement.
 - b) This creates further challenges at the middle school because this accelerated math track continues in 7th grade, with students taking a compacted 8th grade math and Secondary Math 1 course in 7th grade. They finish 7th grade by taking the 8th grade Math RISE exam.
 - c) For those students who are ready to accelerate further, they are then taking Secondary Math 2 as an 8th grader, which propels the student to finish A.P. Calculus their sophomore year, which does not provide significant advantages to a student.

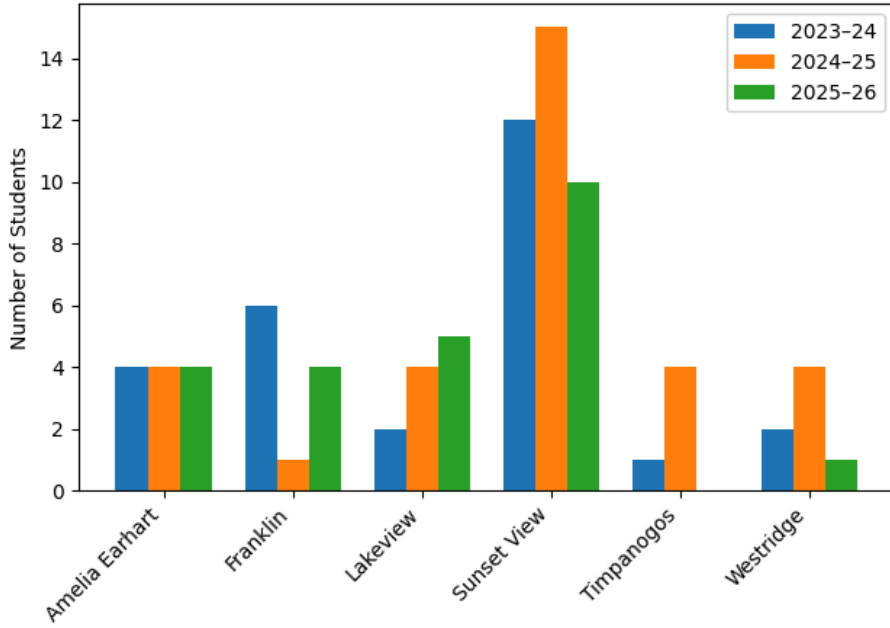
- 2) CAS students are mixed with other students in science and in specialties (i.e. PE, music, art). Principals at both Sunset View and Provo Peaks, concerned with the elitism that emerged with CAS students, created master schedules to allow CAS students to mingle with their general education peers to create a more unified school at the 4th, 5th, and 6th grade levels.

- 3) The accelerated math content provides rigor for students, although it does not guarantee that standards are explored at a deeper, more critical level. While reading and writing are emphasized, the texts are at higher lexile levels meeting the needs of the students, but there is little consistency in how to ensure that the rigor meets the needs of a gifted/talented cohort. Parents have expressed that they feel the rigor is not challenging enough in other subject areas beyond math.

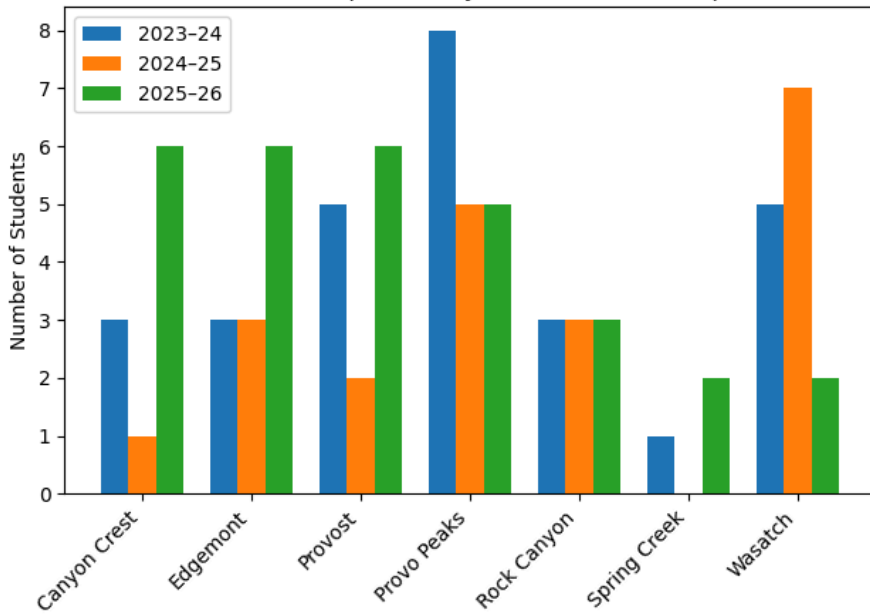
Current Enrollment Trends

- 1) Elementary schools across Provo feel that between CAS and DLI, they lose many of their most talented students who can help set a high standard for student achievement across grade levels and throughout the school. This affects some schools more than others and in some years has a greater impact than it does in others. The enrollment graphs reflect the number of students from each elementary school that accepted enrollment into the CAS program. Please see enrollment trends below:

Westside CAS Acceptances by School (3-Year Comparison)



Eastside CAS Acceptances by School (3-Year Comparison)



- 2) To create enough students to fill two cohorts (one at Provo Peaks and one at Sunset View), we have had to lower the threshold for the acceptance of students. By definition, gifted/talented students should be testing two standard deviations above the norm. The following data is based on the assessments utilized to create this year's (2025-2026) 4th grade CAS class and displays all students (CAS and non-CAS)
- a) Current 4th grade CAS (both locations)
 - i) Students at least 2 standard deviations above the norm:
 - (1) CAS: 2 students
 - (2) Non-CAS: 2 students
 - b) Additional data:
 - i) 95th - 97th percentile
 - (1) CAS: 4
 - (2) Non-CAS: 7
 - ii) 90th - 94th percentile
 - (1) CAS: 17
 - (2) Non-CAS: 30
 - iii) Students in CAS below 90th percentile: 33

Admissions

Students entering 4th grade

	Lowest Accepted Score	CAS Enrolled	Attrition	Declined	Declined - DLI	Acceptance Rate	% Opting DLI
2020	70*	61		42	11	59%	26%
2021	68	52	1.0%	89	30	37%	34%
2022	62	57	0.6%	91	36	39%	40%
2023	81	44	1.4%	100	27	31%	27%
2024	72	54	1.9%	128	35	30%	27%

It is important to note that the scores have been below this 95th percentile level and even well-below the 90th percentile level for acceptance. The question that has been posed to district leaders is: Does this really then qualify as a gifted program?

- 3) Even with these challenges, it's important to remember that there are many who have had a great experience with CAS. It has created a sense of community for students and a place where they could be challenged in math that would not necessarily have happened in their neighborhood school. Students have expressed a love of their teachers and the opportunities that have been provided to them.

- 4) While not knowing the entire make-up of each cohort and students' academic abilities, parents have expressed concerns about the rigor in CAS declining over time. Some parents had older children in CAS and report different experiences in the earlier years of the program. Data from our CAS survey suggest that parents feel the rigor used to be much more focused on problem-solving and critical thinking rather than more work or accelerated learning. Many parents acknowledge that the teachers are doing their best, but these teachers are trying to meet the needs of students who have a wide range of abilities, which is similar to what they would find in their neighborhood school.

CAS Proposal: 2026-2030 and Beyond

Rationale for a Change to CAS:

Enough concerns have been expressed that we can no longer put in place short-term solutions or quick fixes to address these issues. Provo City School District needs a reboot. It is important to acknowledge that many individuals, from teachers, principals, and district specialists, have worked tirelessly to make CAS work for our students. However, the program needs to be restructured if it is going to have the results that we desire. It is important to note that this program is not just an accelerated program or an enrichment program. It is a program that provides the learning environment needed for gifted students to be appropriately challenged, and this type of instruction will require highly skilled and trained teachers in gifted and talented education as well as supports from the district. It cannot be a program that simply “moves faster” or requires “more work.”

Mission Statement for CAS:

The Elementary Gifted and Talented Program will provide appropriately challenging, differentiated instruction and social-emotional support to ensure advanced learners demonstrate continuous academic growth, develop critical and creative thinking skills, and cultivate leadership and resilience. **This mission statement could be refined by the teachers and principal in collaboration with the district as ownership of the program is shared across the school site, classrooms, and district.

Goals for CAS:

- 1) Provide an opportunity for students in the upper percentiles to be challenged daily.
- 2) Ensure gifted learners experience sustained academic growth by exploring standards at a much more complex and advanced level.
- 3) Provide opportunities for gifted learners to develop advanced reasoning, creativity and independent thinking skills.
- 4) Support the unique social-emotional needs of our gifted learners by offering peer grouping with their intellectual peers.

Specific Proposal:

1. Provo City School District's proposal for meeting the needs of its gifted and talented students is to provide a magnet site for these students at Westridge Elementary School. This magnet site would begin with a fourth grade cohort for the 2026-2027 school year, a 4th and 5th grade cohort for 2027-2028, and a 4th-6th cohort for the 2028-2029 school year.
2. Enrichment opportunities will then be developed by the district's gifted and talented team for the 2027-2028 school year in fourth grade classes in elementary schools throughout the district.

Why a magnet site?

1. Enrichment is vastly different from true gifted/talented instruction.
2. To ask teachers to differentiate within a typical fourth grade classroom is challenging. It is already a big lift for teachers to meet the needs of their students who are below grade level, their multilingual students, and students with disabilities in addition to gifted/talented students.
3. Our district gifted/talented team of specialists will have an easier time supporting one teacher at one location. If they have to support 13 elementary schools, all with varying needs, this will require a lift that would need more specialists at the district level. At this time, we are trying not to increase the number of personnel at the district office. The goal is to develop gifted instruction for each cohort at Westridge with the intention of pushing out enrichment to these same grade levels across schools districtwide the following year. This lift is more reasonable for the district team to manage, especially if we can identify teacher leaders with gifted/talented endorsements at various school sites.

Why Westridge Elementary School?

1. A reboot requires a new location
 - a. District leaders are concerned with running the current model alongside a new cohort of students with different expectations.
 - b. Ensures that the new program will not take on characteristics of the current program simply because of convenience or proximity to the current cohorts.
2. Principal leadership
 - a. Principal Hawkins has already developed positive relationships with district departments to ensure that her students and teachers are well-supported. She advocates for her teachers while also supporting the district's strategic plan.
 - b. Principal Hawkins understands the importance of implementing district resources. Her teachers use district-adopted curriculum and resources, and her expectations surrounding PLCs match those that will be necessary for this program to succeed.
3. Culture of data-use and a culture of collaboration

- a. Westridge Elementary has a collaborative environment within the school, and district resources are used to support teachers with great effectiveness. This collaborative environment will ensure that the fourth grade gifted/talented cohort is integrated well into the school while meeting the needs of the gifted and talented students.
- b. Westridge Elementary teachers and administrators have built a culture of using data to inform instruction and decision-making. The success of this restructure of CAS depends upon a willingness to use and analyze data to make adjustments to the opportunities and instruction provided to students.

Characteristics of the Program:

1. The Gifted and Talented Program will start with one fourth grade class at Westridge Elementary in the Fall of 2026.
2. The position for this teacher will be posted and hired specifically for this assignment. The teacher will need to have a gifted/talented endorsement or agree to obtain it by the end of the 2026-2027 school year, and will demonstrate their willingness to implement curricular standards at the level required for gifted students in all core subject areas.
3. Students will be bused from neighborhood sites to Westridge Elementary for the program.
4. Assessments and activities will push students into depths of knowledge (DOK) Level 4. This is not a program that just does more; it purposely goes deeper to build critical thinking skills through project-based learning and complex problem-solving.
5. The fourth grade teacher will work closely with the Teaching and Learning team to create math, reading, social studies, and science standards for a gifted student.
6. Beginning in the 2027-2028 school year, this cohort will move into the 5th grade so that a 4th and 5th grade class will be part of the program. In the 2028-2029 school year, a 6th grade cohort will then be part of the program.
7. As the district elementary team supports the fourth grade teacher through the school year, they will also develop resources and curriculum notebooks to support fourth grade teachers throughout the school district to increase enrichment opportunities at neighborhood schools. It is to be noted that enrichment opportunities are different from gifted/talented education. Enrichment opportunities are provided for students who are high performers and are academically motivated but not necessarily testing in the top tier of all students in their grade level across the district.

Assurances:

1. A district-guided program that is evidence-based and developed by specialists who have experience in and endorsements in gifted/talented programs will be created and supported.
2. Continual, weekly support for the fourth grade teacher to collaborate with the district gifted/talented team to identify resources, plan for student growth, etc.

3. NWEA Math, Reading, and Science will be administered to track student growth. Students must be higher than the 70th percentile in growth on each of these assessments to reassure parents and board members that this program is providing the growth and challenges that our gifted students need.
4. Only students who meet the cut score will be invited into the gifted/talented program. If there are not enough students for this initial cohort, the program will not run.
5. Professional development and support will be provided for the teacher, district team and principal to ensure that the unique needs of our gifted students are adequately met.
6. Appropriate training will be provided to those administering the CogAT screener to third graders.
7. The vision for this program will be shared with principals and teachers, and expectations will be set so that faculty members at neighborhood schools will not discourage students from participating in the gifted program if they qualify.
8. District leaders will host information nights for parents to explain the process and what they can expect from this restructured system.
9. One of the complaints parents have had is that there are few opportunities for students to really challenge themselves when they get to middle school. The district will propose a plan to provide advanced opportunities for students in middle school and will lay out this proposal at a later board meeting.

Process for Placement and Invitations:

1. The CogAT screener will be administered to all current third grade students. The CogAT will be the district's measure because it tests a student's potential cognitive ability as it measures a student's learned reasoning and problem-solving abilities in three areas: Verbal, Quantitative, and Nonverbal (spatial). We know that students who are high performing on RISE and NWEA will likely also do well on the CogAT. The CogAT creates greater equity as we ensure that more students are identified as gifted and talented. When we simply use RISE and NWEA, we are examining how well teachers have taught standards, and these assessments do not measure the academic *potential* of students. RISE and NWEA are teacher dependent.
2. Students who score 1.5 points above the standard deviation will be invited and encouraged to participate in the program.
3. Once invitations have been accepted, we will determine if we have enough students for the cohort and how to coordinate busing for these students.

Timeline

Date	Action Item	Person/Department Responsible
2/24/2026	Board of Education provides notice of gifted/talented location change and changes to program	Board of Education
2/25/2026	Public Notice of Program Change Hearing	Caleb Price
2/25/2026	Teaching and Learning Team begins to create research-based curriculum notebooks and guide for 4th grade gifted/talented classroom in all core subjects	Judy Rose
2/25/2026	Position posted for 4th grade gifted/talented teacher	Jason Cox
2/26-3/12/2026	Parent Information Nights about gifted/talented	Wendy Dau Judy Rose Jarod Sites
3/12/2026	Position hired for 4th grade gifted/talented teacher	Jason Cox & Jarod Sites
3/18/2026	CogAT screener administered to all third graders	Jarod Sites Judy Rose
3/27/2026	Public hearing held at all day board meeting for gifted/talented relocation	Board of Education
4/3/2026	Invitations sent to parents/students who have qualified for new gifted/talented 4th grade cohort	Jarod Sites Judy Rose Becky Robinson
4/24/2026	4th grade cohort solidified	Judy Rose Jarod Sites
May 2026	Potential busing options explored	Devyn Dayley Troy Lindloff
June 2026	Professional development for teacher and Teaching and Learning team	Judy Rose
August 2026	Back to School Night & Parent Preview	Teacher
Monthly 2026-2027	Support for teacher as they work with Teaching and Learning Team	Judy Rose Teacher
December 2026	CogAT administered to current third graders to begin a new cohort of students	Judy Rose Jarod Sites Principals

Date	Action Item	Person/Department Responsible
January 2027	Identification of schools and 4th grade teachers for enrichment support for the 2027-2028 school year; provide opportunities for teachers in neighborhood schools to receive gifted/talented endorsement	Judy Rose Jarod Sites Elementary Principals
January 2027	Invitations sent to current third grade students who qualified for gifted/talented program	Judy Rose Jarod Sites
February 2027	Identification of teacher leaders across schools who will support further enrichment and gifted/talented opportunities within neighborhood schools	Judy Rose Jarod Sites Elementary Principals
February 2027	Parents of invited students finalize decision about gifted/talented program attendance	Judy Rose Jarod Sites Elementary Principal
February 2027	Posting and hiring of 5th grade gifted/talented teacher	Jarod Sites Elementary Principal
March 2027-June 2027	Professional development and continued support for new 5th grade teacher and current 4th grade teacher	Judy Rose
May 2027	Busing options presented to parents	Devyn Dayley Troy Lindloff
June 2027	Professional development for 4th and 5th grade teachers and Teaching and Learning team	Judy Rose
August 2027	Back to School Night & Parent Preview	Teachers
Monthly 2027-2028	Support for teacher as they work with Teaching and Learning Team	Judy Rose Teachers
December 2027	CogAT administered to current third graders to begin a new cohort of students	Judy Rose Jarod Sites Principals
January 2028	Expand enrichment at neighborhood schools to 5th grade for the 2028-2029 school year; provide opportunities for teachers in neighborhood schools to receive gifted/talented endorsement	Judy Rose Jarod Sites Elementary Principals
January 2028	Invitations sent to current third grade students who qualified for gifted/talented program	Judy Rose Jarod Sites

Date	Action Item	Person/Department Responsible
February 2028	Parents of invited students finalize decision about gifted/talented program attendance	Judy Rose Jarod Sites Elementary Principal
February 2028	Posting and hiring of 6th grade gifted/talented teacher	Jarod Sites Elementary Principal
March 2028-June 2028	Professional development and continued support for new 6th grade teacher and current 4th and 5th grade teachers	Judy Rose
May 2028	Busing options presented to parents	Devyn Dayley Troy Lindloff
June 2028	Professional development for 4th, 5th, and 6th grade teachers and Teaching and Learning team	Judy Rose
August 2028	Back to School Night & Parent Preview	Teachers
Monthly 2028-2029	Support for teacher as they work with Teaching and Learning Team	Judy Rose Teachers
December 2028	CogAT administered to current third graders to begin a new cohort of students	Judy Rose Jarod Sites Principals
January 2029	Expand enrichment at neighborhood schools to 6th grade for the 2029-2030 school year; provide opportunities for teachers in neighborhood schools to receive gifted/talented endorsement	Judy Rose Jarod Sites Elementary Principals

Immediate Next Steps/ Before Spring Break:

1. Board of Education provides notice of gifted/talented location change and changes to program
2. Public Notice of Program Change Hearing
3. Teaching and Learning Team begins to create curriculum notebooks and guides for 4th grade gifted/talented classroom in all core subjects
4. Secure CogAT licenses and begin training for administration of the CogAT
5. Communication to all elementary principals, elementary third grade teachers, current CAS teachers.
6. Communication about gifted/talented program changes to all parents of third grade students.
7. Posting of position and list of expectations for 4th grade gifted/talented teacher
8. Board decision regarding location of gifted/talented magnet program.
9. Send out invitations to potential students.
10. Determine if there is a high enough acceptance level to create a cohort.

Potential Questions and Answers:

1. For a rebranding, what would be some possible new names for the program?
 - a. Provo Pinnacle
 - b. Provo Scholars Academy
 - c. Provo Elevate
 - d. Provo Inspire Academy

2. What happens if enough students do not accept the invitation to be in the program?
 - a. District leadership will take this information to the Board of Education, and the magnet site could be placed on hold.
 - b. At the public hearing, the Board of Education will need to determine how many students are necessary to run a new magnet site for the 4th grade. District leadership's recommendation is that at least 25 students must accept their invitation into the program.

3. District leaders and principals are concerned that a gifted/talented magnet program will create a de facto tracking system for all students. How do we overcome this barrier?
 - a. While we are creating a gifted/talented magnet for our students in the 95th percentile and higher, our goal is to increase the rigor and enrichment opportunities for all students in every school.
 - b. Traditional tracking happens when we place *all* students into a track (i.e. gifted, high achieving, on grade level, below grade level, students with disabilities) and students are tracked in all subject areas with little opportunity for movement in or out of a particular track. Creating a magnet site for potentially 90 elementary students across the district (4th-6th) does not perpetuate this level of tracking.

4. Why are we not accelerating math like we do in the current CAS model?
 - **Gifted identification does not equal readiness for acceleration.** It is important to recognize that a student's mathematical strength varies by topic and domain. Not all gifted students are uniformly ready for mathematical acceleration, therefore, instruction should be based on demonstrated mathematical mastery and ensure no critical concepts are rushed or skipped. (NCTM)
 - **State guidance supports thoughtful acceleration after sixth grade.** Guidance from USBE recommends acceleration only after students demonstrate mastery of grade-level standards and mathematical practices, and should occur after sixth grade (at the earliest). The state also stresses that acceleration must not skip content or reduce rigor.
 - **Enrichment aligns with MTSS and promotes depth over speed.** USBE guidance prioritizes high-quality core instruction and tiered supports before acceleration. Enrichment provides rigor through greater depth, reasoning, and complex problem solving while preserving the coherence of the grade-level progression and maintaining equitable access to future advanced pathways.

While our PCSD gifted program aims to identify and serve advanced learners, national guidance cautions against equating gifted identification with uniform readiness for mathematical acceleration. NCTM's [*Providing Opportunities for Students with Exceptional Mathematical Promise*](#) emphasizes that acceleration decisions must ensure “no critical concepts are rushed or skipped” and should be based on demonstrated readiness in mathematics specifically and not general academic ability. Even among mathematically exceptional students, their exceptionality can vary by topic and domain, therefore strength in one mathematical area does not automatically translate to readiness across all standards.

Additionally, the [*NCTM/MAA Joint Position Statement on Calculus*](#) emphasizes that calculus and other advanced mathematics requires a strong foundation in algebraic reasoning, functions, and prior coursework. Advancing students prematurely may inadvertently undermine the very preparation required for long-term advanced pathway or STEM success.

The Utah State Board of Education's [*Guidance for Acceleration in Utah's Mathematics Pathways*](#) further reinforces that acceleration should occur only after students have demonstrated mastery of grade-level content and mathematical practices, and that pathways are most effective when thoughtfully implemented **after grade six**. Delaying acceleration until after sixth grade allows students to fully engage with critical middle school mathematical foundations while still preserving access to advanced pathways in later grades. It also allows the district to ensure equitable identification practices, reduce the risk of content gaps, and provide enriched experiences within grade-level standards before compressing curriculum.

[*USBE's guidance*](#) emphasizes that high-quality core instruction and tiered supports should precede acceleration. The document notes that districts should first ensure students demonstrate deep mastery of grade-level standards and the Standards for Mathematical Practice before moving ahead, and that acceleration “must not skip content or reduce rigor.” Within this framework, enrichment serves as a high-impact Tier 1 or Tier 2 response where intentional instruction offers opportunities that provide greater depth, complexity, and application while preserving the coherence of the grade-level progression.

[*NCTM's position statement*](#) also reinforces that students with strong mathematical potential benefit from experiences that deepen reasoning, problem solving, and mathematical connections, not simply faster pacing. Enrichment allows students to explore rich tasks, multiple representations, and advanced problem-solving strategies while solidifying foundational understanding.

For a gifted cohort in which not all students are uniformly advanced in mathematics, enrichment ensures rigor, equity, and sustained engagement. This balanced approach

reflects best practice from both USBE and NCTM and supports strong outcomes for all mathematically advanced learners.

To summarize:

- **Gifted identification does not equal readiness for acceleration.** It is important to recognize that a student's mathematical strength varies by topic and domain. Not all gifted students are uniformly ready for mathematical acceleration, therefore, instruction should be based on demonstrated mathematical mastery and ensure no critical concepts are rushed or skipped. (NCTM)
 - **State guidance supports thoughtful acceleration after sixth grade.** Guidance from USBE recommends acceleration only after students demonstrate mastery of grade-level standards and mathematical practices, and should occur after sixth grade (at the earliest). The state also stresses that acceleration must not skip content or reduce rigor.
 - **Enrichment aligns with MTSS and promotes depth over speed.** USBE guidance prioritizes high-quality core instruction and tiered supports before acceleration. Enrichment provides rigor through greater depth, reasoning, and complex problem solving while preserving the coherence of the grade-level progression and maintaining equitable access to future advanced pathways.
5. How do we ensure that our placement criteria allow us to identify students who reflect the demographics of our district?
 - a. The use of the CogAT levels the opportunities for students to qualify for a gifted/talented program. While we know that cognitive assessments such as this may still have biases that exist, our leadership team believes this is less of an issue than using teacher recommendations or scores on end of level assessments.
 - b. The CogAT is administered in English only, but the instructions are available in Spanish. There is also a nonverbal portion of the exam. Once the screener is administered, the full battery of CogAT assessments can be administered.
 6. How do we prevent third grade teachers from feeling overwhelmed with the amount of testing?
 - a. District leadership will examine our testing requirements for third grade and determine what can be placed on hold so as not to add another assessment to our third grade teachers.

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**Health Requirements and Services: Medical Treatment
Policy Series: 3000 Students**

Policy No. 3416

9 ~~Provo City School District seeks the safe and appropriate administration of medication to~~
10 ~~students in the rare cases in which medication must be given during school hours. To see that~~
11 ~~medication is administered safely in these cases, procedures have been developed to~~
12 ~~determine that medication to be administered is appropriately recorded, labeled, and stored in a~~
13 ~~locked location; that parent(s)/ guardian(s) provide appropriate information and documentation~~
14 ~~regarding medication; and that any staff members giving medication are given any necessary~~
15 ~~training by a school nurse.~~

16 ~~The Board directs the Superintendent to develop procedures which will ensure that medication~~
17 ~~is administered safely and only in approved circumstances.~~

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Purpose:

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The purpose of this policy is to provide guidance for the administration of medical treatment to students, including routine and emergency care, in order to protect student health, ensure student safety, and promote consistent practices across the District.

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School Consent to Medical Treatment

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The school in which a minor student is enrolled may consent to medical treatment of that student, provided:

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1. The person having the power to consent as otherwise provided by law cannot be contacted.
2. Actual notice to the contrary has not been given by that person.

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Form of Consent

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38 Consent to medical treatment under this policy shall be in writing, signed by the school official
39 giving consent, and given to the doctor, hospital, or other medical facility that administers the
40 treatment.

41 42 43 **Administering Medication**

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45 Specific requirements and procedures set forth in following sections of this policy apply to
46 administration of seizure rescue medication and adrenal crisis rescue medication. Specific
47 requirements and procedures are provided in Policy 3416 Procedure 2 for glucagon for
48 hypoglycemic emergencies, Policy 3416 Procedure 3 for injectable epinephrine rescue
49 medication for allergy emergencies, and in Policy 3416 Procedure 3 for administration of
50 albuterol for asthma emergencies. For any other medications, employees of the District may
51 administer medication to a student during periods when the student is under the control of the
52 school, subject to the following conditions:

- 53
54 1. The District has received a current written and signed request to administer the
55 medication during regular school hours to the student from the parent or other person
56 having legal control of the student.
57
- 58 2. The student's physician, dentist, nurse practitioner or physician assistant has provided a
59 signed statement describing the method, amount, and time schedule for administration,
60 and a statement that administration of medication by school employees during periods
61 when the student is under the control of the school is medically necessary.
62
- 63 3. Oral, topical, and inhalant medication may be administered by assigned school
64 personnel. Medications requiring other routes of administration will be administered and
65 overseen by a school nurse in accordance with the Utah Office of Administrative Rules
66 R156-31b-701b: Delegation of Tasks in a School Setting. ~~not be given by school~~
67 ~~personnel except in emergency situations~~. In non-emergency situations, medications
68 requiring other routes of administration must be given by a registered nurse.
69
- 70 4. All medication that is to be given at school, with the exception of medication that is
71 required in an emergency situation, must be furnished by the parent and delivered to the
72 school by a responsible adult.
73
- 74 5. All prescription medication must be in the original container labeled by the pharmacy
75 with the name of the student, the name of the physician, the name of the medication, the
76 route of administration, the amount to be given (dose), and the duration of the treatment.
77 Over-the-counter drugs must be in the original bottle and labeled with the student's
78 name.
79
- 80 6. All medication provided to the school is to be kept in a secure location.
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- 82 7. ~~Insofar as~~ To the extent possible, one person should be assigned the responsibility of
83 administering student medication.
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- 85 8. A record including the type of medication, amount, and the time and day it was
86 administered should be kept for each student receiving medication at school. The person
87 administering the medication should sign the record each time medication is given.
88
- 89 9. Elementary and middle school students are not to carry or self-administer medication on
90 school premises unless it has been authorized under Policy 3416 Procedure 2 (for
91 diabetes medication) or Policy 3416 Procedure 3 (for injectable epinephrine) or Policy
92 3416 Procedure 4 (for asthma medication) or is expressly ordered by the student's
93 physician because of potentially life-threatening circumstances, including, but not limited
94 to, asthma medication, diabetes medication, and glucagon. (Students may possess and
95 self-administer epinephrine nasal spray.)
96
- 97 10. Authorization for administration of medication by school personnel may be withdrawn by
98 the school at any time following actual notice to the student's parent.
99
- 100 11. School personnel who provide assistance under this policy in substantial compliance
101 with the physician's or dentist's written statement and the District are not liable, civilly or
102 criminally, for any adverse reactions suffered by the student as a result of taking the
103 medication or discontinuing the administration of the medication pursuant to this policy.
104

105 The Board shall consult with the Department of Health and Human Services and other health
106 professionals to determine:

- 107
- 108 1. Designation of employees who may administer medication.
 - 109 2. Proper identification and safekeeping of medication.
 - 110 3. Training of designated employees.
 - 111 4. Maintenance of records of administration.
- 112

113 **Civil Liability Immunity**

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116 School personnel shall substantially comply with the health care professional's written statement
117 in order that they and the District and Board may take full advantage of the immunity from
118 liability granted under Utah Code § 53G-9-502(3).
119

120 **Administration of Seizure Rescue Medication**

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123 The following provisions govern administration of seizure rescue medication in place of the
124 provisions set forth above under "Administering Medication." "Seizure rescue medication" is
125 medication prescribed by a health care professional which is given as set out in a student's

126 rescue seizure authorization while a student is experiencing seizure activity. It does not include
127 medication given intravenously or intramuscularly.
128

129 A "seizure rescue authorization" is a student's individualized healthcare plan which:

- 130 1. Certifies that
 - 131 a. A prescribing health care professional has prescribed a seizure rescue medication
132 for the student; and
 - 133 b. The student's parent has previously administered the student's seizure rescue
134 medication without complication in a setting outside of medical supervision; and
 - 135 c. The student has previously ceased having full body prolonged or convulsive seizure
136 activity as a result of receiving the seizure rescue medication; and
137
- 138 2. Describes the specific seizure rescue medication authorized for the student, including
139 the indicated dose and instructions for administration; and
140
- 141 3. Requests that the school identify and train school personnel who volunteer to be trained
142 to administer seizure rescue medication; and
143
- 144 4. Authorizes a trained school employee volunteer to administer seizure rescue medication
145 to the student.
146

147 After receiving a seizure rescue authorization from a student's parent, the school shall:

- 148 1. Inform school employees of the opportunity to be a school employee volunteer to
149 administer seizure rescue medication;
150
151
- 152 2. Provide for training of each volunteer in the administration of seizure rescue medication,
153 with training provided by the school nurse or another qualified, licensed medical
154 professional. The training shall be according to the program developed by the Utah
155 Department of Health and Human Services, which will include:
 - 156 a. Techniques for recognizing the symptoms that warrant the administration
157 of a seizure rescue medication;
 - 158 b. Standards and procedures for the storage of a seizure rescue medication;
 - 159 c. Other emergency procedures, including calling 911 and contacting the
160 student's parent or guardian;
 - 161 d. An assessment to determine competency to administer seizure rescue
162 medication;
 - 163 e. An annual refresher training component; and
 - 164 f. Written materials describing this information.
165
- 166 3. Retain for reference the written materials prepared for training personnel; and
167
- 168 4. Permit school personnel to possess or store prescribed seizure rescue medication so
169 that it will be available for administration.

170
171 A volunteer school employee who has received the required training may administer seizure
172 rescue medication to a student with a seizure rescue authorization if:

- 173 1. The student is exhibiting a symptom, described on the student's seizure rescue
174 authorization, that warrants the administration of a seizure rescue medication; and
- 175
176 2. A licensed health care professional is not immediately available.

177
178 A person who administers a seizure rescue medication in accordance with this policy shall direct
179 a responsible person to call 911 and take other appropriate actions in accordance with the
180 seizure rescue medication administration training.

181
182 A volunteer school employee who in good faith administers a seizure rescue medication in
183 accordance with this policy and [Utah Code § 53G-9-505](#) is not liable in a civil or criminal action
184 for an act taken or not taken under that authority.

185
186 [Policy 3410 Safe Schools](#) and its accompanying procedure do not apply to the possession of a
187 seizure rescue medication.

188 189 190 **Seizure Awareness Training**

191
192 "Seizure awareness training" is training on recognizing the signs and symptoms of seizures and
193 appropriate training for seizure first aid. This training shall be offered once every three years
194 and shall follow guidelines for such training established by the State Board of Education. The
195 training may not require a person who has received the training to provide first aid to a student
196 experiencing or showing symptoms of a seizure.

197 Whenever a student has informed the student's teacher or school that the student has epilepsy
198 or a similar seizure disorder, the student's teacher(s) and the administrator of the school where
199 the student attends shall be provided seizure awareness training.

200 All District administrators, teachers, classroom aides and other individuals who interact with or
201 supervise students shall be given seizure awareness training.

202 The fact that a District employee has received seizure awareness training does not impose on
203 such an employee an obligation to provide first aid to a student experiencing or showing
204 symptoms of a seizure.

205 206 207 **Administration of Adrenal Crisis Rescue Medication**

208
209 The following provisions govern administration of adrenal crisis rescue medication in place of
210 the provisions set forth above under "Administering Medication." "Adrenal crisis rescue
211 medication" is medication prescribed by a health care professional which is given as set out in a
212 student's adrenal crisis rescue authorization during adrenal crisis activity.

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An “adrenal crisis rescue authorization” is a student’s individualized healthcare plan which:

1. Certifies that a prescribing health care professional has prescribed an adrenal crisis rescue medication for the student; and
2. Describes the specific adrenal crisis rescue medication authorized for the student, including the indicated dose and instructions for administration; and
3. Requests that the school identify and train school personnel who volunteer to be trained to administer adrenal crisis rescue medication; and
4. Authorizes a trained school employee volunteer to administer adrenal crisis rescue medication to the student.

After receiving an adrenal crisis rescue authorization from a student’s parent, the school shall:

1. Inform school employees of the opportunity to be a school employee volunteer to administer adrenal crisis rescue medication;
2. Provide for training of each volunteer in the administration of adrenal crisis rescue medication, with training provided by the school nurse or another qualified, licensed medical professional. The training shall be according to the program developed by the Utah Department of Health and Human Services, which will include:
 - a. Standards and procedures for the storage of an adrenal crisis rescue medication;
 - b. Other emergency procedures, including calling 911 and contacting the student’s parent or guardian;
 - c. An assessment to determine competency to administer adrenal crisis rescue medication;
 - d. An annual refresher training component; and
 - e. Written materials describing this information.
3. Retain for reference the written materials prepared for training personnel; and
4. Permit school personnel to possess or store prescribed adrenal rescue medication so that it will be available for administration.

A volunteer school employee who has received the required training may administer adrenal crisis rescue medication to a student with an adrenal crisis rescue authorization if:

1. The student is exhibiting a symptom, described on the student’s adrenal crisis rescue authorization, that warrants the administration of an adrenal crisis rescue medication; and

257 2. A licensed health care professional is not immediately available.
258 A person who administers an adrenal crisis rescue medication in accordance with this policy
259 shall direct a responsible person to call 911 and take other appropriate actions in accordance
260 with the adrenal crisis rescue medication administration training.

261
262 A volunteer school employee who in good faith administers an adrenal crisis rescue medication
263 in accordance with this policy and [Utah Code § 53G-9-507](#) is not liable in a civil or criminal
264 action for an act taken or not taken under that authority.

265
266 [Policy 3410 Safe Schools](#) and its accompanying procedure do not apply to the possession of an
267 adrenal crisis rescue medication.

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270 **Administration of Opiate Antagonist Medication**

271
272 A person who acts in good faith to administer an opiate antagonist to an individual that the
273 person believes is experiencing an opiate-related drug overdose event is not liable for civil
274 damages for acts or omissions made as a result of administering the opiate antagonist.

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277 **Administration of Non-prescription Medications**

278
279 Acetaminophen (Tylenol), or Ibuprofen (Advil or Motrin), may be given by the school nurse or
280 other school employees as designated by the principal of the school. There must be parental or
281 guardian permission, written or by telephone, for each time one of the medications is given. A
282 medication log will be used to record the date and time of administration, student name, name
283 of the parent or guardian who was contacted, which medication was given, along with the
284 dosage of that medication, and the initials of the person administering the medication. Dosage
285 shall be as follows:

- 286
- 287 ● Acetaminophen (Tylenol)
 - 288 ○ Grades K-6: 325 mg (1 adult tablet equivalent)
 - 289 ○ Grades 7-12: 325-650 mg (1-2 adult tablets per parent direction)
 - 290 ● Ibuprofen (Advil or Motrin)
 - 291 ○ Grades K-6: 200 mg (1 adult tablet equivalent)
 - 292 ○ Grades 7-12: 200-400 mg (1-2 adult tablets per parent direction)
- 293

294 Students in secondary schools (grades 7-12) may carry and self-administer one dose of easily
295 identified non-prescription, over-the-counter medication. Authorization for the ability to carry
296 and/or self-administer medication may be denied or withdrawn by the school at any time
297 following actual notice to the student's parent(s)/legal guardians. Advanced authorization for
298 medication to be taken outside of the school day (i.e., a school-sponsored trip/event) must be
299 obtained. (For treatment of asthma please refer to 3416 Procedure 4.)

300

301 **Application of Sunscreen**

302 ~~If a student is unable to self-apply sunscreen, a volunteer school employee may apply the~~
303 ~~sunscreen on the student if the student's parent provides written consent for that assistance. If~~
304 ~~such consent has been given, neither the volunteer school employee nor the District are liable~~
305 ~~for an adverse reaction suffered by the student because of sunscreen application or for~~
306 ~~discontinuing the application of sunscreen at any time.~~

307
308
309 **Legal References**

- 310 [Utah Code § 78B-3-406\(6\)\(c\) \(2021\)](#)
311 [Utah Code § 53G-9-502 \(2025\)](#)
312 [Utah Code § 53G-9-502\(1\)\(a\) \(2025\)](#)
313 [Utah Code § 53G-9-502\(3\) \(2024\)](#)
314 [Utah Code § 53G-9-505 \(2024\)](#)
315 [Utah Code § 53G-9-502\(4\)\(b\) \(2025\)](#)
316 [Utah Code § 53G-9-213\(1\)\(b\), \(3\), \(4\) \(2024\)](#)
317 [Utah Code § 53G-9-213\(1\)\(a\) \(2024\)](#)
318 [Utah Code § 53G-9-213\(2\) \(2024\)](#)
319 [Utah Code § 53G-9-213\(4\) \(2024\)](#)
320 [Utah Code § 53G-9-507 \(2024\)](#)
321 [Utah Code § 53G-9-502\(4\)\(d\) \(2025\)](#)
322 [Utah Code § 26B-5-509\(1\)\(a\)\(ii\) \(2023\)](#)
323 [Utah Code § 53G-9-502\(4\)\(c\) \(2025\)](#)
324 [Utah Code § 53G-9-208\(3\), \(4\) \(2020\)](#)

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327 **Board Approved:** August 2007
328 Revised: March 12, 2013
329 **Revised:** February 10, 2026

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Health Requirements and Services: Medical Treatment Directives
Policy Series: 3000 Students

Policy No. 3416
Procedure 1

10
11

Background

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In very isolated situations, a child who is terminally ill may be enrolled and actively participating in a public school. This policy sets forth what school personnel may and must do if a student subject to an “order for life sustaining treatment” directive faces a life-threatening medical emergency.

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The law provides that an “order for life sustaining treatment” executed pursuant to [Utah Code § 75A-3-106](#) may be directed to health care providers or emergency medical service providers licensed or certified under [Utah Code Title 53, Chapter 2d, Utah Emergency Medical Services Act](#). An order for life sustaining treatment gives direction to health care providers, health care facilities, and emergency medical services providers regarding the specific health care decisions of the individual to whom the order relates. The law further provides that those licensed or certified emergency medical providers may be directed to withhold or withdraw all life-sustaining procedures. Professionals licensed pursuant to [Utah Code § 53-2d-402](#) include paramedics, advanced emergency medical service technicians, emergency medical services technicians, emergency medical responders, behavioral emergency services technicians, and advanced behavioral emergency services technicians. Such professionals are granted immunity from liability for complying in good faith with an order for life sustaining treatment. Such professionals are also granted immunity for providing life-sustaining treatment notwithstanding a contrary directive in an order for life sustaining treatment.

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Policy

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1. Medical service providers who are school employees may have responsibilities related to the treatment or withholding of treatment for persons for whom a valid order for life sustaining treatment has been issued pursuant to [Utah Code § 75A-3-106](#). Such providers may act in good faith to exercise their judgment regarding complying with an order for life sustaining treatment to withhold or withdraw life-sustaining treatment or to provide life-sustaining treatment despite a contrary directive in the order.

- 43 2. With the exception of situations governed by paragraph 1, above, it is the policy of the
44 District that first aid shall be provided to any and all students in need of such assistance
45 while under the control and/or supervision of the District. Orders for life sustaining
46 treatment will not be followed by school district staff who are not licensed under Section
47 53-2d-402.
48
- 49 3. When a school employee or volunteer observes or becomes aware of a medical
50 emergency involving a student, normal responsive actions should be taken, including the
51 summoning of emergency medical personnel and administering first aid.
52
- 53 4. This should be done by school staff irrespective of whether an order for life sustaining
54 treatment is in place and has been provided to the school with respect to that particular
55 student.
56

57
58 **Legal References:**

59 *Utah Code § 53-2d-402 (2025)*

60 *Utah Code § 75A-3-101(19) (2025)*

61 *Utah Code § 75A-3-106 (2024)*
62

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64 **Adopted:**
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Health Requirements and Services: Student Treatment for Diabetes
Policy Series: 3000 Students

Policy No. 3416
Procedure 2

10 **Definitions**

- 11 1. "Glucagon authorization" means a signed statement from a [health care provider and the](#)
12 parent of a student with diabetes (a) certifying that glucagon has been prescribed for the
13 student, (b) requesting that the school identify and train school personnel who volunteer
14 to be trained in the administration of glucagon, and (c) authorizing the administration of
15 glucagon in an emergency to the student.
16
17 2. "Hypoglycemia" means a potentially life threatening condition resulting from abnormally
18 low blood glucose levels.
19
20 3. "Qualified adult" means a person who is 18 years of age or older and who has
21 successfully completed the Utah Department of Health and Human Services training
22 program described in this policy.
23
24 4. "Glucagon kit" means a [medication](#) ~~medical device~~ that contains a premeasured dose of
25 glucagon for the emergency treatment of hypoglycemia.
26
27

28 **Administration of Glucagon for Hypoglycemic Emergency**

29
30 This policy does not create a duty or standard of care for a person to be trained in the use and
31 storage of glucagon kits, nor does it create a duty on the part of the District or a school to store
32 glucagon kits at a school, nor does it relieve a student's parent or guardian from providing a
33 student's medication, nor does it create an expectation that a school will have glucagon kits. A
34 decision to complete the training program described below and to make glucagon kits available
35 for hypoglycemia is voluntary. A school, school board, or school official may encourage a
36 teacher or other school employee to volunteer for such training. A school, the school board, or a
37 school official may not prohibit or dissuade a school employee from (a) being trained in use and
38 storage of glucagon kits, (b) possessing or storing glucagon kits on school premises (if the
39 employee is a qualified adult and the possession and storage is in accord with training), or (c)

40 administering glucagon with a glucagon kit to a student with a glucagon authorization (if the
41 employee is a qualified adult and the administration is in accord with training).

42
43 Each primary and secondary school shall make initial and annual refresher training regarding
44 the storage and emergency use of a glucagon kit available to any interested teacher or other
45 school employee, who is at least eighteen (18) years of age, and who volunteers for such
46 training. The training will be provided by the [school nurse in accordance with](#) Utah Department
47 of Health and Human Services.

48
49 The training will include instruction on:

- 50
- 51 1. techniques for recognizing symptoms of a hypoglycemic emergency;
 - 52
 - 53 2. standards and procedures for the storage and emergency use of a glucagon kit;
 - 54
 - 55 3. emergency follow-up procedures, and contacting, if possible, the student's parent; and
 - 56
 - 57 4. written materials covering the information provided during training.
- 58

59 The volunteers shall retain for reference the written materials covering the information provided
60 during training.

61
62 A teacher or other school employee who is a "qualified adult":

- 63
- 64 1. May request from the student's [health care provider](#) ~~school district physician, the~~
65 ~~medical director of the local health department, the local emergency medical services~~
66 ~~director, a physician, pharmacist, or any other person or entity authorized to prescribe or~~
67 ~~dispense prescribed medicines or drugs, a prescription for a glucagon kit;~~
 - 68
 - 69 2. May, when a school nurse is not immediately available, immediately administer a
70 glucagon kit to a student who (a) has a diagnosis of diabetes by a health care provider,
71 (b) has a glucagon authorization on file with the school, and (c) is showing symptoms of
72 hypoglycemia;
 - 73
 - 74 3. Shall initiate appropriate medical follow-up in accordance with the training materials after
75 administering a glucagon kit.
- 76

77 ~~Each primary or secondary school may make a glucagon kit available to any teacher or other~~
78 ~~school employee who is employed at the school and has become a "qualified adult."~~

79
80 A school may ~~obtain a prescription for a supply~~ [store the student's](#) of glucagon kits for ~~storage~~
81 ~~at the school and~~ use by qualified adults if the school (a) designates an individual to complete
82 an initial and annual refresher training program regarding the proper storage and emergency

83 use of glucagon kits and (b) ~~stores~~ the glucagon kits **must be stored** according to **manufacturers**
84 **guidelines** ~~Utah Department of Health and Human Services standards.~~

85
86 The following, if acting in good faith, are not liable in any civil or criminal action for any act taken
87 or not taken under the authority of [Utah Code § 26B-4-401](#) et seq. with respect to a diabetic
88 emergency: (a) a “qualified adult,” (b) a person who conducts training regarding the emergency
89 use and storage of a glucagon kit, and (c) the District or its schools.

90
91

92 **Student Self-Administration of Diabetes Medication**

93
94 Under Policy 3416, elementary and middle school students are prohibited from carrying or self-
95 administering medication on school premises except in certain limited circumstances. However,
96 elementary and middle school students may carry and self-administer prescription or non-
97 prescription diabetes medications provided that the school has been provided a parent
98 authorization statement and a health care provider statement as provided below.

99
100 The written parent statement must state that the parent authorizes the student to have and self-
101 administer the diabetes medication and must acknowledge that the student is responsible for,
102 and capable of, possessing and self-administering the diabetes medication.

103
104 The health care provider statement must specifically identify the prescription or nonprescription
105 diabetes medication authorized for the student’s use and must state that it is medically
106 appropriate for the student to possess or possess and self-administer the diabetes medication
107 and that the student should be in possession of diabetes medication at all times.

108
109 If the medication is to be stored other than on the student’s person, the student or parent shall
110 inform the school nurse or administration where the medication will be kept to enable access for
111 emergency use.

112
113 The student shall only use prescription diabetes medication as directed by a health care
114 provider’s written orders and shall use non-prescription diabetes medication in accordance with
115 the manufacturer’s instructions.

116
117

118 **Medication Sharing Prohibited**

119
120 No student is permitted to sell, share, or otherwise give to others any medication, prescription or
121 non-prescription. Violations of this policy are subject to disciplinary action under the school's
122 drug policies.

123
124

125 **Legal References:**

126 [Utah Code § 26B-4-401\(10\), \(12\), \(17\)\(b\)\(ii\) \(2025\)](#)

- 127 [Utah Code § 53G-9-504\(1\) \(2025\)](#)
- 128 [Utah Code § 26B-4-406 \(2025\)](#)
- 129 [Utah Code § 26B-4-412\(1\), \(2\), \(3\) \(2025\)](#)
- 130 [Utah Code § 26B-4-406\(6\) \(2025\)](#)
- 131 [Utah Code § 26B-4-409 \(2025\)](#)
- 132 [Utah Code § 26B-4-409\(6\) \(2025\)](#)
- 133 [Utah Code § 26B-4-410 \(2024\)](#)
- 134 [Utah Code § 53G-9-506 \(2019\)](#)
- 135 [Utah Code § 26B-4-412\(4\) \(2025\)](#)

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138 **Adopted:**

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3 **Health Requirements and Services: Students with Life Threatening Allergies**
4 **Policy Series: 3000 Students**

5 **Policy No. 3416**
6 **Procedure 3**

7
8 **Parent's or Legal Guardian's Responsibility**
9

10 The student's parent or guardian has the primary duty to inform school authorities about the
11 child's potentially life-threatening medical condition(s) upon registration of the child or upon
12 medical diagnosis of the medical problem. Therefore, the student's parent or guardian shall:
13

- 14 1. Annually notify, in writing, the school of the child's allergies and, if not already on file with
15 the school, provide written physician verification of the child's allergies.
16
- 17 2. Work with the school to develop a plan that accommodates the child's needs, including
18 an Allergy ~~Emergency Response~~ **Action** Plan. In the case of a child's potentially life
19 threatening food allergy, develop an ~~Student Food Allergy~~ **Action** Plan with the
20 appropriate school staff.
21
- 22 3. Provide written documentation, instructions, and medications as directed by a physician,
23 using the Allergy **Action** ~~Emergency Response~~ Plan as a guide. Include a current photo
24 of the child on the written form.
25
- 26 4. Provide properly labeled medications and replace medications after use or upon
27 expiration.
28
- 29 5. Educate the child in self-management of their allergy, including, where applicable:
30 a. safe and unsafe foods;
31 b. strategies for avoiding exposure to unsafe foods, including how to read food
32 labels (age appropriate);
33 c. symptoms of allergic reactions;
34 d. how and when to tell an adult that the child may be having an allergy-related
35 problem.
36
- 37 6. Review the ~~Student Food Allergy~~ **Action** Plan and Allergy Emergency Response Plan
38 with the appropriate school staff, the child's physician, and the child (if age appropriate)
39 after a reaction has occurred.

- 40 7. Provide emergency contact information [and health care provider information](#), including
41 the name, phone number, fax number, and address of the student's [health care provider](#)
42 ~~treating physician~~.

45 **School's Responsibility**

- 46
- 47 1. Registration procedures shall enquire as to whether or not a student has medical
48 problems of which the school should be aware.
- 49
- 50 2. Review the health records and/or information submitted by parents and physicians.
- 51
- 52 3. In developing a reasonable accommodation of the student with a potentially life-
53 threatening ~~food~~-allergy, the following guidelines are recommended:
- 54 a. The school principal or principal's designee, classroom teacher(s), the parent(s)
55 or legal guardian, the student (as age appropriate) and a District nurse or other
56 qualified person should develop the Student ~~Food~~ Allergy Action Plan. Other
57 persons may be involved as determined to be necessary. In addition, the child's
58 physician should review the Student-~~Food~~ Allergy Action Plan.
- 59 ~~b. Consideration in the Student Food Allergy Plan shall be given to:~~
- 60 i. ~~elimination, whenever reasonably feasible, of allergens from meals,~~
61 ~~educational tools, arts and craft projects, and incentives;~~
- 62 ii. ~~education of the student, parent or guardian, community, staff, and food~~
63 ~~handlers;~~
- 64 iii. ~~appropriate standards of hygiene and maintenance for facilities and~~
65 ~~students;~~
- 66 iv. ~~classroom and school routines in light of the age, maturity, and ability of~~
67 ~~the student, and expectations regarding personal responsibility;~~
- 68 v. ~~emergency procedures and preparation for such;~~
- 69 vi. ~~procedure to be followed should a "dangerous" food product be brought to~~
70 ~~the classroom.~~
- 71 c. Provide copies of the Allergy [Action](#) ~~Emergency Response Plan~~ to all staff who
72 interact with the student on a regular basis, including substitute teachers.
- 73 d. Enforce a "no eating" policy on school buses with exceptions made only to
74 accommodate students with special nutritional needs.
- 75
- 76 4. Review the Student ~~Food~~ Allergy Action Plan and ~~Allergy Emergency Response Plan~~
77 with parent or guardian, student (as age appropriate) and physician after a reaction has
78 occurred at school or a school-related activity and consider whether the plans need to be
79 modified.
- 80

82 **Emergency Injection for Anaphylaxis**

83 In addition to students with known, potentially life-threatening allergies who have specific
84 prescriptions for medication to respond to reactions, the following addresses the use of stock
85 medications to treat reactions in others.

86
87 This policy does not create a duty or standard of care for a person to be trained in the use and
88 storage of injectable epinephrine rescue medication, nor does it create a duty on the part of the
89 District or a school to store injectable epinephrine rescue medication at a school (apart from the
90 obligation to make injectable epinephrine rescue medication available to trained individuals as
91 set forth below). A decision to complete the training program described below and to make
92 injectable epinephrine rescue medication available for emergency medical situations is
93 voluntary. A school, school board, or school official may encourage a teacher or other school
94 employee to volunteer for such training. A school, the school board, or a school official may not
95 prohibit or dissuade a school employee from (a) being trained in use and storage of injectable
96 epinephrine rescue medication, (b) possessing or storing injectable epinephrine rescue
97 medication on school premises (if the employee is a qualified adult and the possession and
98 storage is in accord with training), or (c) administering injectable epinephrine rescue medication
99 (if the employee is a qualified adult and the administration is in accord with training).

100
101 Each primary and secondary school shall make initial and annual refresher training regarding
102 the storage and emergency use of injectable epinephrine rescue medication available to any
103 interested teacher or other school employee, who is at least eighteen (18) years of age, who
104 volunteers for such training. The training may be provided by the school nurse, or other person
105 qualified to provide such training, ~~designated by the school district physician, the medical~~
106 ~~director of the local health department, or the local emergency medical services director.~~

107
108 A person who provides this training shall include instruction on:

- 109 1. techniques for recognizing symptoms of anaphylaxis;
- 110
111 2. standards and procedures for the storage and emergency use of injectable epinephrine
112 rescue medication;
- 113
114 3. emergency follow-up procedures, including calling the emergency 911 number and
115 contacting, if possible, the student's ~~physician and a parent or guardian~~; and
- 116
117 4. written materials covering the information provided during training.

118
119 The volunteers shall retain for reference the written materials covering the information provided
120 during training.

121
122 A teacher or other school employee who has received the above training regarding the storage
123 and emergency use of injectable epinephrine rescue medication becomes a "qualified adult"
124 and:

- 125 1. May obtain (along with the school nurse) from the school district physician, the medical
126 director of the local health department, the local emergency medical services director, a

127 physician, pharmacist, or any other person or entity authorized to prescribe or dispense
128 prescribed medicines or drugs, a prescription for injectable epinephrine rescue
129 medication;

130
131 2. May immediately administer an injectable epinephrine rescue medication to a person
132 exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school
133 activity when a nurse is not immediately available;

134
135 3. Shall initiate emergency medical services or other appropriate medical follow-up in
136 accordance with the training materials after administering an injectable epinephrine
137 rescue medication.

138
139 Each primary or secondary school may make an injectable epinephrine rescue medication
140 available to any teacher or other school employee who is employed at the school and has
141 become a “qualified adult.” However, the school is not required to keep more than one
142 emergency injectable epinephrine rescue medication on the school premises so long as it may
143 be quickly accessed by a teacher or other school employee who is a “qualified adult” in the
144 event of an emergency.

145
146 A school may obtain a prescription for a supply of injectable epinephrine rescue medication for
147 storage at the school and use by qualified adults if the school (a) designates an individual to
148 complete an initial and annual refresher training program regarding the proper storage and
149 emergency use of injectable epinephrine rescue medication and (b) stores the injectable
150 epinephrine rescue medication according to Utah Department of Health and Human Services
151 standards.

152
153 The following, if acting in good faith, are not liable in any civil or criminal action for any act taken
154 or not taken under the authority of [Utah Code § 26B-4-406](#) et seq. with respect to an
155 anaphylactic reaction: (a) a “qualified adult,” (b) a person who conducts training regarding the
156 emergency use and storage of injectable epinephrine rescue medication, and (c) the District or
157 its schools.

158
159

160 **Student’s Responsibility**

161
162 The student will be proactive in the care and management of his or her food allergies and other
163 reactions based upon the student’s developmental level, including the following:

- 164
165 1. Should not trade or share food, utensils, or containers with others;
166
167 2. Should not eat anything with unknown ingredients or known to contain any allergen;
168
169 3. Should notify an adult immediately if he or she eats something the student believes may
170 contain the food to which he or she is allergic.

171 4. Know the location of his/her epinephrine nasal spray or injectable epinephrine rescue
172 medication, if applicable, or other emergency medications.

173

174 5. Wash hands before eating.

175

176

177 **Student Self-Administration of Epinephrine**

178

179 Under Policy 3416, elementary and middle school students are prohibited from carrying or self-
180 administering medication on school premises except in certain limited circumstances. However,
181 any student may possess and self-administer an epinephrine nasal spray. In addition, students
182 may possess or possess and self-administer injectable epinephrine rescue medication provided
183 that the student's parent or guardian has previously provided the school with a signed written
184 request and written health care provider approval.

185

186 The written request must state that the parent or guardian authorizes the student to possess or
187 possess and use the injectable epinephrine rescue medication while acknowledging that the
188 student is responsible for, and capable of, possessing or possessing and self-administering the
189 injectable epinephrine rescue medication.

190

191 The health care provider approval must state that the provider finds that it is medically
192 appropriate for the student to possess or possess and self-administer injectable epinephrine
193 rescue medication and the student should be in possession of the injectable epinephrine rescue
194 medication at all times.

195

196

197 **Medication Sharing Prohibited**

198

199 No student is permitted to sell, share, or otherwise give to others any medication, prescription or
200 non-prescription. Violations of this policy are subject to disciplinary action under the school's
201 drug policies.

202

203 **Resource Materials for Training**

204

205 Training materials and information, along with other resource material relating to emergency
206 administration of epinephrine, are available at the following:-

207 [A Shot to Live, http://medicine.utah.edu/pediatrics/a-shot-to-live/](http://medicine.utah.edu/pediatrics/a-shot-to-live/)

208

209

210

211

212 **Legal References:**

213 [Utah Code § 26B-4-406 \(2025\)](#)

214 [Utah Code § 26B-4-407 \(2025\)](#)

215 [Utah Code § 26B-4-406\(5\) \(2025\)](#)

216 [Utah Code § 26B-4-409 \(2025\)](#)

217 [Utah Code § 26B-4-409\(6\) \(2024\)](#)

218 [Utah Code § 26B-4-410 \(2025\)](#)

219 [Utah Code § 26B-4-407\(4\) \(2025\)](#)

220

221

222 **Adopted:**

223

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1
2
3 **Health Requirements and Services: Student Asthma Emergency**
4 **Policy Series: 3000 Students**

5 **Policy No. 3416**
6 **Procedure 4**
7

8 **Definitions**

- 9 1. "Asthma action plan" means a written plan developed with a school, nurse, a student's
10 parent or guardian, and the student's health care provider to help control the student's
11 asthma which is signed by the student's parent or guardian and health care provider.
12
13 2. "Asthma emergency" means an episode of respiratory distress that may include
14 symptoms such as wheezing, shortness of breath, coughing, chest tightness, or
15 breathing difficulty.
16
17 3. "Qualified adult" means a person who is 18 years of age or older and who has
18 successfully completed the Utah Department of Health and Human Services training
19 program described in this policy.
20
21 4. "Stock albuterol" means a prescription inhaled medication which is used to treat asthma
22 and that may be delivered through a device, including an inhaler or a nebulizer with a
23 mouthpiece or mask.
24

25
26 **Administration of Stock Albuterol for Asthma Emergency**
27

28 This policy does not create a duty or standard of care for a person to be trained in the use and
29 storage of stock albuterol, nor does it create a duty on the part of the District or a school to store
30 stock albuterol at a school, nor does it relieve a student's parent or guardian from providing a
31 student's medication, nor does it create an expectation that a school will have stock albuterol
32 available. A decision to complete the training program described below and to make stock
33 albuterol available for asthma emergencies is voluntary. A school, school board, or school
34 official may encourage a teacher or other school employee to volunteer for such training. A
35 school, the school board, or a school official may not prohibit or dissuade a school employee
36 from (a) being trained in use and storage of stock albuterol, (b) possessing or storing stock
37 albuterol on school premises (if the employee is a qualified adult and the possession and
38 storage is in accord with training), or (c) administering stock albuterol (if the employee is a
39 qualified adult and the administration is in accord with training).
40

41 Each primary and secondary school shall make initial and annual refresher training regarding
42 the storage and emergency use of stock albuterol available to any interested teacher or other
43 school employee, who is at least eighteen (18) years of age, who volunteers for such training.
44 The training will be provided by the ~~school nurse Utah Department of Health and Human~~
45 ~~Services.~~

46
47

48 The training will include instruction on:

- 49 1. techniques for recognizing symptoms of an asthma emergency;
- 50
- 51 2. standards and procedures for the storage and emergency use of a stock albuterol;
- 52
- 53 3. emergency follow-up procedures, and contacting, if possible, the student's parent; and
- 54
- 55 4. written materials covering the information provided during training.
- 56

57 The volunteers shall retain for reference the written materials covering the information provided
58 during training.

59

60 A teacher or other school employee who is a "qualified adult":

61

- 62 1. May request from the school district physician, the medical director of the local health
63 department, the local emergency medical services director, a physician, pharmacist, or
64 any other person or entity authorized to prescribe or dispense prescribed medicines or
65 drugs, a prescription for stock albuterol;
- 66
- 67 2. May, when a school nurse is not immediately available, immediately administer stock
68 albuterol to a person who (a) has a diagnosis of asthma by a health care provider, (b)
69 has a current asthma action plan on file with the school, and (c) is showing symptoms of
70 an asthma emergency as described in the student's asthma action plan;
- 71
- 72 3. May administer stock albuterol to any student who appears, based on the employee's
73 training, to be experiencing respiratory distress or an asthma emergency regardless of
74 whether a current asthma plan is on file for the student;
- 75
- 76 4. Shall initiate appropriate medical follow-up in accordance with the training materials after
77 administering stock albuterol.
- 78

79 Each primary or secondary school may make stock albuterol available to any teacher or other
80 school employee who is employed at the school and has become a "qualified adult."

81

82 A school may obtain a prescription for a supply of stock albuterol for storage at the school and
83 use by qualified adults if the school (a) designates an individual to complete an initial and
84 annual refresher training program regarding the proper storage and emergency use of stock

85 albuterol and (b) stores the stock albuterol according to Utah Department of Health and Human
86 Services standards.

87
88 The following, if acting in good faith, are not liable in any civil or criminal action for any act taken
89 or not taken under the authority of [Utah Code § 26B-4-401](#) et seq. with respect to an asthma
90 emergency: (a) a “qualified adult,” (b) a person who conducts training regarding the emergency
91 use and storage of stock albuterol, and (c) the District or its schools.

92
93

94 **Student Self-Administration of Asthma Medication**

95

96 Under Policy 3416, elementary and middle school students are prohibited from carrying or self-
97 administering medication on school premises except in certain limited circumstances. However,
98 elementary and middle school students may possess or possess and self-administer asthma
99 medication provided that the school has been provided an [Asthma Action Plan that includes a](#)
100 parent authorization statement and a health care provider statement as provided below.

101

102 The written parent or guardian statement must state that the parent or guardian authorizes the
103 student to possess or possess and use the asthma medication and must acknowledge that the
104 student is responsible for, and capable of, possessing or possessing and self-administering the
105 asthma medication.

106

107 The written health care provider statement must state (1) the name of the asthma medication
108 prescribed or authorized for the student’s use and (2) that it is medically appropriate for the
109 student to self-administer asthma medication and to be in possession of asthma medication at
110 all times the epinephrine auto-injector at all times.

111

112 (When available, the Utah Department of Health and Human Services forms for the parent and
113 health care provider statements shall be used.)

114

115

116 **Medication Sharing Prohibited**

117

118 No student is permitted to sell, share, or otherwise give to others any medication, prescription or
119 non-prescription. Violations of this policy are subject to disciplinary action under the school's
120 drug policies.

121

122

123 **Legal References:**

124 [Utah Code § 26B-4-401\(4\), \(5\), \(18\), \(24\) \(2025\)](#)

125 [Utah Code § 26B-4-406 \(2025\)](#)

126 [Utah Code § 26B-4-408 \(2023\)](#)

127 [Utah Code § 26B-4-406\(7\) \(2025\)](#)

128 [Utah Code § 26B-4-409\(1\), \(5\) \(2025\)](#)

129 [Utah Code § 26B-4-409\(5\) \(2025\)](#)

130 [Utah Code § 26B-4-408\(4\), \(5\) \(2023\)](#)

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133 **Adopted:**

DRAFT

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**Health Requirements and Services: Student Self-Application of Sunscreen
Policy Series: 3000 Students**

**Policy No. 3416
Procedure 5**

10 **Student Self-Application of Sunscreen**

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Under Policy 3416, elementary and middle school students are prohibited from carrying or self-administering medication on school premises except in certain limited circumstances. Sunscreen is a compound topically applied to prevent sunburn. Some sunscreen may be regulated by the Food and Drug Administration (FDA) and therefore might be considered a medication. Whether or not a sunscreen is regulated by the FDA, students shall be allowed to possess and self-apply sunscreen without being required to have parent, physician, or physician assistant authorization.

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21 **Application of Sunscreen**

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If a student is unable to self-apply sunscreen, a volunteer school employee may apply the sunscreen on the student if the student's parent provides written consent for that assistance. If such consent has been given, neither the volunteer school employee nor the District are liable for an adverse reaction suffered by the student because of sunscreen application or for discontinuing the application of sunscreen at any time.

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30 **Peer Sunscreen Application Prohibited**

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No student is permitted to [share personal sunscreen or](#) apply sunscreen to another student.

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35 **Legal References:**

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[Utah Code § 53G-9-208\(1\), \(2\) \(2020\)](#)

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Adopted:

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**Students Infected with AIDS or, HIV, or ARC
Policy Series: 3000**

Policy No. 3414

Purpose:

The Board recognizes the need to educate residents, patrons, and students concerning communicable diseases including AIDS and to develop policies for attendance and employment of victims cooperate with and follow the guidelines and recommendations provided by the Board of Health for students and employees that may have any form of Acquired Immunodeficiency Syndrome (AIDS); or Human Immunodeficiency Virus (HIV infection).

The Administration will cooperate fully in assisting the Utah County Health Department in the detection, prevention, and control of all communicable diseases, including AIDS and HIV infection. The following guidelines shall apply:

Guidelines

1. When it is reported that a student of the Provo School District has been infected with HIV, a review committee shall be organized consisting of the school administrator, a representative from the local health department, the student's physician, and the student's parent(s) or guardian(s). In the event that the student's physician is unable to serve on the committee, a licensed physician should be appointed by the local health officer. The committee is to be appointed and chaired by the school administrator. The committee review shall be based on the following considerations:
 - The nature of the risk of transmission of HIV relevant to the activities of the subject in the school setting;
 - The probability of risk of HIV transmission to others by the subject in the school setting;
 - The probability of any health related risks to the subject; and
 - If restrictions are necessary, what accommodations could be made by the school to avoid excessive limitations?
2. Pending recommendation of the evaluation team, a student who exhibits behavior which increases the likelihood of transmission or is too ill to attend school shall have an appropriate alternative education program provided by the District.

~~3. If the decision to leave a student with AIDS and/or HIV infection in a regular school environment is recommended by the evaluation team, the designated chairman of the review committee shall work closely with the team to ensure the protection and benefit of all parties. Guidelines which have been set for such enrollment by the State Health Department, U.S. Public Health Services and the American Academy of Pediatrics will be utilized. Special in-service activities will be provided for all teachers and staff.~~

~~4. Appeals Process~~

- ~~○ Any member of the review committee may appeal the recommendation of the committee by submitting a written appeal within ten (10) school days for students or ten (10) working days for employees, after receiving notice of the committee's recommendations. If the appellant's concerns relate to medical issues, the appeal shall be submitted to the director, and the director or designee may order restrictions on the school-related activities or associations of the subject or may stay implementation of the committee's recommendations. If the concerns relate to the school's ability to provide an accommodation, the appeal shall be directed to the school board.~~
- ~~○ The appellant shall submit copies of any appeal to the director of the Utah County Health Department and all other members of the review committee.~~
- ~~○ A member from the Utah Department of Health or the school board shall review the findings and recommendations of the committee and any additional information that the director or board finds to be pertinent to the question raised in the appeal, and shall render a final decision in writing within ten (10) school days for students or ten (10) working days for employees.~~
- ~~○ Copies of the decision shall be sent to the appellant and members of the review committee.~~
- ~~○ Provo City School District shall implement the decision without delay.~~
- ~~○ Judicial review of any decision rendered under this section by the school board may be secured by persons adversely affected thereby by filing an action for review in the appropriate court of law.~~

~~5. Confidentiality shall be respected, and the identities or other case details of HIV-infected persons shall not be disclosed to any person other than members of the review committee and the superintendent. Anyone entitled to receive confidential information about the HIV infected subject other than the individual identified in the information, who violates this section by releasing or making public confidential information is guilty of a class A misdemeanor.~~

~~6. In the event an employee of the District is diagnosed as being infected with AIDS and/or HIV infection, a committee made up of the employee, the school or department administrator, a representative from the local health department, and the employee's physician shall be formed. In the event that the employee's physician is unable to serve on the committee, a licensed physician should be~~

~~appointed by the local health officer. The committee is to be appointed and chaired by the school or department administrator. The committee will review the medical/job placement status of the employee. In the event that staying on the job is precluded, the employee will receive any existing benefits to which he/she is entitled, but may not accrue additional benefits. Part-time hourly employees will be granted medical leave without pay and benefits. Guidelines developed by the Utah Department of Health, U.S. Public Health Service, and the American Academy of Pediatrics regarding the transmission of AIDS and HIV infection in the work place and the school will be utilized to ensure the protection and safety of all involved.~~

- ~~7. In the school setting, no person shall be discriminated against, or denied activities or associations based solely upon a diagnosis of HIV and/or AIDS infection, except as permitted under these guidelines. Each school shall adopt routine procedures for handling blood or body fluids, including sanitary napkins, regardless of whether students or employees with HIV and/or AIDS infections are known to be present. The procedures shall be consistent with recommendations of the United States Public Health Service, the American Academy of Pediatrics, and the Utah Department of Health.~~

Students Infected with HIV, AIDS or ARC

In the school setting, no person shall be discriminated against, or denied activities or associations, based solely upon a diagnosis of HIV infection.

Most students with AIDS can attend school in the regular classroom without restrictions. If a parent or school official believes that a child with AIDS needs related services or placement outside the regular classroom, Section 504 requires an evaluation and placement process to determine the appropriate educational setting for a child with AIDS. However, a full educational evaluation is not required when neither the school officials nor parents believe that a child is in need of special education or related services.

A student with AIDS has a right to confidentiality under FERPA and Section 504. However, such confidentiality would not affect state and local public health rules regarding the duty of schools to report specified diseases to public health departments. However, when reporting any cases of AIDS to public health authorities, schools should convey such information in the same way that information about other diseases is treated.

The Occupational Safety and Health Administration (OSHA) has issued regulations whose purpose is to reduce or eliminate the possibility of an employee or students contracting any of a series of diseases that are spread through blood contact contained in [29 CFR Part 1910](#). All school employees should be following OSHA blood-borne pathogen standards when dealing with body fluids. **All employees receive bloodborne pathogen training annually.**

Legal References

[Utah Code 26B-7-2](#)

[Americans with Disabilities Act](#)
[Section 504 of the Rehabilitation Act of 1973](#)
[Utah Office of Administrative Rules 386-702](#)

Board Approved: March 1990
Revised: March 12, 2013
February 24, 2026

DRAFT



General Financial Policy
Policy Series 6000: Finances and Operations

Policy No. 6010

Purpose

It is the policy of Provo City School District (PCSD) commits to be open and transparent in all financial reporting, institute long term strategic financial planning, invest funds in compliance with the Utah Money Management Act, and maximize the flow of resources to K-12 learning.

The District recognizes the need to respond timely to financial needs throughout district operations. Budget adjustments coming from one-time expenditures will generally be spent from fund balance. The four types of spendable fund balances are ~~When appropriate, PCSD will legitimately spend funds in the following order:~~

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1. Restricted - external restrictions from legislators, Utah State Board of Education, or other entities providing resources to the District.
2. Committed - restrictions placed by board action (i.e. building reserve, other post-employment benefits, etc.)
3. Assigned - assigned by district administration at the end of a fiscal year to manage encumbrances, end-of-year purchases, or specific district initiatives
4. Unassigned - no restrictions

~~In addition,~~ Provo City School District follows governmental standards and aims to have a combined Assigned and Unassigned fund balance not to exceed 20% of the operating budget. These balances will help fund emergencies as they arise, react to funding shortfalls, and assure that learning and operations are minimally impacted. Fund balances will be spent in the order listed above as applicable and according to Policy 6015.

Provo City School District will ~~direct~~ demonstrate stewardship of resources by prioritizing expenditures targeting:

- Academic Achievement
- Student and Employee Wellness
- Safe and comfortable learning and working environment
- Efficient operations district wide

~~The district will make every effort to maintain sufficient reserves to:~~

- ~~Fund emergencies as they arise~~

40 ● ~~Assure that learning and work flow is minimally impacted~~

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42 **Legal References:**

43 ~~Utah Money Management Act Code 51-7a~~

44 [Utah Code § 51-7](#)

45 [GFOA Statement 54](#)

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47 **Board Adopted:**

April 20, 2021

48 **Revised:**

February 10, 2026

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Fund Balance Policy

Policy Series 6000: Finances and Operations

Policy No. 6015

Purpose

Provo City School District (PCSD) recognizes the importance of maintaining fund balances at stable and sufficient levels to ensure long term financial viability. Factors which impact the necessary level of fund balance include economic stability, reliability of local, state and federal funding, capital needs, bond ratings, and the ability to meet other contingent issues or emergencies.

Fund Balance Reserves

The district will make every effort to maintain sufficient reserves to:

- Fund emergencies as they arise
- Ensure that learning and **operations are** work flow is minimally impacted
- Ensure bond ratings remain at an acceptable level
- Support Long Term planning

As such, the District shall maintain total ~~Committed, Assigned and Unassigned~~ Fund Balance in the General Fund at 20-25% of total General Fund budget revenues. ~~The~~ Additionally, ~~Unassigned and Board~~ **voted economic stabilization committed** fund balance shall be 5% or less of ~~maintained at 8-10% of the general fund budget general fund revenues, with Board Contingency not to exceed state compliance percentage.~~ The District reserves the right to appropriate funds **by board action** from the fund balance for emergencies and other requirements that the District believes to be in its best interests. **Board voted economic stabilization funds may not be used in negotiation or settlement of contract salaries.**

Any significant reduction of the fund balance shall be supported by

- A **written** Board approved plan for the use of the funds
- Board approval of the annual budget and budget adjustments throughout the fiscal year
- If possible, balances will be replenished with available funds to maintain resources necessary to react to extraordinary circumstances

38 **Legal References:**

39 [Utah Code § 53G-7-304](#)

40 Utah State Code ~~_____ 53A-19-103~~

41 GFOA Best Practices: ~~_____ Appropriate Level of Fund Balance in the General Fund~~
42 ~~Replenishing Fund Balance in the General Fund~~

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44 Board Adopted: October 13, 2015

45 Revised: February 10, 2026

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