

Tuesday, May 26, 2026
PCSD Study Session and Business Meeting

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

A. **4:00 p.m. Study Session**

The public is welcome to attend our open meetings at the district office.

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

The following YouTube links are available to watch the meetings live or at the viewer's convenience:

PCSD Live YouTube Channel: [youtube.com/channel/UCFmB8Jxqa9-RMOSvfwbyIUQ](https://www.youtube.com/channel/UCFmB8Jxqa9-RMOSvfwbyIUQ)

1. Welcome
2. Roll Call
Procedural
3. Motion to Convene
4. Board Member Training: Board Member Meg Van Wagenen How to Create Effective Agendas (4:02pm, 3 min)
Most meetings will include a training presented by rotating board members on the Board Handbook, USBE Guide, or Policies.

• **USBA's Guide to Effective School Boards, p.24**

5. DLI (4:05pm, 45 min)
6. Preschool Discussion (4:50pm, 15 min)
7. Large Purchase Requests: Franklin Kindergarten Playground, Chromebooks (5:05pm, 5 min)

Issue:

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

1. Franklin Kindergarten Playground
2. Chromebooks

8. FY 27 Budget (5:10pm, 15min)
9. Truth in Taxation Tax Impact Schedule (5:25pm, 5 min)
10. Expire Policy 6900 Funding Small District Schools (5:30pm, 5min)
11. Policy Review 1st Readings (5:35pm, 20 min)

Policy Review, 1st Readings

Wendy Dau, Superintendent

Issue

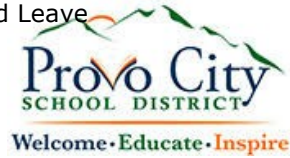
District administration generates or revises policies from time to time as needed, whether due to state legal requirements or local identified needs. The policy committee, including select board members, helps in this process and, when ready, the policies come before the board in multiple readings, are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

Background

The following policies will be discussed by the board tonight as 1st readings before being posted on the district website for public comment.

- Policy 5027, Employee Associations and Wage Deductions

- Policy 5028, Employee Associations and Leave
- Policy 5245 Employee Transfers
- Policy 5290 Reduction in Force
 - 5290 Procedure 1
- Policy 4340 Religious Neutrality



12. Motion to Adjourn

B. 6:00 p.m. Business Meeting

1. Welcome
2. Roll Call
Procedural
3. Motion to Convene
4. Pledge of Allegiance: Assistant Superintendent Darrell Jensen

C. Community Connections

1. Magical Moment
2. Student Board Member Announcement
3. Public Input (No more than 30 minutes)

D. Business Items

1. Business Item Large Purchase Request: Franklin Kindergarten Playground \$
2. Large Purchase Request: Chromebooks
3. Business Item: Policy 6900 Funding Small District Schools

E. Motion to Adjourn

Dual Language Immersion

For the Provo City School District Board of Education

May-June 2026



Welcome • Educate • Inspire

What are the goals of a DLI Program?



Goal #1: Bilingualism & Biliteracy

Read, write, listen, and speak proficiently in English and a target language.



Goal #2: Academic Excellence

Maintain or exceed student performance standards in English and Math.



Goal #3: Cultural Competency

Deep cultural sensitivity to navigate global communities and job markets.

<https://schools.utah.gov/curr/dualimmersion>
<https://www.utahdli.org/instructional-model/>

Goal #1: Bilingualism & Biliteracy

Students are expected to read, write, listen, and speak proficiently in both English and a target language (Spanish, Portuguese, Mandarin Chinese, and French).



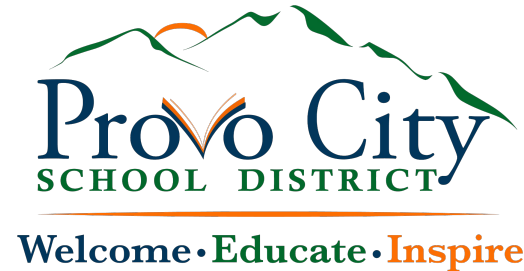
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Goal #2: Academic Excellence



The program's objective is to maintain or exceed standard student performance on English and math assessments while integrating content learning in the partner language.



Goal #3: Cultural Competency

To foster deep cultural sensitivity, allowing students to effectively navigate and participate in global communities and future job markets.



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Overarching Long-Term Goals

AP LANGUAGE COURSEWORK

COLLEGE-LEVEL SKILLS. GLOBAL IMPACT. LIMITLESS OPPORTUNITIES.



COMMUNICATE

Develop advanced speaking, listening, reading, and writing skills in a real-world context.



THINK CRITICALLY

Analyze authentic texts and perspectives while building deeper cultural understanding.



GO GLOBAL

Prepare for college, careers, and a connected world through language proficiency.



EARN COLLEGE CREDIT

AP Language exams can earn college credit and strengthen your academic resume.

ONE LANGUAGE.
ENDLESS
POSSIBILITIES.



MORE THAN A CLASS.
A PATHWAY TO YOUR FUTURE.



CAREERS



COLLEGE



TRAVEL



CULTURE

Overarching Long-Term Goals

SEAL OF BILITERACY

EARN IT. PROVE IT. OWN YOUR FUTURE.

The Seal of Biliteracy is an award earned by Utah high school graduates who demonstrate proficiency in English and **one or more additional languages**.



COLLEGE READY

Strengthen your college application and stand out.



CAREER ADVANTAGE

Show employers you have the language skills to succeed in a global economy.



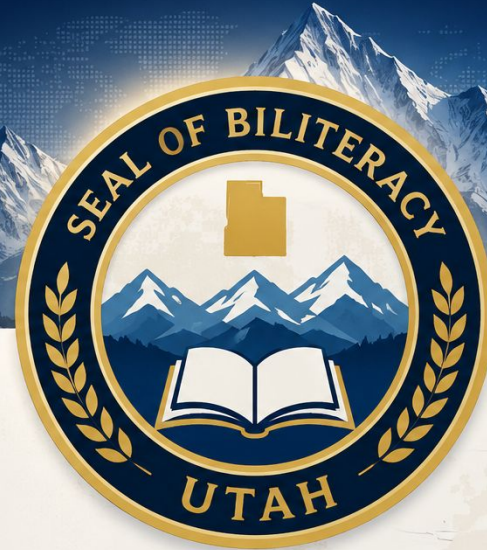
GLOBAL CITIZEN

Celebrate your bilingual abilities and cultural understanding.



PROVE YOUR ACHIEVEMENT

Earn a state-recognized seal that honors your hard work and dedication.



Your Language.
YOUR FUTURE.



**BILINGUAL.
BILITERATE.
LIMITLESS.**



ACADEMICS



LEADERSHIP



OPPORTUNITY



CONNECTION

**UTAH DLI STUDENTS.
PREPARED FOR A WORLD
WITHOUT BORDERS.**

Overarching Long-Term Goals



EARN COLLEGE CREDIT AT THE 3000 LEVEL

THROUGH DLI. GET A HEAD START. SAVE TIME & MONEY.



GET A HEAD START

Earn college credit while still in high school.



SAVE TIME & MONEY

Reduce college tuition costs and graduate sooner.



COLLEGE-LEVEL COURSEWORK

Rigorous, university-aligned classes in your target language.



TRANSFERABLE CREDIT

Credit earned at the 3000 level may transfer to colleges & universities.



**YOUR JOURNEY.
YOUR FUTURE.
NO LIMITS.**



1 BUILD PROFICIENCY

Strengthen your language skills in DLI.



2 TAKE ADVANCED COURSES

Challenge yourself with upper-level language classes.



3 EARN COLLEGE CREDIT

Complete 3000-level courses and earn real college credit.



4 GET AHEAD IN COLLEGE

Enter college with credit, confidence, and a global edge.

**BILINGUAL.
BILITERATE.
COLLEGE READY.
CAREER READY.**



DLI OPENS DOORS. YOU WALK THROUGH THEM.

MORE OPPORTUNITIES.
MORE POSSIBILITIES.

YOUR FUTURE.

Overarching Long-Term Goals



CAREER READY. WORLD READY.

TWO LANGUAGES. GREATER IMPACT. **LIMITLESS FUTURES.**

DLI STUDENTS GRADUATE WITH THE SKILLS TO SUCCEED IN A **GLOBAL WORLD.**



STRONG COMMUNICATORS

Confidently speak, listen, read, and write in more than one language.



CULTURALLY COMPETENT

Understand and respect different perspectives in an interconnected world.



ADAPTIVE PROBLEM SOLVERS

Navigate challenges with creativity, flexibility, and open-mindedness.



GLOBAL COLLABORATORS

Work effectively with people from diverse cultures and backgrounds.



IN-DEMAND PROFESSIONALS

Bilingual skills open doors to more opportunities, higher earning potential, and leadership roles.



**BILINGUAL.
BILITERATE.
PROFESSIONALLY
PREPARED.**

DLI builds the skills today for tomorrow's careers.



DLI OPENS DOORS TO CAREERS IN EVERY FIELD.



HEALTHCARE
Care for diverse communities.



LAW & GOVERNMENT
Advocate. Negotiate. Make an impact.



BUSINESS & FINANCE
Connect globally. Lead confidently.



TRAVEL & HOSPITALITY
Create experiences. Build connections.



TECHNOLOGY
Innovate for a global audience.



EDUCATION
Inspire and shape the future.



MEDIA & COMMUNICATION
Share stories. Bridge cultures.



YOUR LANGUAGE.



YOUR EDUCATION.



YOUR FUTURE.

**NO BORDERS.
ONLY OPPORTUNITIES.**

How are DLI Goals Different from Language Exposure Programs?



Language exposure programs do not require measurable outcomes with specific levels of proficiency.



Language exposure programs learn *about* the language rather than learning *in* the language.



The goal is not just familiarity with a new language.

Current Challenges of DLI Programs



Challenge #1: Experience of non-DLI students in a DLI school

Balancing enrollment
between DLI and non-DLI
classrooms.



Non-DLI classrooms can sometimes be overly large or overly small.



If you only have one teacher for non-DLI students in a grade level, this can create challenges for teachers, students, and parents.

Comparisons of Class Sizes: Canyon Crest

Grade Level	# DLI Students	# of Non-DLI Students	# of Non-DLI Classes
First Grade	56	7	1
Second Grade	60	23	1
Third Grade	53	11	1
Fourth Grade	55	29	1
Fifth Grade	50	22	1
Sixth Grade	41	26	1

There are always two classes per grade level for the DLI students.

Comparisons of Class Sizes: Edgemont

Grade Level	# DLI Students	# of Non-DLI Students	# of Non-DLI Classes
First Grade	44	26	2
Second Grade	43	43	2
Third Grade	42	32	2
Fourth Grade	50	50	2
Fifth Grade	35	33	2
Sixth Grade	44	62	2

There are always two classes per grade level for the DLI students

COMPARISONS OF CLASS SIZES: LAKEVIEW

There are always two classes per grade level for the DLI students

GRADE LEVEL	# DLI STUDENTS	# OF NON-DLI STUDENTS	# OF NON-DLI CLASSES
First Grade	58	50	2
Second Grade	53	37	2
Third Grade	49	40	2
Fourth Grade	43	50	2
Fifth Grade	50	61	2
Sixth Grade	50	52	2

There are always two classes per grade level for the DLI students

COMPARISONS OF CLASS SIZES: TIMPANOGOS

GRADE LEVEL	# DLI STUDENTS	# OF NON-DLI STUDENTS	# OF NON-DLI CLASSES
First Grade	57	37	2
Second Grade	53	34	2
Third Grade	51	36	2
Fourth Grade	61	45	2
Fifth Grade	47	29	1
Sixth Grade	40	40	2

There are always two classes per grade level for the DLI students

COMPARISONS OF CLASS SIZES: WASATCH

GRADE LEVEL	# DLI STUDENTS	# OF NON-DLI STUDENTS	# OF NON-DLI CLASSES
First Grade	47	22	1
Second Grade	55	26	1
Third Grade	41	18	1
Fourth Grade	48	23	1
Fifth Grade	61	31	2
Sixth Grade	41	29	1

There are always two classes per grade level for the DLI students

Challenge #1: Experience of non-DLI students in a DLI school

**Perception of
Unequal
Opportunities**



**Ensuring All Students
Feel Equally Valued
and Supported**



**Impact on School
Culture**



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Challenge #2: Additional FTE



Two-Teacher Model

Requires at least two teachers per grade level regardless of cohort size.



Recruitment Hurdles

Finding and hiring qualified teachers for specialized DLI roles can be extremely challenging.



Staffing Costs

Smaller class sizes in either DLI or non-DLI tracks significantly increase overall staffing expenditures.



Sustainability Risks

Ongoing budget pressures threaten the long-term viability and sustainability of the program.

Challenge #2: Additional FTE

 EDGEMONT ELEMENTARY

4 FTE (Supplemented)
\$440,000+ (Est. Cost)

 WASATCH ELEMENTARY

4 FTE (Supplemented)
\$440,000+ (Est. Cost)

 CANYON CREST ELEMENTARY

2.5 FTE (Supplemented)
\$275,000+ (Est. Cost)

 LAKEVIEW ELEMENTARY

1 FTE (Supplemented)
\$110,000+ (Est. Cost)



Insight: **Costs may be offset if the program brings in more students—
if the program helps to increase our enrollment as a district.

Challenge #3: Equity and Availability

1. Not all programs are available at all schools.



2. Access depends on:



a. Geographic location.



b. Program availability.



c. Enrollment capacity.



d. Parent involvement and education about program availability.



e. Ability of parents to transport child to the program's location.

Challenge #4: Lack of flexibility to enter the program at different grade levels

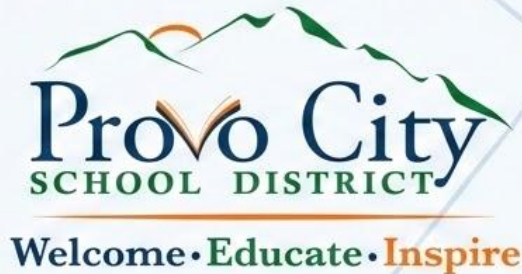


State model wants students to enter the program in first grade



In surveys, parents have expressed frustration that they moved into Provo after first grade and could not access the program

Utah State Dual Language Immersion Models



50/50 Model (Utah State Model)

Elementary Features

Overview

- The most common instructional structure in Utah DLI programs

Key Features

- Students spend:
 - 50% of the day in English
 - 50% in the target language
- Two-teacher partner model:
 - One English teacher
 - One partner-language teacher
- Core subjects split between languages

Strengths

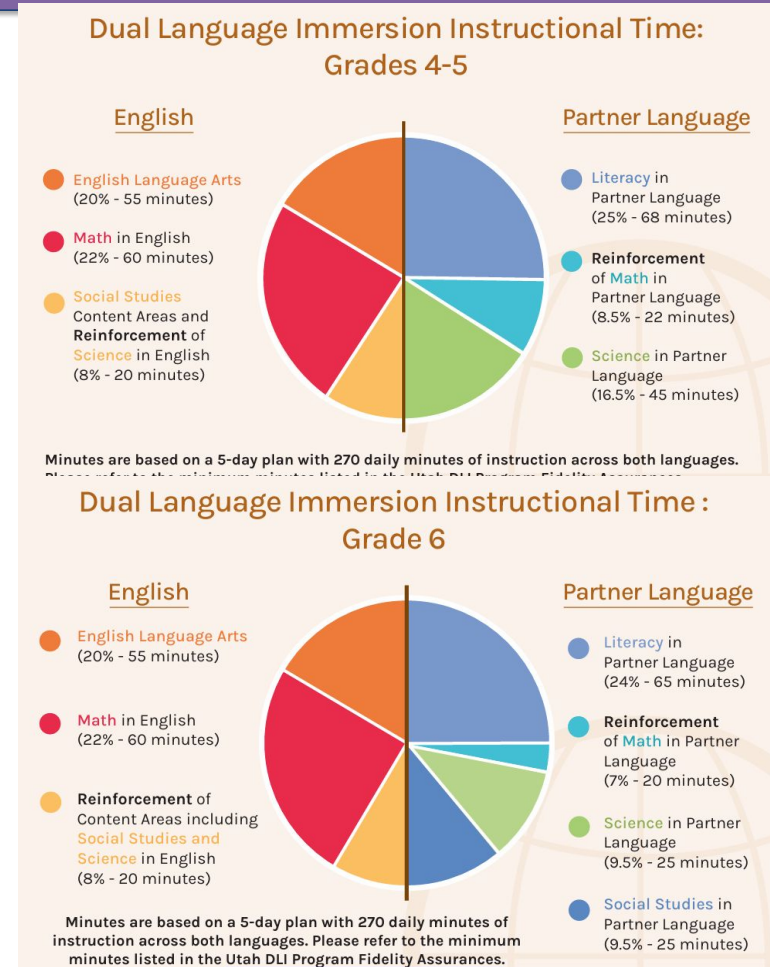
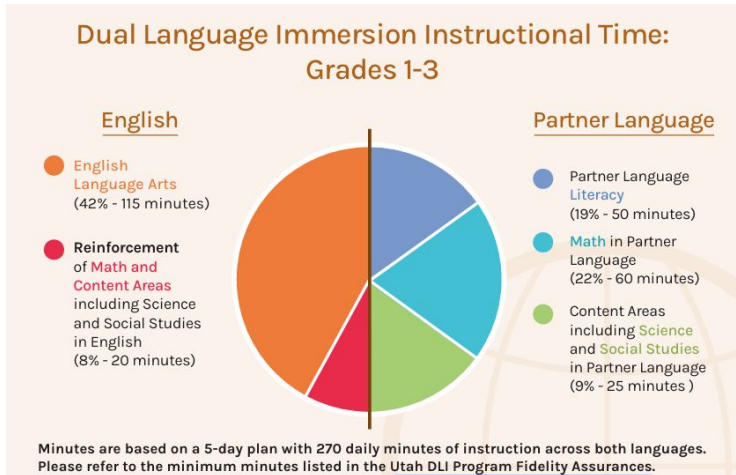
- Balanced development of:
 - English literacy and academic achievement
 - Target language proficiency and biliteracy
- Strong long-term proficiency outcomes
- Clear and consistent structure that supports vertical alignment from elementary to secondary
- Allows more students to access DLI with fewer target language teachers than some of the other models

Considerations

- Requires **additional staffing (FTE)**
- Scheduling can be complex, particularly for WIN time at the elementary level
- Requires strong coordination between teachers

HOW: Utah Instructional Model (PCSD)

- One-Way
- 50/50
- Two-teacher model
- K–12 pathway



50/50 Model (Utah State Model) Secondary Features

Overview

- The most common instructional structure in Utah DLI programs

Key Features

- Students in middle school take two courses
 - Language course
 - Culture course
- Students in high school take one course per year:
 - A.P. or DLI course
 - Bridge courses (3000 level) once the A.P. exam is taken and passed

Strengths

- Target language proficiency and biliteracy
 - Students earn Seal of Biliteracy
- Strong long-term proficiency outcomes
- Students finish high school with an advanced level of proficiency and cultural competency

Considerations

- Requires additional staffing (FTE)
- Scheduling can be complex, as particularly try to fill the elementateam expel or fill the schedule of a DLI teacher
- Restricts access to other electives

HOW: Utah Instructional Model - DLI Program Assurances

UTAH DUAL LANGUAGE IMMERSION Ensuring a world of opportunities for students		Utah DLI Program Fidelity Assurances Grades 1-5/6 Updated: September 2022
Classroom Practices	CLASSROOM ASSURANCE	Compliance Criteria
A. Instructional model for both English and partner language is implemented with linguistic integrity. <ul style="list-style-type: none">• Subjects taught according to grade level per chart.• Materials adapted by the State and• Minimum number of minutes to core subject work system could include any partner language literacy or expansion by the Utah Dual Language Immersion Model.	Related Section: <ul style="list-style-type: none">• Master schedule that aligns with DLI instructional model.• Documented observations by third party evaluators.• Evidence of 80% of students meeting Utah DLI grade-level proficiency benchmarks.	<ul style="list-style-type: none">• Instructional day is divided according to percentage as four per chart.• Materials are developed and implemented according to Utah state and DLI Immersion PARTNER LANGUAGE BENCHMARKS:<ul style="list-style-type: none">• 82-202• 4 weeks of 20 min literacy & 20 min math• 10 weeks of 20 min instructional studies• 82-203<ul style="list-style-type: none">• 4 weeks of 20 min literacy• 4 weeks of 20 min instructional studies• 82-204<ul style="list-style-type: none">• 4 weeks of 20 min literacy• 4 weeks of 20 min instructional studies• 82-205<ul style="list-style-type: none">• 4 weeks of 20 min literacy• 4 weeks of 20 min instructional studies ENGLISH BENCHMARKS: <ul style="list-style-type: none">• 82-206<ul style="list-style-type: none">• 4 weeks of 20 min math benchmark• Implementation of direct language instruction• 82-207<ul style="list-style-type: none">• Implementation of direct math, language arts, and social studies literacy• Enhancement of science• 82-208<ul style="list-style-type: none">• Implementation of direct math and language arts• Enhancement of science and social studies

Looking at Common Misconceptions

Implementation Practices



All programs must be started with **two-teacher model** and sustained as such unless enrollment necessitates other alternatives in upper grades.

All designated DLI schools start the State model in kindergarten, grade 1 or both, adding an additional grade each year.





Which Schools in PCSD Use the State Model?

Elementary Schools

-  Lakeview, Canyon Crest, Wasatch, Edgemont all follow the state model
-  Timpanogos– not currently using the state model

Secondary Schools

-  Shoreline Middle School and Provo High School follow the state model
-  Centennial Middle School and Timpview High School follow the state model

Two-Way (Dual Language) Immersion Model

Overview

- Integrates **native English speakers and native speakers of the partner language**
- Designed for **both groups to become bilingual and biliterate**

Key Features

- Balanced student population (ideally ~50/50 language groups)
- Instruction in both languages across the day
- Strong emphasis on:
 - Biliteracy
 - Cultural competence
 - Language exchange between peers

Strengths

- Considered the **gold standard in research**
- Strong outcomes for:
 - English learners
 - Native English speakers
- Promotes:
 - Cultural understanding
 - Equity and inclusion
- Authentic language practice through peer interaction

Considerations

- Requires **specific demographics** to balance language groups
- More complex to design and maintain
- Enrollment balancing can be challenging
- Collaboration for teachers is difficult between DLI and non-DLI teachers
- Definite challenges if there is only one non-DLI class at a particular grade level

Benefits and Areas of Concern for our Current DLI Model in PCSD

Benefits

- Strong language exposure beginning in elementary school
- Established programs with experienced teachers
- High family interest and community support
- Students develop strong bilingual foundations
- Continuity from elementary through secondary pathways
- Positive academic and cultural outcomes for participating students
- Increased academic achievement
 - Edgemont Data DLI vs STEAM classes 2025-2026

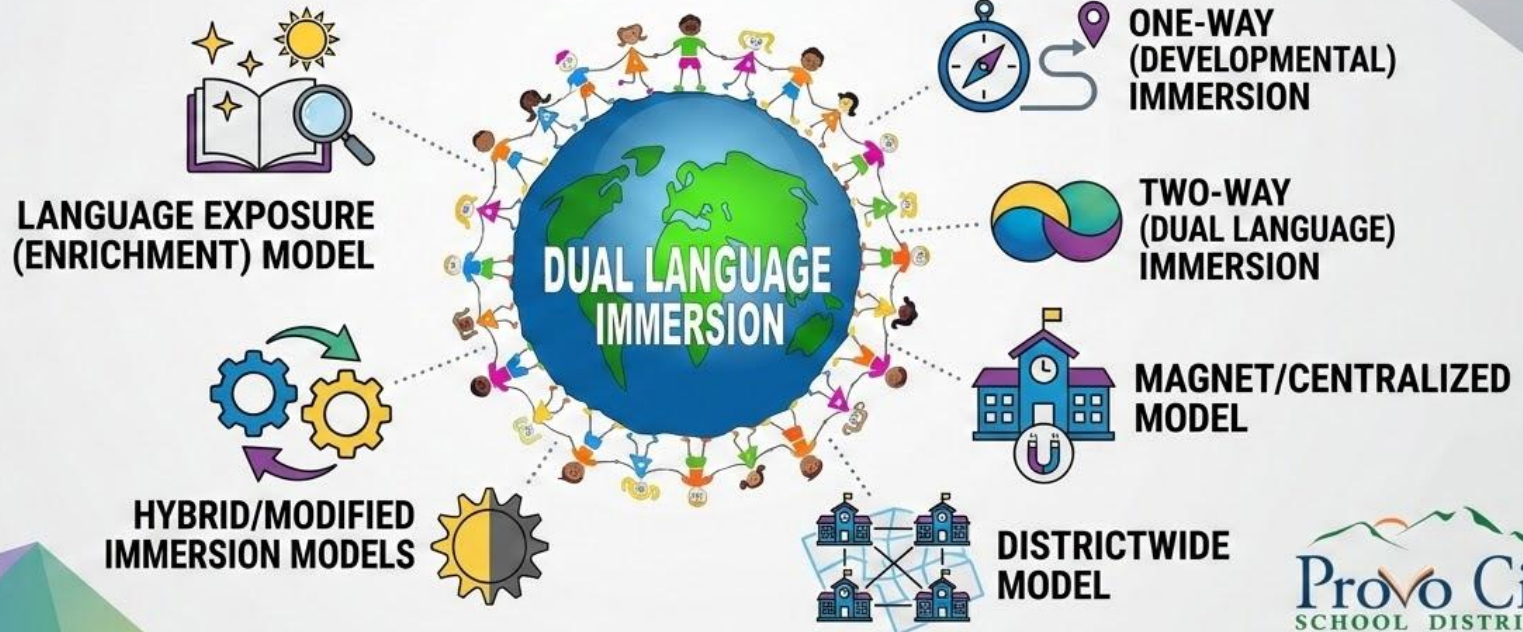
Areas of Concern

- Additional staffing and budget demands
- Uneven access between schools and neighborhoods
- Complexity in scheduling and class balancing
- Potential impact on non-DLI student experiences
- Difficulty maintaining consistent enrollment numbers
- Program sustainability concerns over time

Other Dual Language Immersion (DLI) Program Models





Other Dual Language Immersion (DLI) Program Models







One-Way (Developmental) Immersion Model





Overview

-  Designed primarily for native English speakers learning a second language
-  Most common model in many Utah suburban districts






Key Features

-  Students receive instruction in:
 - English
 - Target language (Spanish, French, Chinese, Portuguese, etc.)
-  Typically follows a 50/50 instructional split
-  Uses a two-teacher partner model
-  Focus on second-language acquisition for English speakers

Strengths

-  Strong academic outcomes in both languages
-  Easier to implement in areas with fewer native speakers of the partner language
-  Clear alignment with Utah's state DLI model
-  Heritage speakers and novice learners may benefit from differentiated support

Considerations

-  Provides fewer opportunities for peer-to-peer language modeling across balanced language groups compared with two-way DLI
-  Limited integration of native speakers of the partner language; requires intentional planning to increase authentic target-language interaction and cultural experiences
-  May not fully leverage benefits of bilingual peer modeling
-  Collaboration for teachers is difficult between DLI and non-DLI teachers
-  Definite challenges if there is only one non-DLI class at a particular grade level

Magnet / Centralized Model

Overview



- DLI programs are housed at **one or a few centralized schools**

Key Features



- Students apply and attend a **designated DLI school**
- Often includes **district-provided transportation**
- Creates a strong program identity because all students are part of a DLI program, just in different languages

Strengths



- More efficient use of:
 - Staffing
 - Resources
 - Curriculum
 - Professional Development
- Easier scheduling and enrollment balancing
- Strong collaboration among DLI teachers
- Reduces strain on non-DLI classrooms
- Could simplify feeder patterns for DLI languages at the secondary level

Considerations



- Students leave neighborhood schools
- Transportation required for both DLI students and non-DLI students who can no longer attend their neighborhood school
- May reduce access for some families
- Requires the adjustment of boundaries for other schools to balance out numbers

Districtwide Model (Neighborhood Access Model)

Overview

- DLI programs are offered at **most or all elementary schools**

Key Features

- Students can participate while staying in **boundary schools**
- Often focuses on **one language across the district**
- Utilizes the two-teacher 50/50 model for the elementary level

Strengths

- Strong **equity of access**; benefits of bilingualism and biliteracy are extended to more students
- Language acquisition becomes a defining educational benefit for all students within the district
- Maintains neighborhood-school connections
- Few, if any, transportation barriers
- Fewer challenges at the secondary level as the district must only find teachers with advanced levels of proficiency in one language

Considerations

- Higher staffing (FTE) needs; more teachers needed that meet high levels of target language proficiency
- Requires strong district coordination
- Community may be frustrated that only one language is offered across the district



Hybrid / Modified Immersion Models

Overview

- Combines elements of different models
- Adjusts immersion time or structure
- Different focus

Key Features

- May include:
 - Less than 50% target language time
 - Partial immersion blocks
 - Flexible scheduling models
- Designed to improve:
 - Cost efficiency
 - Scheduling flexibility

Strengths

- Lower staffing costs
- Easier to implement
- More flexible for schools
- More students may have the opportunity to be introduced to a second language

Considerations



- Reduced language exposure
- Lower likelihood of advanced proficiency outcomes; does not fulfill the overall goals of a dual language immersion program
- Teachers of the target language usually do not have the same levels of language mastery that DLI teachers do
- May shift the focus from proficiency to exposure



Language Exposure (Enrichment) Model






Overview



-  Focuses on **introducing language and culture**, not full proficiency
- 





Key Features



-  Limited time in the target language
-  Often delivered through:
 -  Specials (like art or PE)
 -  Rotations or short blocks
-  No long-term immersion pathway




Strengths



-  Low cost
-  Easy to implement across schools
-  Broad access for all students
-  Easier to find staff as they are not required to have high proficiency levels in the target language

Considerations



-  Students do **not reach bilingual proficiency**; greater difficulty for secondary students to reach 3000 level courses
-  Limited academic language development
-  Does not meet traditional DLI goals

Strand Model (Within a School)

Overview

- DLI exists as a **program strand within a neighborhood school**

Key Features

- Some students participate in DLI
- Others follow traditional English instruction
- Shared building, staff, and resources

Strengths

- Maintains **neighborhood school access**
- Easier for families (no transportation needed)
- Builds school community

Considerations

- Can create:
 - Perceived inequities
 - “Two-track” systems within a school
- Scheduling and staffing challenges
- Impact on non-DLI student experience; this would create similar challenges that we face now in our DLI programs



Research on Best Practices of Dual Language Immersion



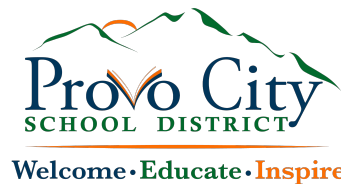
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What the Research Shows

- Dual Language Immersion (DLI) is one of the most effective academic programs
- Students outperform peers academically while gaining bilingual skills
- Strong implementation is critical to achieving results
- Research articles on Utah's DLI program are linked [here](#)



Utah State
Board of
Education



What the Research Shows

Is it possible that DLI has such positive outcomes because it is viewed as a gifted program and few students who struggle academically enroll in this program?

Most researchers agree:

- 💡 DLI outcomes are likely driven by a combination of:
 - strong instructional practices,
 - cognitive benefits of bilingualism,
 - increased academic rigor,
 - highly engaged families,
 - and some degree of selection effect.

It is *not* accurate to say:

- “DLI works only because gifted kids enroll.”

It is also *not* accurate to say:

- “All positive outcomes are entirely caused by immersion instruction itself.”



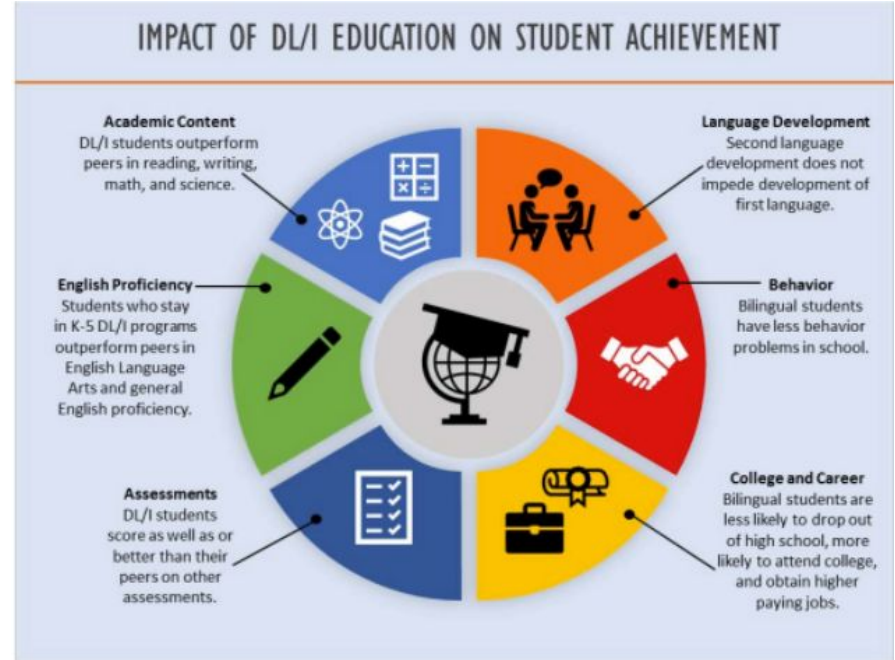
Student Outcomes

Academic Impact

- DLI students outperform peers in:
 - Reading
 - Math
 - Science
- Equivalent to **7–9 months of additional learning**
- Higher proficiency rates in Utah state data

English Learner Impact

- Faster reclassification rates
- Strong gains in both English and partner language



What Makes DLI Effective

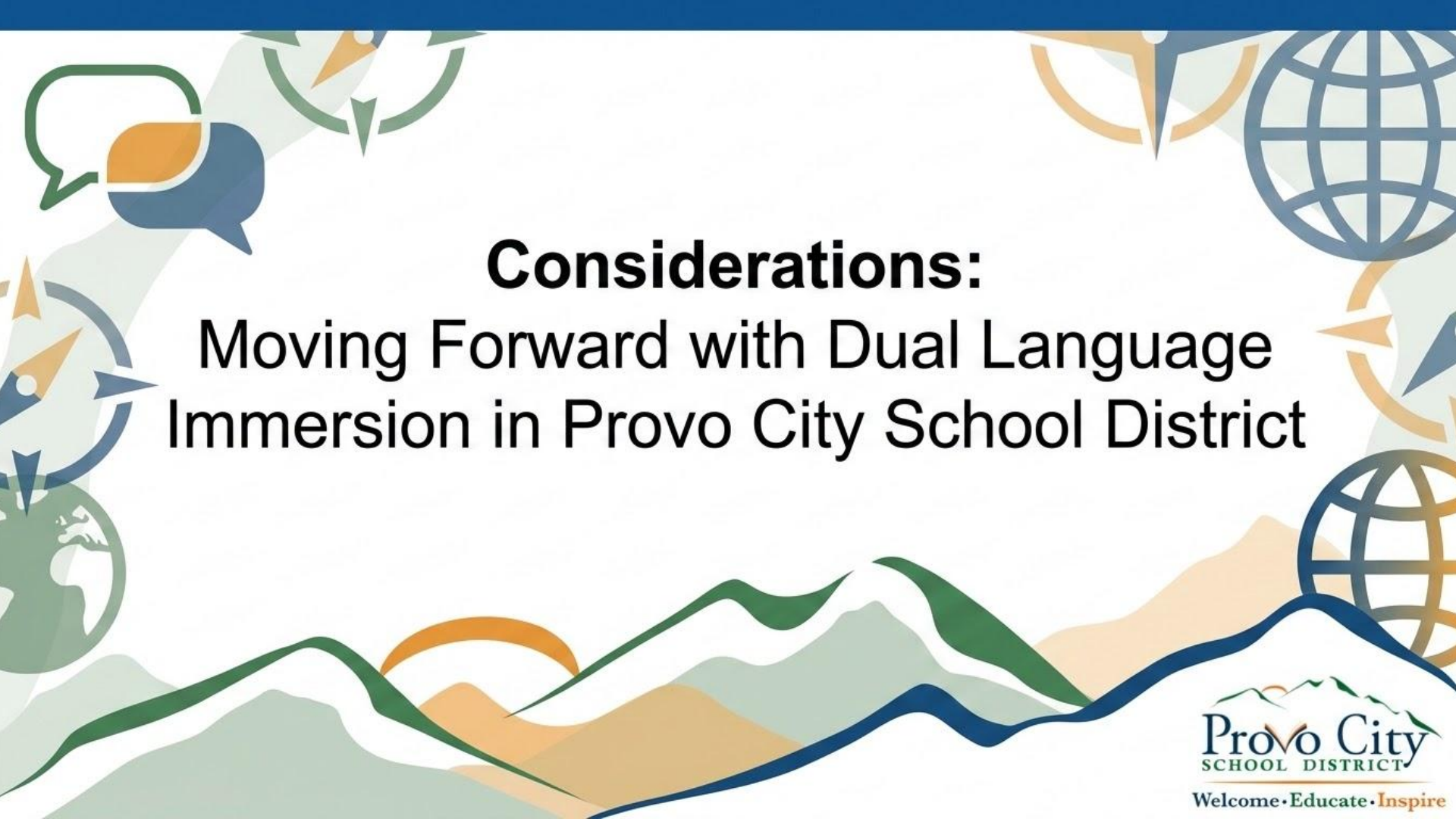
Key Program Design Features

- 50/50 language model
- Highly qualified educators with DLI endorsements and high levels of proficiency
- Professional development for teachers, principals, and district leaders
- K–12 pathway alignment
- Ongoing proficiency monitoring (STAMP)

Important Insight

- Programs that do NOT follow the model show **lower proficiency outcomes**





Considerations:
Moving Forward with Dual Language
Immersion in Provo City School District

Cost & Staffing Considerations



Financial Reality

- Additional FTE often required because of the two-teacher model
- If DLI were to be restructured, it could lead to a further decline in enrollment
 - Parents have indicated that DLI is a reason they choose to keep their students in our schools
 - Out of district students attend our schools because of DLI which helps with our enrollment (177 students come from out of the district for DLI at the elementary level)
- To sustain DLI, continued dedication to recruit students to the programs that we offer would be necessary



Staffing

- Requires certified DLI teachers
- If a state DLI model is not followed, certification for DLI teachers is not provided by the state
- Expansion of the program would make it more challenging to find qualified educators
- Overstaffing in some cohorts as enrollment fluctuates



School Choice and DLI 2025-2026

School/Area of Residence

		School of Attendance					
Count of Local ID	Column Labels						
Row Labels	Canyon Crest Elementary	Edgemont Elementary	Lakeview Elementary	Timpanogos Elementary	Wasatch Elementary	Grand Total	
Amelia Earhart Elementary	3	3	20	17	5	48	
Canyon Crest Elementary	155	16			11	182	
Edgemont Elementary	40	123			17	182	
Franklin Elementary		6	9	15	5	35	
Lakeview Elementary	2	7	184	22	5	220	
Out of Area	32	46	57	23	19	177	
Provo Peaks Elementary	2	5		16	17	40	
Provost Elementary	10	4	3	9	18	44	
Rock Canyon Elementary	36	31		2	24	93	
Spring Creek Elementary	13	1	5	18	9	46	
Sunset View Elementary	6	1	6	18	5	36	
Timpanogos Elementary	3	1	7	138	5	154	
Wasatch Elementary	4	2		6	148	160	
Westridge Elementary	7	12	13	26	4	62	
Grand Total	313	258	304	310	292	1477	

School Choice and DLI 2025-2026

Enrollment & Demand

High Demand Program

Serves 20–30% of elementary students

Families choose DLI for:

- Bilingual skills
- Academic advantage
- College/career readiness

Enrollment Considerations

Reducing language options may:

- **Decrease enrollment**
- **Push families away:**
 - To other schools or districts
 - To homeschooling

Concerns from PCSD Families

Additional Points of Concern



- The desired immersion language was not available at the student's neighborhood school.



- Families who move into the district after first grade have historically had limited access to DLI entry points.



- Transportation to schools offering the preferred immersion language created access barriers for some families.



- Some immersion languages are perceived by families as having greater academic, cultural, or career value than others.

Examine Models and Trends in Other Districts

Common Shifts

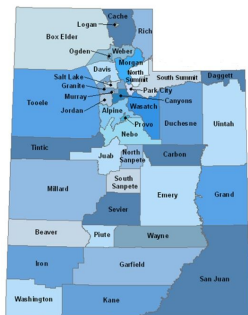


- Fewer languages (often Spanish only)
- Centralized or magnet models
- Resource consolidation for sustainability
- DLI offered at all schools (one language only)

Examples

- Logan → Magnet model
- Ogden/Salt Lake → Spanish-focused
- Cache → Moving to magnet schools

Utah School Districts:



Key Decision Factors for Provo

District Must Balance:

🎯 Student Outcomes

- High language proficiency vs reduced exposure
- High academic outcomes
- Supports for multilingual students

⚖️ Equity

- Access across schools
- Impact on non-DLI students
- Impact at the secondary level on second language access

💰 Cost

- Staffing (FTE)
- Access to highly qualified educators
- Long-term sustainability

📍 Enrollment

- Family demand
- Program access and location
- Impact on overall student enrollment & recruitment of students for the programs



Bottom Line

Key Takeaways

- DLI is highly effective academically
- Strong implementation is essential
- Current model creates trade-offs:
 - Cost
 - Equity
 - Complexity



Big Question for the Board

→ What should we prioritize?

- 1 Language acquisition and proficiency
- 2 Academic outcomes
- 3 Equity
- 4 Cost & Sustainability
- 5 Enrollment

Next Steps in DLI Discussion for Provo City School District



Welcome • Educate • Inspire

Must Do the Following:



Determine priorities (or the order of priorities): What is most important?



Analyze data from individual DLI schools in PCSD

- ✓ Are we having the same success as research suggests?



Examine other models across the state in other districts

- ✓ Evaluate these districts' outcomes
- ✓ Evaluate these districts' expenditures and sustainability
- ✓ Interview key stakeholders in these communities



Develop policy for DLI program review



Utilize community for feedback and perspective

- ✓ Elementary DLI and Boundary Study Committee
- ✓ Parent Advisory Committee
- ✓ Local School Community Councils
- ✓ PTAs

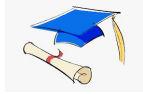


Must Do the Following: Answer Key Questions

- Academic Outcomes:



- Are students achieving advanced proficiency?
- Are students continuing through secondary pathways?
- Are students earning college credit and Seal of Biliteracy recognition?
- What academic and social benefits are students experiencing?
- How do outcomes compare across models across the state?



- Sustainability



- What is the long-term financial impact of DLI?
- How many additional FTEs are required?
- Can programs remain sustainable during enrollment changes?
- What is the cost-benefit relationship between outcomes and staffing?



Early Childhood Education Preschool

PCSD School Board Presentation
May 26, 2026



Early Childhood Education

- No state or local funds for preschool are allocated to the K-12 school system
- Individuals With Disabilities Education Act Part C (IDEA): funds for students with disabilities
- State and federal Early Childhood Education grants are very unstable
- Department of Workforce Services (DWS) manages early childhood education regulations, policy, licensing, etc.
 - *Example in TI Preschool: File and post annual exemption from daycare regulations*
- Educator Licensing
 - Students with Disabilities must be served by a licensed professional in the area which they provide services, including preschool special education





Preschool in Provo School

District

CTE

- 4 years old
- CTE Program: THS and PHS
- Parent request, managed by school

Sunrise
Located at Provo Peaks

- 3-4 years old students from any location in Provo School District
- Students with Disabilities (SWD) and Tuition Opt In Students
 - Tuition opt in cost is \$45-\$180 depending on program
- Funded through Individuals with Disabilities Act, Part C (IDEA) & Tuition opt in (tuition is not required for students with disabilities)
- Transportation provided for SWD outside of Provo Peaks [Sunrise] Boundaries

Title I
Located at a few TI Schools

- 4 years old
- Reside in boundary of Title I school
- Screening held annually; priority to students who are most at risk of meeting standards
- Tuition \$20/month [used for supplies, curriculum, parent engagement, personnel]
- Funded with Title I and some tuition (very minimal in collection)
- 3 locations fy27 [ERA-TIMP // SV-AE // PP - PROV - SC]
 - 108 slots

Title I Preschool 5 Year Trends

Year	TI Allocation	TI School Allocation <i>*Prek not included</i> TI coordinators, paras, parent engagement	TI Preschool Personnel	Screened	Wait List	Slots Unfilled After Movement	Tuition Collected <i>\$20/month</i>
2022	\$2,803,281	\$1,626,871	\$479,018	204	60	3	\$12,113
2023	\$2,829,213	\$1,677,748	\$547,351	217	73	6	\$8,985
2024	\$2,298,515	\$1,798,720	\$478,567 <i>*adjusted para support from 1.5 to 1</i>	177	39	11	\$10,452
2025	\$2,298,716	\$1,595,403	\$515,017	159	21	19	\$13,995
2026	\$2,308,983	\$1,571,544	\$547,275	142	0	31	\$6,274
2027	\$2,271,947	\$ TBT ● ● ● ● ● ● ● ● ● ●	\$ TBT ● ●	112 May	21 **55 more to screen in June <i>*filled to 90% capacity now</i>	TBT	TBT

Consolidation of Services

01

Increases Access for Students

A centralized preschool program allows the District to serve more students efficiently while expanding access to supports and services.

02

Aligns Resources Efficiently

Consolidation helps align staffing, space, funding, and materials to create a more sustainable and efficient program model.

03

Strengthens Instruction and Support

One location increases collaboration, instructional coaching, professional development, and consistency in high-quality preschool instruction.

04

Expands Student and Family Opportunities

A centralized site creates more pathway options, access to services, licensing consistency, and potential transportation opportunities.

Next Steps

- Collaboration with leadership teams to discuss program design & resource allocation
- Gather feedback



Questions?





Provo - 1,650 Chromebooks with Google

Quote #019449 v1

Prepared For:

Provo School District

JP Pontious
527 South 1600 West
Provo, UT 84601

P: (801) 374-4800
E: JPP@provo.edu

Prepared by:

DHE Computer Systems - CO

Nick Raimondi
7076 South Alton Way
Building C
Centennial, CO 80112

P: 3032906050
E: Nick.Raimondi@dhecs.com

Date Issued:

05.22.2026

Expires:

06.21.2026

Products

Product ID	Customer Description	Qty	Price	Tax	Total Price
82W2002KUS	Lenovo 300e Yoga Chromebook Gen 4 11.6" Touchscreen Convertible 2 in 1 Chromebook - HD - 1366 x 768 - MediaTek Kompanio 528 (8C, 2x A76 @2.2GHz + 6x A55 @2.0GHz) - 8GB Memory - 64GB	1650	\$285.11	\$0.00	\$470,431.50
CROSSWDISEDUNEW	Google Chrome EDU Perpetual license SKU	1650	\$30.45	\$0.00	\$50,242.50
FREIGHT-NT	FREIGHT (Non-Taxable)	1	\$974.70	\$0.00	\$974.70
				Subtotal:	\$521,648.70

Quote Summary	Amount
Products	\$521,648.70
Total:	\$521,648.70

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.

Acceptance	
DHE Computer Systems - CO	Provo School District
Nick Raimondi	JP Pontious
_____ Signature / Name	_____ Signature / Name
05/22/2026	_____ Initials
_____ Date	_____ Date



Big T Recreation
 11618 S. State St #1602
 Draper, UT 84020
 801-572-0782
 taft@bigtrec.com

QUOTE

Date	Quote #
04/27/2026	22067
Exp. Date	

Shipping Address
Provo City School District 280 West 940 North Provo, UT 84604 USA

PRODUCT	DESCRIPTION	QTY	RATE	AMOUNT
Playground Structure	Franklin Elementary - Playground Remodel Playworld Systems - Playground Structure Custom Playground Design Features -Cozy Cocoon Spinner -Rockblock Climbing Tunnel	1	14,036.00	14,036.00
Surfacing	Material, Freight and Installation New PIP Surfacing 50% Black / 50% Green Up to 3,000 SQFT Material, Freight and Install Available for Purchase on State Contract PA4281 This quote does not include removal or disposal of existing boulder climber, aggregate base and compaction for PIP	1	69,000.00	69,000.00
			SUBTOTAL	
			TAX	
			TOTAL	\$83,036.00

Accepted By

Accepted Date

Acceptance of this quote agrees to the terms and conditions set by Big T Recreation. Please contact us with any questions or concerns P: 801.572.0782, F: 801.216.3077 or E: taft@bigTrec.com or merit@bigTrec.com.

We thank you for your business.

Provo City School District

FY 26-27 Tentative Budget

FY 25-26 Final Budget



Budget Challenges

- Property Tax increase (not certified for FY26)
 - Insurance increases
 - Enrollment decline
 - Minimal state WPU increase (4.2%) – 39% of total budget is WPU driven
-

Property Tax Revenue – Year 1 - \$8,000



Taxable Value:
\$100,000
Taxes paid:
\$1,000



Taxable Value:
\$100,000
Taxes paid:
\$1,000



Taxable Value:
\$100,000
Taxes paid:
\$1,000



Taxable Value:
\$100,000
Taxes paid:
\$1,000



Taxable Value:
\$100,000
Taxes paid:
\$1,000



Taxable Value:
\$100,000
Taxes paid:
\$1,000



Taxable Value:
\$100,000
Taxes paid:
\$1,000



Taxable Value:
\$100,000
Taxes paid:
\$1,000

Property Tax Revenue – Year 2 - \$8,000



Taxable Value:
\$120,000

Taxes paid:
\$941.18



Taxable Value:
\$160,000

Taxes paid:
\$1,254.90



Taxable Value:
\$90,000

Taxes paid:
\$705.88



Taxable Value:
\$100,000

Taxes paid:
\$784.31



Taxable Value:
\$115,000

Taxes paid:
\$901.96



Taxable Value:
\$125,000

Taxes paid:
\$980.39



Taxable Value:
\$200,000

Taxes paid:
\$1,568.63



Taxable Value:
\$110,000

Taxes paid:
\$862.75

Property Tax Revenue – Year 3 – TNT - \$10,000



Taxable Value:
\$120,000

Taxes paid:
\$1,176.47



Taxable Value:
\$160,000

Taxes paid:
\$1,568.63



Taxable Value:
\$90,000

Taxes paid:
\$882.35



Taxable Value:
\$100,000

Taxes paid:
\$980.39



Taxable Value:
\$115,000

Taxes paid:
\$1,127.45



Taxable Value:
\$125,000

Taxes paid:
\$1,225.39



Taxable Value:
\$200,000

Taxes paid:
\$1,960.78



Taxable Value:
\$110,000

Taxes paid:
\$1,078.43

Property Tax Rates

<i>Property Tax Rates (per \$1 of taxable value)</i>	Tax Year					Proposed	Change	% Chang
	2021	2022	2023	2024	2025	2026		
General Fund								
Basic program (set by state)	0.001661	0.001652	0.001406	0.001408	0.001379	0.001379	0.000000	0.0%
Board local levy	0.001734	0.001760	0.001831	0.001724	0.001645	0.001821	0.000176	10.2%
Voted local levy	0.000911	0.000587	0.001300	0.001300	0.001239	0.001300	0.000061	4.7%
Capital Projects Fund								
Capital local levy	0.001271	0.001847	0.001229	0.001196	0.001140	0.001268	0.000128	10.7%
Debt Service Fund								
General obligation debt	0.001349	0.001381	0.001469	0.001456	0.001409	0.001342	(0.000067)	-4.6%
Pass-Through Taxes Fund								
Charter school levy (set by state)	0.000091	0.000096	0.000098	0.000124	0.000110	0.000110	0.000000	0.0%
Total tax rate	<u>0.007017</u>	<u>0.007323</u>	<u>0.007333</u>	<u>0.007208</u>	<u>0.006922</u>	<u>0.007220</u>	<u>0.000298</u>	4.1%

Property Tax Revenue

FINAL TAX RATE	FINAL BUDGETED REVENUE
0.006922	\$ 76,715,845

Truth in Taxation

Proposed Tax Rate Value: \$ 11,082,901,734
 Budgeted Revenue / Proposed Tax Rate Value = Proposed Tax Rate

(1) Budget Code	(2) Budget Name	(3) Election Date	(4) Voted Rate Limit	(5) Utah Annotated Code	(6) Maximum By Law	(7) Calculated Certified Tax Rate	(8) Auditor's Certified Tax Rate	(9) Auditor's Certified Rate Revenue	(10) Proposed Tax Rate	(11) Budgeted Revenue	(12) Final Tax Rate	(13) Final Budgeted Revenue
526	Board Local Levy .002500			§53F-8-302	.002500	0.001670	0.001565	17,344,741	0.001650	18,286,788	0.001645	18,231,373
527	Charter School Levy			§53F-2-703	Calculated	0.000000	0.000105	1,163,705	0.000105	1,163,705	0.000110	1,219,119
Sub Total						0.001670	0.001670	18,508,446	0.001755	19,450,493	0.001755	19,450,492
246	Capital Local Levy			§53F-8-303	.003000	0.001084	0.001084	12,013,865	0.001241	13,753,881	0.001140	12,634,508
Sub Total						0.001084	0.001084	12,013,865	0.001241	13,753,881	0.001140	12,634,508
190	Discharge of Judgement			§59-2-1328 & 1330	Sufficient			0				
510	Voted Local Levy	06/27/2006	0.001300	§53F-8-301	.002	0.001178	0.001178	13,055,658	0.001300	14,407,772	0.001239	13,731,715
Sub Total						0.001178	0.001178	13,055,658	0.001300	14,407,772	0.001239	13,731,715
230	GO Bond Payments			§51-5-4	Sufficient		0.001342	14,872,535	0.001342	14,872,535	0.001409	15,615,809
Sub Total						0.000000	0.001342	14,872,535	0.001342	14,872,535	0.001409	15,615,809
Running Sub Total						0.003932	0.005274	58,450,504	0.005638	62,484,681	0.005543	61,432,524
210	Basic School Levy			§53F-2-301.5	Calculated	0.001379	0.001379	15,283,321	0.001379	15,283,321	0.001379	15,283,321
Grand Total Tax Rate						0.005311	0.006653	73,733,825	0.007017	77,768,002	0.006922	76,715,845

NOTES:

Property Tax Revenue

Proposed Tax Rate Value: \$ 466,133,817

Budgeted Revenue / Proposed Tax Rate Value = Proposed Tax Rate

(1) Budget Code	(2) Budget Name	(3) Election Date	(4) Voted Rate Limit	(5) Utah Annotated Code	(6) Maximum By Law	(7) Calculated Certified Tax Rate	(8) Auditor's Certified Tax Rate	(9) Auditor's Certified Rate Revenue	(10) Proposed Tax Rate	(11) Budgeted Revenue	(12) Final Tax Rate	(13) Final Budgeted Revenue
526	Board Local Levy .002500			§53F-8-302	.002500			21,234,726				
527	Charter School Levy			§53F-2-703	Calculated			0				
Sub Total								21,234,726	0.000000		0.000000	
246	Capital Local Levy			§53F-8-303	.003000			13,793,366				
Sub Total								13,793,366	0.000000		0.000000	
190	Discharge of Judgement			§59-2-1328 & 1330	Sufficient			0				
510	Voted Local Levy	06/27/2006	0.001300	§53F-8-301	.002			14,991,330				
Sub Total								14,991,330	0.000000		0.000000	
230	GO Bond Payments			§51-5-4	Sufficient			0				
Sub Total								0	0.000000		0.000000	
Running Sub Total								50,019,422	0.000000		0.000000	
210	Basic School Levy			§53F-2-301.5	Calculated			0	0.000000		0.000000	
Grand Total Tax Rate								50,019,422	0.000000		0.000000	

NOTES:

Property Tax Revenue

- Total property tax increase of \$4,000,000 – net increase of \$3,149,100
 - \$2,500,000 increase in the General Fund
 - \$1,500,000 increase in the Capital Projects Fund
 - (\$850,900) decrease in the Debt Service Fund
 - Represents an approximate 4% increase in property tax revenue for FY27
 - \$500,000 home will see an approximate \$82.00 a year increase
 - \$500,000 business will see an approximate \$149.00 a year increase
-

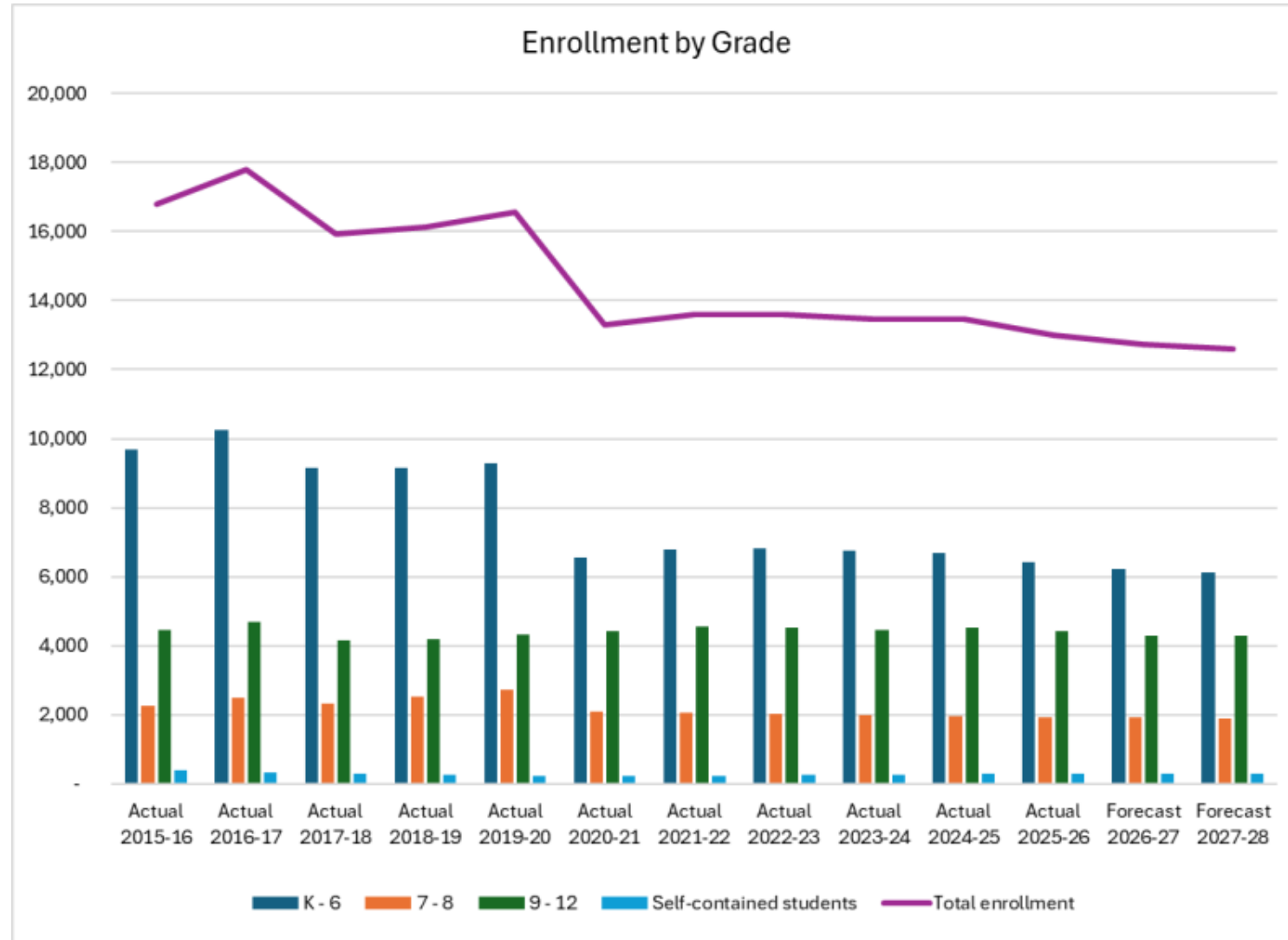
Medical Insurance

- Consultant hired to explore and switch to Self Insurance – 2022
 - RFP in 2023
 - Fully funded through SelectHealth SHARE plan through August 2023
 - UMR and OptumRX was selected (pass-through pharmacy arrangement)
 - Costs increased significantly
 - Loss of discounts
 - High cost claims
 - Funding change
 - Loss of Pharmacy rebates if terminated early
 - RFP in spring 2026 – shared with largest insurance providers in the country
 - Claims repricing
-

WPU & Inflation

Fiscal Year	WPU Value	\$ Change	% Change	Fiscal Year	WPU Value	\$ Change	% Change
1981-82	1,003	57	6.0%	2004-05	2,182	32	1.5%
1982-83	1,103	100	10.0%	2005-06	2,280	98	4.5%
1983-84	1,103	-	0.0%	2006-07	2,417	137	6.0%
1984-85	1,124	21	1.9%	2007-08	2,514	97	4.0%
1985-86	1,180	56	5.0%	2008-09	2,577	63	2.5%
1986-87	1,204	24	2.0%	2009-10	2,577	-	0.0%
1987-88	1,204	-	0.0%	2010-11	2,577	-	0.0%
1988-89	1,204	-	0.0%	2011-12	2,816	239	9.3%
1989-90	1,240	36	3.0%	2012-13	2,842	26	0.9%
1990-91	1,346	106	8.5%	2013-14	2,899	57	2.0%
1991-92	1,408	62	4.6%	2014-15	2,971	72	2.5%
1992-93	1,490	82	5.8%	2015-16	3,092	121	4.1%
1993-94	1,539	49	3.3%	2016-17	3,184	92	3.0%
1994-95	1,608	69	4.5%	2017-18	3,311	127	4.0%
1995-96	1,672	64	4.0%	2018-19	3,395	84	2.5%
1996-97	1,739	67	4.0%	2019-20	3,532	137	4.0%
1997-98	1,791	52	3.0%	2020-21	3,596	64	1.8%
1998-99	1,854	63	3.5%	2021-22	3,809	213	5.9%
1999-00	1,901	47	2.5%	2022-23	4,038	229	6.0%
2000-01	\$ 2,006	105	5.5%	2023-24	4,280	242	6.0%
2001-02	2,116	110	5.5%	2024-25	4,494	214	5.0%
2002-03	2,132	16	0.8%	2025-26	4,674	180	4.0%
2003-04	2,150	18	0.8%	2026-27	4,870	196	4.2%

Enrollment History



FY 26 & FY 27 - All Funds

PROVO CITY SCHOOL DISTRICT

Budgeted Combined Statement of Revenues, Expenditures by Function, and Changes in Fund Balances - All Funds

All Governmental Funds, Proprietary Fund, and Blended Component Unit

Fiscal Year 2026-27

	General Fund	Debt Service Fund	Capital Projects Fund	Student Activities Fund	Pass-Through Taxes Fund	Building Reserve Fund	Child Nutrition Fund	Self-Insurance Fund	PCSD Foundation	Proposed Budget 2026-27	Final Budget 2025-26
Revenues:											
Local sources	\$ 60,768,502	\$ 14,028,635	\$ 16,806,269	\$ 4,679,530	\$ 3,000,000	\$ -	\$ 1,823,192	\$ 18,294,000	\$ 190,000	\$ 119,590,128	\$ 119,947,363
State sources	105,774,784	-	-	-	-	-	1,213,648	-	-	106,988,432	105,808,683
Federal sources	7,665,380	-	-	-	-	-	4,653,760	-	-	12,319,140	12,413,953
Total revenues	<u>174,208,666</u>	<u>14,028,635</u>	<u>16,806,269</u>	<u>4,679,530</u>	<u>3,000,000</u>	<u>-</u>	<u>7,690,600</u>	<u>18,294,000</u>	<u>190,000</u>	<u>238,897,700</u>	<u>238,169,999</u>
Expenditures:											
Current:											
Instructional services	105,082,625	-	-	4,879,530	-	-	-	-	190,000	110,152,155	106,954,977
Support services:											
Students	12,836,174	-	-	-	-	-	-	-	-	12,836,174	12,967,446
Instructional staff	18,211,732	-	-	-	-	-	-	-	-	18,211,732	18,009,647
District administration	1,575,460	-	-	-	-	-	-	-	-	1,575,460	1,541,668
School administration	13,228,070	-	-	-	-	-	-	-	-	13,228,070	13,257,452
Central services	7,330,298	-	-	-	-	-	-	20,405,000	-	27,735,298	26,506,129
Operation & maintenance of facilities	12,843,525	-	-	-	-	-	-	-	-	12,843,525	12,581,632
Student transportation	2,900,782	-	-	-	-	-	-	-	-	2,900,782	2,783,484
Child nutrition	-	-	-	-	-	-	7,844,990	-	-	7,844,990	8,073,687
Community services	-	-	-	-	-	-	-	-	-	-	-
Contributions to other governments	-	-	-	-	3,000,000	-	-	-	-	3,000,000	2,895,135
Capital outlay	-	-	41,500,000	-	-	-	-	-	-	41,500,000	41,558,500
Debt service	-	14,028,635	10,508,769	-	-	-	-	-	-	24,537,404	30,290,492
Total expenditures	<u>174,008,666</u>	<u>14,028,635</u>	<u>52,008,769</u>	<u>4,879,530</u>	<u>3,000,000</u>	<u>-</u>	<u>7,844,990</u>	<u>20,405,000</u>	<u>190,000</u>	<u>276,365,590</u>	<u>277,420,249</u>
Excess (deficiency) of revenues over (under) expenditures	200,000	-	(35,202,500)	(200,000)	-	-	(154,390)	(2,111,000)	-	(37,467,890)	(39,250,251)
Other financing sources (uses):											
Proceeds from lease revenue bonds issued	-	-	-	-	-	-	-	-	-	-	-
Premium on lease revenue bonds issued	-	-	-	-	-	-	-	-	-	-	-
Proceeds from general obligation bonds issued	-	-	-	-	-	-	-	-	-	-	70,000,000
Premium on general obligation bonds issued	-	-	-	-	-	-	-	-	-	-	4,493,000
Proceeds from refunding bonds issued	-	-	-	-	-	-	-	-	-	-	-
Premium on refunding bonds issued	-	-	-	-	-	-	-	-	-	-	-
Proceeds from sale of capital assets	-	-	-	-	-	-	-	-	-	-	35,000
Transfer in	-	-	-	200,000	-	-	-	-	-	200,000	6,100,000
Transfer out	(200,000)	(1,500,000)	-	-	-	-	-	-	-	(1,700,000)	(6,100,000)
Total other financing sources (uses)	<u>(200,000)</u>	<u>(1,500,000)</u>	<u>-</u>	<u>200,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(1,500,000)</u>	<u>74,528,000</u>
Net change in fund balance	-	(1,500,000)	(35,202,500)	-	-	-	(154,390)	(2,111,000)	-	(38,967,890)	35,277,749

General Fund

PROVO CITY SCHOOL DISTRICT
Summary Statement of Revenues, Expenditures, and Changes in Fund Balance
General
 Major Governmental Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources	\$ 50,822,740	\$ 61,652,101	\$ 62,128,878	\$ 60,158,484	\$ 60,768,502
State sources	85,206,842	93,167,340	97,621,617	104,705,367	105,774,784
Federal sources	14,771,763	19,989,985	8,850,940	8,065,080	7,665,380
Total revenue	<u>150,801,345</u>	<u>174,809,426</u>	<u>168,601,435</u>	<u>172,928,931</u>	<u>174,208,666</u>
Expenditures:					
Instruction	87,067,653	94,243,708	95,784,550	102,273,283	105,082,625
Support services					
Student	11,290,286	12,140,634	12,241,710	12,967,446	12,836,174
Instructional staff	15,931,050	15,033,828	17,099,562	18,009,647	18,211,732
District administration	1,729,266	1,805,674	1,557,121	1,541,668	1,575,460
School administration	9,413,916	10,056,995	12,761,505	13,257,452	13,228,070
Central	7,115,142	7,283,714	6,921,293	7,253,129	7,330,298
Operation and maintenance of facilities	13,864,227	12,954,858	13,285,601	12,581,632	12,843,525
Student transportation	2,247,302	2,491,961	2,632,272	2,783,484	2,900,782
Child nutrition	-	-	69,585	68,331	-
Community services	-	-	-	-	-
Total expenditures	<u>148,658,842</u>	<u>156,011,372</u>	<u>162,353,199</u>	<u>170,736,072</u>	<u>174,008,666</u>
Excess (deficiency) of revenues over (under) expenditures	2,142,503	18,798,054	6,248,236	2,192,859	200,000
Other financing sources (uses):					
Transfer in	-	-	-	-	-
Transfer out	(3,125,833)	(8,923,000)	(7,200,000)	(4,000,000)	(200,000)
Proceeds from sale of capital assets	39,395	35,664	39,030	35,000	-
Total other financing sources (uses)	<u>(3,086,438)</u>	<u>(8,887,336)</u>	<u>(7,160,970)</u>	<u>(3,965,000)</u>	<u>(200,000)</u>

Fund 11 - Foundation

PROVO CITY SCHOOL DISTRICT
Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance
Provo City School District Foundation
 Blended Component Unit

	<u>Actual</u> <u>2022-23</u>	<u>Actual</u> <u>2023-24</u>	<u>Actual</u> <u>2024-25</u>	<u>Final</u> <u>Budget</u> <u>2025-26</u>	<u>Proposed</u> <u>Budget</u> <u>2026-27</u>
Revenue:					
Local sources:					
Donations and fundraisers	\$ 318,362	\$ 279,154	\$ 115,990	\$ 125,000	\$ 170,000
Earnings on investments	29,860	43,314	40,670	28,000	20,000
Total revenue	<u>348,222</u>	<u>322,468</u>	<u>156,660</u>	<u>153,000</u>	<u>190,000</u>
Expenditures:					
Current:					
Purchased services	420,619	2,556	156,768	200,000	175,000
Supplies	-	114,373	12,707	25,000	15,000
Total expenditures	<u>420,619</u>	<u>116,929</u>	<u>169,475</u>	<u>225,000</u>	<u>190,000</u>
Excess (deficiency) of revenues over (under) expenditures / net change in fund balances	(72,397)	205,539	(12,815)	(72,000)	-
Other financing sources:					
Transfer in	-	-	-	-	-
Transfer out	-	-	-	-	-
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net change in fund balances	(72,397)	205,539	(12,815)	(72,000)	-

Fund 21 – Student Activity

PROVO CITY SCHOOL DISTRICT
Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance
Student Activity
 Nonmajor Special Revenue Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Student fees and fundraising	\$ 2,269,887	\$ 2,431,719	\$ 2,567,878	\$ 2,624,895	\$ 3,067,190
Earnings on investments	29,246	46,226	39,013	31,565	36,854
Other local	1,059,768	1,115,243	1,212,942	1,348,297	1,575,486
Total revenue	<u>3,358,901</u>	<u>3,593,188</u>	<u>3,819,833</u>	<u>4,004,757</u>	<u>4,679,530</u>
Expenditures:					
Current:					
Purchased services	119,326	189,767	195,237	272,538	286,165
Purchased property services	33,169	42,509	34,755	62,044	65,146
Other purchased services	824,131	1,130,700	870,597	1,306,482	1,371,806
Supplies and materials	2,076,973	2,687,352	2,927,468	2,815,631	3,156,413
Property and equipment	10,990	-	11,496	-	-
Debt services and miscellaneous	22,490	87,254	1,465	-	-
Total expenditures	<u>3,087,079</u>	<u>4,137,582</u>	<u>4,041,018</u>	<u>4,456,694</u>	<u>4,879,530</u>
Excess (deficiency) of revenues over (under) expenditures	271,822	(544,394)	(221,185)	(451,937)	(200,000)
Other financing sources:					
Transfer in	125,833	200,000	200,000	200,000	200,000
Transfer out	-	-	-	-	-
Total other financing sources (uses)	<u>125,833</u>	<u>200,000</u>	<u>200,000</u>	<u>200,000</u>	<u>200,000</u>

Fund 28 – Pass-Through Taxes Fund

PROVO CITY SCHOOL DISTRICT
Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance
Pass-Through Taxes
 Nonmajor Special Revenue Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Incremental property taxes	\$ 872,616	\$ 1,353,859	\$ 883,532	\$ 1,195,135	\$ 1,200,000
Statewide charter school tax	928,357	925,544	1,226,937	1,700,000	1,800,000
Total revenue	<u>1,800,973</u>	<u>2,279,403</u>	<u>2,110,469</u>	<u>2,895,135</u>	<u>3,000,000</u>
Expenditures:					
Contributions to other governments:					
Redevelopment agencies	872,616	1,353,859	883,532	1,195,135	1,200,000
Statewide charter school program	928,357	925,544	1,226,937	1,700,000	1,800,000
Total contributions to other governments	<u>1,800,973</u>	<u>2,279,403</u>	<u>2,110,469</u>	<u>2,895,135</u>	<u>3,000,000</u>
Excess (deficiency) of revenues over (under) expenditures / net change in fund balances	-	-	-	-	-
Fund balance - beginning	-	-	-	-	-
Fund balance - ending	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Fund balance:					
Restricted	-	-	-	-	-
Total fund balance	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

General Obligation Debt

PROVO CITY SCHOOL DISTRICT

Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance

Debt Service

Major Governmental Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Property taxes	\$ 14,327,908	\$ 15,894,362	\$ 16,604,871	\$ 16,879,571	\$ 14,028,635
Earnings on investments	5,642	43,125	35,011	25,000	-
Total revenue	<u>14,333,550</u>	<u>15,937,487</u>	<u>16,639,882</u>	<u>16,904,571</u>	<u>14,028,635</u>
Expenditures:					
Debt service:					
Bond principal	7,970,000	8,840,000	9,775,000	10,650,000	10,280,000
Bond interest	5,364,370	5,035,560	4,654,560	4,222,535	3,741,635
Bond issuance cost	-	-	-	-	-
Paying agent fees	3,500	4,500	-	7,000	7,000
Total expenditures	<u>13,337,870</u>	<u>13,880,060</u>	<u>14,429,560</u>	<u>14,879,535</u>	<u>14,028,635</u>
Excess (deficiency) of revenue over (under) expenditures	995,680	2,057,427	2,210,322	2,025,036	-
Other financing sources (uses):					
Proceeds from refunding bonds	-	-	-	-	-
Premium on refunding bonds	-	-	-	-	-
Transfer in	-	-	-	-	-
Transfer out	-	(1,000,000)	(2,500,000)	(2,100,000)	(1,500,000)
Total other financing sources (uses)	<u>-</u>	<u>(1,000,000)</u>	<u>(2,500,000)</u>	<u>(2,100,000)</u>	<u>(1,500,000)</u>

Capital Projects Fund

PROVO CITY SCHOOL DISTRICT
Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance
Capital Projects/Municipal Building Authority
Major Governmental Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Property taxes	\$ 19,184,956	\$ 13,306,293	\$ 13,640,176	\$ 13,803,187	\$ 15,303,187
Earnings on investments	4,725,819	4,265,360	1,693,652	4,225,000	2,703,082
Other local	7,755,107	7,642,996	1,052,553	150,000	-
Total local sources	<u>31,665,882</u>	<u>25,214,649</u>	<u>16,386,381</u>	<u>18,178,187</u>	<u>18,006,269</u>
State sources	1,805,798	-	71,096	-	-
Total revenue	<u>33,471,680</u>	<u>25,214,649</u>	<u>16,457,477</u>	<u>18,178,187</u>	<u>18,006,269</u>
Expenditures:					
Capital outlay:					
Salaries	-	-	-	-	-
Employee benefits	-	-	-	-	-
Purchased services	400	-	-	-	-
Purchased property services	62,772,466	67,639,718	43,680,754	37,293,500	40,000,000
Other purchased services	-	2,124	5,630	5,000	-
Supplies and materials	902,302	1,144,267	900,567	2,200,000	1,500,000
Property and equipment	8,536,400	9,219,201	5,429,006	2,060,000	-
Debt service and miscellaneous	-	-	-	-	-
Debt service:					
Notes payable principal	3,048,460	3,372,122	3,491,404	10,097,000	3,820,000
Notes payable interest	4,300,026	4,004,232	3,838,693	5,313,957	6,688,769
Total expenditures	<u>79,560,054</u>	<u>85,381,664</u>	<u>57,346,054</u>	<u>56,969,457</u>	<u>52,008,769</u>
Excess (deficiency) of revenues over (under) expenditures	<u>(46,088,374)</u>	<u>(60,167,015)</u>	<u>(40,888,577)</u>	<u>(38,791,270)</u>	<u>(34,002,500)</u>
Other financing sources (uses):					
Proceeds from general obligation bonds	-	-	-	70,000,000	-
Premium on general obligation bonds	-	-	-	4,493,000	-
Transfer in	-	-	6,500,000	3,400,000	-
Transfer out	-	8,723,000	-	-	-
Total other financing sources (uses)	<u>-</u>	<u>8,723,000</u>	<u>6,500,000</u>	<u>77,893,000</u>	<u>-</u>
Net change in fund balances	<u>(46,088,374)</u>	<u>(51,444,015)</u>	<u>(34,388,577)</u>	<u>39,101,730</u>	<u>(34,002,500)</u>

Capital Projects Fund – FY27 Projects

<u>Request Name</u>	<u>Amount Funded</u>
Bus Replacement	555,000
Software	25,000
Lease payment for East Bay Post High	132,500
Lease payment for Storage Sheds	25,000
Lease payment to MBA fund	10,508,769
Maintenance & Repairs	500,000
Electrical Upgrades	200,000
Flooring	200,000
Asphalt Maintenance	300,000
Sidewalk Maintenance	300,000
Hardscapes	300,000
HVAC	1,000,000
Painting	300,000
Canyon Crest Playground Upgrade	300,000
Playground Upgrades at Specific Locations	360,000
Playground Upgrades - Annual Budget	400,000
Replace Skylights at Amelia	400,000
Roofing	200,000
Security/ Keys	300,000
Equipment	100,000
Vehicles	100,000

Fund 49 Child Nutrition Services

PROVO CITY SCHOOL DISTRICT

Comparative Statement of Revenues, Expenditures, and Changes in Fund Balance

Child Nutrition

Nonmajor Special Revenue Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Revenue:					
Local sources:					
Sales to students	\$ 974,838	\$ 1,160,992	\$ 1,165,712	\$ 1,413,675	\$ 1,724,683
Sales to adults	26,218	66,574	42,993	59,554	65,509
Other local	41,150	333,695	18,770	30,000	33,000
Total local sources	<u>1,042,206</u>	<u>1,561,261</u>	<u>1,227,475</u>	<u>1,503,229</u>	<u>1,823,192</u>
State sources	772,024	1,461,229	1,112,790	1,103,316	1,213,648
Federal sources	4,507,650	4,094,177	4,310,947	4,348,873	4,653,760
Total revenue	<u>6,321,880</u>	<u>7,116,667</u>	<u>6,651,212</u>	<u>6,955,418</u>	<u>7,690,600</u>
Expenditures:					
Current:					
Salaries	2,387,447	2,585,615	2,857,504	2,903,038	2,907,239
Employee benefits	768,880	792,512	830,181	834,788	905,007
Purchased services	141,117	142,600	167,532	161,765	169,853
Supplies and materials	509,504	542,331	554,553	366,794	385,134
Food	1,923,274	2,494,038	2,905,976	2,861,029	2,599,081
Property and equipment	49,580	128,322	43,254	14,706	15,441
Debt service and miscellaneous	685,283	679,802	695,056	863,235	863,235
Total expenditures	<u>6,465,085</u>	<u>7,365,220</u>	<u>8,054,056</u>	<u>8,005,356</u>	<u>7,844,990</u>
Excess (deficiency) of revenues over (under) expenditures	<u>(143,205)</u>	<u>(248,553)</u>	<u>(1,402,844)</u>	<u>(1,049,938)</u>	<u>(154,390)</u>
Other financing sources:					
Proceeds from sale of capital assets	-	705	18,499		
Net change in fund balances	<u>(143,205)</u>	<u>(247,848)</u>	<u>(1,384,345)</u>	<u>(1,049,938)</u>	<u>(154,390)</u>

FY27 Meal Prices

All breakfast will increase \$.25 from \$1.50 to \$1.75

Elementary lunch will increase \$.50 from \$2.25 to \$2.75

Secondary lunch will increase \$.50 from \$2.50 to \$3.00

Adult breakfast will be \$3.00

Adult lunch will be \$5.00

Fund 60 – Self Insurance Fund

PROVO CITY SCHOOL DISTRICT

Comparative Statement of Revenues, Expenses, and Changes in Fund Net Position

Self-Insurance

Internal Service Fund

	Actual 2022-23	Actual 2023-24	Actual 2024-25	Final Budget 2025-26	Proposed Budget 2026-27
Operating revenues:					
Medical insurance premiums	\$ -	\$ 10,430,336	\$ 13,749,329	\$ 16,000,000	\$ 18,144,000
Operating expenses:					
Medical claims	-	11,505,830	12,643,763	16,200,000	17,000,000
Vision and dental	-	-	406,553	455,000	455,000
Reinsurance premiums	-	-	1,195,289	2,133,000	2,500,000
Administration and other	97,526	4,031	703,382	465,000	450,000
Total operating expenses	<u>97,526</u>	<u>11,509,861</u>	<u>14,948,987</u>	<u>19,253,000</u>	<u>20,405,000</u>
Operating income (loss)	<u>(97,526)</u>	<u>(1,079,525)</u>	<u>(1,199,658)</u>	<u>(3,253,000)</u>	<u>(2,261,000)</u>
Nonoperating revenue (expense):					
Earnings on investments	-	67,989	99,803	150,000	150,000
Transfer in	3,000,000	1,000,000	3,000,000	2,500,000	-
Transfer out	-	-	-	-	-
Total nonoperating income (loss)	<u>3,000,000</u>	<u>1,067,989</u>	<u>3,099,803</u>	<u>2,650,000</u>	<u>150,000</u>

Truth in Taxation FY27 Tax Impact Statement

Provo City School District will consider a tax increase for the FY27 school year. This increase will be an approximate 4% increase in total revenue. This increase will represent an estimated change in rates from .006922 to .007220. The impact of this tax increase and the reasons for the tax increase are listed below.

Current Provo City School District Tax Rate: .006922
(including Debt Service, Basic Rate and Charter School Rate)

Current Budgeted Tax Revenue: \$76,715,845

Requested Budgeted Tax Revenue: \$79,864,945

Proposed Provo City School District Tax Rate (without change to official state Basic Rate): .007220

Impact of tax increase on \$500,000 home/business

Home – Old rate - \$1,903.55 / New rate - \$1,985.50 / Difference of \$81.95

Business – Old rate - \$3,461.00 / New Rate - \$3,610.00 / Difference of \$149.00

Reasons for tax increase (Affected funds)

A tax revenue increase of \$2,500,000 – General fund (direct to teacher/staff salary increases)

A tax revenue increase of \$1,500,000 – Capital Projects fund (interest payment for Lease Revenue Bond payments)

This includes a decrease in the Debt Service fund of \$850,900.

The net increase in property tax revenue overall is \$3,149,100.

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**Employee Associations and Wage Deductions
Policy Series: 5000 Personnel**

Policy No. 5027

9 **Purpose:**

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

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21 **Association Membership**

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

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27 **Deductions for Association Dues**

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

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

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38 **Deductions for Political Purposes Prohibited**

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

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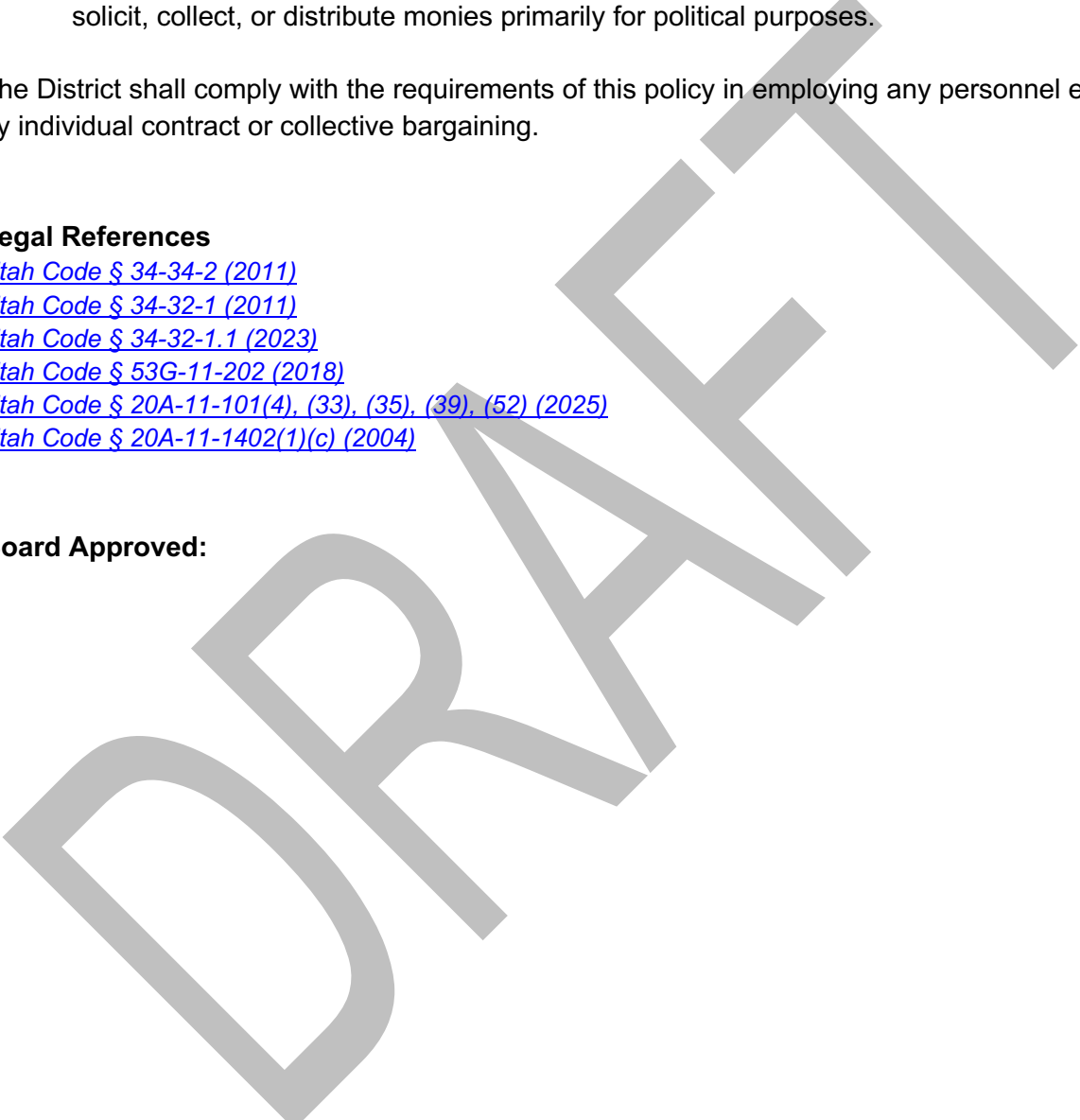
- A candidate;
- A personal campaign committee;
- A political action or political issues committee;
- A registered political party;
- A political fund; or,
- Any entity established by a labor organization (including any employee association) to solicit, collect, or distribute monies primarily for political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

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

Legal References

[Utah Code § 34-34-2 \(2011\)](#)
[Utah Code § 34-32-1 \(2011\)](#)
[Utah Code § 34-32-1.1 \(2023\)](#)
[Utah Code § 53G-11-202 \(2018\)](#)
[Utah Code § 20A-11-101\(4\), \(33\), \(35\), \(39\), \(52\) \(2025\)](#)
[Utah Code § 20A-11-1402\(1\)\(c\) \(2004\)](#)

Board Approved:



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**Employee Associations and Leave
Policy Series: 5000 Personnel**

Policy No. 5028

10 **Purpose:**

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

22 **Definitions:**

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

31 **Prohibited Paid Leave**

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

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

- 40 b. solicit a contribution for a political action committee, a political issues committee,
41 a political party, or a candidate as defined by [Utah Code § 20A-11-101](#); or
42 c. initiate, draft, solicit signatures for or advocate for or against a ballot proposition
43 as defined by [Utah Code § 20A-1-102](#).
44
45 2. On a board or committee, such as the District's foundation, a curriculum development
46 board, insurance committee, or catastrophic leave committee;
47
48 3. At a school district leadership meeting; or
49
50 4. At a workshop or meeting conducted by the District's Board of Education.
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53 **District Reimbursement**

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55 An employee taking association leave that does not qualify as an exception as stated above,
56 shall reimburse to the District, the costs, including benefits, for the time they are:
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- 58 1. On unpaid association leave; or
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60 2. Participating in a paid association leave activity that does not provide a direct benefit to
61 the District.
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63 Reimbursement may be paid to the District by the employee, association or union.
64

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

71 [Utah Code § 20A-11-101](#)

72 [Utah Code § 20A-1-102](#)
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75 **Board Approved:**
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Employee Transfers
Policy Series: 5000 Personnel

Policy No. 5245

9 **Purpose:**

10
11 It is the practice of district administration to assign personnel to the positions that best meet the
12 needs of the District. Transfers shall be used to maintain a proper balance of experience and
13 specialized competence among the schools of the district.
14

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17 **Definitions:**

- 18
- 19 1. *Transfer:* the assignment to a different work location in the same job classification and
- 20 at the same pay rate.
- 21
- 22 2. *Employee-initiated transfer or voluntary transfer:* a transfer requested by an employee
- 23 from one position, assignment, department, program, or work location to another within
- 24 the District. Such transfers are initiated by the employee rather than directed by the
- 25 District and are subject to applicable qualifications, staffing needs, administrative
- 26 approval, and District hiring and transfer procedures.
- 27
- 28 3. *District-initiated transfer or involuntary transfer:* a transfer directed by the district
- 29 requiring an employee to move from one position, assignment, department, program, or
- 30 work location to another within the district. Such transfers are initiated by the district to
- 31 address operational, staffing, programmatic, enrollment, licensure, performance, or other
- 32 educational or administrative needs and are not based upon a request from the
- 33 employee.
- 34
- 35

36 **Employee Initiated Transfer or Voluntary Transfer**

37
38 The Personnel Office [Human Resources Department](#) shall facilitate discussion regarding
39 employee initiated transfers.
40

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

- 46
47 1. Application for Transfer: to apply for a transfer, the employee must submit a written
48 request to the District Human Resources Office. The employee is responsible to:
 - 49 a. Check job postings at the District Office or at www.provo.edu; and
 - 50 b. Apply for such openings by submitting the information requested in the job
51 posting within five (5) working days of the job posting or by the deadline identified
52 on the job posting; and
 - 53 c. shall notify his/her immediate supervisor of the transfer request.
- 54
55 2. Information from the first transfer request will be forwarded to other schools upon the
56 request of the teacher, providing the contact is received before the five (5) day deadline.
- 57
58 3. Using a common set of criteria such as personnel files, requested qualifications,
59 experience, etc., Principals will review all letters of request for transfer and select the
60 candidates to be interviewed. Successful candidates will be notified ~~in writing~~.
- 61
62 4. Interview for Transfer
 - 63 a. Transfer requests will not be automatically granted. As with all District
64 employment, the position will be filled by the individual who best meets the
65 requirements and qualification of the particular job description.
 - 66 b. In granting transfers, the District will give preference to District employees
67 providing all other qualifications for the particular position are equal.
- 68
69 5. Transfer Approval: Employee initiated transfers should be approved by the administrator
70 of the unit where the vacancy exists.
- 71
72 6. When the position has been filled, all candidates making an application will be notified
73 through a district communication sent to the local schools. Whenever possible, this
74 notification shall be made before the end of the current school year.
- 75
76 ~~7. Employees who do not have an overall rating of effective or are under a plan of~~
77 ~~performance improvement may not transfer without approval from the Deputy~~
78 ~~Superintendent and the Superintendent.~~
- 79
80 8. Principals/Directors will appropriately inform applicants not chosen for open positions.

81
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83 **District Initiated Transfer or Involuntary Transfer**

84

- 85 1. A Principal or immediate supervisor may request the transfer of an employee when in
86 their judgment it will benefit the employee, the school, or the District. Involuntary transfer
87 requests stating specific reasons for the transfer shall be made to the Superintendent.
88 ~~Staff members may be transferred by the District from one assignment to another when~~
89 ~~the District believes there are compelling reasons for doing so.~~
90
91 a. A copy of the request shall be made available to the employee. Those reasons
92 will be discussed with the transferred employee and the principal(s)/Director(s),
93 prior to transfer.
94 b. The superintendent or the superintendent's designee may unilaterally review and
95 approve or deny the involuntary transfer request.
96 c. Salary of a District initiated transferred employee shall not be decreased.
97
98 2. Transfer Approval: ~~District initiated transfers shall be approved by the Deputy~~
99 ~~Superintendent with authorization from the Superintendent. The Superintendent's~~
100 ~~designee shall review the request and recommend approval or denial to the~~
101 ~~administrator of Personnel or the Superintendent, who will approve or deny the~~
102 ~~involuntary transfer request.~~
103
104 3. Authority: The superintendent's designee with authorization from the Superintendent has
105 final authority for all transfers.
106
107

108 **Involuntary Transfers due to Reduction in Force or Staff Imbalance**

109 In situations where an involuntary transfer becomes necessary due to a reduction in staff or for
110 staff imbalance, a call for volunteers shall be made and if there are no volunteers, selection
111 shall be made in the best interests of the district. In the case of an involuntary transfer due to a
112 reduction in staff or for staff balance, the administrator shall adhere to the following guidelines:
113

- 114
- 115 1. Employees required to transfer involuntarily shall be notified of the available openings for
116 which they are qualified.
117
 - 118 2. Employees identified for involuntary transfer shall list their preference for available
119 positions. Positions will be filled by the District with consideration given to the
120 employees' priority listing.
121
 - 122 3. Program need shall be based on the primary assignment description.
123
 - 124 4. Whenever possible, an employee being transferred to a different assignment shall be
125 notified of the transfer prior to the end of the school year.
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 - 127 5. The transferring employee shall be notified of the change in assignment in a conference
128 with his or her supervisor or a designee.

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

Restrictions on Transfer of Employees

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

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

Legal References

- [Utah Code 34A-5-106](#)
- [Utah Code 53G-11-517](#)
- [Utah Code § 53G-11-517 \(2018\)](#)
- [Utah Code § 53G-11-503 \(2018\)](#)

Approved by Board of Education: January 14, 2014
Revised:

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**Reduction in Force and Position Elimination
Policy Series: 5000 Personnel**

Policy No. 5290

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Purpose:

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

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Overview:

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

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Reasons for a Reduction in Force

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

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

39 balanced educational program that is consistent with the functions and responsibilities of the
40 district. ~~i.e. educating students.~~

41
42 The board directs the superintendent to develop procedures for the effective implementation of
43 this policy.

44
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46 **Delegation**

47
48 The board of education hereby delegates to the superintendent the duty to identify which
49 programs or positions should be eliminated, combined, or reduced whenever a reduction in
50 force becomes necessary. In suggesting such action, the superintendent should consider and
51 notify the board:

52

- 53 1. Why the Reduction in Force is necessary.
- 54
55 2. Which positions can best be eliminated, combined or modified to meet the educational
56 goals of the school district.

57

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

60

- 61 1. the results of an employee's performance evaluation; and
- 62
63 2. a school's personnel needs.

64

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66 **"Last Hired, First Fired" Procedure for Layoffs Prohibited**

67

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

72

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74 **Scope of Policy**

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

78

79

80 **Legal References**

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

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

83 [Equal Pay Act of 1963](#)

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

85 [Civil Rights Act of 1991](#)

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

87 [Pregnancy Discrimination Act](#)

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

89

90

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

92

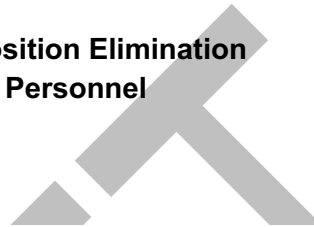
DRAFT

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**Reduction in Force and Position Elimination
Policy Series: 5000 Personnel**

**Policy No. 5290
Procedure 1**



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Reduction Process

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

Recall Procedure

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

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

58 **Notice**

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1. In the event of a reduction in force, human resources will provide written notice to all affected licensed and contracted employees thirty (30) days or more prior to termination of contract; or, in the case of emergency budget cuts, as soon as the information is known. Written notice shall be given to the employee through a certified letter sent to the employee's last known address.
 2. In the event a RIF of teachers is anticipated, human resources will notify the association at the earliest possible time. Financial circumstances and the receipt of information regarding these circumstances will dictate this.

72 **Legal References**

73 [Title VII, Civil Rights Act of 1964](#)
74 [Age Discrimination in Employment Act of 1967](#)
75 [Equal Pay Act of 1963](#)
76 [Title I, Americans with Disabilities Act of 1990](#)
77 [Civil Rights Act of 1991](#)
78 [Section 501 of the Rehabilitation Act of 1973](#)
79 [Pregnancy Discrimination Act](#)
80 [Utah Code 53G-11-516](#)

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83 **Approved by Board of Education** May 13, 2014
84 Revised August 2016
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Religious Neutrality: Constitutional Freedom in Public Schools
Policy Series: 4000 Curriculum, Instruction, and Assessment

Policy No. 4340

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Purpose:

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

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Constitutional Freedom in Public Schools

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

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

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

42

43

44 **Religious Neutrality**

45

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

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51 **Participation Waivers**

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

60

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

66

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

75

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

80

81 ~~The Principal, in consultation with the student's teacher, and after consulting with the student~~
82 ~~and the student's parents, shall notify the student and the student's parent/guardian of the~~
83 ~~Principal's decision. The school may elect one of the following options: 1) To waive the~~

84 participation requirement; 2) To provide a reasonable alternative to the requirement; or, 3) To
85 notify the requesting party that the participation is required. If the school determines that
86 participation is required, the school shall ensure that any limitation on student expression,
87 practice or conduct shall be by the least restrictive means necessary to satisfy the school's
88 interest in fulfilling curriculum objectives, or that the limitation satisfies another specifically
89 identified compelling governmental interest.

91 Expressions of Belief

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

102 Expressions of Belief During Discretionary Time

103
104 Free expression of voluntary religious practice or freedom of speech by students during
105 discretionary time, (non-instructional time during which a student is free to pursue personal
106 interests), shall not be denied unless: 1) The conduct unreasonably interferes with the ability of
107 school officials to maintain order and discipline; 2) Unreasonably endangers persons or
108 property; or, 3) Violates concepts of civility or propriety appropriate to the school setting. Any
109 limitation under this section on student expression, practice, or conduct shall be by the least
110 restrictive means necessary to satisfy the school's interests in fulfilling curriculum objectives or
111 to satisfy another specifically identified compelling governmental interest.

115 Legal References

116 [Utah Code § 53G-10-202\(1\) \(2025\)](#)
117 [Utah Code § 53G-10-206 \(2024\)](#)
118 [Utah Code § 53G-10-202\(2\) \(2025\)](#)
119 [Utah Admin. Rules R277-475-3\(4\) \(August 7, 2024\)](#)
120 [Utah Code § 53G-10-202\(3\), \(4\) \(2025\)](#)
121 [Utah Code § 53G-10-205 \(2023\)](#)
122 [Utah Code § 53G-10-203\(1\), \(3\) \(2023\)](#)
123 [Utah Code § 53G-10-203\(2\), \(3\) \(2023\)](#)

126 **Board Approved:** October 14, 2014

127 Revised:

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Big T Recreation
 11618 S. State St #1602
 Draper, UT 84020
 801-572-0782
 taft@bigtrec.com

QUOTE

Date	Quote #
04/27/2026	22067
Exp. Date	

Shipping Address
Provo City School District 280 West 940 North Provo, UT 84604 USA

PRODUCT	DESCRIPTION	QTY	RATE	AMOUNT
Playground Structure	Franklin Elementary - Playground Remodel Playworld Systems - Playground Structure Custom Playground Design Features -Cozy Cocoon Spinner -Rockblock Climbing Tunnel	1	14,036.00	14,036.00
Surfacing	Material, Freight and Installation New PIP Surfacing 50% Black / 50% Green Up to 3,000 SQFT Material, Freight and Install Available for Purchase on State Contract PA4281 This quote does not include removal or disposal of existing boulder climber, aggregate base and compaction for PIP	1	69,000.00	69,000.00
			SUBTOTAL	
			TAX	
			TOTAL	\$83,036.00

Accepted By

Accepted Date

Acceptance of this quote agrees to the terms and conditions set by Big T Recreation. Please contact us with any questions or concerns P: 801.572.0782, F: 801.216.3077 or E: taft@bigTrec.com or merit@bigTrec.com.

We thank you for your business.



Provo - 1,650 Chromebooks with Google

Quote #019449 v1

Prepared For:

Provo School District

JP Pontious
527 South 1600 West
Provo, UT 84601

P: (801) 374-4800
E: JPP@provo.edu

Prepared by:

DHE Computer Systems - CO

Nick Raimondi
7076 South Alton Way
Building C
Centennial, CO 80112

P: 3032906050
E: Nick.Raimondi@dhecs.com

Date Issued:

05.22.2026

Expires:

06.21.2026

Products

Product ID	Customer Description	Qty	Price	Tax	Total Price
82W2002KUS	Lenovo 300e Yoga Chromebook Gen 4 11.6" Touchscreen Convertible 2 in 1 Chromebook - HD - 1366 x 768 - MediaTek Kompanio 528 (8C, 2x A76 @2.2GHz + 6x A55 @2.0GHz) - 8GB Memory - 64GB	1650	\$285.11	\$0.00	\$470,431.50
CROSSWDISEDUNEW	Google Chrome EDU Perpetual license SKU	1650	\$30.45	\$0.00	\$50,242.50
FREIGHT-NT	FREIGHT (Non-Taxable)	1	\$974.70	\$0.00	\$974.70
				Subtotal:	\$521,648.70

Quote Summary	Amount
Products	\$521,648.70
Total:	\$521,648.70

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.

Acceptance

DHE Computer Systems - CO

Provo School District

Nick Raimondi

Signature / Name

05/22/2026

Date

JP Pontious

Signature / Name

Initials

Date